

School Year: **2024-25**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mariposa Avenue Elementary School	34-67447-6034714	June 7th, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 4
 - Data Analysis 4
 - Root Cause Analysis 4
 - Resource Inequities 4
- Input from Educational Partners 4
- School and Student Performance Data 5
 - Student Enrollment..... 5
 - Student Population..... 7
 - Overall Performance 8
 - Academic Performance 9
 - Academic Engagement 18
 - Conditions & Climate..... 22
- Goals, Strategies, & Proposed Expenditures..... 25
 - SPSA/Goal 1 25
 - SPSA/Goal 2 37
 - SPSA/Goal 3 42
- Centralized Services for Planned Improvements in Student Performance 48
 - Budget Summary 50
 - Budget Summary 50
 - Other Federal, State, and Local Funds 50
- Budgeted Funds and Expenditures in this Plan 51
 - Funds Budgeted to the School by Funding Source..... 51
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 52
 - Expenditures by Goal 52
- School Site Council Membership 54
- Recommendations and Assurances 55

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

Staff Meetings-October 2023 - Data Conversations around CAASPP and i-Ready/Text Level school wide assessment results. April 2024-Data Conversations around English Learners. School Site Council Meetings-March 2024-data conversations around CAASPP, i-Ready/Text Level school wide assessment results. April 2024 -Data Conversations around English Learners. ELAC Meeting-September 2023 - Presentation of ELPAC Results and feedback gathered from parents. Student Input: from District Climate Survey and Student Council Meetings

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.34%	0.34%	1.29%	1	1	4
African American	6.12%	6.4%	7.07%	18	19	22
Asian	6.12%	8.42%	8.36%	18	25	26
Filipino	0.68%	0%	%	2	0	
Hispanic/Latino	36.39%	31.65%	32.48%	107	94	101
Pacific Islander	%	0%	0.64%		0	2
White	43.54%	45.45%	43.09%	128	135	134
Multiple/No Response	6.80%	7.74%	7.07%	20	23	22
	Total Enrollment			294	297	311

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	52	52	41
Grade 1	51	53	53
Grade 2	44	50	52
Grade3	45	52	57
Grade 4	47	44	52
Grade 5	55	46	48
Total Enrollment	294	297	311

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	54	54	75	19.00%	18.4%	24.1%
Fluent English Proficient (FEP)	19	14	10	5.50%	6.5%	3.2%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

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
297	81.5	18.2	0.7
Total Number of Students enrolled in Mariposa Avenue 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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	54	18.2
Foster Youth	2	0.7
Homeless	27	9.1
Socioeconomically Disadvantaged	242	81.5
Students with Disabilities	55	18.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	19	6.4
American Indian	1	0.3
Asian	25	8.4
Hispanic	94	31.6
Two or More Races	23	7.7
White	135	45.5

School and Student Performance Data

Overall Performance






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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

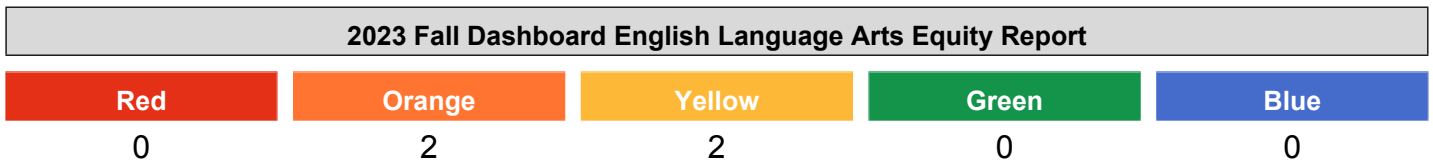
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students Yellow 52 points below standard Increased Significantly +16.3 points 122 Students	English Learners 81.5 points below standard Decreased -4.8 points 28 Students	Foster Youth Less than 11 Students 1 Student
Homeless 77.4 points below standard Increased +13.1 points 14 Students	Socioeconomically Disadvantaged Yellow 58.1 points below standard Increased +8.6 points 98 Students	Students with Disabilities Orange 117.4 points below standard Increased Significantly +21.9 points 35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	56.4 points below standard 12 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 53.7 points below standard Maintained +2.7 points 40 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Yellow 46.6 points below standard Increased Significantly +29.5 points 54 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
105.7 points below standard Increased +14.4 points 23 Students	Less than 11 Students 5 Students	44.8 points below standard Increased Significantly +24.4 points 89 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 52 points below standard which was a significant increase from the previous school year. Our lowest performing student groups were Students with Disabilities and Hispanic. Students with Disabilities scored 117.4 points below standard which was a significant increase from the previous school year. Hispanic students scored 55.7 points below standard which was similar to the previous school year.

Students with Disabilities and Hispanic.

We used i-Ready Reading diagnostic results, Text Levels, BPST, High Frequency Words data and analyzed this data per Trimester through grade level release time data days.

Doing data days helped us focus on the growth and lack of growth our students were making. In reading it worked as we created fluid reading intervention groups through out the year that our classroom teachers and intervention teachers met with.

We were able to create small intervention groups for reading based on our assessment of the data that adjusted to meet the needs of our students. For the math benchmark assessments, teachers used this to work with students on

having them create growth goals and reflect on the growth they made at the end of the assessment period on their benchmark test.

A lot of parents don't speak any English and have a hard time understanding the curriculum to help their children at home.

The EL population is more diverse.

EL students are below grade level in reading and math. 90% of EL students were below standard on CAASPP in ELA. 82% of EL students were below standard on CAASPP in Math. (2022-2023)

CAASPP questions are presented with certain language that may not be used during normal classroom instruction.

There's a disconnect with CAASPP language vs. instruction language.

The students that are able to go to ELD AND Intervention have higher and quicker growth than students who only go to ELD.

EL population has grown a lot in a short time.

The BIAs were removed from the school.

It is hard to find translations for some of the less common spoken languages.

Additional full-time ELD teacher for a total of 2 ELD teachers (1 for K-2 and 1 for 3-5). If we had 2 ELD teachers, then students could be seen year-round during ELPAC testing.

Basic curriculum for Newcomer students.

Bilingual books

Pocket translators

Full-time BIAs in multiple languages (spanish,

Full-time BIAs for 3-5.

Continue after-school tutoring or enrichment activities.

Bilingual and multicultural books.

Extra Chart Paper, pencils, supplies (feels like we are out of supplies and get push back when we ask for basic supplies).

Separate intervention block from ELD and RSP block.

Release time for teachers to prepare GLAD materials (integrated ELD strategies)-optional for teachers.

4-5 iPads per class for using google translate.

Mystery Writing subscription for EL

Additional time during conference week when you need a translator.

Find ways for attendance to improve for students that encourage parents.

School and Student Performance Data

Academic Performance Mathematics

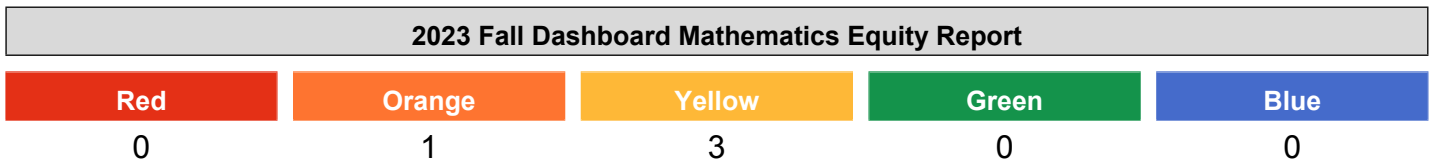
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 62.8 points below standard Increased Significantly +21.9 points 121 Students	English Learners 77.8 points below standard Increased Significantly +33.8 points 28 Students	Foster Youth Less than 11 Students 1 Student
Homeless 113.1 points below standard Decreased Significantly -18.8 points 14 Students	Socioeconomically Disadvantaged Yellow 69.4 points below standard Increased +13.5 points 97 Students	Students with Disabilities Orange 123.7 points below standard Increased Significantly +26.3 points 35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	Less than 11 Students 1 Student	47.9 points below standard 12 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 68.9 points below standard Increased Significantly +19.8 points 39 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Yellow 61.7 points below standard Increased Significantly +19.6 points 54 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
91.5 points below standard Increased Significantly +51.5 points 23 Students	Less than 11 Students 5 Students	61.6 points below standard Increased Significantly +19 points 88 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 62.8 points below standard which was a significant increase from the previous school year. Our lowest performing student group was Students with Disabilities. Students with Disabilities scored 123.7 points below standard which was a significant increase from the previous school year.
Students with Disabilities

Piloted a new math curriculum and received professional development throughout the year on this curriculum and standards of practice in mathematics. On going data we looked at was on math facts across grade levels. Teachers adjusted supports for students based on weekly fact tests. Math did not work as well as we did not get to a point in being as strategic in creating intervention groups for math.

Structured intervention time in the mathematical standards our students' groups are not meeting; with intervention teachers and classroom teachers. Utilize Teacher's Tool Box in I-Ready to support small group intervention instruction. Teacher observations in successful/research based math programs at other school sites. Collaboration with our SDC and Resource teachers around math standards with our general education teachers.

School and Student Performance Data

Academic Performance English Learner Progress

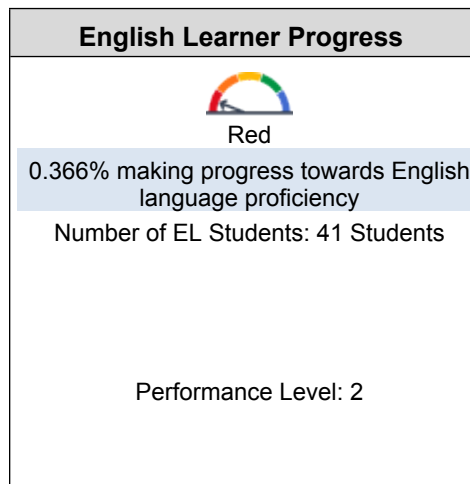
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	18	0	15

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Greatest growth was in our ELPI Levels that progressed at least one level. We had 18 students maintained ELPI Level 1, 2L, 2H, 3L, or 3H and 8 students that decreased one level. In our decreased one ELPI level, is an area of improvement.

A lot of parents don't speak any English and have a hard time understanding the curriculum to help their children at home. The EL population is more diverse.

EL students are below grade level in reading and math. 90% of EL students were below standard on CAASPP in ELA. 82% of EL students were below standard on CAASPP in Math. (2022-2023)
CAASPP questions are presented with certain language that may not be used during normal classroom instruction. There's a disconnect with CAASPP language vs. instruction language.
The students that are able to go to ELD AND Intervention have higher and quicker growth than students who only go to ELD.
EL population has grown a lot in a short time.
The BIAs were removed from the school.
It is hard to find translations for some of the less common spoken languages.

Additional full-time ELD teacher for a total of 2 ELD teachers (1 for K-2 and 1 for 3-5). If we had 2 ELD teachers, then students could be seen year-round during ELPAC testing.
Basic curriculum for Newcomer students.
Bilingual books
Pocket translators
Continue after-school tutoring or enrichment activities.
Bilingual and multicultural books.
Extra Chart Paper, pencils, supplies (feels like we are out of supplies and get push back when we ask for basic supplies).
Separate intervention block from ELD and RSP block.
Release time for teachers to prepare GLAD materials (integrated ELD strategies)-optional for teachers.
4-5 iPads per class for using google translate.
Mystery Writing subscription for EL
Additional time during conference week when you need a translator.
Find ways for attendance to improve for students that encourage parents.

School and Student Performance Data

Academic Performance College/Career Report

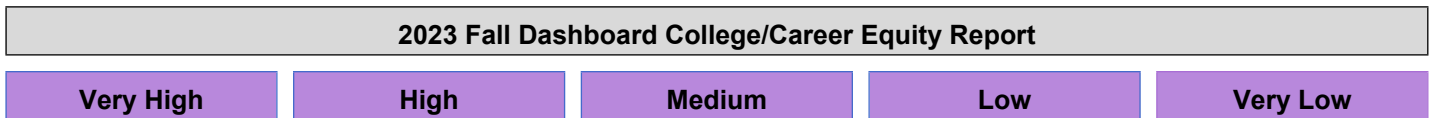
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

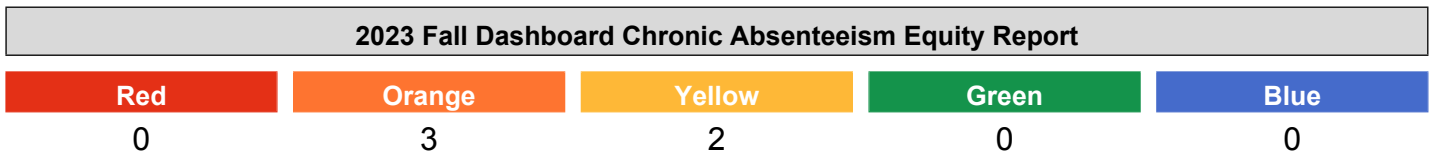
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>35.6% Chronically Absent</p> <p>Declined Significantly -20.3</p> <p>326 Students</p>	<p>English Learners</p> <p>Orange</p> <p>22.2% Chronically Absent</p> <p>Declined -31.7</p> <p>81 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Homeless</p> <p>47.6% Chronically Absent</p> <p>Declined -34.5</p> <p>42 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>37.6% Chronically Absent</p> <p>Declined Significantly -23.5</p> <p>279 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>37.7% Chronically Absent</p> <p>Declined -33.8</p> <p>77 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>57.1% Chronically Absent</p> <p>Declined -11.3</p> <p>21 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p>12.9% Chronically Absent</p> <p>Declined -26</p> <p>31 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>36.4% Chronically Absent</p> <p>Declined -17.9</p> <p>99 Students</p>	<p>34.8% Chronically Absent</p> <p>Declined -31.9</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>36.7% Chronically Absent</p> <p>Declined Significantly -19.6</p> <p>150 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

35.6% of all students were chronically absent which was a significant decrease from the previous school year. Our lowest performing student groups were English Learners, Students with Disabilities, and Hispanic students. 22.23% of our English learners were chronically absent which was a decrease from the previous school year. 37.7% of our Students with Disabilities were chronically absent which was a decrease from the previous school year. 36.4% of our Hispanic students were chronically absent which was a decrease from the previous school year.

An easement of Covid Restrictions for Quarantine, more focus on perfect attendance incentives, attendance tracking and growth in attendance incentives. Additional support position: School Community Intervention Assistant who works with families and students. Increase in hours of our Attendance Clerk. Monthly attendance meetings with district support staff, school social worker, and School Community Intervention Assistant.

Personnel to support our students and families: School Community Intervention Assistant and School Community Specialist, additional hours for our Attendance Clerk to a 6 hour position. Spanish speaking BIA (Bilingual Instructional Assistant). Materials and supplies for our Community Resource Room. Attendance incentives.

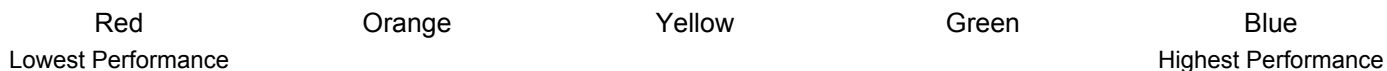
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

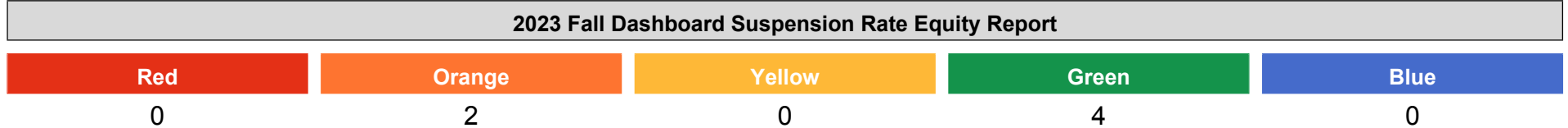
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

2.2% suspended at least one day

Maintained 0.1
 358 Students

English Learners


 Green


1.2% suspended at least one day

Declined -0.3
 82 Students

Foster Youth

Less than 11 Students
 5 Students


Homeless


 Green

2.1% suspended at least one day

Declined -4.2
 48 Students


Socioeconomically Disadvantaged


 Green

2.6% suspended at least one day

Declined -0.4
 303 Students





Students with Disabilities


 Orange

2.5% suspended at least one day

Increased 2.5
 81 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>	<p>Less than 11 Students 3 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 32 Students</p>	<p> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Orange</p> <p>4.8% suspended at least one day</p> <p>Increased 3.1 105 Students</p>	<p>0% suspended at least one day</p> <p>Declined -3.6 24 Students</p>	<p> No Performance Color 0 Students</p>	<p> Green</p> <p>1.8% suspended at least one day</p> <p>Declined Significantly -1.1 171 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

2.2% of all students were suspended at least one day which was similar to the previous school year. Our lowest performing student groups were Students with Disabilities and Hispanic. 2.5% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year. 4.8% of our Hispanic students were suspended at least one day which was an increase from the previous school year.

We added a School Community Intervention Assistant to work with our students. We implemented Second Step and Classroom Meetings daily in every classroom. We had our Counselor and Social Worker pull Social Emotion groups with a focus on one behavior and set goals with these groups and monitored progress of. We have additional Rec Aide time to work with students on social emotion skills on the playground and social skill in the playground/recess setting through weekly time with classes focused on social skill building games and activities. Monthly all staff Positive Behavior Intervention System (PBIS) meetings to look at SWIS Data and respond to trends in behaviors, review/refocus on our PBIS processes and procedures. Weekly drawing of Eagle Tickets for PBIS prizes. Monthly recognition of our character trait winners. Monthly PBIS Assemblies around character traits that are student driven.

Adding a School Community Specialist. Additional professional development in SEL. Tier II Training in PBIS Program. PBIS End the Year Strong Program. Continuation of support staff: Social Worker, Counselor, School Community Intervention Assistant. Continuation of PBIS program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We used i-Ready Reading and Math diagnostic results, Text Levels, BPST, High Frequency Words, Envision Math Benchmark Assessments. Per Trimester grade levels met on data days to review this data. On going data we looked at was on math facts across grade levels. Teachers adjusted supports for students based on weekly fact tests. We looked at CAASPP Data in the fall. For writing we used benchmark writing prompts twice in the year and reviewed results in grade level teams using common grade span rubrics based on Common Core Standards.

What worked and didn't work? Why? (monitoring)

Doing data days helped us focus on the growth and lack of growth our students were making. In reading it worked as we created fluid reading intervention groups through out the year that our classroom teachers and intervention teachers met with. Math did not work

as well as we did not get to a point in being as strategic in creating intervention groups for math. We did a year long Writing PD based on Writing Revolution Strategies. This helped us focus on our writing standards across grade levels.

What modification(s) did you make based on the data? (evaluation)

We were able to create small intervention groups for reading based on our assessment of the data that adjusted to meet the needs of our students. Review of the data also resulted in more of a focus on phonics, phonemic awareness and vocabulary during our intervention block time. For the math benchmark assessments, teachers used this to work with students on having them create growth goals and reflect on the growth they made at the end of the assessment period on their benchmark test.

2023-24

Identified Need

We identified the need to continue our Writing PD Focus and choose a Writing Curriculum to pilot for the 2024-2025 School Year. We also identified the need to continue to work across grade levels on aligning our writing prompts and rubrics to reflect our standards and writing strategies we are using. We identified the need to use our Math benchmark tests at the beginning of the year to monitor the progress or lack of on grade level standards through out the year. Creating Math intervention groups is also a need.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	
	Filipino	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic 53.7 points below standard Two or More Races Pacific Islander White 46.6 points below standard	
Math State Assessment: Change in scale score	All Students 62.8 points below standard English Learners 77.8 points below standard Foster Youth Homeless 113.1 points below standard Socioeconomically Disadvantaged 69.4 points below standard Students with Disabilities 123.7 points below standard African American American Indian Asian 47.9 points below standard Filipino Hispanic 68.9 points below standard Two or More Races Pacific Islander White 61.7 points below standard	+3 scale score points
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.366%	+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	1.22%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide academic intervention throughout the school day to students who are performing below grade level. Intervention Teacher FTE 1.0 PC 35100	All Students English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	116,775 53,433	School Year 2024-25
1.2	Provide academic instructional support in the classroom to boost student academic achievement through one 0.4 instructional assistant. PC 32977	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	10,801 4552	School Year 2024-25

			3000-3999: Employee Benefits		
1.3	Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	10,000 8,000	School Year 2024-25
1.4	Provide supplemental professional development, professional training materials, supports and supplemental materials and supplies in order to increase overall academic	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation	5,799 8,000	School Year 2024-25

	achievement for students.		4000-4999: Books And Supplies		
1.5	Provide academic intervention for students who are performing below grade level through before/after school tutoring.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	3,000	School Year 2024-25
1.6	Purchase and maintain supplemental classroom supplies, materials, and resources focused on Math, ELD, GLAD, STEAM, and other academic programs and areas in order to continually support academic growth and maintain academic achievement for students who are performing below	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	School Year 2024-25

	grade level expectations.				
1.7	Provide non-fiction and fiction books to support students of low income who are not meeting grade-level standards access highly engaging text.	All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3,000	School Year 2024-25
1.8	Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and low-income students who are working below grade-level standards.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,641	School Year 2024-25
1.9	Provide Reading and Math Intervention and assessment materials which are aligned to the common core standards in order to provide supplemental	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	School Year 2024-25

	core instruction to students who are low income and English Learners working below grade level standards.				
1.10	Ensure all English Learners receive designated and integrated ELD with one FTE (1.0) ELD Teacher. This is in addition to our current ELD FTE 1.0 ELD teacher.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 1000-1999: Certificated Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	111,100 44,071	School Year 2024-25
1.11	Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Spanish	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	26,599 23,465	School Year 2024-25

1.12	Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Russian	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	26,599 23,465	School Year 2024-25
1.13	Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Ukrainian	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 2000-2999: Classified Personnel Salaries Equity Multiplier 3000-3999: Employee Benefits	26,599 23,465	School Year 2024-25
1.14	Bilingual Instructional Assistant	All Students X English Learners Low-Income Students	Equity Multiplier	13,299 11,733	School Year 2024-25

	Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.375) Dari	Foster Youth Lowest Performing	2000-2999: Classified Personnel Salaries Equity Multiplier 2000-2999: Classified Personnel Salaries		
1.15	Engaging Instructional Practices: Curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	20,000	School Year 2024-25
1.16	Engaging School Literature: <ul style="list-style-type: none"> • Bi-LIngual and multicult 	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	5,000	School Year 2024-25

	<ul style="list-style-type: none"> • Engaging school literature to reflect culturally relevant topics, student interests, and promote student literacy. • Provide literacy for families to engage with ELA at home. 				
1.17	Accelerates both literacy skills and English language development with specialized activities for multilingual students in grades PreK–6. Build an equitable learning environment with	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	14,625	School Year 2024-25

	specialized first-language instruction and human-voiced audio supports in 15 languages.				
1.18	Guided Language Acquisition Design (GLAD) - Differentiated instruction to support various student language profiles and needs.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies	6,815	School Year 2024-25

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

Monthly attendance meetings looking at chronic absenteeism, family communication on clearing absences, improvement or lack of in student attendance after holding Habitual Truancy Conferences, tardy rates. Weekly attendance rates of classes.

What worked and didn't work? Why? (monitoring)

Adding hours to our Attendance Clerk helped in communicating with families over absences and building relationships with our chronically absent students. Using the weekly attendance data, classes were recognized each week for the number of perfect attendance days their class had or meeting our school goal of 95% attendance rate helped.

What modification(s) did you make based on the data? (evaluation).

Adding our classroom recognitions of meeting our 95% attendance rate. Our attendance clerk created individual contracts with chronically absent students to incentivize coming to school each day and to build a relationship with them.

2023-24

Identified Need

Implementing a reach out program with our chronically absent student's families at the beginning of the year. At the beginning of the year, teachers will call students who were chronically absent the prior year to introduce themselves, provide some beginning of the year information and answer any questions they may have. We identified we need to schedule out our first Habitual Truancy Conference with families at the beginning of the year. We saw the need to incentivize good attendance for families and not just students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35.6% Chronically Absent
	English Learners	22.2% Chronically Absent
	Foster Youth	
	Homeless	47.6% Chronically Absent
	Socioeconomically Disadvantaged	37.6% Chronically Absent
	Students with Disabilities	37.7% Chronically Absent
	African American	57.1% Chronically Absent
	American Indian	
	Asian	12.9% Chronically Absent
	Filipino	
	Hispanic	36.4% Chronically Absent
	Two or More Races	34.8% Chronically Absent
	Pacific Islander	
		-0.5%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	White	36.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.83%		+2%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students	N/A	N/A
	English Learners	N/A	
	Foster Youth	N/A	
	Homeless	N/A	
	Socioeconomically Disadvantaged	N/A	
	Students with Disabilities	N/A	
	African American	N/A	
	American Indian	N/A	
	Asian	N/A	
	Filipino	N/A	
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1994 1,000	School Year 2024-25
2.2	Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation and extra hours as needed.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,000	School Year 2024-25

2.3	Provide childcare to parents attending school-sponsored events related to academic achievement.	<input checked="" type="checkbox"/> All Students <input type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Lowest Performing	Title I Part A Site Allocation	1,000	School Year 2024-25
2.4	Supplement attendance hours to create plans for students identified as chronically absent.	<input type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Lowest Performing Students with Disabilities and Hispanic	Other		School Year 2024-25

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

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 deleted.

ANALYSIS

What data did you use to monitor progress and how often?

School Climate Survey or our parents, students and staff for the year. PBIS SWIS Data monthly. Data collected on students through Social Worker and Counselor observations. Student SABRS data.

What worked and didn't work? Why? (monitoring)

We expanded our School Community Intervention Assistant hours to work with our families and students before and after school. We added a School Community Specialist. We implemented Second Step and Classroom Meetings daily in every classroom. We had our Counselor and Social Worker pull Social Emotion groups with a focus on one behavior and set goals with these groups and monitored progress of. We have additional Rec Aide time to work with students on social emotion skills on the playground and social skill in the playground/recess setting through weekly time with classes focused on social skill building games and activities. Monthly all staff Positive Behavior Intervention System (PBIS) meetings to look at SWIS Data and respond to trends in behaviors,

review/refocus on our PBIS processes and procedures. Weekly drawing of Eagle Tickets for PBIS prizes. Monthly recognition of our character trait winners. Monthly PBIS Assemblies around character traits that are student driven. We feel all of our PBIS systems worked and the addition of monthly PBIS meetings kept the staff focused and aligned on expectations and supports for our students. Adding our School Community Specialist made a large difference in the SEL supports our students received.

What modification(s) did you make based on the data? (evaluation)

Adding a School Community Specialist. Additional professional development in SEL. Tier II Training in PBIS Program. PBIS End the Year Strong Program. Continuation of support staff: Social Worker, Counselor, School Community Intervention Assistant. Continuation of PBIS program.

2023-24

Identified Need

Tier II PBIS Team. Training on Tier III supports and how to utilize them in our district. Adding social skill groups to our School Community Intervention Assistant and School Community Specialist work day. Connect with student voice: an average of 2-4% of our 4th/5th Graders strongly disagreed on the Climate Survey in the areas of: Caring Climate, Safety, Making Decisions, Belonging. We would like to do a follow up survey with a comment box to understand why they feel this way.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	2.2% suspended at least one day
	English Learners	1.2% suspended at least one day
	Foster Youth	
	Homeless	2.1% suspended at least one day
	Socioeconomically Disadvantaged	2.6% suspended at least one day
	Students with Disabilities	2.5% suspended at least one day
	African American	0% suspended at least one day
	American Indian	
Asian	0% suspended at least one day	
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 4.8% suspended at least one day Two or More Races 0% suspended at least one day Pacific Islander White 1.8% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	67.4%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.2%	70%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	0%	10%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	School Community Intervention Assistant 1.0.	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	33,068 14,028	School Year 2024-25

	Supports implementation of school wide attendance, Academic intervention, PBIS, SEL support, safety and community engagement plans. PC 37763	Lowest Performing	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.2	Provide additional Rec Aide hours to increase positive student engagement during unstructured time.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	5939 3,933	School Year 2024-25
3.3	Engage students in social emotional curriculum and experiences such as Restorative Practices,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4,500	School Year 2024-25

	Positive Behavior Intervention Systems (PBIS), Second Step, and other programs through staff professional development, and student engagement in person, through print, materials, and on digital platforms.				
3.4	Host family and community engagement activities through family nights such as: Multicultural Fair, family community resource fair, parent nights to share information in regards to our school programs and community supports.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Title I Part A Parent Involvement 4000-4999: Books And Supplies	2,000 1096	School Year 2024-25
3.5	Build and maintain a Community Room where materials to support academic achievement, attendance,	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	1,000 1,000	School Year 2024-25

participation and English Language Acquisition are available and supported through activities and trainings for families.

Title I Part A
Parent Involvement
2000-2999:
Classified Personnel
Salaries

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Ensure all English Learners receive designated and integrated English Language Development daily.	8/2024-8/2025	ELD Teacher 1.0 FTE	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Address chronic absenteeism and implement school attendance plan.	8/2024-8/2025	Attendance Clerk 0.5 FTE	2000-2999: Classified Personnel Salaries		

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Supports implementation of school wide attendance, intervention, PBIS, SEL support, safety and community engagement plans.	8/2024-8/2025	School Community Specialist 0.75 FTE	2000-2999: Classified Personnel Salaries		
Support students with Social Emotional Learning Needs, Counseling and small group SEL support.	8/2024-8/2025	MTSS Social Worker 1.0 FTE	1000-1999: Certificated Personnel Salaries		

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$267,546.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$690,394.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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 (\$)
Equity Multiplier	\$376,835.00
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$42,080.00
Title I Part A Parent Involvement	\$3,096.00
Title I Part A Site Allocation	\$264,450.00

Subtotal of state or local funds included for this school: \$690,394.00

Total of federal, state, and/or local funds for this school: \$690,394.00

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
LCFF Supplemental Site Allocation	42,080	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	264,450	0.00
Title I Part A Parent Involvement	3096	0.00
Equity Multiplier	376,835	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	376,835.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	42,080.00
Title I Part A Parent Involvement	3,096.00
Title I Part A Site Allocation	264,450.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,000.00
1000-1999: Certificated Personnel Salaries	281,943.00
2000-2999: Classified Personnel Salaries	126,502.00
3000-3999: Employee Benefits	186,479.00
4000-4999: Books And Supplies	85,677.00
5000-5999: Services And Other Operating Expenditures	2,994.00
5800: Professional/Consulting Services And Operating Expenditures	5,799.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Equity Multiplier	111,100.00
2000-2999: Classified Personnel Salaries	Equity Multiplier	104,829.00
3000-3999: Employee Benefits	Equity Multiplier	114,466.00
4000-4999: Books And Supplies	Equity Multiplier	46,440.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	5,939.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	27,141.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	1,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,096.00
	Title I Part A Site Allocation	1,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	162,843.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	10,801.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	72,013.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	10,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	1,994.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	5,799.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	617,836.00
Goal 2	5,994.00
Goal 3	66,564.00

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
- 0 Secondary Students

Name of Members	Role
Kristin Finney	Principal
Katherine Reece	Classroom Teacher
Araya Tatsch	Classroom Teacher
Laura Brady	Classroom Teacher
Jennifer Danis	Other School Staff
Heather Astle	Parent or Community Member
Aziza Toussaint	Parent or Community Member
Desiree Apgar	Parent or Community Member
Niyia Mays	Parent or Community Member
Rebecca Aguirre	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

On file

English Learner Advisory Committee

Other:

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

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

This SPSA was adopted by the SSC at a public meeting on June 7th, 2024.

Attested:

Kristin Finney

Principal, Kristin Finney on June 7, 2024

On File

SSC Chairperson, Katherine Reece on June 7, 2024

Budget By Expenditures

Mariposa Avenue Elementary School

Funding Source: Equity Multiplier

\$376,835.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive designated and integrated ELD with one FTE (1.0) ELD Teacher. This is in addition to our current ELD FTE 1.0 ELD teacher.	1000-1999: Certificated Personnel Salaries	\$111,100.00	Connected School Communities	
Engaging School Literature: -Bi-LIngual and multicultural books - Engaging school literature to reflect culturally relevant topics, student interests, and promote student literacy. - Provide literacy for families to engage with ELA at home.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Accelerates both literacy skills and English language development with specialized activities for multilingual students in grades PreK–6. Build an equitable learning environment with specialized first-language instruction and human-voiced audio supports in 15 languages.	4000-4999: Books And Supplies	\$14,625.00	Connected School Communities	
Guided Language Acquisition Design (GLAD) - Differentiated instruction to support various student language profiles and needs.	4000-4999: Books And Supplies	\$6,815.00	Connected School Communities	
	3000-3999: Employee Benefits	\$44,071.00	Connected School Communities	
Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Spanish	2000-2999: Classified Personnel Salaries	\$26,599.00	Connected School Communities	

Mariposa Avenue Elementary School

Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Russian	2000-2999: Classified Personnel Salaries	\$26,599.00	Connected School Communities
Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.75) Ukrainian	2000-2999: Classified Personnel Salaries	\$26,599.00	Connected School Communities
Bilingual Instructional Assistant Support: Provide native language support for students and families, instructional support in general education classrooms, and make home to school connections for families. FTE (.375) Dari	2000-2999: Classified Personnel Salaries	\$13,299.00	Connected School Communities
Engaging Instructional Practices: Curriculum and materials for differentiated instruction, materials for students to take home, manipulatives, and technology to increase engagement and understanding.	4000-4999: Books And Supplies	\$20,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$23,465.00	Connected School Communities
	3000-3999: Employee Benefits	\$23,465.00	Connected School Communities
	3000-3999: Employee Benefits	\$23,465.00	Connected School Communities
	2000-2999: Classified Personnel Salaries	\$11,733.00	Connected School Communities

Equity Multiplier Total Expenditures: \$376,835.00

Equity Multiplier Allocation Balance: \$0.00

Mariposa Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$42,080.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Implement a school-wide attendance plan in order to increase student attendance, decrease chronic absenteeism, and increase overall students achievement. Use translation and extra hours as needed.	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Social-Emotional Growth	
	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Social-Emotional Growth	
Provide additional Rec Aide hours to increase positive student engagement during unstructured time.	2000-2999: Classified Personnel Salaries	\$5,939.00	Engaging Academic Programs	
Engage students in social emotional curriculum and experiences such as Restorative Practices, Positive Behavior Intervention Systems (PBIS), Second Step, and other programs through staff professional development, and student engagement in person, through print, materials, and on digital platforms.	4000-4999: Books And Supplies	\$4,500.00	Engaging Academic Programs	
	1000-1999: Certificated Personnel Salaries	\$8,000.00	Connected School Communities	

Mariposa Avenue Elementary School

Purchase and maintain supplemental classroom supplies, materials, and resources focused on Math, ELD, GLAD, STEAM, and other academic programs and areas in order to continually support academic growth and maintain academic achievement for students who are performing below grade level expectations.	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Provide non-fiction and fiction books to support students of low income who are not meeting grade-level standards access highly engaging text.	4000-4999: Books And Supplies	\$3,000.00	Connected School Communities
Provide students with technology based academic platforms to improve overall academic performance for students who are English Language Learners and low-income students who are working below grade-level standards.	4000-4999: Books And Supplies	\$2,641.00	Connected School Communities
Provide Reading and Math Intervention and assessment materials which are aligned to the common core standards in order to provide supplemental core instruction to students who are low income and English Learners working below grade level standards.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$42,080.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$3,096.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Build and maintain a Community Room where materials to support academic achievement, attendance, participation and English Language Acquisition are available and supported through activities and trainings for families.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	

Mariposa Avenue Elementary School

4000-4999: Books And Supplies	\$1,096.00	Engaging Academic Programs
2000-2999: Classified Personnel Salaries	\$1,000.00	Engaging Academic Programs

Title I Part A Parent Involvement Total Expenditures: \$3,096.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$264,450.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways, and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	\$27,569.00	Clear Pathways to Bright Futures	
Purchase supplies and materials to create hands on learning experiences to build capacity around communicating reasoning and academic language.	4000-4999: Books And Supplies	\$3,000.00	Clear Pathways to Bright Futures	
	3000-3999: Employee Benefits	\$14,028.00	Engaging Academic Programs	
Host family and community engagement activities through family nights such as: Multicultural Fair, family community resource fair, parent nights to share information in regards to our school programs and community supports.	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs	

Mariposa Avenue Elementary School

School Community Intervention Assistant 1.0. Supports implementation of school wide attendance, Academic intervention, PBIS, SEL support, safety and community engagement plans. PC 37763	1000-1999: Certificated Personnel Salaries	\$33,068.00	Engaging Academic Programs
Provide childcare to parents attending school-sponsored events related to academic achievement.		\$1,000.00	Healthy Environments for Social-Emotional Growth
Provide academic intervention throughout the school day to students who are performing below grade level. Intervention Teacher FTE 1.0 PC 35100	1000-1999: Certificated Personnel Salaries	\$116,775.00	Connected School Communities
Provide academic instructional support in the classroom to boost student academic achievement through one 0.4 instructional assistant. PC 32977	2000-2999: Classified Personnel Salaries	\$10,801.00	Connected School Communities
Substitute services for classroom teachers to engage in data analysis, peer observations, and professional learning focused on Math, ELA, ELD and STEAM and other academic instruction interventions and supports with the intention of raising academic achievement.	1000-1999: Certificated Personnel Salaries	\$10,000.00	Connected School Communities
Provide supplemental professional development, professional training materials, supports and supplemental materials and supplies in order to increase overall academic achievement for students.	5800: Professional/Consulting Services And Operating Expenditures	\$5,799.00	Connected School Communities
Provide academic intervention for students who are performing below grade level through before/after school tutoring.	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$8,000.00	Connected School Communities

Mariposa Avenue Elementary School

Provide enrichment and engagement experiences with a goal of equitable exposure to a wide range of extracurricular experiences and activities, college and career pathways and leadership opportunities both on campus and off campus.	5000-5999: Services And Other Operating Expenditures	\$1,994.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$53,433.00	Connected School Communities
	3000-3999: Employee Benefits	\$4,552.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures: \$295,019.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Mariposa Avenue Elementary School Total Expenditures: \$720,963.00