School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
University Park Elementary School	27-66142-6066963	May 28, 2024	June 18, 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 University Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

University Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

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

Plan Description

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

This plan is being used by University Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  University Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

University Park Elementary is committed to providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps. We will invest to continue the implementation of our MTSS processes which will provide small-group, target instruction for all students TK - 6 who are languishing due to reading gaps. Within this program, we have a centralized data-entry spreadsheet where data for all 500+ students is entered by teachers, paras, coach, and admin as students progress, or languish. We monitor daily where every, single student is in both reading and math, in order to offer necessary individualized supports, while also enabling us to identify possible learning disabilities early on. We use this data to communicate and partner with families to give families the tools to help students at home and offer additional services where needed. We invest in professional development and training for the paras and teachers to support students with these interventions where needed. University Park also invests in Extended Learning programs outside of the instructional core (Reading and Math) to enable students to glean skills that tap into other skills sets to unleash their passions and natural talents. We offer after-school programs such as art, coding, STEAM, book club, Student Leadership, and music lessons. We also offer English Learners Saturday and after-school enrichment where emerging students apply language collaboratively with peers around 21st-Century ideas such as robots, drones, marine life. Partnering with parents through ongoing parent education, daily communication, MTSS meetings, and conferences is a big focus at University Park. Parent voice is our priority as we decide where to invest. We will continue to expand PBIS through investing in incentives and reward systems that promote positive behaviors. Staff members continuously meet and receive Professional Development and training where needed to continuously improve student learning outcomes. We invest in novels and materials that raise the bar for teaching and learning. This year, we are piloting a Maker Space to offer students opportunities to build, play, engineer, create during recess and lunch. Several ongoing student engagement and leadership opportunities have been added this year such as AVID, Leader-in-Me, BASE Education, Maker Space, Tennis, Art, Strum lessons (music), Table and board games, Book Club, Upstander Club, and other ways to connect to our learning community.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Following Educational Partners were consulted and involved in the planning process for the SPSA/Annual Review and Update. Meetings are held in person and virtually, both in Spanish and English.
1.School Site Council: Assists with developing the School Plan for Student Achievement.
2. English Language Advisory Committee: The group consists of parents, staff, and community members designated to advise school officials on English learner programs and services.
3. PTO:
4. Site Leadership Team:
5.Teaching Staff
6.Cafecito
7.Parent Club

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.

CA Dashboard - State indicator for which overall performance was in the "Red" or "Orange" performance:

Red performance in Mathematics for the following student groups: Students with Disabilities

Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities, Homeless

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.

Students with disabilities are red in Mathematics. Students with disabilities are orange in Chronic Absenteeism. Students that are homeless are in orange in Chronic Absenteeism.
Students with Disabilities:

Red performance in Mathematics for the following student groups: Students with Disabilities
Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities, Homeless

Other Needs

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

Increase performance level in STAR reading and math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for University Park 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	1.01%	0.62%		5	3
African American	%	1.82%	2.70%		9	13
Asian	%	0.61%	0.83%		3	4
Filipino	%	1.41%	1.24%		7	6
Hispanic/Latino	%	89.29%	87.14%		442	420
Pacific Islander	%	0.2%	0.41%		1	2
White	%	3.84%	4.36%		19	21
Multiple/No Response	%	1.62%	1.87%		8	9
			Total Enrollment		495	482

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		85	55
Grade 1		73	68
Grade 2		79	72
Grade3		64	76
Grade 4		66	65
Grade 5		57	67
Grade 6		71	56
Total Enrollment		495	482

Conclusions based on this data:

1. University Park has experienced a consistent trend of declining enrollment over the last three years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	169	162	170	26.40%	34.3%	35.3%
Fluent English Proficient (FEP)	33	38	35	7.50%	6.7%	7.3%
Reclassified Fluent English Proficient (RFEP)				8.4%		

Conclusions based on this data:

1. More than one third of the students at University Park are English Learner.
2. Emphasis needs to be made in increasing the number of students eligible to RFEP.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	60	56	0	57	55	0	57	55	0.0	95.0	98.2
Grade 4	75	53	57	0	52	55	0	52	55	0.0	98.1	96.5
Grade 5	68	70	49	0	69	48	0	69	48	0.0	98.6	98.0
Grade 6	64	62	71	0	61	70	0	61	70	0.0	98.4	98.6
All Grades	270	245	233	0	239	228	0	239	228	0.0	97.6	97.9

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2406.	2409.		17.54	21.82		21.05	21.82		26.32	27.27		35.09	29.09
Grade 4		2436.	2425.		11.54	10.91		19.23	23.64		34.62	18.18		34.62	47.27
Grade 5		2434.	2463.		2.90	10.42		28.99	25.00		15.94	25.00		52.17	39.58
Grade 6		2478.	2482.		13.11	7.14		18.03	20.00		22.95	32.86		45.90	40.00
All Grades	N/A	N/A	N/A		10.88	12.28		22.18	22.37		24.27	26.32		42.68	39.04

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.28	16.36		63.16	61.82		24.56	21.82
Grade 4		7.69	9.09		63.46	67.27		28.85	23.64
Grade 5		8.70	12.50		62.32	54.17		28.99	33.33
Grade 6		13.11	4.29		36.07	54.29		50.82	41.43
All Grades		10.46	10.09		56.07	59.21		33.47	30.70

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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		8.77	14.55		56.14	60.00		35.09	25.45
Grade 4		1.92	10.91		65.38	49.09		32.69	40.00
Grade 5		4.55	6.25		46.97	66.67		48.48	27.08
Grade 6		11.48	8.57		40.98	47.14		47.54	44.29
All Grades		6.78	10.09		51.69	54.82		41.53	35.09

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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		10.53	14.55		80.70	69.09		8.77	16.36
Grade 4		11.54	5.45		76.92	67.27		11.54	27.27
Grade 5		2.90	8.33		73.91	68.75		23.19	22.92
Grade 6		6.56	5.71		63.93	74.29		29.51	20.00
All Grades		7.53	8.33		73.64	70.18		18.83	21.49

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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		14.04	9.09		73.68	56.36		12.28	34.55
Grade 4		17.31	7.27		57.69	70.91		25.00	21.82
Grade 5		4.35	8.33		57.97	64.58		37.68	27.08
Grade 6		11.48	7.14		60.66	70.00		27.87	22.86
All Grades		11.30	7.89		62.34	65.79		26.36	26.32

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Conclusions based on this data:

1. The majority of students in 3rd through 6th grades at University Park are not meeting or exceeding standards, improvement is needed.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	63	60	56	0	58	56	0	58	56	0.0	96.7	100.0
Grade 4	75	53	57	0	52	55	0	52	55	0.0	98.1	96.5
Grade 5	68	71	49	0	71	48	0	71	48	0.0	100.0	98.0
Grade 6	64	62	71	0	62	70	0	62	70	0.0	100.0	98.6
All Grades	270	246	233	0	243	229	0	243	229	0.0	98.8	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2404.	2415.		17.24	17.86		13.79	25.00		27.59	19.64		41.38	37.50
Grade 4		2435.	2432.		5.77	5.45		13.46	20.00		44.23	40.00		36.54	34.55
Grade 5		2429.	2445.		0.00	4.17		11.27	16.67		30.99	25.00		57.75	54.17
Grade 6		2461.	2463.		3.23	2.86		14.52	11.43		24.19	34.29		58.06	51.43
All Grades	N/A	N/A	N/A		6.17	7.42		13.17	17.90		31.28	30.13		49.38	44.54

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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		17.24	28.57		46.55	39.29		36.21	32.14
Grade 4		13.46	7.27		40.38	45.45		46.15	47.27
Grade 5		0.00	10.42		47.89	37.50		52.11	52.08
Grade 6		1.61	4.29		37.10	44.29		61.29	51.43
All Grades		7.41	12.23		43.21	41.92		49.38	45.85

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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		15.52	14.29		43.10	48.21		41.38	37.50
Grade 4		5.77	3.64		46.15	49.09		48.08	47.27
Grade 5		1.41	4.17		43.66	56.25		54.93	39.58
Grade 6		3.23	4.29		48.39	54.29		48.39	41.43
All Grades		6.17	6.55		45.27	51.97		48.56	41.48

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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		15.52	25.00		62.07	51.79		22.41	23.21
Grade 4		9.62	16.36		53.85	54.55		36.54	29.09
Grade 5		1.41	4.17		53.52	54.17		45.07	41.67
Grade 6		4.84	1.43		58.06	61.43		37.10	37.14
All Grades		7.41	11.35		56.79	55.90		35.80	32.75

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Conclusions based on this data:

1. The majority of students in 3rd through 6th grades at University Park are not meeting or exceeding standards, improvement is needed.

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) 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	1365.7	1389.4	1360.0	1379.7	1402.1	1372.4	1333.2	1359.5	1331.1	43	37	34
1	1412.1	1401.9	1399.2	1434.8	1423.4	1413.6	1389.0	1379.9	1384.1	23	32	25
2	1425.4	1463.9	1454.5	1432.1	1490.0	1458.0	1418.2	1437.1	1450.4	20	20	31
3	1467.4	1496.7	1500.6	1483.6	1503.9	1504.7	1450.5	1489.1	1496.0	19	17	18
4	1485.9	1531.8	1514.8	1499.6	1547.9	1513.8	1471.6	1515.1	1515.1	16	12	13
5	1503.9	1501.5	*	1520.8	1503.1	*	1486.4	1499.3	*	24	15	6
6	1493.1	1527.6	1515.5	1484.4	1530.2	1502.4	1501.2	1524.7	1528.2	17	19	13
All Grades										162	152	140

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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	0.00	10.81	2.94	25.58	24.32	17.65	39.53	40.54	29.41	34.88	24.32	50.00	43	37	34
1	8.70	0.00	4.00	30.43	25.00	16.00	21.74	37.50	52.00	39.13	37.50	28.00	23	32	25
2	15.00	5.00	9.68	40.00	60.00	22.58	20.00	10.00	38.71	25.00	25.00	29.03	20	20	31
3	26.32	6.25	27.78	42.11	62.50	33.33	10.53	25.00	33.33	21.05	6.25	5.56	19	16	18
4	12.50	33.33	30.77	31.25	50.00	38.46	31.25	16.67	23.08	25.00	0.00	7.69	16	12	13
5	20.83	6.67	*	25.00	26.67	*	37.50	60.00	*	16.67	6.67	*	24	15	*
6	5.88	15.79	0.00	35.29	36.84	46.15	35.29	47.37	53.85	23.53	0.00	0.00	17	19	13
All Grades	11.11	9.27	11.43	31.48	37.09	26.43	29.63	35.10	37.14	27.78	18.54	25.00	162	151	140

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.33	16.22	8.82	37.21	29.73	14.71	25.58	32.43	26.47	34.88	21.62	50.00	43	37	34
1	34.78	25.00	12.00	26.09	18.75	44.00	4.35	34.38	24.00	34.78	21.88	20.00	23	32	25
2	25.00	65.00	19.35	45.00	5.00	32.26	5.00	10.00	35.48	25.00	20.00	12.90	20	20	31
3	57.89	43.75	50.00	21.05	37.50	22.22	5.26	12.50	22.22	15.79	6.25	5.56	19	16	18
4	25.00	58.33	46.15	37.50	41.67	38.46	25.00	0.00	7.69	12.50	0.00	7.69	16	12	13
5	41.67	20.00	*	45.83	66.67	*	0.00	6.67	*	12.50	6.67	*	24	15	*
6	11.76	36.84	23.08	47.06	52.63	46.15	17.65	10.53	30.77	23.53	0.00	0.00	17	19	13
All Grades	25.31	33.77	24.29	37.04	32.45	30.71	12.96	19.87	25.00	24.69	13.91	20.00	162	151	140

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.33	10.81	0.00	2.33	2.70	2.94	44.19	43.24	32.35	51.16	43.24	64.71	43	37	34
1	8.70	0.00	0.00	8.70	12.50	8.00	26.09	34.38	48.00	56.52	53.13	44.00	23	32	25
2	10.00	0.00	6.45	25.00	45.00	29.03	30.00	20.00	25.81	35.00	35.00	38.71	20	20	31
3	0.00	0.00	5.56	36.84	31.25	44.44	26.32	50.00	22.22	36.84	18.75	27.78	19	16	18
4	0.00	0.00	7.69	0.00	50.00	46.15	50.00	33.33	23.08	50.00	16.67	23.08	16	12	13
5	0.00	0.00	*	12.50	6.67	*	62.50	53.33	*	25.00	40.00	*	24	15	*
6	0.00	0.00	0.00	5.88	21.05	23.08	64.71	47.37	61.54	29.41	31.58	15.38	17	19	13
All Grades	3.09	2.65	3.57	11.73	19.87	22.14	43.21	39.74	34.29	41.98	37.75	40.00	162	151	140

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.65	5.41	8.82	67.44	70.27	38.24	27.91	24.32	52.94	43	37	34
1	43.48	25.00	24.00	21.74	56.25	52.00	34.78	18.75	24.00	23	32	25
2	15.00	25.00	32.26	60.00	55.00	54.84	25.00	20.00	12.90	20	20	31
3	26.32	50.00	33.33	57.89	43.75	61.11	15.79	6.25	5.56	19	16	18
4	31.25	75.00	46.15	31.25	25.00	46.15	37.50	0.00	7.69	16	12	13
5	20.83	6.67	*	66.67	73.33	*	12.50	20.00	*	24	15	*
6	11.76	15.79	7.69	58.82	78.95	84.62	29.41	5.26	7.69	17	19	13
All Grades	19.75	23.84	24.29	54.32	60.26	53.57	25.93	15.89	22.14	162	151	140

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.65	21.62	11.76	51.16	56.76	38.24	44.19	21.62	50.00	43	37	34
1	30.43	21.88	8.00	34.78	56.25	64.00	34.78	21.88	28.00	23	32	25
2	45.00	65.00	29.03	30.00	15.00	41.94	25.00	20.00	29.03	20	20	31
3	68.42	62.50	44.44	15.79	31.25	50.00	15.79	6.25	5.56	19	16	18
4	50.00	58.33	53.85	50.00	41.67	38.46	0.00	0.00	7.69	16	12	13
5	62.50	66.67	*	25.00	33.33	*	12.50	0.00	*	24	15	*
6	41.18	63.16	38.46	35.29	36.84	61.54	23.53	0.00	0.00	17	19	13
All Grades	37.65	44.37	28.57	36.42	42.38	46.43	25.93	13.25	25.00	162	151	140

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.33	10.81	0.00	58.14	48.65	58.82	39.53	40.54	41.18	43	37	34
1	13.04	9.38	4.00	26.09	40.63	32.00	60.87	50.00	64.00	23	32	25
2	15.00	10.00	12.90	50.00	50.00	51.61	35.00	40.00	35.48	20	20	31
3	5.26	0.00	16.67	52.63	68.75	44.44	42.11	31.25	38.89	19	16	18
4	0.00	0.00	7.69	50.00	75.00	61.54	50.00	25.00	30.77	16	12	13
5	0.00	0.00	*	66.67	53.33	*	33.33	46.67	*	24	15	*
6	0.00	0.00	0.00	23.53	57.89	46.15	76.47	42.11	53.85	17	19	13
All Grades	4.94	5.96	7.14	48.77	52.98	50.00	46.30	41.06	42.86	162	151	140

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.98	13.51	2.94	30.23	27.03	32.35	62.79	59.46	64.71	43	37	34
1	8.70	0.00	0.00	39.13	50.00	68.00	52.17	50.00	32.00	23	32	25
2	15.00	20.00	9.68	35.00	40.00	48.39	50.00	40.00	41.94	20	20	31
3	10.53	13.33	22.22	57.89	80.00	55.56	31.58	6.67	22.22	19	15	18
4	0.00	25.00	38.46	56.25	58.33	46.15	43.75	16.67	15.38	16	12	13
5	0.00	6.67	*	66.67	73.33	*	33.33	20.00	*	24	15	*
6	5.88	15.79	23.08	70.59	84.21	76.92	23.53	0.00	0.00	17	19	13
All Grades	6.79	12.00	14.29	47.53	53.33	50.00	45.68	34.67	35.71	162	150	140

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

Conclusions based on this data:

1. English Language Learners would benefit from making progress through the ELPAC levels, specifically in the Written Language and the Reading Domain, improvement is needed.

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**
495	**68.1**	**32.7**	**0.4**
Total Number of Students enrolled in University Park 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	162	32.7
Foster Youth	2	0.4
Homeless	123	24.8
Socioeconomically Disadvantaged	337	68.1
Students with Disabilities	89	18

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	1.8
American Indian	5	1
Asian	3	0.6
Filipino	7	1.4
Hispanic	442	89.3
Two or More Races	8	1.6
Pacific Islander	1	0.2
White	19	3.8

Conclusions based on this data:

1. The significant majority of our students are Socioeconomically Disadvantaged.
2. More than one third of our students are English Learners.

School and Student Performance Data

Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Improvement is needed in the areas of English Language Arts Academic Performance, Mathematics Academic Performance, Chronic Absenteeism and Suspension Rates.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	4	0	0

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	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
34.5 points below standard	39.1 points below standard	1 Student
Increased +9.1 points	Increased Significantly +28.1 points	
240 Students	75 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
42.4 points below standard	 Yellow	 Yellow
Increased Significantly +21.7 points	42.1 points below standard	67.3 points below standard
41 Students	Increased Significantly +16.6 points	Increased Significantly +27.8 points
	150 Students	51 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 42.6 points below standard Increased +6.4 points 209 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 10 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**
52.9 points below standard Increased Significantly +57.6 points 56 Students	1.6 points above standard Decreased -14.9 points 19 Students	41.1 points below standard Decreased -7.9 points 149 Students

Conclusions based on this data:

1. All students need to improve in the area of English Language Arts, especially students in the subgroups Homeless and Socioeconomically Disadvantaged.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
57.3 points below standard	62.5 points below standard	1 Student
Increased +11.2 points	Increased Significantly +17.7 points	
238 Students	73 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
70.6 points below standard	 Yellow	 Red
Increased Significantly +33.4 points	63.8 points below standard	105.9 points below standard
41 Students	Increased Significantly +17.2 points	Maintained +2.5 points
	149 Students	49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 3 Students	Less than 11 Students 6 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 62.9 points below standard Increased +9.1 points 207 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 10 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**
80.3 points below standard Increased Significantly +32.7 points 54 Students	11.9 points below standard Increased +3.8 points 19 Students	63.7 points below standard Maintained +0.8 points 149 Students

Conclusions based on this data:

1. All students need to improve in the area of Mathematics, especially students in the subgroups Homeless and Socioeconomically Disadvantaged.

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.

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

This section provides 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

English Learner Progress

Orange
41.1% making progress towards English language proficiency
Number of EL Students: 112 Students
Performance Level: 2

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
19	40	2	41

Conclusions based on this data:

1. Reclassification of EL students needs to be a priority at University Park.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Yellow	Less than 11 Students
32.5% Chronically Absent	31% Chronically Absent	3 Students
Declined Significantly -12.5	Declined Significantly -13.9	
510 Students	168 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Yellow	 Orange
43.2% Chronically Absent	37.3% Chronically Absent	54.1% Chronically Absent
Declined -11	Declined Significantly -12.5	Declined -6.6
125 Students	357 Students	98 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 34.1% Chronically Absent Declined Significantly -12 454 Students	Less than 11 Students 10 Students	Less than 11 Students 1 Student	25% Chronically Absent Declined -12.5 20 Students

Conclusions based on this data:

1. Absenteeism is a concern for all students and all subgroups at University Park.

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	0

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	 Green	Less than 11 Students
2.9% suspended at least one day	1.1% suspended at least one day	3 Students
Declined Significantly -1.7	Declined Significantly -4.7	
525 Students	178 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Green	 Green	 Green
3% suspended at least one day	2.7% suspended at least one day	3% suspended at least one day
Declined -0.5	Declined Significantly -3.3	Declined -3.6
133 Students	369 Students	101 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students	Less than 11 Students 7 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 2.4% suspended at least one day Declined Significantly -2.3 464 Students	0% suspended at least one day 11 Students	Less than 11 Students 4 Students	4.8% suspended at least one day Increased 0.8 21 Students

Conclusions based on this data:

1. Improvement is needed in the area of suspension rates for all students but specifically for Students with Disabilities.

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.

Fostering Inclusive Academic Excellence
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.
We need to monitor and ensure accountability.

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.

University Park showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
Students with Disabilities: 80.00% Standard Not Met (Level 1)

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
STAR Math K-6		
STAR Reading K-6		
SBAC Mathematics - Students with Disabilities	80.00% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

1.1	1. Ensure mental and emotional wellbeing of students to reduce trauma-induced learning lag. Invest in SEL supports and implementation.	All students:	7116 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional aids to support students' individual needs to close achievement gaps.
1.2	Teachers/Coaches will provide ELs with instruction outside of the school day to accelerate ELs and foster language function.	ELs will be provided with additional learning opportunities outside of the learning day: after school and on Saturdays.	6500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Provide instruction outside of school day 6000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials for English Learners, books, paper, pencils, etc
1.3	Additional educational resources will be allocated to assist Homeless students with access to communication, SEL support, technology, parent education, materials, and additional student engagement opportunities.	Homeless Students	6500 Title I Part A: Allocation 4000-4999: Books And Supplies Additional backup resources for homeless students; for example, headphones, chargers, school supplies, and food.
1.4	Foster students will be prioritized for our Extended Learning opportunities, such as BEST, Coding, NASA, and after-school Clubs and Intervention programs. (Expenditures included in those interventions mentioned above- certificated and hourly for after-school programs).	Foster Students and Low-Income students	4000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Flashcards, books, board games, head phones, enrichment activities
1.5	Provide Professional Development Opportunities for teachers. Enable new teachers release time to shadow experienced teachers. Provide supplies and resources for classroom optimization.	Special Education Students	7000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitute to release teacher 5000 Title I Part A: Allocation 4000-4999: Books And Supplies Visuals, manipulatives, flexible seating
1.6	Utilize grade-level baseline data for every student grades TK - 6 to diagnose needs and address them instructionally. Progress monitor. Provide strategic interventions during, before, and after school and Saturdays. Coordinate Response to Intervention, Coordination of Services (COS), and Student Success Team (SST) meetings to facilitate an early warning system to indicate pupil performance and success.Plan, monitor, and evaluate interventions. Include teachers on team to collaborate regarding academic program and interventions. Hire additional Para 1/Intervention Aids to continue	All students	5500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Reading Club support additional paraeducator

	offering small-group, target instruction to close achievement gaps. Offer after-school interventions to move students to grade level.		
1.7	After-school clubs, Intervention, Homework Club and Saturday School to promote student engagement and close achievement gaps.	All Students	9000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Materials for enrichment, engagement, equity, and other after-school extended learning opportunities and clubs.
1.8	Teachers will collaborate to Identify equity challenges amongst students and attend professional development trainings to support those challenges.	All Students	7500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Hourly and substitutes for Teacher Collaboration and planning time, and student SEL supports.
1.9	Provide high-interest, relevant text and supplemental materials for whole-group study to target multiple standards together for deeper learning to give students meaningful access to content through academic and linguistic scaffolds and supports.	All Students	7500 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention and High-interest materials, relevant books and reading materials to promote literacy. Supplemental materials, Index cards, highlighters, pencils, folders, journals, licenses, consumables, etc...

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.

2023-24 Successes: All students were receiving direct instruction and most students received Universal Design Learning. All students had some type of SEL support and students who were performing below grade level were receiving intervention through the Reading Club.

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

2023-24 Challenges: Culture awareness needs to continue to develop amongst teachers to ensure that they are providing our students with opportunities and lessons that they can relate to. Also, the rigor to promote critical thinking, innovators and problem solvers is not evident in most classrooms.

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.

Goal Changes: It is important that we have school wide vocabulary and strategies that will be implemented starting in kindergarten to build efficacy amongst our scholars. Therefore, our goal is for teachers to collaborate and come up with a plan and assessments that everyone agrees to in order to measure 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.

Safe, Positive, and Well-Resourced Schools
We will ensure that all students, staff, and families will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

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.

Signs of disengagement and trauma are apparent. We will:
1. Additional ways are required to identify every student's needs, both academic and mental, social, and emotional.
2. Additional professional development is needed for staff to learn PBIS Tier 1 behavior interventions strategies, GLAD strategies, rigorous classroom and behavior documentation process.
3. A Playworks coach is needed to engage students in structured play during recess.
4. Increase communication of safety plan protocols for all staff.
5. Increase Partnership with families, daily, during arrival, dismissal, MTSS meetings, and IEPs, and community meetings.

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
ODR Data	2.9 at least suspended one day from 525 students in 2024	Decrease suspension rate by 5%
Culture and Climate/Safety Surveys	Healthy Kids Survey September 202 Grades 3 - 6 86% feel safe at school 82% feel happy at school 96.8% have friends at school	90% will report FEELING safe at school.

	84% have not been bullied at U.P. the first month of school. (Goal 95%) 70% feel comfortable going to an adult at school with a problem. (Goal 100%) 57% like math (Goal 80%) 57% talk about future and college at home (Goal 80%) 68% of students FEEL challenged (Goal 90%) 65% of students feel hungry at school (Goal 0)	

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	1. Hire additional Campus Supervisors to ensure safety at Arrival and Dismissal PD in trauma-induced informed practices.	ALL students	8500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Additional campus supervisors
2.2	2. Build students leaders to create a student-centered learning community		7927 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Student Leadership, planning events, CICO, Extended learning. Equipment: PE, recess, sports, engaging equipment, Extended Learning supplies (art, books, STEAM)
2.3	3. Activities, events, and rewards for positive behaviors		8500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Decorations and supplies for events, incentives, certificates, PBIS rewards system and student store. Outside consultants to connect students to school: music, choir, art consultants.
2.4	4. Provide CICO (Check in, Check out) /SEL services for students in need and keep an accountability log.		6000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Keep records of CICO and report to staff.

2.5	5. School-home communication to build partnerships with parents.		8500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Family literacy and Math night events, resources for parents.
2.6	6.Provide a conflict resolution training for teachers and students		9500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Professional development/training for teachers.
2.7	7. Continuous Improvement		8000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Cycles of improvement collaboration opportunities
2.8	8. Communicate and share SEL resources with parents including counseling services, conflict resolution and discipline behavior strategies.		8000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Trainings for parents. materials, books. Resource events and fairs. Daycare.
2.9	9.Train campus supervisors to carefully monitor students, fill out minor incident report and conflict resolution startegies.		8500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Multiple Training sessions, Safety/security materials, radios, vests, cones, etc.
2.10	10.Promote pride of our school and sense of belonging.		4000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Spirit wear

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 implementation of the PBIS system, monthly reward events and establishment of positive reinforcement strategies. Most of the staff including teachers have a walkie talkie radio for immediate communication. Suspension rate decrease

by 1.7 % due to Restorative Justice practices. Chronically absenteeism decreased by 12.5% due to the school wide awareness and school wide challenge. Our school survey in the area of school safety is at 78% with an increase of 2% from last year.

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

Lack of filled positions such as campus supervisors and additional staff support. Educational leader was placed on a special assignment therefore we had multiple principals substitutes which caused inconsistency in the implementation of new school wide initiatives. Lack of high teacher retention rate due to principal leadership inconsistency.

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.

The major change to this goal is the professional development opportunities for teachers to ensure effective teaching instruction and classroom management strategies.

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.

Cultivate Quality Staff to Provide Excellent Service
We will recruit and retain high-quality staff and provide ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

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.

Increased teacher collaboration time. Only 1 - 2 hours a month is dedicated to grade-level collaboration, on Thursdays.

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	1. Teachers will have extra time to Collaborate, attend data chats, and create high-quality lesson plans that target individual needs.	ALL students	9000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Grade-level release substitutes
3.2	2. Teachers will receive professional development around re-engaging students who have not been accustomed to routines of daily life in the classroom.		6500 Title I Part A: Allocation

			5800: Professional/Consulting Services And Operating Expenditures Conferences, PD, Collaboration
3.3	3. Substitutes will release teachers to do peer observations to build shared successful teaching and learning strategies.		4800 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development, conferences
3.4	4. New teachers will attend Professional Development opportunities that align with our site and district goals.		8700 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Training and resources

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.

Teachers had the opportunity to attend AVID and Leader in Me trainings.

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

All teachers did not take advantage of the Leader in Me initiative therefore the lack of implementation caused inconsistent results.

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.

Our goal is to be more intentional about what happens during collaboration opportunities therefore administrators along with academic coach will be engaged in the cycles of improvement to manage time and facilitate collaboration.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Enhance Belonging and Strengthen Home, School, and Community Partnerships
We will exponentially expand our parent and community involvement/partnerships to ensure a sense of belonging for all families and students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

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.

Based on the Parent Survey an identified need is in the area of Family Engagement. Parents need to have more opportunities to help out at at school.
Based on the Parent Survey another identified need is in the area of School Climate. Parents need to know that their child is recieving intervention services when needed and or be challenged if needed.

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
Parent Survey: Family Engagement/Provide opportunities for parents to help out at school.	Favorable 32%	Increase by 10%
Parent Survey: School Climate: Provide students with Reading intervention when needed.	Favorable 67%	Increase by 10%
Parent Survey: School Climate: Provide students with Math intervention when needed.	Favorable 66%	Increase by 5%
Parent Survey: School Climate: Provide challenging opportunities for students performing at or above grade level.	Favorable 43%	Increase by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	1. Parent Universities (Informational and learning opportunities for parents)	ALL students	1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries After-hours for Parent Coordinator, translation, childcare 200 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare 250 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials for Parent Education and Newsletters 250 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Parent Conferences, guest speakers, Parent Programs
4.2	2. Monthly meetings: SSC, ELAC, Parent Universities, PTO, Cafecito (Meetings for parents to give their input, share concerns, get informed	All students	150 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies and refreshments
4.3	3.Partnership with food bank and FRC to provide incentives for parent participants and		
4.4	4. To promote parent engagement and opportunities for parents to navigate through the educational system.		200 Title I Part A: Parent Involvement 4000-4999: Books And Supplies materials, t-shirts, incentives for parent workshops
4.5	5.Parent Education: Literacy Nights, Parent Universities to education parents with how to assist their children at home with academics		150 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies and refreshments

4.6	6. Train parents to support students with Reading and Math		246 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Materials and supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Success; Increased number of parent events and increased number of parental involvement. Our parent club led by our Parent Coordinator is thriving and gather daily to help out with variety of needs. Parents had shared leadership opportunities and present at the Leadership Parent Conference. Parents also have the opportunities to help and participate in the PBIS monthly events. Parent meetings are in person and online.

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

Challenges; Parent work and are not able to come to school and help. Parents who come in daily have conflicts and different points of views.

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.

The goal is to continue increasing Parental involvement by providing a variety of opportunities for our parents to be engaged in. In addition, we will focus on School Climate in the areas of student needs.

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	$68062
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$180,489.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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 Part A: Allocation	$66,616.00
Title I Part A: Parent Involvement	$1,446.00

Subtotal of additional federal funds included for this school: $68,062.00

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 ($)
LCFF-Concentration/Supplemental	$112,427.00

Subtotal of state or local funds included for this school: $112,427.00

Total of federal, state, and/or local funds for this school: $180,489.00

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-Concentration/Supplemental	112,427	0.00
Title I Part A: Allocation	66616	0.00
Title I Part A: Parent Involvement	1446	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	112,427.00
Title I Part A: Allocation	66,616.00
Title I Part A: Parent Involvement	1,446.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	61,927.00
2000-2999: Classified Personnel Salaries	31,062.00
4000-4999: Books And Supplies	42,250.00
5000-5999: Services And Other Operating Expenditures	9,250.00
5800: Professional/Consulting Services And Operating Expenditures	36,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	48,427.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	18,000.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	29,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	13,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	12,616.00

4000-4999: Books And Supplies	Title I Part A: Allocation	25,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	9,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	6,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	446.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	750.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	71,616.00
Goal 2	77,427.00
Goal 3	29,000.00
Goal 4	2,446.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Amalia Guzman, Principal	Principal
Mariano Amparo- Vice Chair	Parent or Community Member
Griselda Amparo-Secretary	Parent or Community Member
Maribel Fregoso	Other School Staff
Nydia Fraga	Other School Staff
Roció Ruvalcaba	Classroom Teacher
Geralyn Budenholzer	Classroom Teacher
Leslie Penner	Classroom Teacher
Natalia Ricigliano	Classroom Teacher
	Classroom Teacher

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 28, 2024.

Attested:

	Principal, Amalia Guzman - Principal on 5/28/2024
	SSC Chairperson, Mariano Amparo on 5/28/2024