

Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scott Lane Elementary School	43-69674-6049019	April 4, 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 Scott Lane Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Scott Lane has a few main components to its approach to meeting the needs of its students. Approximately 80% of our students are on free or reduced lunch and about 70% are language learners. The key elements we utilize to meet students needs are by delivering highly effective instruction through language development strategies (SEAL) and Dual Language Immersion program, PBIS, effective collaboration (PLCs), a tiered response to intervention system focused on literacy. In response to our ATSI chronic absenteeism identification Scott Lane is meeting with families and providing supports to ensure students attend school by providing home visits and ongoing meeting with families, led by the Assistant Principal, Social worker, Attendance Clerk and Wellness coordinator.

Educational Partner Involvement

How, when, and with whom did your Scott Lane 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

Surveys were utilized such as the county's Social Emotional Learning (SEL) Survey (analysis of students' outlook and experiences), Teacher feedback (via Union representative, team meetings or individuals), SSC feedback (as representatives of constituents), PTA and/or ELAC feedback via meetings. Our Leadership Team collaboratively analyzed multiple sources of data to identify strengths and weaknesses, identified problem statements, and used a root cause analysis tool to identify strategies for addressing our weaknesses or gaps.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI only.

At 37% of students chronically absent on the CA School Dashboard, Chronic Absenteeism at Scott Lane is a challenge school wide. 75% of our school identify as Hispanic/Latino/a/x. Under our current structure we focus first on addressing chronic absenteeism amongst our historically underserved students. Scott Lane's current enrollment is 8% Asian, 6% White and 13% SWD. Due to these relatively low enrollment percentages, it is possible that students within these ATSI identified student groups are not receiving services as frequently as other students.

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.

Referring to the California school Dashboard the overall performance for student group of English Learners Progress is in orange as well as the all student group for English Language Arts

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.

According to the California School Dashboard no student groups are performing two or more performance levels below the all students performance

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Scott Lane 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	0.5%	0.28%	0.25%	2	1	1
African American	3.0%	2.50%	3.28%	11	9	13
Asian	13.6%	7.78%	8.08%	50	28	32
Filipino	2.2%	1.11%	1.26%	8	4	5
Hispanic/Latino	71.0%	77.50%	76.52%	262	279	303
Pacific Islander	0.8%	0.83%	0.51%	3	3	2
White	7.1%	7.22%	6.57%	26	26	26
Multiple/No Response	1.4%	2.50%	3.28%	5	9	13
Total Enrollment				369	360	396

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	56	88
Grade 1	66	64	46
Grade 2	63	64	69
Grade3	55	64	67
Grade 4	55	53	72
Grade 5	48	59	54
Total Enrollment	369	360	396

Conclusions based on this data:

1. Scott Lane's enrollment has been relatively stable for the past three years.
2. Scott Lane has seen an increase in enrollment, whereas district wide we have seen a reduction in enrollment.
3. Kindergarten is our largest grade level. We experienced an increase of 32 students in Kinder enrollment from the prior year.

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)	185	209	215	50.10%	58.1%	54.3%
Fluent English Proficient (FEP)	47	39	57	12.70%	10.8%	14.4%
Reclassified Fluent English Proficient (RFEP)	7	16	27	3.8%	4.4%	6.8%

Conclusions based on this data:

1. Over half of Scott Lane's enrollment are English Learners. Although our 2022-23 rates were 4 percentage points higher than 2020-21, we saw a drop in the percent of EL students from 2021-22.
2. The percent of students testing as Initially fluent in English is at a three year high at 14%
3. Reclassified Fluent English Proficient students is also continuing to increase 6.8%

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	56	68	67	0	65	62	0	65	62	0.0	95.6	92.5
Grade 4	54	56	78	0	54	66	0	54	66	0.0	96.4	84.6
Grade 5	51	58	52	0	55	50	0	55	50	0.0	94.8	96.2
All Grades	161	182	197	0	174	178	0	174	178	0.0	95.6	90.4

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		2359.	2403.		7.69	14.52		12.31	16.13		27.69	35.48		52.31	33.87
Grade 4		2426.	2407.		3.70	7.58		24.07	16.67		38.89	21.21		33.33	54.55
Grade 5		2450.	2435.		9.09	4.00		20.00	24.00		21.82	18.00		49.09	54.00
All Grades	N/A	N/A	N/A		6.90	8.99		18.39	18.54		29.31	25.28		45.40	47.19

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		7.69	14.52		56.92	66.13		35.38	19.35
Grade 4		5.56	4.55		81.48	66.67		12.96	28.79
Grade 5		9.09	2.00		69.09	72.00		21.82	26.00
All Grades		7.47	7.30		68.39	67.98		24.14	24.72

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		1.54	8.06		43.08	54.84		55.38	37.10
Grade 4		0.00	7.58		67.92	45.45		32.08	46.97
Grade 5		5.45	10.00		58.18	50.00		36.36	40.00
All Grades		2.31	8.43		55.49	50.00		42.20	41.57

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		6.15	9.68		67.69	80.65		26.15	9.68
Grade 4		3.77	3.03		81.13	71.21		15.09	25.76
Grade 5		5.45	8.00		81.82	64.00		12.73	28.00
All Grades		5.20	6.74		76.30	72.47		18.50	20.79

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		7.69	17.74		58.46	59.68		33.85	22.58
Grade 4		5.56	9.09		66.67	60.61		27.78	30.30
Grade 5		7.27	8.00		60.00	54.00		32.73	38.00
All Grades		6.90	11.80		61.49	58.43		31.61	29.78

Conclusions based on this data:

1. 3rd grade students had the highest percent of students meeting and exceeding ELA standards (30.65%)
2. 4th grade students had the lowest percent of students meeting and exceeding ELA standards (24.25%)
3. An area of relative need was within the Writing claim where only 58.43% of tested students school wide scored "At or Near Standard" or "Above Standard".

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	56	68	67	0	65	62	0	64	62	0.0	95.6	92.5
Grade 4	54	57	78	0	54	76	0	54	76	0.0	94.7	97.4
Grade 5	51	59	52	0	57	51	0	57	51	0.0	96.6	98.1
All Grades	161	184	197	0	176	189	0	175	189	0.0	95.7	95.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2382.	2400.		4.69	9.68		20.31	20.97		28.13	30.65		46.88	38.71
Grade 4		2425.	2432.		0.00	7.89		24.07	15.79		33.33	34.21		42.59	42.11
Grade 5		2430.	2408.		3.51	0.00		5.26	0.00		24.56	25.49		66.67	74.51
All Grades	N/A	N/A	N/A		2.86	6.35		16.57	13.23		28.57	30.69		52.00	49.74

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		9.38	12.90		48.44	50.00		42.19	37.10
Grade 4		5.56	9.21		50.00	44.74		44.44	46.05
Grade 5		3.51	0.00		31.58	29.41		64.91	70.59
All Grades		6.29	7.94		43.43	42.33		50.29	49.74

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38	14.52		42.19	43.55		48.44	41.94
Grade 4		7.41	6.58		44.44	52.63		48.15	40.79
Grade 5		1.75	0.00		42.11	39.22		56.14	60.78
All Grades		6.29	7.41		42.86	46.03		50.86	46.56

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		10.94	9.68		64.06	67.74		25.00	22.58
Grade 4		5.56	9.21		53.70	53.95		40.74	36.84
Grade 5		5.26	0.00		47.37	47.06		47.37	52.94
All Grades		7.43	6.88		55.43	56.61		37.14	36.51

Conclusions based on this data:

1. 3rd grade students had the highest percent of students meeting and exceeding Math standards (30.65%) 4th 23.68%. 5th 0%
2. 5th grade students had the lowest percent of students meeting and exceeding Math standards (0%)
3. An area of relative need was within the Concepts & Procedures Applying mathematical concepts and procedures claim where only 42.33% of tested students school wide scored "At or Near 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 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	1398.0	1421.1	1427.3	1414.3	1434.4	1434.9	1359.6	1390.1	1409.3	47	28	47
1	1419.9	1418.2	1448.4	1448.3	1429.8	1461.5	1390.9	1405.9	1434.6	34	37	19
2	1483.0	1450.4	1429.3	1485.2	1461.3	1418.1	1480.2	1439.0	1440.0	45	32	41
3	1472.8	1474.0	1463.1	1475.5	1473.7	1445.3	1469.5	1473.8	1480.4	41	42	34
4	1513.9	1496.6	1472.7	1509.7	1497.1	1454.9	1517.7	1495.4	1489.9	34	36	52
5	1538.5	1504.2	1522.3	1539.1	1497.2	1513.0	1537.4	1510.7	1531.1	25	30	32
All Grades										226	205	225

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	19.15	10.71	23.40	23.40	39.29	29.79	23.40	39.29	31.91	34.04	10.71	14.89	47	28	47
1	2.94	2.70	5.26	14.71	18.92	42.11	52.94	40.54	42.11	29.41	37.84	10.53	34	37	19
2	17.78	3.13	0.00	42.22	37.50	34.15	26.67	46.88	31.71	13.33	12.50	34.15	45	32	41
3	2.44	4.76	0.00	39.02	33.33	26.47	19.51	38.10	44.12	39.02	23.81	29.41	41	42	34
4	11.76	8.33	1.92	52.94	44.44	25.00	35.29	25.00	44.23	0.00	22.22	28.85	34	36	52
5	32.00	6.67	21.88	24.00	50.00	28.13	24.00	36.67	34.38	20.00	6.67	15.63	25	30	32
All Grades	13.72	5.85	8.89	33.19	36.59	29.78	29.65	37.56	37.78	23.45	20.00	23.56	226	205	225

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	17.02	17.86	29.79	29.79	39.29	23.40	19.15	32.14	29.79	34.04	10.71	17.02	47	28	47
1	11.76	16.22	26.32	41.18	21.62	52.63	35.29	37.84	10.53	11.76	24.32	10.53	34	37	19
2	37.78	21.88	2.44	37.78	46.88	41.46	11.11	15.63	21.95	13.33	15.63	34.15	45	32	41
3	31.71	14.29	11.76	24.39	45.24	29.41	26.83	19.05	23.53	17.07	21.43	35.29	41	42	34
4	29.41	30.56	11.54	61.76	44.44	34.62	8.82	19.44	21.15	0.00	5.56	32.69	34	36	52
5	52.00	20.00	18.75	32.00	66.67	46.88	4.00	6.67	25.00	12.00	6.67	9.38	25	30	32
All Grades	28.76	20.00	16.00	37.17	43.41	36.00	18.14	21.95	23.11	15.93	14.63	24.89	226	205	225

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	17.02	3.57	8.51	6.38	32.14	27.66	31.91	42.86	53.19	44.68	21.43	10.64	47	28	47
1	0.00	0.00	0.00	11.76	13.51	26.32	29.41	29.73	47.37	58.82	56.76	26.32	34	37	19
2	13.33	0.00	0.00	35.56	21.88	26.83	17.78	43.75	31.71	33.33	34.38	41.46	45	32	41
3	2.44	0.00	0.00	17.07	16.67	29.41	31.71	50.00	38.24	48.78	33.33	32.35	41	42	34
4	8.82	5.56	7.69	29.41	19.44	11.54	44.12	36.11	40.38	17.65	38.89	40.38	34	36	52
5	20.00	3.33	18.75	16.00	30.00	21.88	32.00	46.67	25.00	32.00	20.00	34.38	25	30	32
All Grades	10.18	1.95	6.22	19.47	21.46	23.11	30.53	41.46	39.56	39.82	35.12	31.11	226	205	225

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	19.15	32.14	25.53	55.32	57.14	61.70	25.53	10.71	12.77	47	28	47
1	8.82	24.32	52.63	79.41	62.16	42.11	11.76	13.51	5.26	34	37	19
2	11.11	28.13	21.95	80.00	62.50	58.54	8.89	9.38	19.51	45	32	41
3	26.83	38.10	20.59	48.78	45.24	50.00	24.39	16.67	29.41	41	42	34
4	47.06	63.89	28.85	47.06	30.56	46.15	5.88	5.56	25.00	34	36	52
5	48.00	26.67	40.63	40.00	66.67	53.13	12.00	6.67	6.25	25	30	32
All Grades	24.78	36.10	29.33	59.73	53.17	52.89	15.49	10.73	17.78	226	205	225

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	27.66	10.71	29.79	36.17	71.43	42.55	36.17	17.86	27.66	47	28	47
1	32.35	8.11	15.79	44.12	51.35	68.42	23.53	40.54	15.79	34	37	19
2	48.89	21.88	2.44	40.00	65.63	65.85	11.11	12.50	31.71	45	32	41
3	24.39	26.19	5.88	53.66	47.62	61.76	21.95	26.19	32.35	41	42	34
4	35.29	8.33	5.77	64.71	77.78	42.31	0.00	13.89	51.92	34	36	52
5	64.00	36.67	25.00	24.00	50.00	50.00	12.00	13.33	25.00	25	30	32
All Grades	37.17	18.54	13.78	44.25	60.00	52.89	18.58	21.46	33.33	226	205	225

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	8.51	10.71	10.64	40.43	75.00	80.85	51.06	14.29	8.51	47	28	47
1	2.94	8.11	15.79	35.29	27.03	47.37	61.76	64.86	36.84	34	37	19
2	35.56	0.00	7.32	37.78	68.75	46.34	26.67	31.25	46.34	45	32	41
3	2.44	0.00	0.00	46.34	47.62	55.88	51.22	52.38	44.12	41	42	34
4	14.71	2.78	7.69	73.53	50.00	48.08	11.76	47.22	44.23	34	36	52
5	16.00	6.67	12.50	56.00	63.33	46.88	28.00	30.00	40.63	25	30	32
All Grades	13.72	4.39	8.44	46.90	53.66	55.56	39.38	41.95	36.00	226	205	225

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.15	14.29	34.04	29.79	60.71	44.68	51.06	25.00	21.28	47	28	47
1	0.00	0.00	0.00	44.12	59.46	84.21	55.88	40.54	15.79	34	37	19
2	8.89	9.38	4.88	48.89	53.13	63.41	42.22	37.50	31.71	45	32	41
3	7.32	4.76	5.88	51.22	78.57	76.47	41.46	16.67	17.65	41	42	34
4	11.76	8.33	15.38	67.65	72.22	55.77	20.59	19.44	28.85	34	36	52
5	20.00	20.00	31.25	56.00	70.00	59.38	24.00	10.00	9.38	25	30	32
All Grades	11.06	8.78	16.89	48.23	66.34	60.89	40.71	24.88	22.22	226	205	225

Conclusions based on this data:

- 37.78 % of Emergent Bilinguals are in Level 2 suggest that many students are progressing in English language proficiency. Level 2 typically indicates a basic understanding of English with some limitations, implying students are advancing beyond the initial stages of language acquisition.
- 31.25% of our 5th grade students Emergent Bilinguals students are classified as "Well Developed" in writing. This data implies that the strategies and intervention used are supporting students growth as the previous year the 5th grade Emergent Bilinguals were at 20%.

3. According to the California Dashboard, 40% of Emergent Bilingual progressed at least one ELPI level on the ELPAC.

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
396	76	54.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Scott Lane 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	215	54.3
Foster Youth		
Homeless	3	0.8
Socioeconomically Disadvantaged	301	76
Students with Disabilities	37	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	3.3
American Indian	1	0.3
Asian	32	8.1
Filipino	5	1.3
Hispanic	303	76.5
Two or More Races	13	3.3
Pacific Islander	2	0.5
White	26	6.6

Conclusions based on this data:

1. Scott Lane enrollment is steady and continues to grow.
2. Hispanic/Latino/a/x student population is our largest sub group and growing.
3. The Socioeconomically disadvantage population is at 76% this may point to the underlying socioeconomic challenges within the community and region.

School and Student Performance Data

Overall Performance

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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall students are performing in the orange in ELA
2. Overall students are performing in the yellow on Math
3. English Language Learners student group is progressing in the orange in ELA which is the same as overall performance for all students

School and Student Performance Data

Academic Performance English Language Arts

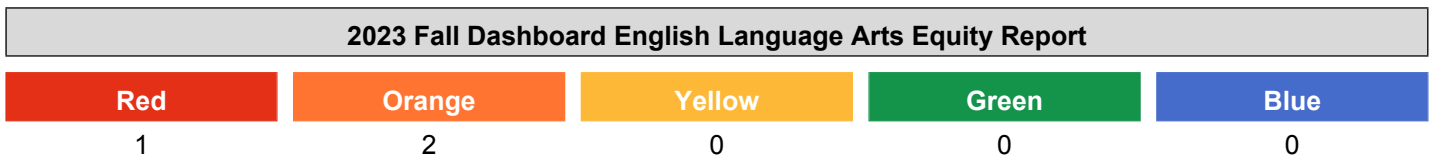
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 52.4 points below standard Maintained +2.7 points 174 Students	English Learners  Red 72.8 points below standard Decreased -9.2 points 118 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 65.4 points below standard Decreased -4.9 points 147 Students	Students with Disabilities 108.1 points below standard Increased +5.6 points 27 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.7 points below standard Maintained -2.9 points 138 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	24.8 points below standard 13 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
90.6 points below standard Decreased -6.9 points 94 Students	2.8 points below standard Maintained +1.5 points 24 Students	18.4 points below standard Maintained +2.8 points 41 Students

Conclusions based on this data:

1. There has been a 2.7 % increase in English Language Arts (ELA) proficiency overall by all students in the California School Dashboard
2. English Language Learners student group decreased 9.2% in English Language Arts (ELA) proficiency in the California School Dashboard
3. Despite Scott Lane being a SEAL school with a strong focus on second language acquisition, ELLs at Scott Lane are performing 72.8% below standard proficiency level in English Language Arts

School and Student Performance Data

Academic Performance Mathematics

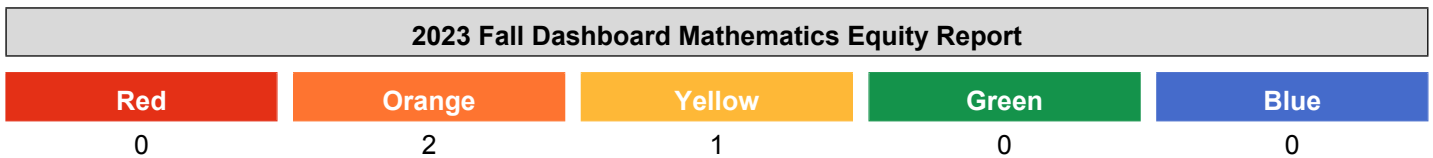
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 63.9 points below standard Increased +7.2 points 176 Students	English Learners  Orange 77.8 points below standard Decreased -3.5 points 118 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 75.1 points below standard Maintained +2.4 points 149 Students	Students with Disabilities 118.9 points below standard Decreased -8.5 points 28 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 73.6 points below standard Increased +3.6 points 139 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	37.2 points below standard 13 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
90.9 points below standard Decreased -6.2 points 94 Students	26.4 points below standard Increased Significantly +17 points 24 Students	34.3 points below standard Increased Significantly +22.7 points 42 Students

Conclusions based on this data:

1. There was growth of 7.2 % for all students on the Smarter Balance Summative Math Assessment
2. Hispanic/Latino/a/x had an increase 3.6 % and Reclassified English Learners increased 17 %
3. Although both Reclassified English Learners and Hispanic/Latino/a/x increased in proficiency the overall performance of English Only students had a higher performance of a 22.7% increase

School and Student Performance Data

Academic Performance English Learner Progress

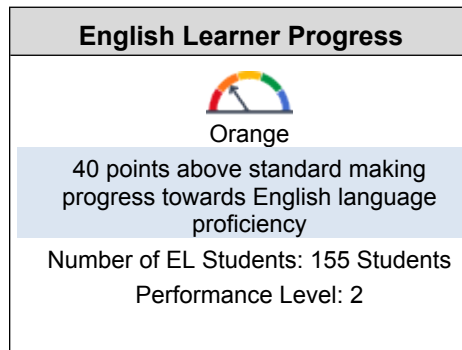
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
39	54	0	62

Conclusions based on this data:

1. ELL/MLL have shown growth over time in ELA and reclassification
2. 62% of students are progressing at least one ELPI Level
3. 54% of students are maintaining ELPI level

School and Student Performance Data

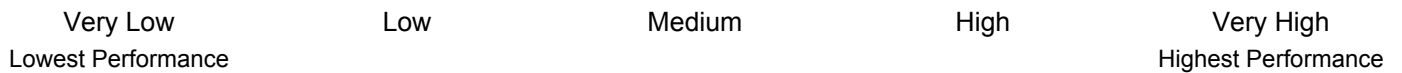
Academic Performance College/Career Report

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

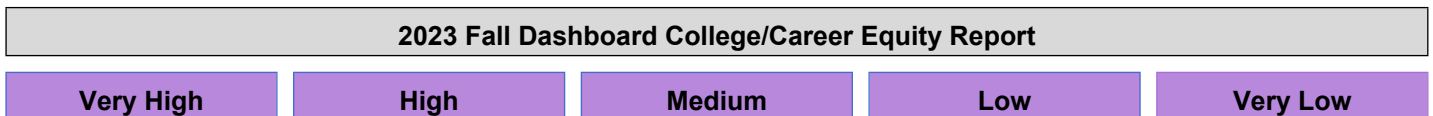
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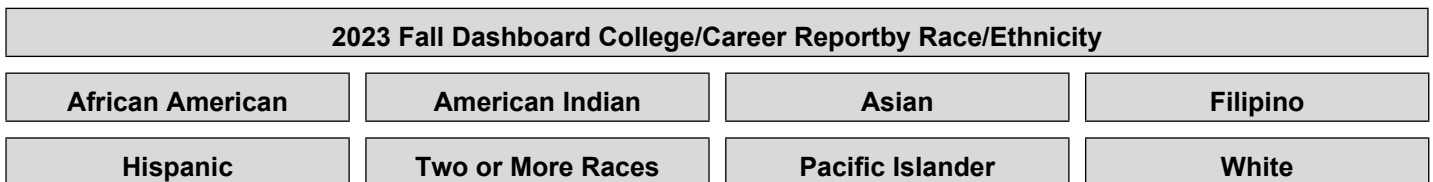
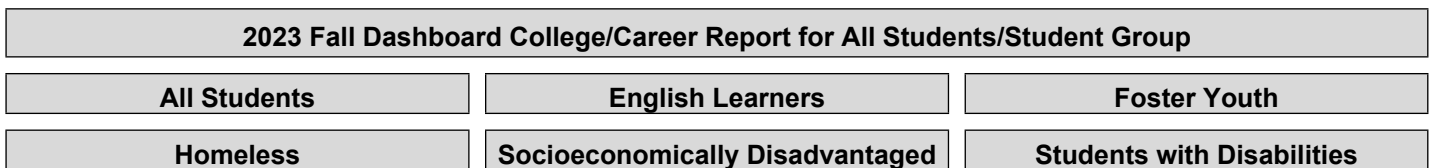
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report





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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Yellow</p> <p>29.8% Chronically Absent</p> <p>Declined Significantly -7.1</p> <p>433 Students</p>	<p>Orange</p> <p>28.2% Chronically Absent</p> <p>Declined -2.9</p> <p>245 Students</p>	<p>No Performance Color</p> <p>0 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Less than 11 Students</p> <p>4 Students</p>	<p>Yellow</p> <p>29.6% Chronically Absent</p> <p>Declined Significantly -8</p> <p>328 Students</p>	<p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined -14</p> <p>56 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
15.4% Chronically Absent 0 13 Students	Less than 11 Students 1 Student	 Red 48.7% Chronically Absent Increased 13.2 39 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.9% Chronically Absent Declined Significantly -9.7 328 Students	26.7% Chronically Absent Declined -0.6 15 Students	Less than 11 Students 2 Students	13.8% Chronically Absent Declined -16.2 29 Students

Conclusions based on this data:

1. Chronic absenteeism is "Very High" school wide and across all measurable student groups.
2. Attendance rate is 97.79, and chronic absenteeism has declined to 7 % all students and 9.7 % Hispanic/Latino/a/x
3. Socioeconomically Disadvantaged student group has decreased 8% in Chronic absenteeism

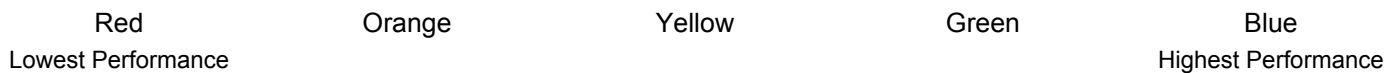
School and Student Performance Data

Academic Engagement Graduation Rate

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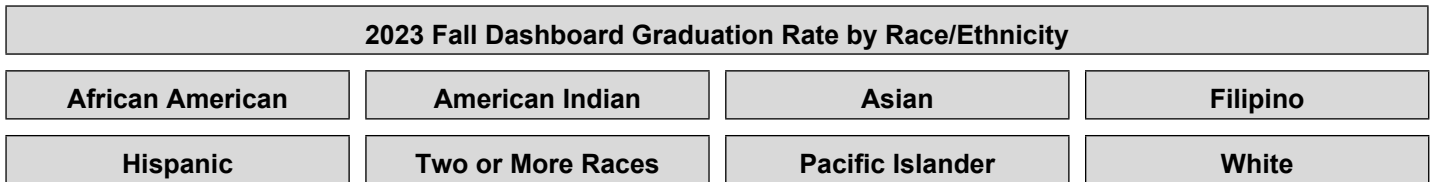
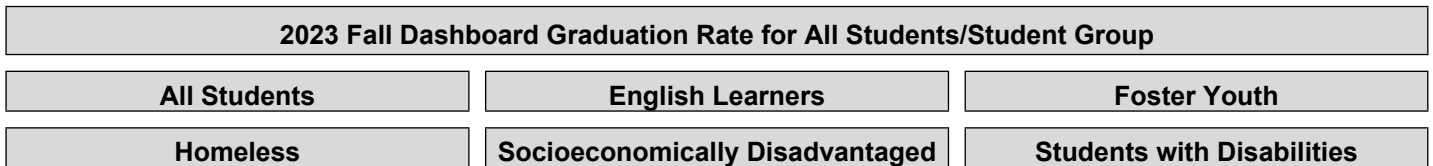
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

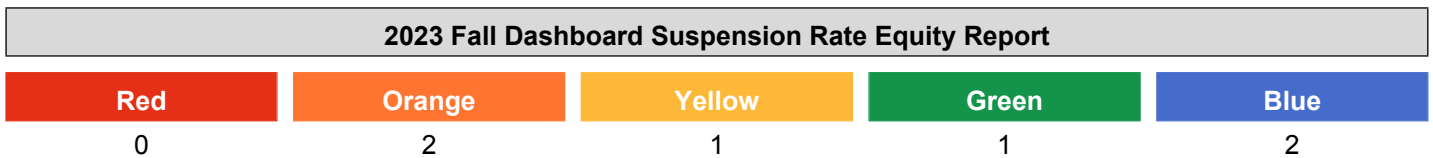
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This section provides number of student groups in each level.



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
 Green 1.3% suspended at least one day Declined -0.4 445 Students	 Yellow 2% suspended at least one day Maintained -0.2 253 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Green 1.8% suspended at least one day Declined -0.6 334 Students	 Blue 0% suspended at least one day Declined -1.8 56 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -9.1 15 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Orange</p> <p>5% suspended at least one day</p> <p>Increased 5 40 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0.9% suspended at least one day</p> <p>Declined Significantly -1.1 336 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>3.3% suspended at least one day</p> <p>Increased 3.3 30 Students</p>

Conclusions based on this data:

1. There has been a decrease in suspensions .4% for all students
2. Significant decrease of African American students 9.1%
3. Decline of suspensions for Hispanic/Latino/a/x students 1.1%

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.

Academic

Overall students will demonstrate a 5% academic growth and reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP ELA and Math grades 3-5), ELPAC and iReady Reading and Math Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate the achievement of historically underserved student groups to narrow opportunity 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.

ELA and Math SBAC assessment results show students need to increase their proficiency levels. SBAC data reveal a 26% achievement gap between Emergent Bilinguals and EO, IFEP and RFEP students. iReady Diagnostic 3 results show a 12% gap in performance between Emergent Bilingual students and English Only students scoring overall meeting/exceeding grade level in reading and a 3% gap in math. (ATSI) Students with Disabilities - 6.90% meeting/exceeding. Emergent Bilinguals, Socioeconomically Disadvantaged, Hispanic/Latino/a/x and students with Disabilities need additional support to improve their reading and math scores in iReady assessments and CAASPP. This data exhibits the importance of implementing Tier I and II interventions to address the disparity and ensure all students have equitable academic opportunities. By focusing on interventions, ongoing assessments, and fostering an inclusive learning environment we can work towards narrowing the opportunity gap and supporting the holistic growth of all students.

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 ELA	<p>Baseline Diagnostic 3 2024</p> <p>17% Mid or Above grade level 20% Early on grade level 30% One grade level below 18% Two grade levels below 14% Three grade levels below</p> <p>5% Emergent Bilingual Mid or Above grade level</p>	<p>By Diagnostic 3 2025 Goal 5% growth</p> <p>22% Mid or Above grade level 25% Early on grade level</p> <p>Goal decrease 5% 25% One grade level below 11% Two grade levels below 9% Three grade levels below</p> <p>10% Emergent Bilingual Mid or Above grade level</p>
iReady Math	<p>Baseline Diagnostic 3 2024</p> <p>10% Mid or Above grade level 16% Early on grade level 51% One grade level below 14% Two grade levels below 9% Three grade levels below</p> <p>5% Emergent Bilingual Mid or Above grade level</p>	<p>By Diagnostic 3 2025 Goal 5% growth</p> <p>15% Mid or Above grade level 21% Early on grade level</p> <p>Goal decrease 5% 49% One grade level below 9% Two grade levels below 4% Three grade levels below</p> <p>10% Emergent Bilingual Mid or Above grade level</p>
ELA CAASPP	<p>Baseline Spring of 2023 Overall</p> <p>10.43% Standard Exceeded 18.26% Standard Met 26.09% Standard Nearly Met 45.22% Standard Not Met</p> <p>13.46% Emergent Bilinguals Standard Exceeding/Met 23.14% Socioeconomically Disadvantage Standard Exceeding/Met 24%.Hispanic/Latino/a/x Standard Exceeding/Met 13% Students with IEPs Standard Exceeding/ Met</p>	<p>By June of 2024 Overall Goal 5 % growth</p> <p>15% Standard Exceeded 23% Standard Met 31% Standard Nearly Met 50% Standard Not Met</p> <p>18% Emergent Bilinguals Exceeding/Met 28% Socioeconomically Disadvantage Standard Exceeding/Met 29% Hispanic/Latino/a/x Standard Exceeding/Met 18% Students with IEPs Standard Exceeding/Met</p>
Math CASSPP	<p>Baseline Spring of 2023 Overall</p> <p>9.57% Standard Exceeded 19.13% Standard Met 30.43% Standard Nearly Met 40.87% Standard Not Met</p> <p>13.46% Emergent Bilinguals Standard Exceeding/Met 23.14% Socioeconomically Disadvantage Standard Exceeding/Met 23%.Hispanic/Latino/a/x Standard Exceeding/Met</p>	<p>Baseline Spring of 2024 Overall Goal 5 % growth</p> <p>14% Standard Exceeded 24% Standard Met 35% Standard Nearly Met 45% Standard Not Met</p> <p>13.46% Emergent Bilinguals Standard Exceeding/Met 23.14% Socioeconomically Disadvantage Standard Exceeding/Met</p>

	13% Students with IEPs Standard Exceeding/ Met	24%.Hispanic/Latino/a/x Standard Exceeding/Met 13% Students with IEPs Standard Exceeding/ Met
ELPAC	Baseline June 2023 21.43% Level 1 41.67% Level 2 30.36% Level 3 6.55% Level 4	June 2024 Goal 5 % growth 26.43% Level 1 46.67% Level 2 35.36% Level 3 11.55% Level 4

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	Intervention system to provide targeted Tier I & II support that will include certificated and classified/hourly/STLA staff (Literacy)	English Language Learners and all student groups below grade levels in iReady, F&P and CAASPP Assessments	22,584 Title I 1000-1999: Certificated Personnel Salaries .2 Certificated Bilingual - Spanish TOSA for Literacy Intervention 127,506 Title I 2000-2999: Classified Personnel Salaries Two 6 hr. Instructional Para for Intervention - Bilingual/Spanish 50,054 Title I 2000-2999: Classified Personnel Salaries Two 5 hr. Instructional Paras for Intervention - Bilingual/Spanish 67,014 Title I None Specified Three 3 hour Instructional Paras/Hourly /STLA for Intervention -Bilingual Spanish
1.2	Parent Workshops will be provided for K-5 families, translation/interpretation services for meetings, conferences, documents, school business, etc. will be provided for parents who require translation assistance, and childcare services will be provided to families attending workshops and/or classes	All students	2,168 Title I Part A: Parent Involvement Parent workshop, materials including food/snacks 500.00 Title I Part A: Parent Involvement Translation Services for Parent Engagement,

			Workshops and/or SST meetings 500.00 Title I Part A: Parent Involvement Childcare services for parents attending parent workshop
1.3	Materials and supplies that support all academic content areas will be provided to support student learning. (Learning materials, tools, and supplemental materials including but not limited to: Reading, Writing, Math Workshop Materials/Supplies, ELD, DLI, Assessment materials, AVMR, Classroom materials for small group guided reading, guided math, guided reading books, classroom leveled reading materials including high interest, supplemental Origo Math Tools, Reading Recovery books, classroom, and school library books, technology/headphones/digital subscriptions etc., recess/PE equipment, Art, Garden, Makers/STEAM activities.	All students	12,000 Targeted Allocation 4000-4999: Books And Supplies Materials, supplies, and technology to support ELD and DLI instruction, hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.)
1.4	Certificated subs to provide teacher teams with time to collaborate and learn together PLC	All Students	2,000 Targeted Allocation 1000-1999: Certificated Personnel Salaries Certificated Hourly Pay to be used for collaboration, PLC professional development out of the instructional day
1.5	Certificated subs to release teachers during the instructional day for SST/MTSS (PBIS) Process/Teacher/Intervention Collaboration	All students	10,026 Targeted Allocation None Specified Certificated subs to be used for teachers to collaborate and use date to support students and school

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.

iReady- Diagnostic 2023 to March 2024 over all students meeting/exceeding 37% which is a 5% growth (met goal) Multi-linguals 19% which is 1% growth. Implementing Tier I & II intervention support for our sub groups especially our historically underserved (Hispanic/Latino/a/x, ELLs, socioeconomic disadvantage, disabilities) students is showing academic performance growth based on iReady and F & P.

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

We initially intended to have all 7 intervention staff begin at the start of the school year. Due to challenges in hiring qualified staff all Intervention Tier I & II classified staff started 2nd semester.

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.

Begin the school year with all Tier I & II Intervention staff to support students reading growth

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.

English Language Development

Overall students will demonstrate a 5% growth on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate the achievement of historically underserved student groups to narrow opportunity 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.

Our EL students need support in acquiring English, including academic vocabulary, to increase achievement on ELPAC, ELA & Math CAASPP, and F & P assessments.
ELPAC assessment data show: 43.6% of students had growth

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
ELPAC	Baseline June 2023 21.43% Level 1 41.67% Level 2 30.36% Level 3 6.55% Level 4	June 2024 Goal 5 % growth 26.43% Level 1 46.67% Level 2 35.36% Level 3 11.55% Level 4

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	Purchase materials and supplies to support ELD instruction SEAL strategies as well as hire classified and certificated staff/interventionist to implement Tier I and II supports	Language Learners and newcomers in particular, but all students benefit from strategies.	Title1 and Targeted: Materials and supplies to support ELD instruction and SEAL allocated under Goal 1

			Classified and certificated interventionists allocated under Goal 1
1.2	Purchase materials and supplies to increase student motivation, engagement and achievement in ELD, purchase technology to support student learning in the classroom, field trips and visiting programs will be provided to K-5 students to increase English language, vocabulary and background knowledge, fifth grade students participate in Science Camp to increase academic vocabulary and background knowledge.	All Students	Enrichment program materials costs (funded through donations) 5th Grade Science Camp (District to cover up to costs for all students) hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) allocated under Goal 2
1.3	Bilingual personnel will be present in the office to assist parents and students who only speak Spanish or it is their primary language	Language Learners and newcomers	8,282 Targeted Allocation 2000-2999: Classified Personnel Salaries Salary for Bilingual Attendance Clerk
1.4	PIP and Counseling programs will be provided for at-risk EL students to support with SEL	Students with SEL needs based on staff observation, BTT, and SWISS data	Salaries for PIP/Counseling Services (Budgeted under Goal 4 - School Climate)
1.5	ELSAT will monitor ELPAC assessment and manage English Learner paperwork and parent communication	Language Learners and newcomers	ELSAT funded through district funds

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.

ELLs are growing in the ELPAC Assessment with 41% at a level 2

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

Implement designated ELD and SEAL strategies to support students growth in language acquisition

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.

NA

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.

School Climate

The staff, students, families and communities will focus on a safe, supportive, positive and inclusive school climate at Scott Lane. A positive school climate will serve to improve social-emotional well-being, morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic areas. Parent and community involvement in the school will increase. Ultimately, this will have a positive effect on behavior, student achievement, and citizenship at our school, as well as attendance. Vice Principal, Social worker/Counselor/Student and Family Family Engagement Liaison will meet with students and families with chronic absentees with a focus on our White, Asian, and student with disabilities (ATSI) to provide support to increase attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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. 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 collaborative 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.

This year 5 grade students participated in the California Healthy Kids Survey.

School Supports and Engagement

- 89% Academic Motivation
- 79% School Connectedness
- 80% Perceive School Safety
- 73% Caring Relationships
- 77% High Expectations
- 47% Meaningful Participation

- 69% Fairness
- 89% Rule Clarity
- 79% Social Emotional Learning Supports
- 76% Anti-bullying Climate
- 87% Positive Behavior
- 81% Parent Involvement in Schooling
- 79% Facilities Upkeep

Based on the data there appears to be a need for students to see themselves as having an active part in their learning, by goal setting and monitoring progress towards those goals.

There have been a significant decrease in suspensions from the academically year 2022-2023 to 2023-2024. Specifically there were 8 suspension incidents in 2022-2023, whereas in the subsequent year academic year 2023-2024 only 4 incidents occurred. This reduction indicates an improvement in the overall behavior and discipline within the analyzed environment. Several factors could contribute to this decrease such as proactive disciplinary measures, enhanced support systems for students, and the hire of a Social Emotional Learning credentialed staff that delivered comprehensive lessons to classrooms school wide/small group mentoring and supports for students at recess as well as a classified staff to support students' needs. Based on our surveys and Behavior Tracking Tool BTT, we need to continue to implement comprehensive SEL instruction in our classroom, and to continue to strengthen our Tier 1 and Tier 2 PBIS interventions.

All staff (certificated and classified) must be continuously trained in a Multi-Tier System of Support for social and behavioral needs to use the same language, routines, and practices. We have hired 7 noon-duty supervisors to ensure a safe recess environment. Noon duty supervisors are challenging to retain, so we continually hire and re-hire staff and training. We have also hired BGS to support with structured play during recess and provide structured game lessons to students as well as to teach positive problem resolution.

ATSI reports we have a high Chronic Absenteeism rate with the following subgroups:

- Asian - 35.5% (Very High)
- White - 30% (Very High)
- Students with Disabilities - 42.6% (Very High)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance (Data Zone) April 2024	Spring 2024 (K-5) Average Daily Attendance: Overall: 93.48% English Learners: 93.73% Socioeconomically Disadvantage: 93.67% Hispanic/Latino/a/x: 93.45% Students with IEPs: 93.23%	Spring 2025 (K-5) 5% Growth Average Daily Attendance: Overall: 98% English Learners: 98% Socioeconomically Disadvantage: 98% Hispanic/Latino/a/x: 98% Students with IEPs: 98%
California Healthy Kids Survey	Baseline 2023-2024	Baseline 2024-2025

	<p>School Supports and Engagement</p> <p>89% Academic Motivation 79% School Connectedness 80% Perceive School Safety 73% Caring Relationships 77% High Expectations 47% Meaningful Participation</p> <p>69% Fairness 89% Rule Clarity 79% Social Emotional Learning Supports 76% Anti-bullying Climate 87% Positive Behavior 81% Parent Involvement in Schooling 79% Facilities Upkeep</p>	<p>School Supports and Engagement</p> <p>94% Academic Motivation 84% School Connectedness 85% Perceive School Safety 78% Caring Relationships 82% High Expectations 52% Meaningful Participation</p> <p>74% Fairness 94% Rule Clarity 84% Social Emotional Learning Supports 81% Anti-bullying Climate 92% Positive Behavior 86% Parent Involvement in Schooling 84% Facilities Upkeep</p>
Chronic Absenteeism (Data Zone)	<p>2023-2024</p> <p>Overall: 20.32%</p> <p>19.83% Emergent Bilinguals 19.85% Socioeconomically Disadvantaged 19.72% Hispanic/Latino/a/x 26.09% Students with an IEP</p>	<p>2024-2025 Decrease 5%</p> <p>Overall: 15%</p> <p>14% Emergent Bilinguals 14% Socioeconomically Disadvantaged 14% Hispanic/Latino/a/x 21% Students with an IEP</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will build positive school and classroom community through PBIS (now incorporates Beary Good Citizen, adopted school wide values and the 3 Agreements instruction and activities), Teachers and staff will infuse character and Mindset education in to curricular areas	All Students	
1.2	5th grade students have the opportunity to participate in Safety Patrol	All Students	Safety Patrol supplies funded through donations and/or PTA funds
1.3	Students will participate in structured play, sporting events during recess. In addition to learning through play, students will learn about conflict resolution and teamwork.	All Students	34,000 Title I Organization to support with Positive Behavior Intervention and school climate during class and recess times with structured play, teach and reinforce conflict resolution,

			teamwork and sporting events during recess.
1.4	TK-5 students and staff will participate in school wide PBIS program, T-shirts and incentives will be purchased to support positive playground and classroom behavior from the PBIS Bear Store, staff and families will participate in school wide day and evening events, 3rd, 4th and 5th grade students will have the opportunity to participate in Student Council, and will purchase items for the PBIS Bear Store	All Students	2,000 Targeted Allocation Incentives for PBIS Bear Store and activities
1.5	Staff will participate(released) in PBIS training with district coach as well as classroom visit to collect data and SST meetings (roving sub to release teachers)	All Students	Sub pay to release teachers for MTSS (walks/planning/review school wide data needs, SST meetings) Goal 1
1.6	School will provide annual community events to promote positive school and community climate, parent participation and student achievement, Translation will be provided for parents for conferences, documents, day to day school business, School will offer parent education nights on topics of interest (gang prevention, nutrition, health/wellness, how to help my child with homework, how to support my child so that he/she will do well in school, SEAL topics, etc.), Parents incentives will be offered to increase attendance and participation during events, Communication between home and school will take place throughout the school year(website, texts, emails, phone blasts, phone calls, flyers, home visits, etc.), PTA sponsored events will occur throughout the year, School will invite and encourage partnership programs with community organizations, colleges and companies (Intel, Santa Clara Masons, Santa Clara University, Rotary, etc.), School facilities will be well-kept to promote school pride and positive school climate, Staff provide training for parents to learn how to support teachers and students in the classroom, Parents will be invited to attend special events in the classroom 11. Childcare will be provided for afternoon and evening events, Migrant families will be encouraged to attend District Migrant Program events (Latino Parent Conference, Migrant Mothers Day, etc.), CCSS and curriculum workshops will be provided to parents several times throughout the school year, purchase materials to promote positive school climate, school cleanliness, safety, etc., When available, support services will be provided for students with behavioral, emotional and other special needs	All Students	Parent Involvement Services Translations (allocated Goal 1) Childcare (allocated Goal 1)
1.7	At-risk students participate in counseling services. These services will include work with our Wellness	Students with SEL needs based on staff	15,000 Targeted Allocation

	Coordinator, as well as the PIP Counselor, at-risk students will be provided with additional support through a grade-level paraprofessionals and/or classroom assistants, all Scott Lane students will have or be provided student uniforms that are within uniform guidelines	observation, BTT, and SWISS data	None Specified PIP counselor
1.8	Students, parents and staff participate in an annual survey to ensure school climate goals are being met, 1st-5th grade students participate in a school wide school climate survey to inform future goals and specific areas of focus, School Site Council and staff participate in on-going evaluations of current programs, Stakeholders (certificated, hourly and classified school staff, SSC members, and other parents who express interest) are offered the opportunity to give input on the School Plan each year through a 'poster' process (goals, actions and expenditures list are posted in a public area, stakeholders are invited to review the School Plan and write down input on the posters), Principal implements a yearly needs assessment survey of staff, students and groups [SSC, ELAC, School PLC, Student Council, Site Learning Team (SLT), etc.] to determine changes for the following school year, Principal and YMCA leaders collaborate to ensure that that after school program supports the regular school day (discussion of grade level year-long plans, students adhere to the expectations of the PBIS program, parents feel comfortable participating both during and after school, etc., Site Learning Team meets 5-6 times per year to collaborate and advise on school improvement implementation	All Students	
1.9	SEL/PBIS Paraeducator to support school-wide daily with SEL in grades Tk-5, deliver SEL Lessons, support teachers in arranging a calming/deescalating corner, support students with high social and emotional needs, support classrooms with high need students (de escalate students), support student groups and at recess, and support students (White, Asias, Student with disabilities) and families with chronic absentees.	All students and students with SEL needs based on staff observation, BTT, and SWISS data and chronic absentees	15,642 Title I 2000-2999: Classified Personnel Salaries .5 SEL/PBIS Paraeducator
1.10	SEL/PBIS classified staff to support Positive Behavior Intervention System (PBIS) Tier I and Tier II intervention in classrooms, groups and recess, check- ins throughout the day with students	All students and students with SEL needs based on staff observation, BTT, and SWISS data and chronic absentees	20,102 Targeted Allocation Classified Personnel - Positive behavior intervention system (PBIS) to support Tier I and Tier II intervention in the classroom.
1.11	Equipment/materials/incentives for recess to support PBIS, SEL and student wellness	All Students	2,000 Targeted Allocation Positive Behavior Intervention and support equipment/materials/incentives to support with PBIS and SEL of students in and outside the classroom as well as attendance

1.12	Certificated subs to provide PBIS Team time to monitor and collect data in partnership/collaboration with the MTSS District Behavior Coach to prepare Professional Development for the staff	All Students	Certificated subs to be used for partnership/collaboration and professional development (allocated under Goal 1)
1.13	Parent Workshops to build capacity and support student learning and positive behavior	All Students	Parent workshops/capacity building/monitoring students performance, and parent skills (allocated under Goal 1) Food and child care for family meetings and workshops (allocated under Goal 1)
1.14	Classified employees implement Positive Behavior Intervention System (PBIS) to support a safe climate before and during the school day. This will include hourly rate of pay for classified staff to engage in professional learning to support a safe climate.	All Students	71,902 Targeted Allocation 2000-2999: Classified Personnel Salaries Tier I and II Intervention. Positive behavior intervention system (PBIS) to support a safe climate before and during the school day. This will include hourly rate of pay for classified staff and also to engage in professional learning to support a safe climate.

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.

The high percentage of Academic Motivation (89%) and School Connectedness (79%) indicate that students are generally motivated and engaged in their academic activities. This is a positive sign as it suggest strong interest in learning and participating in school related tasks.

The high percentage of students reporting clarity in rules (89%), Social Emotional Learning Supports (79%) and Positive Behavior (87%) indicate a positive disciplinary environment within the school. However, we will continue to support and deliver lessons on Anti-bullying as it was 76% reported by students. We will continue to have SEL classified staff deliver and support with lessons in classrooms, recess, and small group and mentoring group.

High percentage of students reported Parent Involvement (81%). We will continue to implement Back to School, Open House, Community Plaza, Gallery Walks, Family events/Nights, PTA Fundraisers which bring our community together.

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

We will continue to have Assistant Principal, Wellness Coordinator, Attendance Clerk, Social Worker support families with absenteeism to decrease our 20% of chronic absenteeism.

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 have BGS on campus to support students with structured play and problem resolution as students report high percentage of clarity in rules (89%) and Positive Behavior (87%).

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	\$463,280.00
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	\$316,800.00
Title I Part A: Parent Involvement	\$3,168.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$319,968.00**

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 (\$)
Targeted Allocation	\$143,312.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$143,312.00**

Total of federal, state, and/or local funds for this school: **\$463,280.00**

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
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Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	143,312.00
Title I	316,800.00
Title I Part A: Parent Involvement	3,168.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,668.00
1000-1999: Certificated Personnel Salaries	24,584.00
2000-2999: Classified Personnel Salaries	273,386.00
4000-4999: Books And Supplies	12,000.00
None Specified	92,040.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	24,102.00
1000-1999: Certificated Personnel Salaries	Targeted Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	80,184.00
4000-4999: Books And Supplies	Targeted Allocation	12,000.00
None Specified	Targeted Allocation	25,026.00
	Title I	34,000.00

1000-1999: Certificated Personnel Salaries	Title I	22,584.00
2000-2999: Classified Personnel Salaries	Title I	193,202.00
None Specified	Title I	67,014.00
	Title I Part A: Parent Involvement	3,168.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	294,352.00
Goal 2	8,282.00
Goal 3	160,646.00

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
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Claudia Corpus	Principal
Raquel Dominguez	Other School Staff
Vince Fernandez	Other School Staff
Sara Tomasello	Classroom Teacher
Maria Cruz Gutierrez	Classroom Teacher
Adelina Contreras	Other School Staff
Jucelia Alvarez	Parent or Community Member
Rachelle Rasmussen	Parent or Community Member
Yara Hildago Barajas	Parent or Community Member
Hilda Gonzalez Alvarez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: School Leadership

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 04/4/2024.

Attested:



Principal, Claudia Corpus on 04/4/2024



SSC Chairperson, Ruth Llanes on 04/4/2024