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
Los Padres Elementary School	27-66142-6026561	May 29, 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 Los Padres Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Los Padres 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 Los Padres Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Los Padres 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.

Los Padres will meet ESSA requirements in alignment with the LCAP and other federal, state and local programs by aligning federal programs with the priority goals of the school. The planning process supports a continuous cycle of improvement (PDSA Cycle). Input is gathered from the school's Leadership Team, Student Leadership Team, School Site Council and English Language Advisory Committee.

Educational Partner Involvement

How, when, and with whom did Los Padres 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

Los Padres Elementary took great care to ensure there were ample opportunities for all Educational Stakeholders to have a voice and provide input on our focus. Both the SSC and ELAC meetings are bilingual sessions where childcare is provided to support parent attendance.
The following Educational Stakeholders were involved in the planning process:
1. The School Leadership Team meets bi-weekly sometimes monthly to review goals, priorities, potential Professional Development based on need and review student data.
2. The English Advisory Committee (ELAC) meets monthly to discuss academic achievements, supports and attendance for English Language Learners as well as provide input on the SPSA.
3. The School Site Council meets monthly to review student data to include behavior, attendance, and state, district and site academic progress. SSC also provides input on the Site Safety Plan as well as the School Handbook and Student Compact. In addition, SSC provides input on the LCAP and SPSA.
4. Family Traditions at Los Padres Elementary include the Winter Festival, Day of the Child and Career Day. These events bring in a strong family and community representation.
5. Weekly coffee clatches "Cafecitos" are held a minimum of three times per week.

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 English Language Arts for the following student groups: English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless

Orange performance in English Language Arts for the following student groups: All Students
Orange performance in Mathematics for the following student groups: All Students, English Learners, Hispanic
Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities

Steps to address students needs include:
1. PDSA Cycles focused on Writing Standards for all grade levels.
2. RTI Supports: 2023-2024 is the Implementation year for SIPPS Curriculum and Professional Development for students not meeting STAR ELA goals.
3. Teachers attended Frax training. Online student program to support instruction in Fractions.

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.

For ELA, EL's (-13), Hispanic (-10), SED (-6), Homeless (-3) are in red.
For Math EL's (-77), Hispanic (-65), are in orange.
Chronic Absentee, SWD (-20) is in orange.

Since there are more subgroups in red for English Language Arts, more time and emphasis will be placed on focusing on English Language Arts.

1. PDSA cycles will focus other ELA standards, potentially Reading comprehension standards to match
2. Since STAR Reading is the trimester metric used to analyze data. Look into Renaissance Learning PD for all teachers
3. Continue monitoring SWD Chronic Absentees and share monthly data with the PBIS Tier 2/3 Team.

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 student performance on STAR reading and math assessments.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Los Padres 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	%	0.73%	0.74%		5	5
African American	%	0%	%		0	
Asian	%	0%	%		0	
Filipino	%	0.15%	%		1	
Hispanic/Latino	%	98.39%	98.08%		672	663
Pacific Islander	%	0%	%		0	
White	%	0.29%	0.15%		2	1
Multiple/No Response	%	0.15%	0.30%		1	2
			Total Enrollment		683	676

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		113	89
Grade 1		99	89
Grade 2		97	103
Grade3		88	91
Grade 4		85	89
Grade 5		101	85
Grade 6		100	103
Total Enrollment		683	676

Conclusions based on this data:

1. Our school serves mainly Hispanic/Latino students.
2. The average number of students per grade level is approximately 110 with second grade having the highest number of students. The difference between the grade level with the highest numbers and that with the lowest numbers is 18.
3. In a three year period our overall enrollment has declined by 37 students.

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	501	458	477	56.10%	71.9%	70.5%
Fluent English Proficient (FEP)	114	127	96	20.10%	16.4%	14.2%
Reclassified Fluent English Proficient (RFEP)				10.0%		

Conclusions based on this data:

1. Our schools serves a majority of English Learners with a decrease of 54 over the year span.
2. Over the last two years, the number of FEP students has not changed significantly.
3. There has been a significant decline in number of students reclassified (RFEP) from 17-18 to 19-20, due in large part to the school closure. Never the less, ELD must remain a priority in our school in order to increase the RFEP rate year to year.

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	114	84	87	0	84	87	0	84	87	0.0	100.0	100.0
Grade 4	109	103	86	0	103	85	0	103	85	0.0	100.0	98.8
Grade 5	101	102	103	0	101	102	0	101	102	0.0	99.0	99.0
Grade 6	108	100	101	0	99	101	0	99	101	0.0	99.0	100.0
All Grades	432	389	377	0	387	375	0	387	375	0.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2339.	2351.		3.57	5.75		11.90	10.34		26.19	22.99		58.33	60.92
Grade 4		2388.	2386.		10.68	7.06		10.68	16.47		17.48	14.12		61.17	62.35
Grade 5		2442.	2423.		5.94	6.86		20.79	15.69		28.71	21.57		44.55	55.88
Grade 6		2515.	2491.		14.14	8.91		36.36	33.66		21.21	15.84		28.28	41.58
All Grades	N/A	N/A	N/A		8.79	7.20		20.16	19.47		23.26	18.67		47.80	54.67

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		3.57	1.15		48.81	56.32		47.62	42.53
Grade 4		8.74	9.41		48.54	51.76		42.72	38.82
Grade 5		7.92	7.84		59.41	53.92		32.67	38.24
Grade 6		18.18	9.90		49.49	53.47		32.32	36.63
All Grades		9.82	7.20		51.68	53.87		38.50	38.93

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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		3.57	5.75		36.90	37.93		59.52	56.32
Grade 4		6.80	7.06		44.66	37.65		48.54	55.29
Grade 5		3.96	4.90		56.44	44.12		39.60	50.98
Grade 6		9.09	12.87		59.60	47.52		31.31	39.60
All Grades		5.94	7.73		49.87	42.13		44.19	50.13

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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		2.38	4.60		71.43	68.97		26.19	26.44
Grade 4		2.91	5.88		62.14	65.88		34.95	28.24
Grade 5		1.98	4.90		77.23	61.76		20.79	33.33
Grade 6		12.12	9.90		70.71	70.30		17.17	19.80
All Grades		4.91	6.40		70.28	66.67		24.81	26.93

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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		3.57	5.75		54.76	58.62		41.67	35.63
Grade 4		5.83	8.24		64.08	52.94		30.10	38.82
Grade 5		5.94	9.80		65.35	49.02		28.71	41.18
Grade 6		28.28	13.86		61.62	61.39		10.10	24.75
All Grades		11.11	9.60		61.76	55.47		27.13	34.93

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Conclusions based on this data:

1. Only about 20% of our students are meeting or exceeding standards for ELA. Half of our students are below standard.
2. There is progress over the grade levels in achievement of about 15% from 3rd grade to 6th grade in "Meeting Standards for the 18-19 school year."
3. Demonstrating Effective Communications Skills continues to be the strongest area overall for our students. However, we must focus on overall performance increases for all our students.

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	114	84	86	0	84	86	0	84	86	0.0	100.0	100.0
Grade 4	109	104	86	0	104	86	0	104	86	0.0	100.0	100.0
Grade 5	101	102	103	0	101	103	0	101	103	0.0	99.0	100.0
Grade 6	108	100	102	0	100	102	0	100	102	0.0	100.0	100.0
All Grades	432	390	377	0	389	377	0	389	377	0.0	99.7	100.0

* 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		2375.	2383.		8.33	4.65		10.71	24.42		27.38	18.60		53.57	52.33
Grade 4		2408.	2413.		7.69	11.63		16.35	13.95		23.08	22.09		52.88	52.33
Grade 5		2439.	2425.		2.97	4.85		8.91	6.80		32.67	24.27		55.45	64.08
Grade 6		2505.	2508.		25.00	16.67		14.00	22.55		25.00	23.53		36.00	37.25
All Grades	N/A	N/A	N/A		11.05	9.55		12.60	16.71		26.99	22.28		49.36	51.46

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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		8.33	13.95		39.29	37.21		52.38	48.84
Grade 4		9.62	13.95		37.50	31.40		52.88	54.65
Grade 5		4.95	4.85		42.57	39.81		52.48	55.34
Grade 6		25.00	22.55		38.00	42.16		37.00	35.29
All Grades		12.08	13.79		39.33	37.93		48.59	48.28

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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		7.14	12.79		44.05	38.37		48.81	48.84
Grade 4		7.69	6.98		36.54	36.05		55.77	56.98
Grade 5		0.99	1.94		48.51	36.89		50.50	61.17
Grade 6		16.00	18.63		48.00	49.02		36.00	32.35
All Grades		7.97	10.08		44.22	40.32		47.81	49.60

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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		9.52	12.79		61.90	47.67		28.57	39.53
Grade 4		7.69	11.63		46.15	45.35		46.15	43.02
Grade 5		2.97	5.83		45.54	42.72		51.49	51.46
Grade 6		22.00	11.76		50.00	58.82		28.00	29.41
All Grades		10.54	10.34		50.39	48.81		39.07	40.85

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Conclusions based on this data:

1. Only about 24% of our students are meeting or exceeding standards in mathematics.
2. With the exception of grade 4, there is a gradual increase in achievement (meeting standards) at an average of 2.6 %.
3. Communicating reasoning is the strongest area overall for all students. However, there is a need to increase achievement overall in mathematics.

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	1361.0	1377.8	1355.3	1369.4	1391.3	1359.6	1341.2	1346.1	1345.0	82	78	84
1	1386.0	1355.2	1399.1	1388.8	1371.8	1413.9	1382.7	1338.0	1383.9	69	77	74
2	1433.7	1443.8	1436.9	1444.3	1444.7	1438.0	1422.7	1442.4	1435.2	76	67	70
3	1467.0	1481.6	1475.4	1463.9	1487.0	1471.0	1469.8	1475.7	1479.0	83	61	59
4	1490.8	1501.9	1504.1	1495.1	1497.4	1510.8	1486.0	1505.9	1497.0	75	71	52
5	1511.7	1528.0	1521.0	1515.0	1534.0	1523.9	1508.0	1521.3	1517.6	49	64	62
6	1520.1	1546.3	1516.1	1528.7	1558.3	1508.5	1511.1	1533.9	1523.2	46	40	47
All Grades										480	458	448

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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	1.22	11.54	3.57	12.20	24.36	9.52	26.83	14.10	25.00	59.76	50.00	61.90	82	78	84
1	0.00	5.19	8.11	15.94	10.39	17.57	34.78	24.68	21.62	49.28	59.74	52.70	69	77	74
2	7.89	10.45	4.29	25.00	29.85	20.00	34.21	26.87	32.86	32.89	32.84	42.86	76	67	70
3	7.23	11.48	3.39	26.51	37.70	38.98	33.73	26.23	30.51	32.53	24.59	27.12	83	61	59
4	10.67	18.31	15.38	30.67	36.62	34.62	36.00	28.17	32.69	22.67	16.90	17.31	75	71	52
5	12.24	31.25	25.81	40.82	37.50	30.65	32.65	15.63	29.03	14.29	15.63	14.52	49	64	62
6	17.39	37.50	12.77	30.43	37.50	40.43	34.78	15.00	29.79	17.39	10.00	17.02	46	40	47
All Grades	7.29	16.38	9.82	24.79	29.48	25.45	33.13	21.83	28.35	34.79	32.31	36.38	480	458	448

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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	2.44	25.64	2.38	20.73	15.38	15.48	18.29	10.26	17.86	58.54	48.72	64.29	82	78	84
1	8.70	18.18	27.03	17.39	16.88	13.51	34.78	18.18	12.16	39.13	46.75	47.30	69	77	74
2	14.47	29.85	15.71	36.84	26.87	18.57	22.37	13.43	25.71	26.32	29.85	40.00	76	67	70
3	26.51	45.90	30.51	32.53	21.31	32.20	13.25	8.20	11.86	27.71	24.59	25.42	83	61	59
4	34.67	32.39	48.08	29.33	42.25	26.92	28.00	9.86	13.46	8.00	15.49	11.54	75	71	52
5	38.78	57.81	37.10	40.82	26.56	45.16	10.20	1.56	8.06	10.20	14.06	9.68	49	64	62
6	32.61	72.50	31.91	39.13	10.00	46.81	17.39	12.50	6.38	10.87	5.00	14.89	46	40	47
All Grades	21.04	37.34	25.45	30.00	23.36	26.56	21.04	10.70	14.29	27.92	28.60	33.71	480	458	448

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	1.22	3.85	1.19	2.44	7.69	1.19	50.00	39.74	53.57	46.34	48.72	44.05	82	78	84
1	0.00	3.90	4.05	10.14	5.19	10.81	26.09	12.99	21.62	63.77	77.92	63.51	69	77	74
2	1.32	7.46	4.29	23.68	22.39	17.14	31.58	23.88	31.43	43.42	46.27	47.14	76	67	70
3	3.61	0.00	1.69	13.25	14.75	23.73	39.76	45.90	38.98	43.37	39.34	35.59	83	61	59
4	0.00	7.04	5.77	17.33	29.58	21.15	36.00	32.39	32.69	46.67	30.99	40.38	75	71	52
5	4.08	10.94	6.45	10.20	20.31	16.13	57.14	46.88	46.77	28.57	21.88	30.65	49	64	62
6	2.17	7.50	6.38	23.91	37.50	21.28	32.61	35.00	38.30	41.30	20.00	34.04	46	40	47
All Grades	1.67	5.68	4.02	13.96	18.12	14.73	38.75	33.19	37.95	45.63	43.01	43.30	480	458	448

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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	7.32	20.51	3.57	46.34	47.44	52.38	46.34	32.05	44.05	82	78	84
1	11.59	14.29	35.14	57.97	46.75	31.08	30.43	38.96	33.78	69	77	74
2	14.47	16.42	15.71	63.16	58.21	60.00	22.37	25.37	24.29	76	67	70
3	19.28	21.31	18.64	57.83	55.74	59.32	22.89	22.95	22.03	83	61	59
4	33.33	29.58	40.38	52.00	54.93	38.46	14.67	15.49	21.15	75	71	52
5	28.57	23.44	30.65	55.10	64.06	59.68	16.33	12.50	9.68	49	64	62
6	30.43	17.50	17.02	50.00	67.50	70.21	19.57	15.00	12.77	46	40	47
All Grades	19.58	20.52	22.10	54.79	55.24	52.23	25.63	24.24	25.67	480	458	448

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	3.66	25.64	1.19	36.59	21.79	26.19	59.76	52.56	72.62	82	78	84
1	7.25	20.78	25.68	46.38	32.47	25.68	46.38	46.75	48.65	69	77	74
2	25.00	43.28	22.86	40.79	28.36	35.71	34.21	28.36	41.43	76	67	70
3	36.14	61.67	30.51	34.94	13.33	44.07	28.92	25.00	25.42	83	60	59
4	42.67	42.25	53.85	44.00	42.25	36.54	13.33	15.49	9.62	75	71	52
5	67.35	79.69	64.52	24.49	6.25	25.81	8.16	14.06	9.68	49	64	62
6	56.52	82.50	46.81	30.43	10.00	36.17	13.04	7.50	17.02	46	40	47
All Grades	30.83	47.26	32.14	37.71	23.41	32.14	31.46	29.32	35.71	480	457	448

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	1.22	3.85	1.19	41.46	50.00	61.90	57.32	46.15	36.90	82	78	84
1	1.45	5.19	12.16	34.78	7.79	16.22	63.77	87.01	71.62	69	77	74
2	5.26	8.96	8.57	53.95	43.28	44.29	40.79	47.76	47.14	76	67	70
3	4.82	0.00	1.69	40.96	51.67	44.07	54.22	48.33	54.24	83	60	59
4	2.67	4.23	9.62	49.33	61.97	44.23	48.00	33.80	46.15	75	71	52
5	2.04	9.38	8.06	57.14	54.69	53.23	40.82	35.94	38.71	49	64	62
6	6.52	15.00	6.38	23.91	45.00	31.91	69.57	40.00	61.70	46	40	47
All Grades	3.33	6.13	6.70	43.54	44.20	42.86	53.13	49.67	50.45	480	457	448

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	7.32	5.13	7.14	50.00	53.85	42.86	42.68	41.03	50.00	82	78	84
1	0.00	2.60	0.00	43.48	35.06	41.89	56.52	62.34	58.11	69	77	74
2	3.95	11.94	4.29	46.05	59.70	60.00	50.00	28.36	35.71	76	67	70
3	8.43	11.48	16.95	54.22	67.21	64.41	37.35	21.31	18.64	83	61	59
4	5.33	14.08	13.46	62.67	64.79	57.69	32.00	21.13	28.85	75	71	52
5	4.08	21.88	16.13	75.51	60.94	67.74	20.41	17.19	16.13	49	64	62
6	8.70	20.00	31.91	76.09	72.50	55.32	15.22	7.50	12.77	46	40	47
All Grades	5.42	11.57	11.38	56.25	57.64	54.69	38.33	30.79	33.93	480	458	448

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. About 60% of ELs are in levels 3 and 2 overall. Effective ELD must be in place to meet the needs of al ELs.
2. Oral Language is the strongest performance level for most of our students with the Speaking domain having the highest percentage rates at a level 4.
3. Reading is the lowest performance domain with almost 70% of our students scoring in the S/M level.

School and Student Performance Data

California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
683	**88.6**	**67.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Los Padres Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	458	67.1
Foster Youth		
Homeless	334	48.9
Socioeconomically Disadvantaged	605	88.6
Students with Disabilities	33	4.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	5	0.7
Filipino	1	0.1
Hispanic	672	98.4
Two or More Races	1	0.1
White	2	0.3

Conclusions based on this data:

1. Our school serves mostly socioeconomically disadvantaged students (80%). Teachers must continue efforts to be disruptors of poverty.
2. 7 of 10 students in our school are English Learners. Effective ELD must be in place to address the needs of ELs.

3. Our school serves mainly Hispanic students.

School and Student Performance Data

Overall Performance

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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  Orange	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Green
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. Our students scored better on ELA than Math on the SBA.
2. Efforts must be in place to address chronic absenteeism.
3. PBIS efforts must be in place and followed to decrease 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.

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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
4	0	0	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
		
Orange	Red	No Performance Color
69.9 points below standard	86.9 points below standard	0 Students
Decreased -10.3 points	Decreased -13.9 points	
361 Students	272 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
		152.8 points below standard
Red	Red	Increased Significantly +22.7 points
91.1 points below standard	76.1 points below standard	21 Students
Decreased -3 points	Decreased -6.2 points	
165 Students	316 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 70.2 points below standard Decreased -10.9 points 358 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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**
121.5 points below standard Decreased -7.3 points 203 Students	14.8 points above standard Maintained -1.9 points 69 Students	43.8 points below standard Decreased -12.6 points 48 Students

Conclusions based on this data:

1. There was a slight increase in students falling below standard with our homeless students are scoring the lowest in ELA.
2. ELs, SEDs, and All students are scoring at about the same rate.
3. Overall, our school needs to focus on ELA instruction to increase mastery of state standards.

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
0	2	2	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
 Orange	 Orange	 No Performance Color
65 points below standard	77.3 points below standard	0 Students
Maintained +1 points	Decreased -4 points	
360 Students	272 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Yellow	 Yellow	138 points below standard
74.1 points below standard	68.8 points below standard	Increased Significantly +25.8 points
Increased Significantly +15.7 points	Increased +5.2 points	21 Students
165 Students	315 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 65.1 points below standard Maintained +0.2 points 357 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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**
103.8 points below standard Maintained -0.4 points 203 Students	0.8 points above standard Increased +8.3 points 69 Students	55.1 points below standard Increased +13.5 points 47 Students

Conclusions based on this data:

1. There was small decline in the number of points the students are away from meeting standards. The students are falling further from the goal.
2. Our math scores are one level lower than the ELA scores.
3. Math instruction must address the standards and meet the needs of all students.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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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

Red
40.9% making progress towards English language proficiency
Number of EL Students: 357 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**
70	141	4	142

Conclusions based on this data:

1. About 60% of ELs are in Levels 3 and 4.
2. There is not a significant increase between levels 1 and 2.
3. ELD must be a priority to move students between all levels.

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.”

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

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 College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

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	 No Performance Color
17.4% Chronically Absent	14% Chronically Absent	0 Students
Declined Significantly -10.1	Declined Significantly -11.5	
701 Students	499 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
17.5% Chronically Absent	18.2% Chronically Absent	31.7% Chronically Absent
Declined Significantly -16.1	Declined Significantly -10.4	Declined -20.7
343 Students	622 Students	41 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 17.1% Chronically Absent Declined Significantly -10.1 690 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Although students with disabilities make up the smallest percentage of all students, they have the highest levels of chronic absenteeism.
2. All groups/subgroups had an increase in chronic absenteeism.
3. Efforts must be in place to address absenteeism, such as incentives for perfect attendance.

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.

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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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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.

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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

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	4	1

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	 No Performance Color
1.1% suspended at least one day	1.2% suspended at least one day	0 Students
Declined -0.7	Declined -0.7	
710 Students	506 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Green	 Blue
2% suspended at least one day	1.3% suspended at least one day	0% suspended at least one day
Declined Significantly -1.4	Declined -0.8	Declined -2.3
351 Students	631 Students	42 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.1% suspended at least one day Declined -0.7 699 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 2 Students

Conclusions based on this data:

1. Students with disabilities have the highest percentage of suspension rates. With the addition of 3 SDC classes in the 17-18 school year we saw an impact on our overall suspension rates.
2. PBIS efforts must be in place and followed in order to prevent suspensions for all students.
3. We need strong, effective management and supports in our SDC classes.

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.

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.

Los Padres showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:

English Learners: 78.54% Standard Not Met (Level 1)
Hispanic: 57.14% Standard Not Met (Level 1)
Socioeconomically Disadvantaged: 57.14% Standard Not Met (Level 1)
Homeless: 64.16% Standard Not Met (Level 1)

Los Padres School showed a decline in the percentage of EL's making progress toward English Language proficiency: 15.1% declined, and 39.8% of EL's progressed one ELPI level

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
Grades K-1: Early Literacy	At grade level or above in Tri. 2: English = 29% Spanish= 83%	All students in grades K-2 will show 10% growth as measured by Early Literacy.
Grades 2-6: Star Reading Assessment.	At grade level or above in Tri. 2: English = 23% Spanish=77%	All students in grades 2-6 will show 10% growth as measured by the STAR Reading Assessment.

Grades K-6: Star Math Assessment	At grade level or above in Tri. 2: English = 20% Spanish = 76%	All students will show 10% growth as measured by the STAR math Assessment
SBAC ELA - English Learners	78.54% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Hispanic	57.14% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Socioeconomically Disadvantaged	57.14% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Homeless	64.16% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
EL Progress Indicator - English Learners	39.8% of EL's progressed one ELPI level	Increase the percentage of EL's who progress one ELPI level by 3-7%

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	Site-based Interventions: Provide additional 5 hours of para-professional (instructional aide) time for academic student intervention and support in English & Spanish Language Arts. To include Newcomers and Long Term English Learners (LTEL's).	English Learners, SED, Hispanic & Homeless	10,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Small group instructional support 1924 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional materials to support Small group instructional (Books, paper, writing utensils, chart paper, activity organizers, realia activities, etc)
1.2	Other Tier 2, Site-based Academic Interventions for Language Arts, ELD and Math: • Provide supplemental materials, differentiated instructional materials, digital resources, and other teaching tools for classroom teachers and/or para-professionals to improve access to the CCSS curriculum. • Provide before and after school extended learning opportunities • include school transportation for students to access the after school extended learning opportunities.	English Learners, SED, Hispanic & Homeless	2500 Title I Part A: Allocation 4000-4999: Books And Supplies Supplemental Teaching Materials 4500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated hourly wage for before and after school program 1000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Contract for services
1.3	Provide funding for challenges, incentives, events, activities, and/or field trips to motivate students to	All students in grades 3-6.	5000

	Meet or Exceed on the State SBAC. This can includes students who move up one level on either Math, ELA and ELPAC.		LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation Costs 5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials and Incentives
1.4	Provide opportunities, resources & materials for students to create multi-media science and social studies projects and presentation during the core instructional time integrating components of STEAM, Language Arts & ELD	English Learners, SED, Hispanic & Homeless	Title I Part A: Allocation 4000-4999: Books And Supplies Instructional Supplies
1.5	Implement the Accelerated Reader Program (AR) focusing on increasing reading achievement. • Grade levels and leadership teams will set AR goals. • Incentive(s) will be established and awarded.	All Students in grades 1-6	1000 Title I Part A: Allocation 4000-4999: Books And Supplies Incentives and Awards, certificates, trophies, medals, etc. 9500 Title I Part A: Allocation 4000-4999: Books And Supplies Library Books in English and Spanish
1.6	Instructional Technology to Train & Prepare Students for College and Career: • Enhance learning for all students for assessment and intervention in All content areas especially ELD, Language Arts and Math using computer-based learning programs, educational software, and other learning apps. • Every classroom will have LCD projectors, monitors, document cameras, computers, and one printer per grade level to support instruction. • Calculators, computers, headsets and other educational hardware will be made available.	English Learners, SED, Hispanic & Homeless	2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Classroom tech equipment and hardware 8000 Title I Part A: Allocation 4000-4999: Books And Supplies Instructional software and licenses 21000 Title I Part A: Allocation 4000-4999: Books And Supplies Classroom tech equipment and hardware
1.7	Provide a working Science, Technology, Engineering, Art, and Mathematics (STEAM) lab for students to enhance their core learning and to prepare students for college and career.	English Learners, SED, Hispanic & Homeless	5000 Title I Part A: Allocation 4000-4999: Books And Supplies STEAM materials
1.8	Provide extra-curricular/ enrichment opportunities for all students during and after school that will also help promote student interest, core learning and Socio Emotional Learning. Including but not limited to: Art, Folklorico, Dance, Drama, Gardening and Music, Student Leadership,	English Learners, SED, Hispanic & Homeless	5000 Title I Part A: Allocation 4000-4999: Books And Supplies Enrichment class supplies 6000

	clubs, Visual & Performing Arts Activities, Motivational speakers, etc.		LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly pay 15000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contracts for Services 5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials & Supplies
1.9	Provide and fund other learning experiences, enrichment and extra curricular opportunities for all students to close the opportunity gap. such as field-trips & needed transportation, sports and clubs both during and after school that will enhance the core learning. Including but not limited to: Excursions, Chess Club, Gardening Club, Spelling Bee, and Sports: basketball, Flag football, volleyball, and others.	English Learners, SED, Hispanic & Homeless	4000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated hourly pay 3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Enrichment materials 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Extracurricular sports fees 10000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
1.10	Provide behavioral & emotional support materials/equipment needed for students to feel more at ease in the classroom and to support the learning such as: weighted vests, vestibular discs, fidgeting pencils, chew toys, and other sensory tools.	English Learners, SED, Hispanic, SWD & Homeless	2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Supplemental student materials and manipulatives
1.11	Conduct Coordination of Student Services meetings, conduct Student Study Team meetings to plan, monitor, and evaluate interventions for at-risk students such as LTELs and those targeted for interventions in academics, behavior and/or mental health; to include funding for substitute teachers so that classroom teachers can attend these meetings.	English Learners, SED, Hispanic & Homeless	2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute teacher daily rate
1.12	Provide a supplemental Designated ELD program, materials, and strategies to ensure instruction that will target the development of grammar forms and	English Learners, SED, Hispanic & Homeless	10000 Title I Part A: Allocation 4000-4999: Books And Supplies

	functions in all the domains of ELD: listening, speaking, reading and writing		Supplemental ELD materials 5000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Contract for Services

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:

- 9 Classroom Teachers doing After School Intervention
- 1 field trip per grade level to engage the learning to a real life experience.
- Extra Curricular/Enrichment includes Folklorico Dance Group, Sports coaches, Drama Club, Student Leadership Team
- SEL student Coach for all students school wide
- Suspension Rate remains low as Restorative Justice Practices are used.
- Staff retention supports consistency & continuity promoting strong community.
- Bi-Weekly Leadership Team Meetings to support Decision Making
- Bi Weekly Academic Coach Check in w/Principal
- Bi weekly MTSS teacher Check in w/Admin.
- 17 Teachers attended the District's CUE Rockstar
- Schoolwide Career Day to
- Added 1 additional counseling day
- DI Students are successful using Spanish metrics

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:

English Learner Progress declined by 15% according to the California Dashboard. 40% of our EL's are making progress.
The same students qualify in a variety of subgroups. We may have 1 student who qualifies as an EL, SED and Homeless.
Students receiving Spanish instruction do not show as much success with English metrics as they use in the Spanish assessments.

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: Focus on English Learners in specifically our LTELs. PD on ELD Standards, curriculum & Instructional Strategies to include other Language Acquisition PD. Having the support of ELRTs would be beneficial too. As well as a better understanding of how to monitor ELs using the Ellevation Platform and learning how to use the platform better.

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
Create as safe, positive, nurturing school environment where all students, including students affected by trauma, feel like they belong so they can succeed.
LCFF Priority Standards addressed: 1 - Basic Services, 5 - Student Engagement, 6 - School Climate , 8 - Student Outcomes

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.

Place Visual Anchors of student expectations around the school with a picture and words to remind students to follow and really understand what they mean.

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
Culture & Climate Parent and Student Surveys	80-90% reported safe school environment	85% or higher will report feeling safe at school.
Request For Assistance (RFA), (MTSS)	Few referrals last year due to virtual environment remnants	Better Tier 1 & Tier 2 monitoring of students

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	Provide one hour of additional Health Tech time to provide health care services in cooperation with medical authority and administrative school personnel (District Nurse and School administration): • Reviews medical notes and health status of pupils' progress. • Cooperates with school personnel in identifying, meeting social, emotional, and physical needs of children. • Consults students in good health habits. • Leads and responds to the first aid needs of the students	All students, English Learners, SED, Hispanic & Homeless	7000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extra Health Tech time
2.2	Materials & Supplies to support the school's Student Leadership Council.	English Learners, SED, Hispanic & Homeless	2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Supplies, incentives and rewards
2.3	PBIS Store to promote positive student behavior and increase climate & culture. Incentives to recognize student participation, positive behavior, improved school behavior, citizenship, increased attendance, student effort, and achievement to include those planned by our site PBIS teams. Provide incentives/rewards such as certificates, medals, events/activities es and other prizes, etc.	English Learners, SED, Hispanic & Homeless	3500 Title I Part A: Allocation 4000-4999: Books And Supplies Rewards and incentives 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials, signage, posters
2.4	Support PlayWorks activities by providing recess sports & game equipment as well as equipment for junior coaches. To include equipment for teachers to use with Physical Education standards.	All, English Learners, SED, Hispanic & Homeless	7000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies PE Equipment and supplies. Playworks = $2,000 per grade level $500
2.5	Additional Campus Supervisor(s) to ensure the safety of all students. Support students quickly return to ther classroom, students no playing in the restroom, walk safely in the breezeways, supervision at student arrival and dismissal. Prevent dangerous situations from occurring. To include time for the campus supervisors to meet and collaborate on maximizing their routines for safety.	All, English Learners, SED, Hispanic & Homeless	2500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extra campus supervisor time and collaboration time
2.6	Additional school counselor time to support with bullying, bully prevention, trauma, grief, improve student well-being, socialization, relationships, behavior, school citizenship, social-emotional learning and life skills. To include training, consultants and classroom support.	English Learners, SED, Hispanic & Homeless	8000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Contract for services 2000 LCFF-Concentration/Supplemental

			1000-1999: Certificated Personnel Salaries Professional development 1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Professional development 10000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Motivational Student Speakers, Field trips, Project based learning, MTSS activities to support the whole child
2.7	Hire a part time vice principal to support with school compliance such as: MTSS, SST, IEPs, etc.	English Learners, SED, Hispanic & Homeless	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries VP salary, welfare & benefits LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries VP salary, welfare & benefits
2.8	Increase Safe, Secure and Well Maintained and Positive School Environment, Culture and strong school pride.	English Learners, SED, Hispanic & Homeless	8000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Automatic School Entry Gate w/ remote access, including gate materials required for installation 3000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Security device installation (Security Gate, light fixtures, additional wiring, etc.) Operating maintenance costs 12000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Motion/sensor lighting for entire school campus 12000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Security cameras, security monitors, walkie talkies, other

			items needed to provide a secure environment.
2.9	Promote a positive school environment and prioritize school Safety and Well Being by updating & maintaining the site with Painting, Increased School Signage, Murals, Safety Maps, etc.	English Learners, SED, Hispanic & Homeless	8000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies School signs, maps, etc. 2000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Cost associated with planning, paining a mural and/or installing signage
2.10	Provide additional portable classrooms/meeting rooms, as needed to promote small group activities, safety and well being	English Learners, SED, Hispanic & Homeless	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Portable classroom and/or meeting room 35000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Cost associated with portable installation and set up
2.11	Regularly conduct Safety Drills (fire, earthquake, lockdown, shelter in place, etc.) so that students & staff know what to do when the emergency happens. In compliance with School Safety Plan that is approved yearly.	English Learners, SED, Hispanic & Homeless	
2.12	Additional paid time for custodians to work above and beyond the regular day to maintain, update and serve the school needs prioritized by the Principal.	English Learners, SED, Hispanic & Homeless	3000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries
2.13	Continue a strong implementation and use of Restorative Justice Practices (Respect Agreements, Class Circles, Mediation/Conflict resolution).	English Learners, SED, Hispanic & Homeless	
2.14	PlayWorks implementation & training for campus supervisors and student Jr. Coaches.	English Learners, SED, Hispanic & Homeless	

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:
Staff Retreat that focused on team building and Restorative Justice practices
Staff appreciation Sound Bath on site during everyone's lunch time.
This school year we only have 1 teacher opening. Teachers are satisfied and has help with teacher retention.
Leadership Team to support making school wide decisions help teachers feel valued.
Additional day of student counseling.
Chronic Absenteeism is lowest in the District, 97% all year.
Suspension rate declined from previous year by .7% due to Restorative Justice Practices being preferred.

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:
Big Facility requests are currently experiencing delays and can be time-consuming to complete.

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.

Changes: Will add Panorama survey data to Metrics

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
Provide high quality staff to support the individual needs of all students.
LCFF Priority Standards addressed: 1 - Basic Services , 2 - Implementation of State Standards

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.

Based on the CA Dashboard, 67% of our students are English Language Learners. Professional Development in Language Acquisition strategies for All of our staff is necessary.

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
PD attendance logs.	Approximately 90-95% participation rate	Increase number of participants
Number of PDs provided on site (Site PD Logs)		Increase number of PDs offered on site

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide up to 2 additional hours per month for teachers to collaborate to increase their capacity through professional learning opportunities and collaboration with other teachers to examine data on student performance, develop common	All students, English Learners, SED, Hispanic & Homeless	3778 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries

	formative assessments, guide instruction and pacing, engage in focused decision-making, and reflect on and implement best instructional practices to improve academic achievement.		Teacher hourly pay
3.2	Provide the leadership team with opportunities to collaborate on the school's mission and goals and support school-wide decisions to increase student achievement.	All students	2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Teacher hourly pay 1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Professional Learning materials 580 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Conferences, workshops, travel
3.3	Provide faculty, staff and administrators with opportunities for professional development (PD) that will increase their capacity and pedagogy in all content areas especially ELD and language acquisitions skills & strategies to impact student achievement. Also, PD in School & Student Safety such as 1st Aide, CPR, etc. To include conferences, workshops, books studies, etc.	All Students	3500 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Conferences, workshops, travel 3000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitute coverage
3.4	To ensure the safety of student's health and well being. All Certificated & Classified staff are encouraged to participate in site funded CPR & 1st Aide training and certification.	All Students	
3.5	Social-Emotional and experienced Coach/Mentor to enhance/strengthen the leadership growth for the Principal. To include, organizational skills of school administrators in a continued effort to provide exceptional services to students, staff and community members and any other needs of the Principal. All while maintaining confidentiality and building trust.	All Students	
3.6	Subs to release teachers to attend Learning Walks, meet with Admin, MTSS and/or Academic Coaches and additional Collaboration during the day as needed.	All students	
3.7	Conference and workshops for admin, certificated and classified. Classified regarding student supervision, behavior, management, Restorative Justice practices and professionalism in the workplace.	All Students	

3.8	Educational subscriptions/services.	All students	

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:
Consistency in Staff. Low to No Staff Turnover. All Certificated staff were retained this school year. Only 1 outside certificated teacher was hired.
90-95% of certificated staff participate in District provided Professional Development.
Out of 32 Certificated staff members, 6-20 participate in outside workshops/conferences such as ATDLE, CUE Rockstar
Bi Weekly Grade Level Release Time has been well attended and beneficial to teachers and students.
Site Leadership Team meets bi-weekly and instrumental in making school-wide decisions.

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:
Time needed to provide site-based Professional Development simultaneously to all for consistency.

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:

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
Increase our family involvement and community partnerships at our site. Ensure our Stakeholders have a sense of belonging and are valued partners at our school.

LCFF Priority Standards addressed: 3 - Parent Engagement, - Climate & Culture

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

The accomplishments of this goal will foster positive working relationships between families and community partners 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.

Increase family participation for parents to help out in their child's school. Currently, 33% of 135 parents have not helped out at their child's school based on the Panorama Survey results.

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 participation logs for meetings/events	3136 Parent participants total	Increase virtual and in person participation for families from lower SES, ELs,SPED and Foster/Homeless youth.
Parenting program logs	19 workshops (average of 36 parents per workshop)	Increase virtual and in person participation for families from lower SES, ELs,SPED and Foster/Homeless youth.
Parent Surveys	Fall 2023 Parent Survey indicated 93 parents have not helped out or only have helped out once at their child's school.	Double the amount of parents who help out at their child's school.

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	Supplies for the school's annual Career Day inviting a variety of community guests and parents to inspire and share with students and staff their personal pathways to success.	All students	500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies supplies to host community guests
4.2	Provide a variety of educational parent involvement and engagement activities both on site and away to increase parent knowledge & participation and therefore impact their children's academic and social emotional success. To include but not limited to: Cafecitos, Literacy Night, Math & Science Nights, Social Saturdays, Garden Clean-ups and other conferences and workshops,	All Students	1000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Teacher hourly pay 400 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials for parent workshops 220 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Child care for parent workshops 400 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Extra Certificated & Custodial hours 620 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Contract for services, conferences, workshops and travel
4.3	Provide Parent Coordinator additional paid time for work above and beyond the regular day to support family & community events.	All groups	500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Coordinator hourly rate
4.4	Continue our partnership with Reading Is Fundamental (RIF) and provide funding to purchase books for students to add their personal	All Students	1500 LCFF-Concentration/Supplemental

	libraries at home, therefore increasing their love of reading.		4000-4999: Books And Supplies Books and materials for parent programs
4.5	Provide a positive and welcoming environment to our parents & community members that displays appreciation and pride in our school	All groups	1200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies
4.6	Workshop/Meetings supplies when hosting community partners and Incentives to ensure a strong parent attendance.	All groups	
4.7	Additional office hours to provide parental support regarding services, programs, communications.	English Learners, SED, Hispanic & Homeless	500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries
4.8	Provide lights snacks, coffee, water, certificates to recognize volunteers- Volunteer Appreciation.	English Learners, SED, Hispanic & Homeless	1000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies
4.9	Provide child care for parent meetings/workshops, family school events, etc.	English Learners, SED, Hispanic & Homeless	300 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
4.10	Provide extra custodial time to support with family & community events.	English Learners, SED, Hispanic & Homeless	400 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2023-24 Successes:

1. Annual Career Day was held with over 20 parent & community members presenting.
2. English Language Advisory Committee broke off from SSC. This year's ELAC had their own elections, Agenda, minutes, invites and Bylaws.
3. Consistent SSC meetings with outstanding attendance from voted-in representatives. (Panorama Survey Results is 93% Favorable for the school inviting parents to participate in SSC & ELAC)
4. PTG now has voted in board members and have supported family events, communicating information and fundraising events.
5. Monthly Newsletters from the Principal are shared electronically on Parent Square to keep families informed.
6. Weekly coffee Klatches (cafecitos).

7. Family Literacy Night was well participated by families.

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:
1. The online Panorama Survey shows 135/631 responses. However, there is still a Digital Divide in my community. The paper version of the survey was provided however, there are too many questions and the questions seem "wordy" which may discourage some from completing it.

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:
1. Increase family participation for parents to help out in their child's school. Currently, 33% of 135 parents have not helped out at their child's school based on the Panorama Survey results.

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	$113844
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$300,322.00
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	$111,424.00
Title I Part A: Parent Involvement	$2,420.00

Subtotal of additional federal funds included for this school: $113,844.00

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	$186,478.00

Subtotal of state or local funds included for this school: $186,478.00

Total of federal, state, and/or local funds for this school: $300,322.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	111,424	0.00
Title I Part A: Parent Involvement	2,420	0.00
LCFF-Concentration/Supplemental	186,478	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	186,478.00
Title I Part A: Allocation	111,424.00
Title I Part A: Parent Involvement	2,420.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	28,778.00
2000-2999: Classified Personnel Salaries	25,820.00
4000-4999: Books And Supplies	146,524.00
5000-5999: Services And Other Operating Expenditures	65,500.00
5800: Professional/Consulting Services And Operating Expenditures	33,700.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	24,278.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	15,020.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	78,100.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	45,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	23,580.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	4,500.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	10,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	67,424.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	9,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	800.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	620.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	143,924.00
Goal 2	133,000.00
Goal 3	14,858.00
Goal 4	8,540.00

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
Linda Barrera	Principal
Sara Rodriguez	Classroom Teacher
Crystal Jara-Gonzalez	Classroom Teacher
Maria Rodriguez-Marquez	Classroom Teacher
Ali Chavez	Other School Staff
Reyna Jimenez	Parent or Community Member
Julia Garcia	Parent or Community Member
Rafael Garcia	Parent or Community Member
Denice Mendoza	Parent or Community Member
	Parent or Community Member
	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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 5/29/24.

Attested:

	Principal, Linda Barrera on 5/28/24
	SSC Chairperson, Sara Rodriguez on 5/28/2024