



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ponderosa Elementary School	43-69674-6048995	April 30, 2024	June 13, 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 Ponderosa Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description.....	4
Educational Partner Involvement.....	4
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	7
ELPAC Results	11
California School Dashboard	14
Goals, Strategies, & Proposed Expenditures.....	29
Goal 1.....	29
Goal 2.....	31
Goal 3.....	34
Goal 4.....	37
Budget Summary	39
Budget Summary	39
Other Federal, State, and Local Funds	39
Budgeted Funds and Expenditures in this Plan.....	40
Funds Budgeted to the School by Funding Source.....	40
Expenditures by Funding Source	40
Expenditures by Budget Reference	40
Expenditures by Budget Reference and Funding Source.....	40
Expenditures by Goal.....	40
School Site Council Membership	41
Recommendations and Assurances	42

Plan Description

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

Ponderosa's goals and outcomes are strategically aligned with the district's LCAP goals in an effort to address site needs in a systematically aligned manner.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Principal, School Support TOSA, Instructional Coach TOSA, and all the school staff collaborate to review site data. In conjunction with the Site Leadership Team (SLT), the School Site Council (SSC), and the English Learner Advisory Committee (ELAC), these school, family, and community advisory committees work together to determine site priorities and needs based on the site data and feedback from each respective group. In collaboration meetings, we review student performance data in academics, behavior engagement and participation, and when applicable social-emotional wellness. These meetings support discussions on school-wide goals, reviewing the annual budget, and making decisions on how to best utilize the provided Targeted Funds. These discussions inform the creation of this document.

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.

In the overall school-wide performance review we have no indicators in the 'Red' or 'Orange'.

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

In review of sub student groups we have students with disabilities performing in the 'Red' and students who are socioeconomically disadvantaged, English Learners, and/ or Hispanic are in the 'Orange' performance band in ELA. In Math, students with disabilities were in the 'Orange' but all other groups were in the 'Yellow' or better. Also of note, Students with Disabilities are in the 'Red' for Chronic Absenteeism.

Other Needs

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

We recognize the achievement gap in sub groups and are using strategic intervention and funding to support closing this gap.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.6%			3
African American	1.1%	1.16%	1.2%	6	6	6
Asian	44.5%	42.08%	41.12%	241	218	206
Filipino	3.3%	4.05%	3.99%	18	21	20
Hispanic/Latino	27.5%	30.12%	31.14%	149	156	156
Pacific Islander	0.2%	0.19%	0.2%	1	1	1
White	22.5%	20.66%	18.96%	122	107	95
Multiple/No Response	0.7%	1.54%	2.59%	4	8	13
Total Enrollment				542	518	501

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	96	79	72
Grade 1	90	91	77
Grade 2	90	91	89
Grade3	85	89	87
Grade 4	86	82	88
Grade 5	95	86	88
Total Enrollment	542	518	501

Conclusions based on this data:

1. Our overall population has declined a small percentage
2. We are adding a second TK class in 24-25
3. This enrollment data does not include three SAI classes, which contribute about ~30 students to Ponderosa's population.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	175	203	168	32.30%	39.2%	33.3%
Fluent English Proficient (FEP)	101	101	138	18.60%	19.5%	27.5%
Reclassified Fluent English Proficient (RFEP)	5	34	69	2.9%	6.6%	13.8%

Conclusions based on this data:

1. Our EL population for 22-23 indicates approximately 1/3 of our total student population.
2. Our reclassified RFEP population has grown significantly from 2020-2023.
3. We are trending in the right direction in supporting students towards in English Proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	91	83	0	82	79	0	82	79	0.0	90.1	95.2
Grade 4	80	81	87	0	78	81	0	78	80	0.0	96.3	93.1
Grade 5	92	82	86	0	80	82	0	80	82	0.0	97.6	95.3
All Grades	253	254	256	0	240	242	0	240	241	0.0	94.5	94.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2447.	2454.		36.59	48.10		15.85	15.19		23.17	12.66		24.39	24.05
Grade 4		2473.	2485.		30.77	36.25		26.92	18.75		16.67	15.00		25.64	30.00
Grade 5		2566.	2526.		48.75	34.15		28.75	28.05		10.00	14.63		12.50	23.17
All Grades	N/A	N/A	N/A		38.75	39.42		23.75	20.75		16.67	14.11		20.83	25.73

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.49	30.38		53.66	50.63		15.85	18.99
Grade 4		25.64	27.50		58.97	52.50		15.38	20.00
Grade 5		45.00	32.93		45.00	47.56		10.00	19.51
All Grades		33.75	30.29		52.50	50.21		13.75	19.50

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		29.27	31.65		46.34	44.30		24.39	24.05
Grade 4		28.21	25.00		51.28	52.50		20.51	22.50
Grade 5		35.00	28.05		56.25	46.34		8.75	25.61
All Grades		30.83	28.22		51.25	47.72		17.92	24.07

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.29	26.58		69.51	62.03		12.20	11.39
Grade 4		12.82	21.25		74.36	67.50		12.82	11.25
Grade 5		22.50	23.17		68.75	64.63		8.75	12.20
All Grades		17.92	23.65		70.83	64.73		11.25	11.62

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.73	27.85		62.20	53.16		17.07	18.99
Grade 4		8.97	22.50		69.23	63.75		21.79	13.75
Grade 5		40.00	24.39		48.75	58.54		11.25	17.07
All Grades		23.33	24.90		60.00	58.51		16.67	16.60

Conclusions based on this data:

1. Approximately 60% of Ponderosa students are meeting or exceeding grade-level standards
2. In reviewing scores in Reading, Writing, Listening, and Research Inquiry, Writing was the most challenging for our students to achieve at, near, or above standard.
3. In reviewing year-over-year changes, we do not see a significant change from 21-22 and 22-23. Reading and writing slightly declined in performance data, while Listening and Research Inquiry slightly improved.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	81	91	83	0	85	81	0	85	81	0.0	93.4	97.6
Grade 4	80	82	87	0	81	85	0	81	85	0.0	98.8	97.7
Grade 5	92	82	86	0	79	86	0	79	86	0.0	96.3	100.0
All Grades	253	255	256	0	245	252	0	245	252	0.0	96.1	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.	2478.		42.35	43.21		15.29	29.63		21.18	6.17		21.18	20.99
Grade 4		2492.	2497.		33.33	31.76		23.46	16.47		18.52	32.94		24.69	18.82
Grade 5		2566.	2532.		54.43	41.86		11.39	16.28		21.52	16.28		12.66	25.58
All Grades	N/A	N/A	N/A		43.27	38.89		16.73	20.63		20.41	18.65		19.59	21.83

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		44.71	53.09		34.12	33.33		21.18	13.58
Grade 4		37.04	37.65		35.80	36.47		27.16	25.88
Grade 5		49.37	39.53		35.44	33.72		15.19	26.74
All Grades		43.67	43.25		35.10	34.52		21.22	22.22

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.65	39.51		40.00	41.98		22.35	18.52
Grade 4		33.33	34.12		43.21	38.82		23.46	27.06
Grade 5		45.57	37.21		36.71	38.37		17.72	24.42
All Grades		38.78	36.90		40.00	39.68		21.22	23.41

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.53	37.04		37.65	48.15		18.82	14.81
Grade 4		34.57	34.12		44.44	42.35		20.99	23.53
Grade 5		37.97	30.23		53.16	50.00		8.86	19.77
All Grades		38.78	33.73		44.90	46.83		16.33	19.44

Conclusions based on this data:

1. In reviewing Math and ELA scores, they were within a few percentage points in consideration of students who met or exceeded grade-level standards.
2. 3rd grade students demonstrated the highest percentage of students meeting or exceeding grade-level standards.
3. Communicating reasoning had the lowest percentage of students below standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1458.0	1425.8	1432.5	1450.2	1428.7	1424.5	1475.8	1418.6	1451.1	38	28	31
1	1460.9	1420.5	1425.0	1475.9	1432.6	1434.5	1445.3	1407.8	1415.0	41	33	24
2	1482.4	1452.0	1446.1	1501.8	1460.5	1451.8	1462.5	1443.0	1439.9	33	32	30
3	1504.6	1467.7	1471.5	1503.8	1483.3	1477.5	1504.9	1451.4	1465.0	33	29	26
4	1493.5	1500.3	1491.1	1494.5	1503.9	1498.2	1492.1	1496.2	1483.5	22	29	35
5	1531.1	1512.1	1521.7	1530.7	1510.3	1533.9	1531.1	1513.4	1509.0	30	16	29
All Grades										197	167	175

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.47	32.14	45.16	26.32	39.29	12.90	23.68	7.14	6.45	10.53	21.43	35.48	38	28	31
1	36.59	6.06	8.33	21.95	27.27	16.67	14.63	27.27	45.83	26.83	39.39	29.17	41	33	24
2	30.30	21.88	3.33	24.24	25.00	36.67	18.18	12.50	40.00	27.27	40.63	20.00	33	32	30
3	39.39	6.90	26.92	24.24	20.69	7.69	18.18	44.83	26.92	18.18	27.59	38.46	33	29	26
4	13.64	20.69	14.29	31.82	31.03	25.71	40.91	24.14	42.86	13.64	24.14	17.14	22	29	35
5	30.00	18.75	27.59	20.00	31.25	27.59	33.33	37.50	24.14	16.67	12.50	20.69	30	16	29
All Grades	32.99	17.37	21.14	24.37	28.74	21.71	23.35	24.55	30.86	19.29	29.34	26.29	197	167	175

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	39.47	46.43	51.61	26.32	21.43	9.68	13.16	10.71	9.68	21.05	21.43	29.03	38	28	31
1	43.90	21.21	8.33	21.95	27.27	33.33	12.20	24.24	33.33	21.95	27.27	25.00	41	33	24
2	36.36	40.63	13.33	21.21	6.25	46.67	33.33	28.13	20.00	9.09	25.00	20.00	33	32	30
3	54.55	27.59	34.62	21.21	41.38	26.92	6.06	13.79	11.54	18.18	17.24	26.92	33	29	26
4	22.73	44.83	37.14	54.55	24.14	42.86	13.64	20.69	2.86	9.09	10.34	17.14	22	29	35
5	43.33	50.00	41.38	33.33	31.25	34.48	13.33	6.25	10.34	10.00	12.50	13.79	30	16	29
All Grades	41.12	37.13	32.00	27.92	24.55	32.57	15.23	18.56	13.71	15.74	19.76	21.71	197	167	175

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	44.74	14.29	32.26	15.79	35.71	12.90	23.68	28.57	22.58	15.79	21.43	32.26	38	28	31
1	26.83	9.09	4.17	34.15	12.12	16.67	12.20	27.27	41.67	26.83	51.52	37.50	41	33	24
2	18.18	9.38	3.33	30.30	40.63	30.00	27.27	12.50	43.33	24.24	37.50	23.33	33	32	30
3	24.24	3.45	11.54	27.27	6.90	7.69	24.24	31.03	23.08	24.24	58.62	57.69	33	29	26
4	0.00	0.00	5.71	31.82	41.38	14.29	36.36	24.14	31.43	31.82	34.48	48.57	22	29	35
5	20.00	6.25	10.34	6.67	18.75	13.79	46.67	37.50	41.38	26.67	37.50	34.48	30	16	29
All Grades	24.37	7.19	11.43	24.37	26.35	16.00	26.90	25.75	33.71	24.37	40.72	38.86	197	167	175

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	47.37	50.00	54.84	39.47	32.14	19.35	13.16	17.86	25.81	38	28	31
1	53.66	30.30	29.17	31.71	51.52	62.50	14.63	18.18	8.33	41	33	24
2	36.36	37.50	30.00	54.55	40.63	53.33	9.09	21.88	16.67	33	32	30
3	54.55	34.48	23.08	30.30	41.38	38.46	15.15	24.14	38.46	33	29	26
4	40.91	48.28	28.57	50.00	34.48	51.43	9.09	17.24	20.00	22	29	35
5	36.67	31.25	51.72	60.00	56.25	37.93	3.33	12.50	10.34	30	16	29
All Grades	45.69	38.92	36.57	43.15	41.92	43.43	11.17	19.16	20.00	197	167	175

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.21	35.71	29.03	34.21	39.29	41.94	31.58	25.00	29.03	38	28	31
1	26.83	15.15	4.17	43.90	45.45	54.17	29.27	39.39	41.67	41	33	24
2	36.36	25.00	3.33	57.58	37.50	73.33	6.06	37.50	23.33	33	32	30
3	51.52	62.07	46.15	27.27	17.24	26.92	21.21	20.69	26.92	33	29	26
4	40.91	41.38	45.71	40.91	44.83	37.14	18.18	13.79	17.14	22	29	35
5	56.67	68.75	65.52	33.33	18.75	17.24	10.00	12.50	17.24	30	16	29
All Grades	40.10	38.32	33.14	39.59	35.33	41.71	20.30	26.35	25.14	197	167	175

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.95	17.86	35.48	63.16	64.29	35.48	7.89	17.86	29.03	38	28	31
1	51.22	12.12	8.33	14.63	27.27	50.00	34.15	60.61	41.67	41	33	24
2	33.33	12.50	10.00	42.42	50.00	56.67	24.24	37.50	33.33	33	32	30
3	21.21	3.45	11.54	51.52	17.24	26.92	27.27	79.31	61.54	33	29	26
4	0.00	3.45	8.57	59.09	55.17	37.14	40.91	41.38	54.29	22	29	35
5	16.67	12.50	17.24	50.00	50.00	48.28	33.33	37.50	34.48	30	16	29
All Grades	27.92	10.18	15.43	45.18	43.11	42.29	26.90	46.71	42.29	197	167	175

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	52.63	42.86	48.39	34.21	28.57	22.58	13.16	28.57	29.03	38	28	31
1	12.20	6.06	4.17	60.98	63.64	58.33	26.83	30.30	37.50	41	33	24
2	18.75	12.50	6.67	53.13	50.00	66.67	28.13	37.50	26.67	32	32	30
3	25.81	3.45	11.54	51.61	48.28	46.15	22.58	48.28	42.31	31	29	26
4	0.00	10.34	2.86	77.27	68.97	54.29	22.73	20.69	42.86	22	29	35
5	13.33	6.25	6.90	56.67	68.75	62.07	30.00	25.00	31.03	30	16	29
All Grades	22.16	13.77	13.71	54.12	53.89	51.43	23.71	32.34	34.86	194	167	175

Conclusions based on this data:

1. Overall, the highest percentages of our students scored as levels 1 and 2.
2. Written language scores were much lower than oral language scores with 11% vs 32% in the level 4 performance.
3. The writing domain was also the lowest number of students performing in the 'Well-Developed' level.

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
501	34.3	33.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Ponderosa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	167	33.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	172	34.3
Students with Disabilities	73	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.2
American Indian	3	0.6
Asian	206	41.1
Filipino	20	4
Hispanic	156	31.1
Two or More Races	13	2.6
Pacific Islander	1	0.2
White	95	19

Conclusions based on this data:

1. The Asian subgroup is currently our largest ethnic group, followed by Hispanic, and then White.
2. At the release of this data our EL population shows 33.3% for 22-23 however, as of March, 2023, we are closer to 40%
3. In consideration of both students with disabilities and those socio-economically disadvantaged, this comprises ~50% of our population.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is a concern in the yellow performance band.
2. Our efforts to build relationships with students and establish stronger staff, student, and family connections is creating an environment where suspension is rarely necessary.

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3. Our overall academic performance is in the green performance band, but we still see a gap in academic achievement for our English Learners and students with disabilities.

School and Student Performance Data

Academic Performance English Language Arts

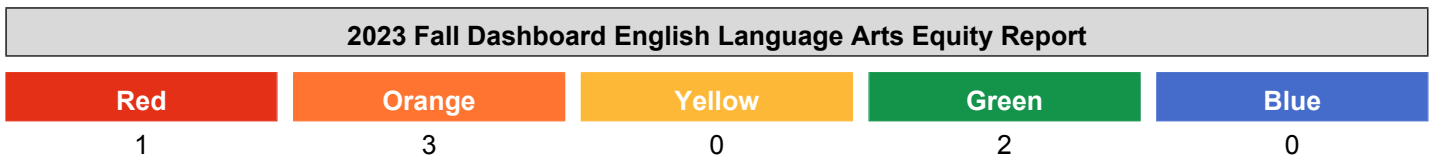
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>19.3 points above standard</p> <p>Decreased -8.4 points</p> <p>240 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>36.8 points below standard</p> <p>Decreased Significantly -19.6 points</p> <p>112 Students</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>44.9 points below standard</p> <p>Decreased -8.2 points</p> <p>83 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>75.6 points below standard</p> <p>Decreased -6.3 points</p> <p>49 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 2 Students	 Green 50.3 points above standard Decreased -6.7 points 99 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 48.4 points below standard Maintained -2.5 points 76 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Green 61.2 points above standard Decreased Significantly - 35.3 points 44 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
119.8 points below standard Decreased Significantly -39.5 points 58 Students	52.3 points above standard Maintained +1.8 points 54 Students	56.8 points above standard Maintained -0.8 points 91 Students

Conclusions based on this data:

1. There was a decline in English Learner scores in ELA. We will work to address this with targeted classroom instruction and additional interventions as available in the budget.
2. We need to continue to support EL, students with disabilities and socioeconomically disadvantaged (SED) students, so they can increase ELA achievement.
3. The Asian and White subgroups demonstrated high achievement in ELA performing in the 'Green' performance band.

School and Student Performance Data

Academic Performance Mathematics

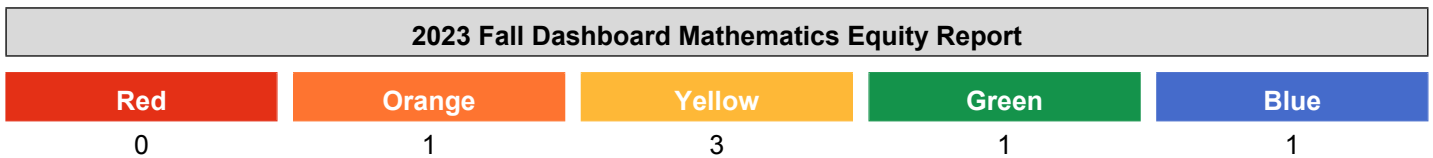
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 27.1 points above standard Maintained -2 points 240 Students	English Learners  Yellow 13.7 points below standard Maintained +2.5 points 113 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 36.5 points below standard Increased +6.3 points 84 Students	Students with Disabilities  Orange 79 points below standard Maintained +2 points 49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	Less than 11 Students 3 Students	 Blue 71.4 points above standard Maintained -0.4 points 99 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 43.5 points below standard Increased +7.1 points 76 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Green 60.9 points above standard Decreased Significantly - 27.2 points 44 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
73.6 points below standard Increased +4.4 points 59 Students	51.7 points above standard Maintained +1.5 points 54 Students	50 points above standard Decreased -10.9 points 90 Students

Conclusions based on this data:

1. Overall, our math achievement scores are in the 'Green' performance band with an average of 27 points above standard.
2. Students with disabilities and socioeconomically disadvantaged students scored lower than their peers and will need continued support and targeted instruction in order to support student learning and achievement
3. Demographically, Hispanic students struggled the most with 43.5 points below standard, we will look to specific instructional strategies and interventions to support learning and achievement in math.

School and Student Performance Data

Academic Performance English Learner Progress

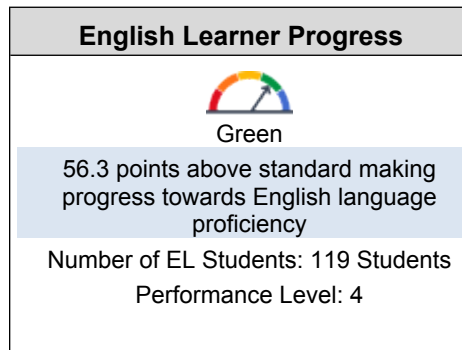
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
13	38	0	66

Conclusions based on this data:

1. More than 50% of EL students made progress in the ELPI level. We are focused on providing effective instructional strategies, interventions and supports so that all EL students can make progress.
2. Approximately 38% of students maintained their language acquisition level. We will review what areas students demonstrated challenges and make adjustments to instruction and intervention.
3. 13% of EL students decreased by one EL level, which is an improvement over the previous 20%, but remains a concern that we want to improve on.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 15.7% Chronically Absent Declined -1 527 Students	English Learners Yellow 18.3% Chronically Absent Declined Significantly -3.3 197 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 25.3% Chronically Absent Declined Significantly -6.4 182 Students	Students with Disabilities Red 25.6% Chronically Absent Increased 0.8 86 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 3 Students	 Yellow 9.4% Chronically Absent Maintained -0.1 212 Students	9.1% Chronically Absent Maintained -0.4 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 25.6% Chronically Absent Declined Significantly -3.8 172 Students	21.4% Chronically Absent 0 14 Students	Less than 11 Students 1 Student	 Yellow 12.4% Chronically Absent Declined -4.1 97 Students

Conclusions based on this data:

1. The state average is ~25% chronically absent. Our overall dashboard data are significantly better (10%) than State averages.
2. Our efforts to address the importance of attendance and being in school have led to an improvement overall, and specifically in English Learners, Socioeconomically disadvantaged, and Hispanic subgroups.
3. Our Hispanic subgroup is the most chronically absent, and while we improved significantly, we still see a present need to support these students and families.

School and Student Performance Data

Conditions & Climate Suspension Rate

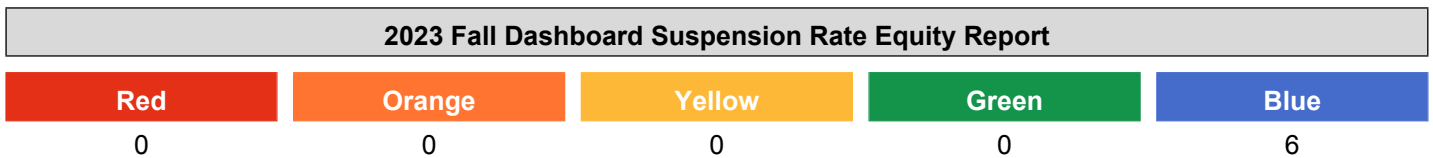
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
 Blue 0% suspended at least one day Maintained -0.2 541 Students	 Blue 0% suspended at least one day Maintained 0 203 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 184 Students	 Blue 0% suspended at least one day Declined -1 88 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 4 Students	 Blue 0% suspended at least one day Maintained 0 220 Students	0% suspended at least one day Maintained 0 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0% suspended at least one day Maintained 0 174 Students	0% suspended at least one day 15 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined -0.9 99 Students

Conclusions based on this data:

1. We are in the Blue band demonstrating our successful efforts to systemically and effectively provide multi-tiered systems of support.
2. Our goal to provide appropriate alternative to suspension interventions has been successful.
3. Our communication with families to be partners in education has successfully supported student behavior.

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.

Overall Student Academic Progress

School Goal: The overall percentage of students who are early on, mid, or above grade level will improve by 20 percentage points in iReady from Diagnostic 1 to Diagnostic 3 in ELA. Our 3-year goal is to see the overall percentage of students early on, mid, or above grade level improve to 67%+.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

In review of the CA School Dashboard our overall scores reflect that we are 19 points above standard in ELA. However, our EL, Hispanic, Special Education, and Socioeconomically Disadvantaged students are not achieving at the level of their Asian and White peers. Steps taken include targeted intervention that will include continuing with dELD (Designated English Language Development) in K-5, refining dELD lessons to support student needs, a schoolwide phonics focus (with morphology in upper grades), a PBIS focus: Opportunities to Engage and Respond - Choice Area, and providing newcomer intervention. Furthermore, Districtwide Professional Development on UFLI (University of Florida Literacy Institute) and Foundational Skills, 1-5 data-informed intervention develops systematic foundational skills and comp, and K-5 teachers pull strategic small groups based on needs (using UFLI). This goal is designed with all students in mind as we want all students to achieve at their highest level possible.

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
iReady Reading data pertaining to all students	Our intervention and instructional efforts have supported a 20% growth observed from Diagnostic 1 to Diagnostic 3 in Reading and a 24% growth in Math.	At the completion of the iReady Diagnostic 3 of the 2024-2025 school year we will see students demonstrate the same or better growth in Reading and Math in the academic year.
CA School Dashboard data pertaining to All students including EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	EL, Hispanic, Special Education, and Socioeconomically Disadvantaged students are performing in the Orange or Red performance bands compared to the Green/ Blue for their Asian and White peer subgroups.	2024-25 Dashboard data will show that all students make growth in grade level progress and our focus subgroups will progress into the next performance band with a long expectation that all

		groups will be performing at grade level standard or above.
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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	Targeted interventions that will include continuing with dELD in K-5, refining dELD lessons to support student needs, a schoolwide phonics focus (with morphology in upper grades), a PBIS focus: Opportunities to Engage and Respond - Choice Area, and providing newcomer intervention. Furthermore, Districtwide PD on UFLI and Foundational Skills, 1-5 data-informed intervention develops systematic foundational skills and comp, and K-5 teachers pull strategic small groups based on needs (using UFLI).	All Students	General Fund
1.2	Provide funding for all of the supplies, books, and materials we need to run the school program successfully. Materials will be in varying reading levels that will promote engagement and reading in support of all students through an inclusive and equitable lens.	All Students	General Fund
1.3	Provide substitutes for assessment, IEP Meetings, 504 Meetings, SST Meetings, professional development, and professional goal setting conferences, where student needs will be discussed and addressed.	All Students	Targeted Allocation Addressed in Targeted Funds for Goal 2

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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

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

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next 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 2

Title and Description of School Goal

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

Supporting our Efforts to Close the Opportunity/ Achievement Gap

Students identified as EL and/ or Special Education will improve at least one academic performance band as measured in iReady data from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

In review of the CA School Dashboard our overall scores reflect that we are 19 points above standard in ELA. However, our EL, Hispanic, Special Education, and Socioeconomically Disadvantaged students are not achieving at the level of their Asian and White peers. Steps taken include targeted intervention that will include continuing with dELD in K-5, refining dELD lessons to support student needs, a schoolwide phonics focus (with morphology in upper grades), a PBIS focus: Opportunities to Engage and Respond - Choice Area, and providing newcomer intervention. Furthermore, Districtwide PD on UFLI and Foundational Skills, 1-5 data-informed intervention develops systematic foundational skills and comp, and K-5 teachers pull strategic small groups based on needs (using UFLI).

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
iReady Data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	70%+ of students not identified as EL's Hispanics, Special Education, and/ or Socioeconomically disadvantaged are early on, mid, or above grade level compared to ~20% (average of those sub groups) of their peers in those subgroups as of Diagnostic 3 data in Reading.	In 2024-25 Students identified as EL and/ or Special Education will improve at least one academic performance band as measured in iReady data from Diagnostic 1 to Diagnostic 3. Our 3-year goal is to have less than 10% of students performing 2 or more grade levels below.
CA School Dashboard CA School Dashboard data pertaining to EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups students	Dashboard data indicates that students in the EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups are performing significantly lower than their Asian and White	Dashboard data for the 2024-2025 school year will indicate that students in the EL, Hispanic, Special Education, and Socioeconomically Disadvantaged subgroups will have performed to closer

	subgroup peers. We need to provide interventions and supports to provide equitable access to the curriculum and academic support to close the achievement gap.	to their peers not identified in those subgroups.
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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	Provide release time for teachers to better understand, review, and address student needs through collaborative thought partner efforts. This could be outside of work hours, paid time, for teachers to meet to analyze data and plan differentiated educational opportunities and targeted instruction, especially for focus group students who are not making adequate growth.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	3000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.2	CCEIS Coach and EL Support Teacher will model, coach, and collaborate with teaching staff to implement best practices in support of students with the most pressing academic needs. A focus on Hispanic/ Latino, and EL students. EL Support teacher will work directly with EL students.	EL, Hispanic, and Socioeconomically Disadvantaged	94510 Targeted Allocation 1000-1999: Certificated Personnel Salaries And 3000-3999 STRS Contributions
1.3	Provide substitutes for assessment, IEP Meetings, 504 Meetings, SST Meetings, professional development, and professional goal setting conferences, where student needs will be discussed and addressed.	All students, but focus on target groups	4000 Targeted Allocation 1000-1999: Certificated Personnel Salaries
1.4	Special education para educators and student attendants will have the opportunity to collaborate outside of work hours, attend trainings, and provide small group instruction as appropriate to meet the needs of students. Other staff, such as office staff, may be included in professional development to meet student needs, as appropriate.	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	10,358 Targeted Allocation 2000-2999: Classified Personnel Salaries And 3202 PERS CLASSIFIED
1.5	Books, reference materials, ebook, and other learning materials	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	3272 Targeted Allocation 4000-4999: Books And Supplies
1.6	Supplies	Focus on EL, Hispanic, Special Education, and Socioeconomically Disadvantaged	5505 Targeted Allocation 4000-4999: Books And Supplies

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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

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

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next 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 3

Title and Description of School Goal

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

Social-Emotional Well-Being and Student/ School Connectedness

We will reduce the Chronic Absenteeism rate by 3% as measured in the CA State Dashboard. The State Average is ~25%, we are at 15.7%. Our 3-year goal is to get under 9%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

Our Chronic Absenteeism rate is 15.7%. Additionally, as spoken to earlier, Students with Disabilities are Chronically Absent at 25.6% based on 2022-23 Dashboard Data. Every missed minute of the school experience is a lost opportunity to grow academically, behaviorally, socially, and emotionally.

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
CA School Dashboard	15.7% Chronic Absenteeism	By communicating the importance of attendance, and building stronger staff/ student relationships and school connectedness our Chronic Absenteeism will reduce by 3% for 24-25

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	Building Stronger Relationships:	All Students	

	<p>Implementing leadership program during recess/lunch where students serve as peer leaders and mentors.</p> <p>Utilize our Wellness program to full capacity and leverage the intern counselors for support.</p> <p>Utilize PBIS practices and our Mult-tiered systems of support like regular check-ins with a trusted adult.</p> <p>Creating a positive school climate where students feel valued, supported, and connected to their peers and teachers and a 4 Be's focus each week (Responsible, Respectful, Kind, Safe).</p> <p>Providing opportunities for students to engage in extracurricular activities or clubs that align with their interests.</p>		<p>Adjunct Duty for some activities</p> <p>None Specified</p>
1.2	<p>Parent Communication and Education:</p> <p>Hosting parent workshops or information sessions on the importance of attendance and its impact on academic success.</p> <p>Utilizing technology to communicate attendance data and trends to parents.</p> <p>Establishing a parent outreach team to personally connect with families of chronically absent students to understand and address underlying issues.</p>	All students	Other Funding Sources or leveraging relationships with the YMCA or other district partners
1.3	<p>Social-Emotional Connection:</p> <p>Integrating social-emotional learning (SEL) practices into the school day to teach skills like self-awareness, self-management, and responsible decision-making.</p> <p>Implementing restorative practices to address conflicts and promote positive relationships among students and between students and staff.</p> <p>Offering counseling services or support groups for students struggling with social-emotional challenges that may affect their attendance.</p>	All students, focus on those exhibiting needs	
1.4	<p>Working with Student Services to conduct home visits for students with significant attendance issues to understand their home environment and provide support.</p> <p>Creating incentives or rewards for students with improved attendance, such as recognition assemblies or small prizes.</p> <p>Implementing attendance monitoring systems to track and intervene early with students who show signs of chronic absenteeism.</p> <p>Collaborating with community organizations or agencies to provide resources and support for families facing barriers to attendance, such as transportation or health-related issues.</p>	All students, focus on those exhibiting needs	

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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

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

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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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next 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 4

Title and Description of School Goal

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

Strengthening Family Connectedness/ Student Enrichment

We will have 30%+ of families participating in their child's education and with the school community as measured by participating or volunteering in the student's classroom during the instructional day, on a field trip, in an advisory committee meeting, or in an event before, during, or after school on campus (not to include Back to School night or Open House). This will be measured by attendance taken by staff, sign-in sheets, or parent surveys.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal(s):

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.
2. All students will equitably receive the social emotional and behavioral support they need to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to be resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

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.

In School Site Council, SELAC, and other community events our parent community has expressed they want to explore more ways to participate at school. Staff has addressed that the more involved the parents are in the child's education has been a supporting factor in their child's participation, engagement, and achievement.

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
Sign in sheet / California Healthy Kids Survey / Family Count at Events	33 Families responded to the California Healthy Kids Survey, ~80 families participated at the school picnic event.	We expect to have 30% or more of families participating at school in some capacity to support their child's enrichment.

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	Continue to Increase PTSA Events Play Dates, Science Night, etc.	All Students	

	<p>Staff-Led Events: Literacy/Math night, LIT family events continue, ELAC - more regular attendance, Lunch/ Picnic</p> <p>Teacher training in using Parent Square</p> <p>At staff meetings, teachers will send a positive email</p> <p>Engage families in a focus group, of how can we improve connection</p> <p>Invite families to academic classroom celebrations and performances: end of reading/writing unit, wax museum, classroom, or grade level concerts or plays.</p>		<p>Some of these events will be funded through PTSA, PEPCO, or have been addressed in the SPSA with other goal strategies.</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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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.

This is a new goal. Therefore, the analysis of implementation, effectiveness, and any necessary adjustments will be assessed throughout the next school year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$120,645.00
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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 (\$)
Targeted Allocation	\$120,645.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$120,645.00

Total of federal, state, and/or local funds for this school: \$120,645.00

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
Targeted Allocation	124,798	4,153.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	120,645.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	101,510.00
2000-2999: Classified Personnel Salaries	10,358.00
4000-4999: Books And Supplies	8,777.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	101,510.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	10,358.00
4000-4999: Books And Supplies	Targeted Allocation	8,777.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	120,645.00

School Site Council Membership

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

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

Name of Members	Role
Nate Ramezane	Principal
Rene Coronado	Classroom Teacher
Quann Villeneuve	Classroom Teacher
Suzy Valentini	Classroom Teacher
Amber Braz-Rivera	Other School Staff
Kaushik Roy	Parent or Community Member
Nicole Wong	Parent or Community Member
Raza Syed	Parent or Community Member
Jessica Silberman	Parent or Community Member
Steve Choy	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

Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 4/30/24.

Attested:



Principal, Nate Ramezane on 4/30/24



SSC Chairperson, Kaushik Roy on 4/30/24