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
El Gabilan Elementary	27-66142-6026520	May 8, 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 El Gabilan Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

- Schoolwide Program

  El Gabilan 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.

El Gabilan Elementary is committed to providing all children the opportunity to receive a rigorous and equitable high-quality education while striving to close educational achievement gap. El Gabilan will meet ESSA requirements in alignment with the Sallinas City Elementary School District's Local Control and Accountability Plan (LCAP,) as well as other federal, state and local programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Our district 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. This School Plan for Student Achievement was developed in collaboration with Educational Partners and with input from the following groups: School Site Council (SSC), English Learner Advisory Committee (ELAC), Certificated and Classified Staff, including members of the Leadership Team, and School Administration.

Below is a description of each of the Educational Partners that were involved in the planning process:
School Site Council (SSC):
English Learner Advisory Committee (ELAC):
Certificated Staff
Classified Staff
Leadership Team
School Administration.

Additional information was collected via Parent and Staff Needs and Input Surveys, Panorama Parent Surveys and needs reflected in our academic data.

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

Orange 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

Orange performance in Suspension for the following student groups: All Students, Hispanic, Socioeconomically Disadvantaged, Students with Disabilities, Homeless

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

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

Other Needs

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

Increase 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 El Gabilan Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	1.23%	1.12%		7	6
African American	%	0.35%	0.37%		2	2
Asian	%	0.53%	0.75%		3	4
Filipino	%	0.7%	0.93%		4	5
Hispanic/Latino	%	91.05%	90.30%		519	484
Pacific Islander	%	0.18%	0.37%		1	2
White	%	4.04%	3.73%		23	20
Multiple/No Response	%	1.93%	1.87%		11	10
			Total Enrollment		570	536

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		87	57
Grade 1		94	75
Grade 2		94	88
Grade3		58	90
Grade 4		77	56
Grade 5		82	74
Grade 6		78	72
Total Enrollment		570	536

Conclusions based on this data:

1. A majority of our student population are Hispanic/Latino and their culture will need to be embraced and celebrated at our school, while also recognizing and validating our students who are not Hispanic/Latino.
2. Our enrollment has declined over the past 3 years, yet we remain a large school.

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	362	328	325	57.40%	63.5%	60.6%
Fluent English Proficient (FEP)	68	94	73	13.20%	11.9%	13.6%
Reclassified Fluent English Proficient (RFEP)				6.6%		

Conclusions based on this data:

1. While there is a slight decrease in our English Learner population, likely due to the new Dual Immersion program that began at a neighbor school, it continues to be near 60%, thus a majority of our students require supports to access the core curriculum.
2. Since 2018-19, our percentage of students who qualify as FEP has decreased by 2.5%.
3. While the number of English Learners has held steady, the number of students that have been reclassified has decreased from 2019-2020 to 2020-2021 by 2.8% . This can be improved with a stronger focus on ELD Standards and ELD Strategies.

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	86	70	55	0	70	54	0	70	54	0.0	100.0	98.2
Grade 4	86	80	80	0	80	78	0	79	78	0.0	100.0	97.5
Grade 5	93	83	78	0	83	78	0	83	78	0.0	100.0	100.0
Grade 6	78	82	80	0	81	80	0	81	80	0.0	98.8	100.0
All Grades	343	315	293	0	314	290	0	313	290	0.0	99.7	99.0

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		2381.	2327.		11.43	5.56		12.86	7.41		30.00	18.52		45.71	68.52
Grade 4		2413.	2399.		8.86	8.97		21.52	12.82		22.78	24.36		46.84	53.85
Grade 5		2459.	2436.		8.43	7.69		20.48	15.38		26.51	23.08		44.58	53.85
Grade 6		2455.	2453.		0.00	1.25		13.58	16.25		38.27	28.75		48.15	53.75
All Grades	N/A	N/A	N/A		7.03	5.86		17.25	13.45		29.39	24.14		46.33	56.55

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		7.14	7.41		67.14	44.44		25.71	48.15
Grade 4		6.33	5.13		69.62	58.97		24.05	35.90
Grade 5		3.61	11.54		72.29	57.69		24.10	30.77
Grade 6		6.17	1.25		44.44	50.00		49.38	48.75
All Grades		5.75	6.21		63.26	53.45		30.99	40.34

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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		11.43	5.56		40.00	29.63		48.57	64.81
Grade 4		7.59	5.13		49.37	48.72		43.04	46.15
Grade 5		7.23	6.41		62.65	42.31		30.12	51.28
Grade 6		2.47	1.25		53.09	45.00		44.44	53.75
All Grades		7.03	4.48		51.76	42.41		41.21	53.10

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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		5.71	1.85		72.86	62.96		21.43	35.19
Grade 4		2.53	2.56		70.89	69.23		26.58	28.21
Grade 5		8.43	10.26		61.45	61.54		30.12	28.21
Grade 6		6.17	3.75		64.20	73.75		29.63	22.50
All Grades		5.75	4.83		67.09	67.24		27.16	27.93

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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		7.14	3.70		68.57	44.44		24.29	51.85
Grade 4		6.33	2.56		63.29	65.38		30.38	32.05
Grade 5		9.64	8.97		60.24	58.97		30.12	32.05
Grade 6		3.70	6.25		62.96	68.75		33.33	25.00
All Grades		6.71	5.52		63.58	60.69		29.71	33.79

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Conclusions based on this data:

1. Despite growth in several grade levels, our overall achievement of students that Met or Exceeded the standards dropped to 21.39%.
2. 55.16% of our students in Grades 3-6 performed at Standard Not Met on the SBAC in 2017-18.
3. Improvement is needed across grade levels and across domains.

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	86	71	55	0	71	52	0	71	52	0.0	100.0	94.5
Grade 4	86	80	80	0	80	80	0	80	80	0.0	100.0	100.0
Grade 5	93	83	78	0	83	78	0	83	78	0.0	100.0	100.0
Grade 6	78	82	80	0	81	80	0	81	79	0.0	98.8	100.0
All Grades	343	316	293	0	315	290	0	315	289	0.0	99.7	99.0

* 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		2426.	2365.		15.49	5.77		35.21	9.62		23.94	30.77		25.35	53.85
Grade 4		2409.	2414.		5.00	2.50		8.75	20.00		31.25	28.75		55.00	48.75
Grade 5		2450.	2423.		4.82	3.85		9.64	6.41		30.12	26.92		55.42	62.82
Grade 6		2461.	2468.		2.47	1.27		8.64	15.19		39.51	39.24		49.38	44.30
All Grades	N/A	N/A	N/A		6.67	3.11		14.92	13.15		31.43	31.49		46.98	52.25

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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		21.13	3.85		57.75	51.92		21.13	44.23
Grade 4		6.25	6.25		33.75	43.75		60.00	50.00
Grade 5		3.61	5.13		39.76	34.62		56.63	60.26
Grade 6		2.47	3.80		48.15	44.30		49.38	51.90
All Grades		7.94	4.84		44.44	42.91		47.62	52.25

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.49	9.62		57.75	36.54		26.76	53.85
Grade 4		7.50	7.50		40.00	47.50		52.50	45.00
Grade 5		4.82	5.13		48.19	35.90		46.99	58.97
Grade 6		6.17	2.53		45.68	50.63		48.15	46.84
All Grades		8.25	5.88		47.62	43.25		44.13	50.87

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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		19.72	3.85		69.01	63.46		11.27	32.69
Grade 4		5.00	5.00		48.75	51.25		46.25	43.75
Grade 5		4.82	0.00		55.42	52.56		39.76	47.44
Grade 6		2.47	2.53		60.49	67.09		37.04	30.38
All Grades		7.62	2.77		58.10	58.13		34.29	39.10

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Conclusions based on this data:

1. The results from the 2019-2020 SBAC show that 19.85% of our students are Meeting or Exceeding the standards in Mathematics.
2. 80% of our students in grades 3-6 are not meeting the standards on the SBAC Mathematics assessment.

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	1390.4	1373.9	1393.4	1407.3	1391.0	1405.5	1350.8	1333.9	1364.9	71	81	63
1	1406.1	1426.7	1378.9	1423.2	1456.3	1404.6	1388.6	1396.6	1352.6	47	58	64
2	1473.2	1449.7	1438.2	1476.1	1461.7	1455.3	1469.7	1437.3	1420.6	34	42	56
3	1488.7	1488.4	1473.5	1492.1	1484.3	1471.5	1484.9	1492.0	1475.2	59	30	37
4	1506.2	1517.6	1506.1	1512.6	1512.2	1503.3	1499.4	1522.4	1508.5	45	48	35
5	1516.7	1533.9	1538.8	1523.6	1529.1	1548.8	1509.4	1538.2	1528.3	47	38	36
6	1498.9	1553.3	1567.3	1492.8	1560.9	1582.1	1504.6	1545.5	1552.1	36	43	33
All Grades										339	340	324

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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	5.63	2.47	7.94	28.17	22.22	25.40	39.44	43.21	42.86	26.76	32.10	23.81	71	81	63
1	4.26	8.62	0.00	23.40	27.59	20.31	34.04	31.03	29.69	38.30	32.76	50.00	47	58	64
2	14.71	7.14	5.36	47.06	42.86	33.93	29.41	19.05	25.00	8.82	30.95	35.71	34	42	56
3	13.56	10.00	8.11	35.59	36.67	37.84	37.29	43.33	21.62	13.56	10.00	32.43	59	30	37
4	15.56	20.83	22.86	37.78	47.92	31.43	33.33	27.08	31.43	13.33	4.17	14.29	45	48	35
5	13.04	18.42	27.78	39.13	50.00	38.89	41.30	28.95	33.33	6.52	2.63	0.00	46	38	36
6	0.00	32.56	48.48	44.44	51.16	33.33	30.56	13.95	18.18	25.00	2.33	0.00	36	43	33
All Grades	9.47	12.94	13.89	35.21	37.35	30.25	35.80	30.59	29.94	19.53	19.12	25.93	338	340	324

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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	14.08	6.17	7.94	33.80	27.16	33.33	25.35	38.27	33.33	26.76	28.40	25.40	71	81	63
1	19.15	27.59	7.81	27.66	31.03	42.19	29.79	31.03	18.75	23.40	10.34	31.25	47	58	64
2	26.47	23.81	25.00	32.35	35.71	32.14	32.35	28.57	30.36	8.82	11.90	12.50	34	42	56
3	32.20	16.67	24.32	38.98	53.33	32.43	22.03	20.00	16.22	6.78	10.00	27.03	59	30	37
4	33.33	27.08	37.14	42.22	60.42	40.00	20.00	12.50	14.29	4.44	0.00	8.57	45	48	35
5	41.30	39.47	52.78	47.83	50.00	44.44	6.52	5.26	2.78	4.35	5.26	0.00	46	38	36
6	25.00	51.16	63.64	33.33	39.53	33.33	22.22	6.98	3.03	19.44	2.33	0.00	36	43	33
All Grades	26.63	25.29	26.54	36.69	40.00	36.73	22.49	22.94	19.44	14.20	11.76	17.28	338	340	324

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	1.41	0.00	1.59	11.27	6.17	14.29	46.48	38.27	58.73	40.85	55.56	25.40	71	81	63
1	0.00	3.45	0.00	23.40	12.07	4.69	19.15	25.86	18.75	57.45	58.62	76.56	47	58	64
2	2.94	4.76	5.36	50.00	23.81	19.64	32.35	38.10	26.79	14.71	33.33	48.21	34	42	56
3	6.78	6.67	5.41	18.64	20.00	18.92	47.46	50.00	35.14	27.12	23.33	40.54	59	30	37
4	4.44	8.33	5.71	26.67	37.50	31.43	35.56	37.50	37.14	33.33	16.67	25.71	45	48	35
5	2.17	7.89	8.33	10.87	39.47	25.00	63.04	34.21	44.44	23.91	18.42	22.22	46	38	36
6	2.78	9.30	21.21	8.33	39.53	33.33	50.00	44.19	30.30	38.89	6.98	15.15	36	43	33
All Grades	2.96	5.00	5.56	19.82	22.94	18.83	42.60	37.35	35.80	34.62	34.71	39.81	338	340	324

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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	9.86	8.64	11.11	70.42	59.26	61.90	19.72	32.10	26.98	71	81	63
1	25.53	29.31	18.75	55.32	60.34	57.81	19.15	10.34	23.44	47	58	64
2	14.71	14.29	23.21	76.47	71.43	66.07	8.82	14.29	10.71	34	42	56
3	32.20	16.67	18.92	44.07	73.33	64.86	23.73	10.00	16.22	59	30	37
4	40.00	54.17	40.00	51.11	43.75	51.43	8.89	2.08	8.57	45	48	35
5	26.09	15.79	36.11	69.57	81.58	61.11	4.35	2.63	2.78	46	38	36
6	11.11	30.23	33.33	58.33	60.47	63.64	30.56	9.30	3.03	36	43	33
All Grades	22.78	23.53	23.77	60.36	62.65	61.11	16.86	13.82	15.12	338	340	324

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	12.68	9.88	12.70	49.30	59.26	55.56	38.03	30.86	31.75	71	81	63
1	17.02	29.31	15.63	59.57	53.45	51.56	23.40	17.24	32.81	47	58	64
2	29.41	33.33	33.93	58.82	50.00	50.00	11.76	16.67	16.07	34	42	56
3	44.07	26.67	37.84	52.54	56.67	27.03	3.39	16.67	35.14	59	30	37
4	44.44	31.25	31.43	53.33	66.67	57.14	2.22	2.08	11.43	45	48	35
5	71.11	60.53	83.33	22.22	36.84	16.67	6.67	2.63	0.00	45	38	36
6	44.44	60.47	72.73	38.89	37.21	27.27	16.67	2.33	0.00	36	43	33
All Grades	35.91	32.65	35.80	48.07	52.65	43.52	16.02	14.71	20.68	337	340	324

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.82	3.70	3.17	57.75	53.09	80.95	39.44	43.21	15.87	71	81	63
1	10.64	6.90	1.56	34.04	27.59	18.75	55.32	65.52	79.69	47	58	64
2	23.53	2.38	12.50	58.82	64.29	39.29	17.65	33.33	48.21	34	42	56
3	3.39	3.33	2.70	50.85	53.33	37.84	45.76	43.33	59.46	59	30	37
4	2.22	6.25	5.71	53.33	66.67	60.00	44.44	27.08	34.29	45	48	35
5	2.17	10.53	11.11	60.87	65.79	52.78	36.96	23.68	36.11	46	38	36
6	2.78	9.30	21.21	22.22	62.79	54.55	75.00	27.91	24.24	36	43	33
All Grades	5.92	5.88	7.41	49.41	54.71	48.46	44.67	39.41	44.14	338	340	324

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	7.04	1.23	12.70	49.30	39.51	49.21	43.66	59.26	38.10	71	81	63
1	0.00	5.17	0.00	46.81	55.17	37.50	53.19	39.66	62.50	47	58	64
2	2.94	14.29	7.14	67.65	52.38	53.57	29.41	33.33	39.29	34	42	56
3	10.17	13.33	8.11	69.49	76.67	64.86	20.34	10.00	27.03	59	30	37
4	11.11	31.25	25.71	57.78	60.42	51.43	31.11	8.33	22.86	45	48	35
5	4.35	21.05	25.00	78.26	73.68	69.44	17.39	5.26	5.56	46	38	36
6	2.78	23.26	36.36	72.22	74.42	54.55	25.00	2.33	9.09	36	43	33
All Grades	5.92	13.82	13.89	61.83	58.24	52.47	32.25	27.94	33.64	338	340	324

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. 53% of our English Learners are performing at Levels 3 & 4 on the ELPAC in the 2018-2019 school year.
2. The Reading Domain continues to be an area of focus for needed improvement.

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**
570	**81.8**	**57.5**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in El Gabilan Elementary.	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	328	57.5
Foster Youth		
Homeless	282	49.5
Socioeconomically Disadvantaged	466	81.8
Students with Disabilities	77	13.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian	7	1.2
Asian	3	0.5
Filipino	4	0.7
Hispanic	519	91.1
Two or More Races	11	1.9
Pacific Islander	1	0.2
White	23	4

Conclusions based on this data:

1. Our student population consists of 85.7% Socioeconomically disadvantaged and require academic supports and enrichment opportunities.
2. We have a diverse student population of students that are homeless (29.5%), Socioeconomically disadvantaged (85.7%) and with disabilities (10.1%). With this diversity comes a variety of needs to help our students progress socially and academically.

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**  Orange
Mathematics  Orange		
English Learner Progress  Red		

Conclusions based on this data:

1. While our students are progressing in English Language Arts, they continue to perform two levels below grade level proficiency.
2. Our students are performing, on average, two levels below grade level proficiency in Math.

3. Data shows that Chronic absenteeism and suspension rate continue to be areas of focus for growth and development.

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
 Red	 Red	 No Performance Color
78.7 points below standard	89.5 points below standard	0 Students
Decreased Significantly -21.7 points	Decreased Significantly -26.5 points	
282 Students	184 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	160.9 points below standard
84.5 points below standard	85.2 points below standard	Decreased Significantly -38.3 points
Decreased Significantly -18.6 points	Decreased Significantly -21 points	38 Students
116 Students	228 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 78.2 points below standard Decreased Significantly -22.1 points 265 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 6 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**
123.2 points below standard Decreased Significantly -31.7 points 121 Students	24.6 points below standard Decreased Significantly -21.6 points 63 Students	74.3 points below standard Decreased Significantly -24.8 points 67 Students

Conclusions based on this data:

1. Our students are performing below grade level, however according to the 2018 Dashboard, they made significant growth with and increase of 21.8 points from the previous year.
2. All subgroups, English Learners, Homeless, Socioeconomically disadvantaged and students with disabilities increased on the 2018 Dashboard.
3. Our English Only students made more growth than our English Learners and Reclassified English Learners.

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	4	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**
 Orange	 Orange	 No Performance Color
83.9 points below standard	92.4 points below standard	0 Students
Decreased Significantly -20.7 points	Decreased Significantly -21.2 points	
280 Students	183 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	161.6 points below standard
86.6 points below standard	90.7 points below standard	Decreased Significantly -51 points
Decreased Significantly -24.1 points	Decreased Significantly -18.6 points	38 Students
116 Students	228 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 84.7 points below standard Decreased Significantly -20.4 points 263 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 6 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**
119.9 points below standard Decreased Significantly -26 points 120 Students	39.9 points below standard Decreased Significantly -16.5 points 63 Students	85.8 points below standard Decreased Significantly -29 points 66 Students

Conclusions based on this data:

1. Our students increased on the 2018 Dashboard for Mathematics in all subgroups, All students, English Learners, Homeless, socioeconomically disadvantaged and students with disabilities.
2. According to the Dashboard, our English Learners maintained their achievement level in Math, while our Reclassified English Learners and English Only students increased.

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
41.7% making progress towards English language proficiency
Number of EL Students: 254 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**
36	111	0	105

Conclusions based on this data:

1. A majority of our students, 64.5%, are performing at Levels 3 (Moderately Developed) and 4 (Well Developed) on the English Language Proficiency Assessment for California (ELPAC).
2. A mere 15.1% of students are at Level 1 (Beginning Stage) on the ELPAC.
3. In order to maintain progress in this are we require a strong focus on ELD standards and student engagement opportunities in class.

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
30.3% Chronically Absent	26.9% Chronically Absent	0 Students
Declined Significantly -12.1	Declined Significantly -14.7	
594 Students	364 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
27.6% Chronically Absent	29.2% Chronically Absent	42.7% Chronically Absent
Declined Significantly -12.2	Declined Significantly -13.4	Declined -19.2
290 Students	496 Students	96 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 30.3% Chronically Absent Declined Significantly -13.3 542 Students	54.5% Chronically Absent Increased 9.1 11 Students	Less than 11 Students 1 Student	17.4% Chronically Absent Declined -10.2 23 Students

Conclusions based on this data:

1. The data for Chronic Absenteeism, based on the Dashboard, demonstrates that our rate has increased by 0.5%.
2. Our English Learners have the lowest rate of Chronic Absenteeism, with 10.5% Absenteeism.
3. Our 92 Students with Disabilities have the highest rate of Chronic Absenteeism with a rate of 18.5%, which was an increase of 2.3%

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	4	1	0	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**
 Orange	 Yellow	 No Performance Color
2.8% suspended at least one day	2.4% suspended at least one day	0 Students
Increased 0.3 607 Students	Maintained 0.1 371 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Orange	 Orange	 Orange
3.4% suspended at least one day	3.2% suspended at least one day	5.2% suspended at least one day
Increased 0.8 297 Students	Increased 0.4 507 Students	Increased 4.1 97 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	Less than 11 Students 7 Students	Less than 11 Students 4 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 2.9% suspended at least one day Increased 0.4 554 Students	0% suspended at least one day Maintained 0 11 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 24 Students

Conclusions based on this data:

1. The rate of suspension has maintained, with 4.9% of students being suspended at least once in the 2017-18 school year.
2. Homeless students (5.4%) and Students with Disabilities (14.1%) were suspended with more frequency than our average rate for All Students (4.9%).

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 Students with Disabilities, 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.

According to the California Dashboard data El Gabilan students who did not score at proficient or advance on the SBAC English Language Arts Assessment were as follows:
All Students: 80.69%
Socioeconomically Disadvantaged: 84.62
English Learners: 81.16% Standard Not Met (Level 1)
Hispanic: 56.20% Standard Not Met (Level 1)
Homeless: 61.86% Standard Not Met (Level 1)

El Gabilan School showed a decline in the percentage of EL's making progress toward English Language proficiency: 13.1% declined, and 41.7% 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
Priorities 2 & 4: Pupil Achievement ELA- Early Literacy Screener (K-1)	Priorities 2 & 4: Pupil Achievement ELA- Early Literacy Screener (K-1) = 15% At or Above Grade Level	Priorities 2 & 4: Pupil Achievement ELA- Early Literacy Screener (K-1) = 50% At or Above Grade Level
Priorities 2 & 4: Pupil Achievement ELA- BPST Foundational Skills Assessment (K-2)	Priorities 2 & 4: Pupil Achievement ELA- BPST Foundational Skills Assessment (K-1)= 7% At or Above Grade Level	ELA- BPST Foundational Skills Assessment (K-1)= 50% At or Above Grade Level

Priorities 2 & 4: Pupil Achievement SBAC ELA - Homeless Youth	61.86% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Priorities 2 & 4: Pupil Achievement SBAC ELA - All Students	56.55% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Priorities 2 & 4: Pupil Achievement SBAC ELA - English Learners	81.16% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Priorities 2 & 4: Pupil Achievement SBAC ELA - Hispanic	56.20% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Priority 2 & 4: Pupil Engagement SBAC ELA - Socioeconomically Disadvantaged	59.57% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
Priority 2 & 4: Pupil Engagement EL Progress Indicator - English Learners	41.7% of EL's progressed one ELPI level	Increase the percentage of EL's who progress one ELPI level by 3-7%
Priority 2- Implementation Of State Standards Admin/ teacher meeting logs	Priority 2- Implementation Of State Standards Approximately two meetings per year with each certificated teacher.	Priority 2- Implementation of State Standards Increased Class Visits and/or teacher meetings with admin to identify best teaching practices, student goals, etc., to 3-4 times per academic year.

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	Priorities 2, 4 & 6 Support teaching and learning of the Common Core Standards *Fund the purchasing of material for Cross curricular teaching, including but not limited to books and resources for writing skills, to improve vocabulary development, for reading and oral comprehension, and for math fluency. • Support the implementation of Problem Based Learning, Collaborative Curriculum Design (Units of Study development and revision: substitutes, miscellaneous time, etc), District adoptedBenchmark ELA material, and Eureka Math.	All Students	3,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Supplies and Materials (UOS, general student material, Unit related books, supplemental instructional materials, Realia for ELD, showcase fliers, posters, and other materials) 2,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Collaborative Curriculum Design (PBL Development)
1.2	Priorities 2 & 4: Data Analysis and Collaborative Efforts to Meet Students Needs- • Support the PDSA Process on site via Grade Level Collaboration- meet regularly to collect and analyze grade	All Students	8,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Misc. time for Grade Level Collaboration, data teams process

	level data regarding problems of practice and other grade level goals to improve student achievement. *Support the PDSA Process on site via Leadership team- meet regularly to collect and analyze school-wide data regarding problems of practice and other school-wide goals to improve student achievement. *Provide additional collaboration time for certificated staff to conduct the following: *Students' achievement data will be collected and entered in the district assessment reporting system as well as teacher-developed data forms. *Student data will be analyzed at monthly grade level collaboration meetings to inform instruction and guide decision-making; curriculum mapping and assessments will be monitored at grade level collaboration meetings. *Develop Learning Intentions and Success Criteria for student learning *Fund substitute teachers to provide release time for teacher collaboration, leadership team activities, peer observation, mentoring, and professional development		
1.3	Priorities 3 & 4: Intervention programs and Supports *Provide Intervention programs for students performing below grade level, including but not limited to before school programs, after school programs, Saturday school, winter/spring intercessions, Summer school in-person or virtual settings. *Purchase software, technology &/or Licenses for intervention programs, to supplement the core curriculum (Schoology, Nearpod, Freckle, etc.) *Purchase materials to support the implementation of Intervention programs and supports: folders, books, SIPPS curriculum, etc. *Fund personnel to execute the programs and supports (including training, collaboration and implementation). *Additional clerical time to support high need students/families, to support invitations, attendance, etc. *Additional miscellaneous time for Intervention teacher and Gen Ed teachers to collaborate and analyze data, modify student groups, etc. *Additional miscellaneous time for paraprofessionals to collaborate and analyze data, modify student groups with intervention teacher.	All Students / Students not progressing academically	11,000.00 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Purchase software, technology &/or Licenses for intervention programs, to supplement the core curriculum (Schoology, Kami, IXL, Mystery Science, Padlet, etc.) 10,000.00 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Purchase software, technology &/or Licenses for intervention programs, to supplement the core curriculum (Schoology, Kami, IXL, Mystery Science, Padlet, etc.) 800.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries *Additional miscellaneous time for Intervention teacher and Gen Ed teachers to collaborate and analyze data, modify student groups, etc. 500.00

			Title I Part A: Allocation 2000-2999: Classified Personnel Salaries *Additional miscellaneous time for paraprofessionals to collaborate and analyze data, modify student groups with intervention teacher. 800.00 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and supplies for Intervention support (supplemental program resources and curriculum)
1.4	Priorities 3 & 4: Literacy Development and access to literary supports- * School Library will be supplied with both literature and technology resources (for literacy/digital literacy development). *Classroom Libraries will be supplied with books and literature resources (digital and paper). *Extended Library Aide time, including salary, to oversee circulation of library materials and provide literature based experiences for children, including recess. *Fund personnel and materials for Virtual Family Literacy Nights	All Students	10,580.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries 1 additional hour of library per day 5,000.00 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Books for classroom libraries ($200/teacher) 5,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies Books school library
1.5	Priority 8: MTSS Framework Implementation & Support * MTSS Training for staff * In alignment with MTSS: Conduct Coordination of Services (COS) & Student Success Team (SST) meetings to plan, monitor, and evaluate student academic growth and intervention programs/activities. *Purchase materials & equipment to support students' learning goals and actions for SST students, students with differentiated needs and their learning goals. *Misc. Time for staff to attend COS / SST's after school (Certificated personnel) *Subs for SST or COS meetings *Support Site Leadership team as part of the MTSS Framework- stipends, resources, collaboration. *UDL Training, materials and resources for staff	All Students	1,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Cert. Misc time for Mtgs. 500.00 Title I Part A: Allocation 4000-4999: Books And Supplies materials and resources 3,500.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Leadership team collaboration, materials, resources, stipends 6,000.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Materials, resources, misc. classified time for Leadership team collaboration
1.6	Priorities 2, 3, 4 and 7: Opportunity & Equal Educational Access-	All Students	2000

	*Experience and understanding of State Standards and PBL Units will be supported via expanded learning opportunities with real-world connections through assemblies, field trips, guest speakers, , etc.		LCFF- Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Curriculum-related & CCSS or Next Gen. Standards based excursions presenters & activities (Field Trips $300/teacher)
1.7	Priorities 2, 4 and 5: Extended Learning and Enrichment Opportunities- *Provide extended learning or enrichment/ extended learning opportunities for students near proficiency or beyond, including but not limited to, before school programs, after school programs, Saturday school. *Purchase materials and fund personnel to execute the programs and supports. *Certificated extra time and materials to support students that participate in spelling bees, Mathletics, etc. *Pay fees for student competitions such as spelling bees, mathletics, etc. *Purchase materials for garden area for outdoor learning space for STEAM activities *Support Visual and Performing Arts (outdoor stage)	All Students	12,000.00 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated Extra Time- Extended Learning: Enrichment opportunities, VAPA, PBL Showcase prep/open class, etc.) 18,000.00 LCFF- Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Extended learning / Enrichment program Contracts (Dance, Music, Soccer, Art- before/after school classes) VAPA: Forxa Dance Academy, Mural Project Hijos del Sol
1.8	Priorities 4, 5 & 6: Promote a positive, engaging school climate by educating students and families regarding ATTENDANCE *Monitor attendance and tardies of all students. Continue to work with the Truancy Abatement Program and the District Attorney to reduce chronic attendance and tardy issues. Provide clerical extra time as needed to adequately report and keep up with demands of attendance. *Clarify attendance expectations and goals for staff, students and parents. *Educate parents about the importance of student attendance at site-based truancy meetings, cafecito's and other family engagement opportunities. *Support the AARC program with materials, supplies and incentives. Create an incentive program for student with perfect attendance to further motivate increased attendance. *Create a more inviting and safe space for children in order to improve our environment and overall climate which will in turn increase attendance. (upgrade and modernize our environment, paint, etc.)	All Students	2000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Materials, resources, incentives for Super Saturday Program 500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Classified extra time for office staff and parent coordinator to make phone calls and clerical duties in the evening, when convenient for parents are available

	*Provide personalized outreach for students who are chronically absent through meetings at times that work for parents, home visits, etc. *Classified extra time for our parent coordinator to conduct such personalized outreach. *Classified extra time for office staff to make phone calls in evening, when convenient for parents		
1.9	Priorities 2, 4, 5, & 7: Support Teaching and Learning in the 21 Century *Create and furnish a 21 Century learning and collaboration environment throughout the school. *Purchase materials for teaching and learning *Purchase Furniture and Resources for a Future ready & Innovative learning environment (High Five implementation, flexible seating, monitors, maker space, etc.)	All Students	2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies *Purchase materials for teaching and learning: printers, ink, 2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Future ready & Innovative learning environment (Hawks' Nest, High Five implementation, maker space, etc) 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Library books for library: Diversity, SEL, PD 1200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase basic teaching and learning materials: crayons, pencils, paper, agendas. 2000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Services and agreements - copy machines
1.10	Priorities 2 & 4: Support Teaching and Learning *Replacement of technology (ipad screen covers, cases, devices, headphones, other) *Updated Technology and technological resources for classrooms and common areas (ie: keyboards for iPads, apple TV) *Materials, equipment and licenses for classrooms and common areas, iPads, iPad, keyboards, portable access points for student use, replacement of old technology, renew contract for	All Students	3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Purchase Technology and technological resources 2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries

	Device Management system for iPads (MDM), adapters, cables, teacher supports (presentation tools), etc. *Misc. certificated time to support the updates and implementation of iPads schoolwide.		*Misc. certificated time to support the updates and implementation of iPads schoolwide.
1.11	Priority 4: Increase pupil achievement for English Learners *Identify learning targets in 1:1 and small group meetings with EL students. *Support 30-45 minutes of designated ELD instruction daily: purchase supplemental and supporting materials (ie: Realia, visual supports, etc). *Support ELPAC preparation with daily practice for ELPAC Tasks (collaborate to create tasks, purchase ELPAC practice tests/materials/etc. *Certificated miscellaneous time for teachers to collaborate, analyze data, and plan for ELD instruction (including time to level students or determine students' needs and strategies to personalize ELD for the students). *Support implementation Integrated ELD (I-ELD)/ Problem Based Learning, District adopted Benchmark ELA material, and Eureka Math. *Purchase supplemental material and supplies for implementation of state standards (Teaching) and student learning, ie: material for Cross-curriculum related services, including but not limited to books and teaching materials, PD and materials to enhance writing skills, resources and PD to improve collaborative conversations (Hawk Talk, vocabulary development, reading and oral comprehension. *Purchase supplemental material and supplies for implementation of state standards (Teaching) and student learning, ie: material for Cross-curriculum related services, including but not limited to books and teaching materials, *Provide materials for parents at Back-to-School Night, Parent Teacher Conferences and other parent events in both English and Spanish. *Additional time for Certificated Teachers to host Reclassification Meetings with parents after contractual hours.	English Learners	1200 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase supplemental material and supplies 1500 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase ELD Curriculum - Language Power 3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials, supplies and refreshments for Reclassification Recognition
1.12	Priority 4: Increase pupil achievement for Students with Disabilities Support an inclusive model of teaching for our Students with Disabilities. Provide collaboration time for SpEd staff and General Education staff to ensure an equitable experience for the students during Inclusion time, design progress baseline and formative assessments with ongoing progress monitoring, lesson design and data analysis will also be a collaborative effort.	Students with Disabilities	2500 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated Misc. Time 2000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries

			Classified Misc. Time for Paras 1200 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials or resources to ensure support of a smooth transition to inclusion class

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 declined for all students by 12.1%

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:
High Student-to-Teacher Ratio: Large class sizes can make it difficult for teachers to provide individualized attention to each student, leading to gaps in understanding and lower academic performance.
Socioeconomic Factors: Students from low-income families face challenges such as unstable home environments, inadequate nutrition, and limited access to educational resources outside of school, all of which can negatively impact academic achievement.
Learning Disabilities and Special Needs: Schools struggles to meet the diverse needs of students with learning disabilities or special needs due to a lack of resources, trained staff, or appropriate support services.

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: The goals will have a focus on English Language Arts for all student groups.

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
A safe environment ensures that students can focus on learning without fear of distraction. We will work to foster a sense of belonging, inclusion, self-esteem and social-emotional development to support of personal growth.Students will develop empathy, communication skills and tools to successfully solve problems. Continued PBIS implementation, Toolbox tools, SEL implementation, and additional activities for students will enhance our safe and inclusive learning environment.

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.

We must create more opportunities for staff to learn Trauma-informed Practices, Deescalations strategies, more vigorous Toolbox / SEL implementation, safe areas for students within the school environment, and continued PBIS implementation. Additionally, more supervision, materials and resources are required to provide students with the social emotional and behavior supports necessary. Creating a safe and inclusive environment is critical to ensuring that the needs of our students with disabilities are being met in the physical space. Beyond this, our school site continuously requires updates to foster a 21 Century learning environment. The actions and services outlined in this goal specifically aim to address individual student needs, including English Learners, students currently experiencing homelessness, Students with disabilities and students with behavioral concerns.

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
Office Discipline Referral (ODR) Data	54 of ODR for 23-24 school year	10% Fewer ODR (49 ODR's)
Priority 6: School Climate School Belonging	Priority 6: School Climate School Belonging (Student Survey) 52%	Priority 6: School Climate School Belonging (Student Survey) Increase to 57%

Priority 6: School Climate School Safety	Priority 6: School Climate School Safety (Student Survey) 54%	Priority 6: School Climate School Safety (Student Survey) Increase to 60%

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	Priorities 6 and 4: Foster a positive, safe and inviting environment in our school community via culture and climate efforts. *Provide Tier 1 & Tier 2 Supports for Physical and Social-emotional health supports & education through the use of Toolbox, PBIS, Olweus, and Restorative Justice Practices so that students may access core curriculum with minimal disruption. Purchase materials and supplies to support the implementation of school-wide programs Toolbox, PBIS, Playworks and Olweus. *Purchase equipment necessary for Playworks to adequately maintain a high level of implementation (If in person school resumes). *Collect and analyze discipline data to make decisions and solve problems (PBIS Team & Leadership Team)	All Students; Students in need of SEL supports & SWD	4,228 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Equipment and Materials for Playworks initiatives, Playworks Jr Coach materials, Student Leadership
2.2	Priorities 6 and 4: Foster a positive, safe and inviting environment in our school community via culture and climate efforts. *Modify the learning spaces and areas that support our students with disabilities.	All students & Students With Disabilities	2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials and supplies needed to support a safe and inclusive environment for our SWD
2.3	Priorities 6 and 4: Foster a positive, safe and inviting environment in our school community via culture and climate efforts. *Provide staff with professional development opportunities to learn and enhance skills and understanding of strategies to support students. Focus would be students with social emotional needs, misbehavior and mental health support. Ie:	All students	2500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials and supplies for increased safety- including but not limited to safety vest for staff, jackets for visibility.

	attend conferences, workshops, in-services that train staff in research validated practice.		
2.4	*Support implementation of MTSS framework		
2.5	*Provide extracurricular programs and enrichment activities for students in effort to enhance their experience at school and to further promote a positive school culture with multiple opportunities for students (ie: art, music, dance, etc.)		2500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Contracts, services
2.6	*Purchase PBIS Rewards and incentives. Purchase uniforms, materials for recognition, reward and incentives for Playworks Junior Coaches, Student Safety Patrol and Student Leadership Team.		3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies PBIS Implementation, including but not limited to: PBIS Rewards, Hawk Store; School Spirit, Attendance, Accelerated Reader charms, Recognition and Incentives
2.7	*Provide student learning opportunities for community involvement, character education and social justice. (ie: a mandatory after school or lunch time class that teaching positive social skills for students with 3 or more Office Discipline Referrals).		3000 Title I Part A: Allocation 4000-4999: Books And Supplies Purchase SEL Books, materials, supplies and resources
2.8	*Provide additional supervisors to ensure the playground is a safe environment: Three supervisors: two supervisors to support the arrival and dismissal in the front of the school and one full day supervisor. *Provide additional time for current supervisors to come in early on rainy days.		15000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Campus Supervisor (SC for unduplicated students). 5000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Misc. Extra time for classified staff to supervise students
2.9	*Ensure clear safety protocols are implemented - with the use of safety supplies, signage, materials to maintain a clean and well organized facility.		7000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Additional Signage for PBIS, materials for culture and climate activities/events, and school pride

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:
General Education retention rate is positive. Results from the teacher survey indicate that they feel valued and have have opportunities to provide feedback.
Chronic Absenteeism declined for all students by 12.1%

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:
Unfilled staffing positions, such as a vice principal, campus supervisor vacancies.
Staff absences created challenges to ensure coverage in and out of the classroom.
Changes to Sped Staff, ie: all new SDC teachers, Virtual Speech, change in different Occupational Therapists and RSP teachers, New teaching Special Education staff.

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: The goals will remain the same.

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
Our goal is to foster a culture of continued professional growth and development. We plan to provide a menu of professional learning opportunities for all staff in the areas of English Language Arts, Math, ELD, Social Emotional Learning, cultivating a safe learning environment, and overall leadership development. Staff will share best practice with other staff and utilize our teacher playbook to implement highly effective teaching strategies. 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 Academic Coach will provide 1:1 coaching cycles with all teachers and with each grade level in a collaborative setting. Our support staff will be trained on customer service and how best support the needs of our diverse community. The actions and services outlined in this goal specifically aim to address staff who will work with a diverse group of students, including foster youth, English Learners, Students with Disabilities, and students currently experiencing homelessness.

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 cultivate a team of dedicated, motivated, and empowered staff members who are committed to providing exceptional service, create a positive learning environment for students.

Identified Need

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

Our teaching staff require additional professional development opportunities for effective teaching strategies to meet the needs of our Multilingual students, specific to Designated English Language Development and English Language arts. Professional development opportunities include attending trainings, collaborating with colleagues and analyzing data to plan for differentiated instruction. Based on the 2023-2024 Parent survey results, beyond the classroom, our support staff require training on customer service and how best support the needs of our diverse community. We must also establish clear expectations for staff performance to foster a supportive and welcoming environment where our community feels valued and respected.

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
Number of Professional Development opportunities attended by Staff	Number of Professional Development opportunities attended by Staff = In Progress Number of staff attending Professional Development Opportunities. = In Progress	By Spring 2025 Number of Professional Development opportunities attended by Staff = Each teacher will attend, at minimum, 1 PD per Trimester Number of staff attending Professional Development Opportunities.= 1 per month
Number of staff attending Professional Development Opportunities.		

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	Priorities 2, 4, and 6: Professional Development *Provide staff with opportunities to attend conferences, workshops and in-services that increase teacher skills in the delivery core subject areas, including ELA, Math. Leadership Teams, UOS, Step Up To Writing, CABE, CUE etc. *Provide staff development each month on site via staff meetings. *Certificated Extra time Staff development - EG Camps, MCOE free events after school *Classified Extra time Staff development- Intervention Programs in ELA	All Students	8000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Registration to conferences, workshops and in-services 6400 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Misc. Certificated time for teachers to attend site based Professional Development 1500 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Misc. Classified time for paraprofessionals 1500 Title I Part A: Allocation 4000-4999: Books And Supplies Materials and resources to support PD
3.2	Priorities 2, 4, and 6: Professional Development for English Language Development *Provide staff with opportunities to attend conferences, workshops and in-services that increase teacher skills in the delivery English Language Development (ELD). ie: Attend CABE, MCOE workshops, GLAD Training, EL Roadmap and ELPAC *PD and materials to enhance writing skills, resources and PD to improve collaborative conversations (Hawk Talk, vocabulary development, reading and oral comprehension. (also see goal 1)	English Learners	2000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Registration for conferences, workshops and in-services specific to EL strategies 5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Misc. Certificated time for teachers to attend site based Professional Development
3.3	Priorities 2, 4, and 6: Professional Development for Students with Disabilities *Provide staff with opportunities to attend conferences, workshops and in-services that increase teacher skills in the delivery instructional best practice for Students with Disabilities.	Students with Disabilities	1500 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Registration for conferences, workshops and in-services specific to strategies for SWD

	ie: Attend MCOE workshops, Monterey County SELPA workshops, UDL Training		
3.4	Priorities 2, 4, and 6: Professional Development: Collaborative Curriculum Design *Provide staff with opportunities to develop and revise PBL units for instructional purposes. *Miscellaneous certificated time to develop PBL units after contracted hours. *Substitutes for teachers to develop PBL units during the school day. *Opportunities will be guided by Academic Coach	All Students	1500 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Collective Efficacy: Miscellaneous certificated time for collaborative curriculum design for PBL units, collaborative Planning for all subjects. 3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Substitutes for teachers for collaboration, learning walks, etc. 3000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for teachers for collaboration, learning walks, etc. 3000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Collective Efficacy: Miscellaneous certificated time for collaborative curriculum design for PBL units, collaborative Planning for all subjects.
3.5	Make multiple efforts to promote school wide events via Parent Square, posters, fliers, etc.	All Students	1700 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

2023-24 Successes:
Continued with El Gabilan professional development camps - presenting successes in specific academic areas that included mini conferences.
Teachers felt empowered to present at district PD days.

Thinking Maps training took place.

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:
Unfilled administrative staff positions that contributed to an increased workload for all other staff members. Additional responsibilities included managing staff, budgeting, curriculum development, and student discipline.
Limited attendance to after-school and district-provided trainings.
Limited time to address site based professional development needs.

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: The goals will remain the same with a focus to increase the quality of all classified and certificated staff by providing and increase number of professional development opportunities.

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
Our goal will be to connect and reach with all parents this academic school year. We will do this via parent-teacher conferences, SSTs, IEPs, and via parent engagement activities.

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.

Overall, we encourage our families to feel like valued partners with our school by increasing family participation in decision making, equipping families with tools to enhance student learning, and share community resources to further support our families.

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 Engagement Logs: # of parent events # of parents who participate	2023-2024 # of parent events= 75 # of parents who participate= 2,395	2024-2025 # of parent events= 85 # of parents who participate= 2,600
SCESD Parent Survey	153 Responses	Increase to 200 Responses
SCESD Parent Survey, Question #8- Overall, I feel that I am a valued partner at my child(ren)'s school.	46% Favorable	Increase to 50% Favorable or higher

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	Priorities 3, 4, 5 and 6- Provide parent communication, engagement opportunities, and supports *Certificated and Classified miscellaneous time to prepare for and implement programs: Family Nights for Literacy, Math, etc; Night at the Future Museum, Trick or Treat in the Halls, etc.) *Purchase materials for family nights *Purchase Agendas and/or folders for all students. *Materials and supplies for parent trainings and meetings: Light snacks & refreshments, certificates, incentives, etc. *Equipment to create signage to promote family events. *Additional clerical time for parent communication (phone calls to address attendance, engagement, etc). *Monthly Family Newsletters *Parent surveys and input meetings	All Students	1000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries *Additional clerical time for parent communication (phone calls to address attendance, engagement, Parent workshops that support student learning, etc). (see goal 2) 1200 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Certificated Extra Time for parent engagement events that promote, Education, Involvement and Engagement to promote student learning, including: Family Literacy night, Family Math Night, Other family engagement nights 1200 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Extra Time to support parent engagement events that promote, Education, Involvement and Engagement to promote student learning, including: Family Literacy night, Family Math Night, UOS showcase event support, professional development and collaboration and other family engagement nights 1800 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials and supplies for meetings and promotional materials.
4.2	Classified Extra time for Parent Engagement Events and Activities (Interpreters for Parent Teacher conferences, Night at the Future Museum event support, professional development and collaboration)	All Students	1200 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Classified Extra time for Parent Engagement (Interpreters from Parent Teacher conferences)
4.3	Extra time for Parent Coordinator for evening parent Engagement activities Materials, supplies and refreshments for Parent Engagement activities	All Students	01000 Title I Part A: Parent Involvement

			2000-2999: Classified Personnel Salaries Extra time for Parent Coordinator for evening parent Engagement activities (see activity 2 for funding) 372.72 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials, supplies and refreshments for Parent Engagement activities
4.4	Child Care for Parent Meetings. Materials for activities to support Child Care.	All Students	1000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Child Care for Parent Meetings
4.5	Increase parent understanding of the American school system and build their knowledge base on how to best support their child academically and increased attendance to such events. *Parent Attendance to CABE Regional or National Conference *Guest speakers *Help parents/guardians develop parenting skills to provide home environments that support their children's academic efforts and their social development. *Inform parents/guardians how they can directly affect the success of their children's learning and provide trainings on techniques and strategies that parents may use to improve their children's academic success and help their children in learning at home. *Develop strategies that foster effective and culturally sensitive communication with the home, including training on how to communicate with non-English speakers and how to give parents/guardians opportunities to assist in the instructional process both at school and at home. *Incentives for parent attendance and engagement.	English Learners	1000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Parent Attendance to CABE Regional or National Conference 3444 Title I Part A: Allocation 4000-4999: Books And Supplies Materials for Parent University/ parent engagement classes or events
4.6	* Updated furniture / support for a welcoming and comfortable experience for our parents and school community *Update paint at entrance of school.	All Students	5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Shelter from sun and rain in front of school for families.

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:

- Full-time and highly qualified Parent Coordinator to recruit and train families in parenting skills
- Night at the Future Museum/ Open House and Back to School Night were very well attended.
- Full School Site Council and active ELAC groups.

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:
Finding a good time and method to accommodate parent attendance to meetings.

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.

Adding a specific goal: Increasing parent value at our school in relation to the Parent Survey question #8- Overall, I feel that I am a valued partner at my child(ren)'s school.

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	$88116.72
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$229,324.72
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	$86,244.00
Title I Part A: Parent Involvement	$1,872.72

Subtotal of additional federal funds included for this school: $88,116.72

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	$141,208.00

Subtotal of state or local funds included for this school: $141,208.00

Total of federal, state, and/or local funds for this school: $229,324.72

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	86,244	0.00
Title I Part A: Parent Involvement	1,872.72	0.00
LCFF-Concentration/Supplemental	141,208	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	141,208.00
Title I Part A: Allocation	86,244.00
Title I Part A: Parent Involvement	1,872.72

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,900.00
2000-2999: Classified Personnel Salaries	46,480.00
4000-4999: Books And Supplies	69,944.72
5000-5999: Services And Other Operating Expenditures	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	53,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	22,500.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	33,580.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	49,628.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	31,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	32,400.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	11,400.00
4000-4999: Books And Supplies	Title I Part A: Allocation	19,944.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	22,500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,500.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	372.72

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	128,280.00
Goal 2	44,728.00
Goal 3	38,100.00
Goal 4	18,216.72

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
Esabel Cervantes Babione	Principal
Troy Brunke	Other School Staff
Raymond Johson	Classroom Teacher
Elizabeth Calderon	Classroom Teacher
Janet Sparks	Classroom Teacher
Yolanda Salazar	Parent or Community Member
Devon DeLeon	Parent or Community Member
Diana Navarro	Parent or Community Member
Sixta Ambrocio	Parent or Community Member
Samanta Martinez	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 May 8, 2024.

Attested:



Principal, Esabel L. Cervantes Babione on June 3, 2024



SSC Chairperson, Janet Sparks on June 3, 2024