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
Loma Vista Elementary School	27-66142-6026553	May 28, 2024	June 18, 2024

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Schoolwide Program

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

- Schoolwide Program

  Loma Vista 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.

Loma Vista School will meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs by providing all students significant opportunities to receive a fair, equitable, and high-quality education to close the achievement gap.

Educational Partner Involvement

How, when, and with whom did Loma Vista 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

Loma Vista School took great care to ensure there were ample opportunities for all educational partners to have a voice and provide input on the use of funds. 1. English Language Advisory Committee (ELAC) This group meets monthly to discuss academic achievement and support for English Language Leaners, opportunities for Parent Involvement and Community outreach. 2. School Site Council (SSC) Monthly meetings to review student achievement, progress, discuss initiatives or issues surrounding student performance and make recommendations around these topics. 3. School Leadership Team: Monthly meetings to review student data develop a list of priorities, recommendations around professional development. ....4. Student Leadership Team: Biweekly meetings with students to go over student activities. We hold the meetings in Spanish and English. We advertise the meetings through parent square, in hard copies sent home and on our school window. We also provide childcare for parents. school compact.

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: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless
Red performance in Mathematics for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless

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

Steps to address student needs include:
1. Engage in Professional Learning Communities: Collaborate in grade-level PLCs to enhance teaching practices and student learning outcomes.

2. Implement RTI Supports: Continue with Heggerty to support phonemic awareness and enhance reading instruction for all students during in-school interventions.
3. Continue Science of Reading training with MCOE consultant with 3rd-6th grade and any staff that did not receive the training this 2023-2024 school year.
4. Provide After School Interventions: Offer targeted interventions for students who need additional, support, focusing on improving their reading skills and overall academic performance.
5. Continue with our Attendance Campaign Challenge of our Galaxy System.
6. Call the parents of absent students, follow up with why they are absent, and devise a plan to help the families to have their students to school daily and on time.

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.

Red performance in English Language Arts for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless
Red performance in Mathematics for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless

Steps to address student needs include:
1. Strategic After-School ELPAC Training: Provide
2. Designated ELD Instruction:
3. Strategic Small Group Instruction using Science of Reading for Kinder-2nd grade.

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 Loma Vista 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	%	0.64%	1.07%		3	5
African American	%	0%	%		0	
Asian	%	0.21%	%		1	
Filipino	%	0.64%	0.43%		3	2
Hispanic/Latino	%	97.01%	95.94%		455	449
Pacific Islander	%	0%	%		0	
White	%	1.49%	2.14%		7	10
Multiple/No Response	%	0%	%		0	
			Total Enrollment		469	468

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		76	55
Grade 1		64	65
Grade 2		53	65
Grade3		62	57
Grade 4		75	66
Grade 5		68	74
Grade 6		71	63
Total Enrollment		469	468

Conclusions based on this data:

1. Student enrollment has decreased significantly.
2. A large majority of students are Hispanic/Latino.
3. Kindergarten enrollment has increase.

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	310	306	311	59.40%	67.0%	66.5%
Fluent English Proficient (FEP)	59	59	41	14.70%	12.7%	8.8%
Reclassified Fluent English Proficient (RFEP)				7.1%		

Conclusions based on this data:

1. The percentage of English Learners has increased each year
2. Fluent English Proficient students decreased significantly when comparing the 2020-2021 school year and the 2022-2023 school year.
3. The percentage of students who were reclassified went down 5.4%.

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	73	75	62	0	73	61	0	73	61	0.0	97.3	98.4
Grade 4	78	63	74	0	63	74	0	63	74	0.0	100.0	100.0
Grade 5	83	73	65	0	70	65	0	70	65	0.0	95.9	100.0
Grade 6	69	77	71	0	77	69	0	77	69	0.0	100.0	97.2
All Grades	303	288	272	0	283	269	0	283	269	0.0	98.3	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2339.	2319.		2.74	0.00		15.07	1.64		19.18	34.43		63.01	63.93
Grade 4		2381.	2354.		4.76	2.70		7.94	8.11		23.81	16.22		63.49	72.97
Grade 5		2439.	2403.		7.14	3.08		11.43	15.38		30.00	10.77		51.43	70.77
Grade 6		2462.	2446.		2.60	4.35		20.78	8.70		29.87	31.88		46.75	55.07
All Grades	N/A	N/A	N/A		4.24	2.60		14.13	8.55		25.80	23.05		55.83	65.80

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		5.48	0.00		52.05	47.54		42.47	52.46
Grade 4		4.76	1.35		58.73	48.65		36.51	50.00
Grade 5		10.00	4.62		58.57	58.46		31.43	36.92
Grade 6		3.90	2.90		44.16	34.78		51.95	62.32
All Grades		6.01	2.23		53.00	47.21		40.99	50.56

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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		1.37	0.00		36.99	31.15		61.64	68.85
Grade 4		0.00	1.35		38.10	31.08		61.90	67.57
Grade 5		1.43	0.00		50.00	38.46		48.57	61.54
Grade 6		3.90	1.45		50.65	47.83		45.45	50.72
All Grades		1.77	0.74		44.17	37.17		54.06	62.08

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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		2.74	6.56		67.12	68.85		30.14	24.59
Grade 4		6.35	2.70		71.43	66.22		22.22	31.08
Grade 5		5.71	10.77		68.57	66.15		25.71	23.08
Grade 6		16.88	5.80		57.14	72.46		25.97	21.74
All Grades		8.13	6.32		65.72	68.40		26.15	25.28

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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		8.22	0.00		47.95	52.46		43.84	47.54
Grade 4		4.76	1.35		57.14	63.51		38.10	35.14
Grade 5		7.14	3.08		61.43	50.77		31.43	46.15
Grade 6		6.49	8.70		74.03	55.07		19.48	36.23
All Grades		6.71	3.35		60.42	55.76		32.86	40.89

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Conclusions based on this data:

1. The percentage of students meeting and exceeding standards has increased over 3 years.
2. Approximately 47% of 6th grade students met or exceeded standards in ELA in 2017-18.
3. The percentage of students at or near standard in writing increased by almost 20%.

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	73	75	62	0	75	61	0	75	61	0.0	100.0	98.4
Grade 4	78	63	74	0	63	74	0	63	74	0.0	100.0	100.0
Grade 5	83	73	65	0	71	65	0	71	65	0.0	97.3	100.0
Grade 6	69	77	71	0	77	70	0	77	70	0.0	100.0	98.6
All Grades	303	288	272	0	286	270	0	286	270	0.0	99.3	99.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.	2354.		4.00	0.00		16.00	6.56		24.00	31.15		56.00	62.30
Grade 4		2400.	2363.		4.76	0.00		12.70	4.05		26.98	27.03		55.56	68.92
Grade 5		2411.	2407.		1.41	1.54		2.82	7.69		22.54	20.00		73.24	70.77
Grade 6		2437.	2418.		3.90	1.43		6.49	0.00		24.68	22.86		64.94	75.71
All Grades	N/A	N/A	N/A		3.50	0.74		9.44	4.44		24.48	25.19		62.59	69.63

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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		5.33	1.64		38.67	44.26		56.00	54.10
Grade 4		9.52	0.00		31.75	22.97		58.73	77.03
Grade 5		0.00	1.54		21.13	40.00		78.87	58.46
Grade 6		2.60	1.43		33.77	22.86		63.64	75.71
All Grades		4.20	1.11		31.47	31.85		64.34	67.04

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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		6.67	0.00		37.33	47.54		56.00	52.46
Grade 4		7.94	0.00		31.75	36.49		60.32	63.51
Grade 5		1.41	0.00		45.07	40.00		53.52	60.00
Grade 6		3.90	1.43		37.66	34.29		58.44	64.29
All Grades		4.90	0.37		38.11	39.26		56.99	60.37

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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		6.67	1.64		52.00	59.02		41.33	39.34
Grade 4		6.35	0.00		44.44	32.43		49.21	67.57
Grade 5		4.23	3.08		43.66	40.00		52.11	56.92
Grade 6		2.60	1.43		59.74	40.00		37.66	58.57
All Grades		4.90	1.48		50.35	42.22		44.76	56.30

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Conclusions based on this data:

1. Concepts and procedures is the lowest area overall.
2. 3rd grade more than doubled the percentage of students meeting or exceeding standards in math.

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	1368.3	1375.9	1389.0	1381.7	1392.3	1407.6	1336.8	1337.3	1345.2	40	55	56
1	1400.4	1414.6	1419.4	1420.4	1442.2	1431.5	1379.8	1386.6	1406.7	41	38	51
2	1423.0	1445.0	1457.3	1431.3	1451.8	1461.1	1414.1	1437.7	1453.2	52	33	37
3	1472.8	1464.7	1473.7	1473.3	1452.0	1473.2	1471.8	1476.8	1473.8	49	52	34
4	1496.3	1498.4	1494.1	1501.7	1494.3	1490.4	1490.3	1502.0	1497.4	52	41	49
5	1523.8	1526.8	1515.1	1531.2	1518.2	1500.4	1516.0	1534.9	1529.3	43	46	39
6	1518.6	1538.4	1525.6	1518.3	1539.7	1516.7	1518.4	1536.7	1533.9	34	35	36
All Grades										311	300	302

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	3.64	0.00	12.50	20.00	25.00	52.50	40.00	32.14	35.00	36.36	42.86	40	55	56
1	0.00	0.00	1.96	7.32	10.53	15.69	31.71	39.47	35.29	60.98	50.00	47.06	41	38	51
2	0.00	0.00	0.00	28.85	27.27	35.14	32.69	45.45	45.95	38.46	27.27	18.92	52	33	37
3	10.20	5.77	5.88	24.49	28.85	26.47	44.90	30.77	41.18	20.41	34.62	26.47	49	52	34
4	3.85	7.32	20.41	42.31	39.02	24.49	38.46	36.59	28.57	15.38	17.07	26.53	52	41	49
5	20.93	21.74	17.95	39.53	43.48	41.03	32.56	30.43	28.21	6.98	4.35	12.82	43	46	39
6	8.82	22.86	13.89	29.41	37.14	44.44	55.88	34.29	30.56	5.88	5.71	11.11	34	35	36
All Grades	6.11	8.67	8.28	27.01	29.33	29.14	40.51	36.33	34.11	26.37	25.67	28.48	311	300	302

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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	2.50	10.91	8.93	20.00	23.64	21.43	47.50	30.91	32.14	30.00	34.55	37.50	40	55	56
1	2.44	15.79	5.88	26.83	18.42	27.45	39.02	47.37	39.22	31.71	18.42	27.45	41	38	51
2	3.85	6.06	10.81	32.69	42.42	35.14	38.46	33.33	45.95	25.00	18.18	8.11	52	33	37
3	22.45	9.62	14.71	36.73	34.62	44.12	22.45	21.15	23.53	18.37	34.62	17.65	49	52	34
4	28.85	26.83	38.78	50.00	51.22	32.65	13.46	17.07	14.29	7.69	4.88	14.29	52	41	49
5	37.21	34.78	20.51	60.47	54.35	61.54	0.00	4.35	7.69	2.33	6.52	10.26	43	46	39
6	23.53	37.14	44.44	52.94	45.71	38.89	20.59	17.14	8.33	2.94	0.00	8.33	34	35	36
All Grades	17.36	19.67	19.87	39.87	38.00	35.76	25.72	24.00	25.17	17.04	18.33	19.21	311	300	302

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	0.00	0.00	0.00	2.50	3.64	10.71	37.50	45.45	42.86	60.00	50.91	46.43	40	55	56
1	0.00	0.00	0.00	2.44	2.63	13.73	12.20	28.95	37.25	85.37	68.42	49.02	41	38	51
2	0.00	0.00	2.70	25.00	15.15	27.03	26.92	39.39	35.14	48.08	45.45	35.14	52	33	37
3	0.00	3.85	2.94	18.37	21.15	5.88	34.69	36.54	47.06	46.94	38.46	44.12	49	52	34
4	0.00	2.44	12.24	17.31	31.71	22.45	38.46	34.15	18.37	44.23	31.71	46.94	52	41	49
5	4.65	13.04	10.26	13.95	21.74	23.08	58.14	50.00	48.72	23.26	15.22	17.95	43	46	39
6	2.94	5.71	11.11	11.76	34.29	22.22	58.82	45.71	47.22	26.47	14.29	19.44	34	35	36
All Grades	0.96	3.67	5.30	13.83	18.00	17.55	37.30	40.33	38.74	47.91	38.00	38.41	311	300	302

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50	9.09	5.36	67.50	61.82	85.71	30.00	29.09	8.93	40	55	56
1	7.32	18.42	17.65	73.17	73.68	68.63	19.51	7.89	13.73	41	38	51
2	5.77	15.15	27.03	69.23	72.73	67.57	25.00	12.12	5.41	52	33	37
3	18.37	25.00	17.65	55.10	50.00	67.65	26.53	25.00	14.71	49	52	34
4	17.31	36.59	44.90	63.46	60.98	40.82	19.23	2.44	14.29	52	41	49
5	23.26	17.39	35.90	69.77	76.09	56.41	6.98	6.52	7.69	43	46	39
6	17.65	25.71	16.67	61.76	65.71	80.56	20.59	8.57	2.78	34	35	36
All Grades	13.18	20.67	23.18	65.59	65.00	66.89	21.22	14.33	9.93	311	300	302

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	5.00	14.55	14.29	55.00	41.82	37.50	40.00	43.64	48.21	40	55	56
1	2.44	7.89	3.92	60.98	65.79	47.06	36.59	26.32	49.02	41	38	51
2	5.77	12.12	8.11	61.54	66.67	75.68	32.69	21.21	16.22	52	33	37
3	36.96	19.23	20.59	50.00	38.46	50.00	13.04	42.31	29.41	46	52	34
4	54.90	21.95	24.49	39.22	68.29	59.18	5.88	9.76	16.33	51	41	49
5	81.08	65.22	30.77	18.92	28.26	56.41	0.00	6.52	12.82	37	46	39
6	61.76	54.29	48.57	32.35	45.71	45.71	5.88	0.00	5.71	34	35	35
All Grades	33.89	27.67	20.27	46.51	49.00	52.16	19.60	23.33	27.57	301	300	301

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	0.00	0.00	0.00	52.50	67.27	62.50	47.50	32.73	37.50	40	55	56
1	4.88	2.63	5.88	7.32	18.42	25.49	87.80	78.95	68.63	41	38	51
2	5.77	0.00	8.11	42.31	42.42	54.05	51.92	57.58	37.84	52	33	37
3	0.00	3.85	2.94	46.94	51.92	44.12	53.06	44.23	52.94	49	52	34
4	0.00	4.88	10.20	51.92	46.34	42.86	48.08	48.78	46.94	52	41	49
5	9.30	6.52	10.26	65.12	73.91	61.54	25.58	19.57	28.21	43	46	39
6	2.94	8.57	11.43	38.24	54.29	37.14	58.82	37.14	51.43	34	35	35
All Grades	3.22	3.67	6.64	44.05	52.33	46.84	52.73	44.00	46.51	311	300	301

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	2.50	1.85	8.93	35.00	42.59	35.71	62.50	55.56	55.36	40	54	56
1	0.00	0.00	0.00	26.83	42.11	54.90	73.17	57.89	45.10	41	38	51
2	1.92	3.03	2.70	48.08	66.67	62.16	50.00	30.30	35.14	52	33	37
3	8.16	9.62	2.94	53.06	61.54	76.47	38.78	28.85	20.59	49	52	34
4	5.77	7.32	22.45	71.15	78.05	40.82	23.08	14.63	36.73	52	41	49
5	2.33	28.26	30.77	83.72	65.22	56.41	13.95	6.52	12.82	43	46	39
6	11.76	11.43	22.22	85.29	85.71	69.44	2.94	2.86	8.33	34	35	36
All Grades	4.50	9.03	12.58	57.23	61.87	54.30	38.26	29.10	33.11	311	299	302

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. By the end of kindergarten, students are fairly evenly distributed across all levels of proficiency in Overall Language
2. By 6th grade a small number of students are still scoring at level 3 overall, with no students scoring at any other levels
3. The reading domain has the least students scoring at level 3 or level 4

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**
469	**87.6**	**65.2**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Loma Vista 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	306	65.2
Foster Youth		
Homeless	242	51.6
Socioeconomically Disadvantaged	411	87.6
Students with Disabilities	30	6.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
American Indian	3	0.6
Asian	1	0.2
Filipino	3	0.6
Hispanic	455	97
White	7	1.5

Conclusions based on this data:

1. There is a high percentage of English Learners and Socioeconomically Disadvantaged students
2. The majority of students are Hispanic with Filipino students the next largest group, with only 16 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 Red	**Chronic Absenteeism** Yellow	**Suspension Rate** Yellow
Mathematics Red		
English Learner Progress Orange		

Conclusions based on this data:

1. Students are making growth in ELA and Math but still are not reaching grade level standards.
2. PBIS and other behavior interventions are helping to maintain a low suspension rate.
3. Chronic Absenteeism is an area that needs growth especially now with Covid.

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
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**
 Red	 Red	 No Performance Color
101.9 points below standard	117.3 points below standard	0 Students
Decreased Significantly -26.1 points	Decreased Significantly -28.7 points	
260 Students	179 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Red	 Red	176.1 points below standard
110.1 points below standard	106.8 points below standard	Decreased Significantly -20.6 points
Decreased Significantly -17.2 points	Decreased Significantly -26.7 points	22 Students
118 Students	229 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 101.5 points below standard Decreased Significantly -26.3 points 249 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
134.2 points below standard Decreased Significantly -18.3 points 144 Students	47.9 points below standard Decreased Significantly -42.2 points 35 Students	90.9 points below standard Decreased Significantly -37.5 points 53 Students

Conclusions based on this data:

1. Students with disabilities have increase achievement in ELA at a higher rate than other subgroups but continue to be twice as far below grade level.
2. Current English Learners are almost as far behind as Students with Disabilities.
3. All student groups are making progress toward grade level standards but continue to score below grade level.

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
4	0	0	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
 Red	 Red	 No Performance Color
113.9 points below standard	129 points below standard	0 Students
Decreased Significantly -17.6 points	Decreased Significantly -21.7 points	
261 Students	180 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	183 points below standard
117.9 points below standard	117.8 points below standard	Decreased -13.9 points
Decreased Significantly -18.3 points	Decreased Significantly -16.6 points	22 Students
118 Students	229 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 113.6 points below standard Decreased Significantly -16.9 points 250 Students	No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
140.1 points below standard Decreased -11.4 points 145 Students	83 points below standard Decreased Significantly -40.6 points 35 Students	97.3 points below standard Decreased Significantly -19.1 points 53 Students

Conclusions based on this data:

1. Students in all subgroups are much further below the grade level standard in math than they are in ELA.
2. Socioeconomically Disadvantaged students, Hispanic students, All Students and Homeless students scored similarly.
3. English Learner students scored slightly lower than the other subgroups.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Orange
46.7% making progress towards English language proficiency
Number of EL Students: 242 Students
Performance Level: 3

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
36	93	1	112

Conclusions based on this data:

1. Almost twice the percentage of students are at Level 3 than at the other levels.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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



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
29.1% Chronically Absent	25.8% Chronically Absent	0 Students
Declined Significantly -17.5	Declined Significantly -20.5	
488 Students	333 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
25.4% Chronically Absent	29.2% Chronically Absent	28.2% Chronically Absent
Declined Significantly -21.8	Declined Significantly -17.5	Declined -24.6
244 Students	425 Students	39 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 29.2% Chronically Absent Declined Significantly -17.4 472 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1. Students with disabilities have the highest absentee rate.

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

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



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	2	3	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow	 Green	 No Performance Color
2.8% suspended at least one day	1.8% suspended at least one day	0 Students
Maintained 0	Declined Significantly -1.8	
493 Students	336 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Green	 Green	 Yellow
2.4% suspended at least one day	2.6% suspended at least one day	5.1% suspended at least one day
Declined -0.6	Declined -0.4	Declined -0.4
247 Students	430 Students	39 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 2.7% suspended at least one day Maintained -0.2 477 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1. Students with Disabilities were suspended at a higher rate than other students.
2. Overall, suspension rates are very low

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.

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

Homeless:69.49% Standard Not Met (Level 1)

Socioeconomically Disadvantaged: 67.23% Standard Not Met (Level 1)

Hispanic: 65.50% Standard Not Met (Level 1)

English Learners: 81.41% Standard Not Met (Level 1)

All Students: 65.80% Standard Not Met (Level 1)

Loma Vista showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:

Homeless: 69.49% Standard Not Met (Level 1)

Socioeconomically Disadvantaged: 71.06% Standard Not Met (Level 1)

Hispanic: 69.50% Standard Not Met (Level 1)

English Learners: 81.41% Standard Not Met (Level 1)

All Students: 69.63% Standard Not Met (Level 1)

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA- English Learners	81.41% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA- Homeless Youth	69.49% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA Hispanic	65.50% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA All Students	65.80% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Math - English Learners	82.17% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC MATH Homeless Youth	67.80% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC MATH Hispanic	69.50% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC MATH All Students	69.63% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC MATH Social-economically Disadvantage	71.06% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA Social-economically Disadvantage	67.23% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	After School academic interventions and newcomers programs. Priority 4: Provide strategic intervention such as Individual Learning Folders, BPST focus, etc. Classified and Certificated staff to work with targeted students in primary and upper grade classrooms.	All Students and targeted groups such as EL's Homeless, Foster youth, etc.	49678.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries After school intervention, teacher salary 3000.00 Title I Part A: Allocation 4000-4999: Books And Supplies books, paper, technology items, writing utencils, etc
1.2	Extra curricular activities for after school enrichment offered to all students.	All students and targeted groups such as EL's, Homeless, Foster youth, etc.	10,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries STEAM Activities 5000 Title I Part A: Allocation 4000-4999: Books And Supplies

			Materials and supplies, books, tech items, gardening, measuring supplies, etc.
1.3	Incentives to Promote Academic Performance and Achievement	All Students	5000. LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Trophies, Plaques, certificates, Medals, Items for award ceremonies
1.4	Science of Reading implementation and training K-2	All students	12000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contracts for services and training 3917 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies material to promote Science of Reading, Books, materials

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:
Kinder-2nd grade was trained in the Science of Reading
All students had a Mindful Life Project every Thursday morning.
Students, staff, and parents had a Mindset Academy training.
We exited ATSI in 2023-2024.

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:
Hard to fill positions due to staff shortages
High staff turnover

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 2

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Additional campus supervisors needed to promote safety and inclusive practices.
Additional opportunities for for staff to collaborate and evaluate student data
PD to address Tier I structures and classroom management systems.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR Data	TBD	Expect to keep ODR's below 15% of population with limited suspensions.
Culture and Climate Surveys	TBD	Increase by 10% student participation.
Daily Attendance Log	TBD	Decrease chronic absenteeism by 20%.

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	Increase supervision and team members to provide SEL support and activities for students.	All students and targeted groups such as EL's, homeless, foster youth, etc.	40,000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Campus supervisors
2.2	Increase PBIS/MTSS/ School rules signage in all classrooms, common areas, walkie talkies	All students and targeted groups such as EL's, homeless, foster youth, etc.	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Posters, signs, paper, etc
2.3	Student Mindful Academy	All Students	5000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Student mentoring, student assembly
2.4	Student field trips	All Students	8000.00 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation 8000.00 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Entry fees, contracts, services
2.5	Student Incentives to Promote positive behavior and increase student participation and Attendance	All Students	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Holiday event material and supplies, Student store, items/incentive such as , pencils, easer, etc. 3000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Motivational speakers, Assemblies,
2.6	Increase/Provide Safety Supplies and Materials	All Students	1000.00 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Walkie Talkies, Signs, Cameras and other electronic items required for safety, Etc.
2.7	Provide Ongoing Professional Development	All Students	500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries

			PD, training, conference, safety PD

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:
Chronic absenteeism rate for student groups decreased significantly with the implementation of student assembles and individual grade level incentives.
Additional strategies included: implementation the 2x10 Relationship building check-in, School-wide perfect attendance challenges with behavioral incentives, certificates, positive recognitions.

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

203-24 Challenges:
Limited classified campus supervisors
Additional communication devices required for staff such as walkie talkies.
School signage for facilities is in need of replacement (restroom, office, etc.,) signage

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 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
Increase participation in professional development with a focus on student attendance and engagement.

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.

Currently, we have about 50% staff participation in extended PD opportunities.
Students would benefit from strategies to support students with special needs better.
Additional support is needed for staff to analyze data and progress monitor focal students during PLCs.
Increase the retention rate of teaching staff and para-educators.
Science of Reading training for upper grade staff.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance/Participation in conferences/workshop logs	10-12 regular participants take advantage of outside/extended professional development.	Increase the number of staff participation in professional development.
Classified and certificated retention logs	3 classified and 2 certificated	Decrease the number of staff members who leave the 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

3.1	Hire subs to release teachers to work with PBIS, MTSS, academic coach, and data collaboration.	All students and targeted groups such as EL's, Homeless, Foster, etc.	
3.2	Provide opportunities for Professional Development for classified staff and certificated staff. This also includes PD in autism inclusion.	All students and targeted groups such as EL's, homeless, foster youth, etc.	200 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Professional development contracts and registration fees
3.3	Mindful Academy PD for Staff, students and parents	All Students	5000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contracts 500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies
3.4	Science of Reading PD for Staff - grades 3-6	All Students	12,000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contracts 5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Books, paper, materials for the program
3.5	Classroom materials and supplies.	All Students	4390 Title I Part A: Allocation 4000-4999: Books And Supplies Name tags, agendas, rulers, glue, construction paper
3.6	Conference and workshops for admin, certificated and classified staff.	All Students	8000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Conference registration fee, travel, etc

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2023-24 Successes:
Kinder-2nd grade were trained in Science of Reading
All students had Mindful Life Project every Thursday morning.
Students, staff and parents had a Mindset Academy training.

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:
Hard to fill positions due to staff shortages
High staff turnover

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 the number of parents who feel that they are a valued partner at school in order to increase family participation in decision making.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

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

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

1. Improvement is needed to increase family participation in decision-making.
2. Improvement is needed to equip families with tools for volunteering and helping out in school activities.
3. Improvement is needed to gather family feedback after all events.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Survey question question: "Overall, I feel that I am a valued partner at my child(ren)'s school." (114 quite valued, 104 somewhat valued, 65 slightly valued, and 28 not at all valued as a partner)	37% feel valued out of 341 responses.	Increase from 37% to 50%.

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	We will communicate with families in a variety of ways - newsletters, electronic platforms, robo-calls,	All students.	300 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Paper, newsletters, 500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Translations, conferences extra hours None Specified None Specified
4.2	We will provide childcare and materials for our childcare activities	All students.	300 Title I Part A: Parent Involvement None Specified None Specified None Specified None Specified None Specified
4.3	We will provide snacks and refreshments for our families at parent school meetings.	All students.	200.08 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Light snacks, refreshments
4.4	We will provide translation and interpretation services for students whose parents speak a language other than English.	All students.	100 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Translation services
4.5	We will provide incentives to all parents for meetings, events, etc	All students.	0 Parent Passport, Food bank
4.6	We will provide motivational trainers/speakers/workshops for parents.	All students.	167 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Contracts
4.7	We will provide access to parent conferences, such as CABE, etc.	All students.	100 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Conferences, registration, transportation

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:
Increase participation on parent survey - A total of 341 of 470 parents completed the annual survey.

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:

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:

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	$73735.08
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$200,852.08
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	$72,168.00
Title I Part A: Parent Involvement	$1,567.08

Subtotal of additional federal funds included for this school: $73,735.08

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 ($)
	$0.00
LCFF-Concentration/Supplemental	$127,117.00

Subtotal of state or local funds included for this school: $127,117.00

Total of federal, state, and/or local funds for this school: $200,852.08

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	72,168	0.00
Title I Part A: Parent Involvement	1,567.08	0.00
LCFF-Concentration/Supplemental	127,117	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-Concentration/Supplemental	127,117.00
Title I Part A: Allocation	72,168.00
Title I Part A: Parent Involvement	1,567.08

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	59,778.00
2000-2999: Classified Personnel Salaries	41,000.00
4000-4999: Books And Supplies	38,307.08
5000-5999: Services And Other Operating Expenditures	61,167.00
5800: Professional/Consulting Services And Operating Expenditures	300.00
None Specified	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	40,500.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	25,417.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	61,000.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	200.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	59,778.00
4000-4999: Books And Supplies	Title I Part A: Allocation	12,390.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	500.08
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	167.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	100.00
None Specified	Title I Part A: Parent Involvement	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	88,595.00
Goal 2	75,500.00
Goal 3	35,090.00
Goal 4	1,667.08

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
Susana Vargas	Principal
Marcella Flores	Classroom Teacher
Candice Johnson	Classroom Teacher
Julie Lumsden	Classroom Teacher
Yuilanda Reynoso	Other School Staff
Magdalena Ruiz	Parent or Community Member
Yareli Alvarado	Parent or Community Member
Maricela Corral	Parent or Community Member
Maria Ocegueda	Parent or Community Member
Aseel Nassar	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	Other: Parents & Staff

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 05/28/2024.

Attested:

	Principal, Susana Vargas on 5/28/24
	SSC Chairperson, Magdalena Ruiz on 5/28/24