

School Year: **2024-25**



RUSSO MCENTEE ACADEMY
 ENVIRONMENTAL JUSTICE
 AND
 SUSTAINABILITY

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Russo/McEntee Academy	43-69369-0114900		July 21, 2022

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 Russo/McEntee Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to improve the social, emotional and academic performance of all the students at

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.

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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 Russo/McEntee Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to improve the social, emotional and academic performance of all the students at

The School Site Council will meet as needed to effectively meet the ESSA requirement in alignment with the LCAP and other state, federal, and local programs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Teachers, parent, and student surveys, ILT, Staff and Parent, feedback on needs assessment, and LCAP meetings were taken into account when developing the SPSA. The school site council, along with the ELAC was involved in the process for the SPSA and Annual review and update. Information was collected during in-person meetings (staff meetings, parent coffee, school site council, ELAC meetings, and LCAP meetings)

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.

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Russo/McEntee Academy. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.88%	0.82%	0.64%	3	3	2
African American	0.88%	1.37%	0.64%	3	5	2
Asian	12.39%	9.04%	8.63%	42	33	27
Filipino	7.67%	8.49%	9.27%	26	31	29
Hispanic/Latino	72.57%	75.07%	74.44%	246	274	233
Pacific Islander	%	0%	0.64%	0	0	2
White	2.36%	2.74%	2.56%	8	10	8
Multiple/No Response	3.24%	2.47%	3.19%	11	9	10
Total Enrollment				339	365	313

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	66	68	43
Grade 1	53	61	57
Grade 2	54	59	50
Grade3	50	58	46
Grade 4	54	57	50
Grade 5	62	62	46
Total Enrollment	339	365	313

Conclusions based on this data:

1. Filipino and Hispanic student population increased in 22-23 school year
2. Enrollment increased from 21-22 school year to 22-23 school year
3. T4 and TK students are not included in the enrollment numbers.

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	154	162	147	41.2%	45.4%	47.0%
Fluent English Proficient (FEP)	50	45	30	19.7%	14.7%	9.6%
Reclassified Fluent English Proficient (RFEP)				1.2%		

Conclusions based on this data:

1. The percentage of English Language Learners has decreased
2. We also saw a drop in the percentage of students qualifying under FEP
3. Data for the RFEP students is not available for the past two years

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	51	47	60	0	46	57	0	46	57	0.0	97.9	95.0
Grade 4	68	56	60	0	53	57	0	53	57	0.0	94.6	95.0
Grade 5	75	60	67	0	60	64	0	60	64	0.0	100.0	95.5
All Grades	194	163	187	0	159	178	0	159	178	0.0	97.5	95.2

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		2368.	2381.		6.52	21.05		19.57	7.02		28.26	24.56		45.65	47.37
Grade 4		2436.	2415.		13.21	8.77		11.32	17.54		35.85	24.56		39.62	49.12
Grade 5		2470.	2475.		6.67	14.06		31.67	28.13		23.33	21.88		38.33	35.94
All Grades	N/A	N/A	N/A		8.81	14.61		21.38	17.98		28.93	23.60		40.88	43.82

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		8.70	12.28		65.22	61.40		26.09	26.32
Grade 4		11.32	5.26		67.92	70.18		20.75	24.56
Grade 5		15.00	12.50		61.67	60.94		23.33	26.56
All Grades		11.95	10.11		64.78	64.04		23.27	25.84

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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		4.35	10.53		52.17	43.86		43.48	45.61
Grade 4		5.66	5.26		58.49	40.35		35.85	54.39
Grade 5		8.33	10.94		61.67	64.06		30.00	25.00
All Grades		6.29	8.99		57.86	50.00		35.85	41.01

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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		0.00	5.26		71.74	75.44		28.26	19.30
Grade 4		7.55	5.26		83.02	64.91		9.43	29.82
Grade 5		3.33	7.81		85.00	76.56		11.67	15.63
All Grades		3.77	6.18		80.50	72.47		15.72	21.35

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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		6.52	12.28		65.22	57.89		28.26	29.82
Grade 4		11.32	17.54		77.36	49.12		11.32	33.33
Grade 5		6.67	14.06		61.67	57.81		31.67	28.13
All Grades		8.18	14.61		67.92	55.06		23.90	30.34

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Conclusions based on this data:

1. There is significant increase in students exceeding standards in 3rd and 5th grade
2. Percentage of students not meeting standards increased
3. 73.68% of students are at, meet or exceed grade level standards in Reading Domain.

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	51	47	60	0	47	60	0	47	60	0.0	100.0	100.0
Grade 4	68	56	60	0	56	59	0	56	59	0.0	100.0	98.3
Grade 5	75	60	67	0	60	65	0	60	65	0.0	100.0	97.0
All Grades	194	163	187	0	163	184	0	163	184	0.0	100.0	98.4

* 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		2394.	2377.		12.77	15.00		14.89	15.00		25.53	16.67		46.81	53.33
Grade 4		2423.	2422.		8.93	11.86		16.07	5.08		26.79	37.29		48.21	45.76
Grade 5		2429.	2458.		1.67	9.23		11.67	13.85		20.00	30.77		66.67	46.15
All Grades	N/A	N/A	N/A		7.36	11.96		14.11	11.41		23.93	28.26		54.60	48.37

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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		12.77	18.33		48.94	31.67		38.30	50.00
Grade 4		16.07	16.95		26.79	25.42		57.14	57.63
Grade 5		5.00	12.31		35.00	41.54		60.00	46.15
All Grades		11.04	15.76		36.20	33.15		52.76	51.09

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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		8.51	18.33		46.81	28.33		44.68	53.33
Grade 4		10.71	8.47		44.64	49.15		44.64	42.37
Grade 5		5.00	7.69		40.00	46.15		55.00	46.15
All Grades		7.98	11.41		43.56	41.30		48.47	47.28

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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		17.02	13.33		59.57	45.00		23.40	41.67
Grade 4		14.29	11.86		44.64	42.37		41.07	45.76
Grade 5		3.33	4.62		53.33	61.54		43.33	33.85
All Grades		11.04	9.78		52.15	50.00		36.81	40.22

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Conclusions based on this data:

1. There is a significant increase in students exceeding standards in math in 4th and 5th grade
2. Concepts and procedures is the lowest domain across all grade levels
3. Overall achievement in Math is low across all grade levels

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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) 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	1412.6	1394.6	1356.6	1420.4	1404.8	1347.1	1394.4	1370.4	1378.8	36	33	40
1	1397.4	1400.3	1372.5	1408.9	1426.2	1377.0	1385.6	1374.0	1367.6	27	29	25
2	1431.1	1430.8	1436.7	1439.6	1439.8	1444.5	1422.3	1421.4	1428.5	32	27	34
3	1471.8	1482.3	1454.9	1480.9	1483.5	1451.0	1462.4	1480.6	1458.2	13	24	29
4	1490.0	1492.1	1490.1	1490.3	1490.7	1481.8	1489.3	1492.7	1497.9	24	19	25
5	1513.4	1525.9	1514.5	1515.8	1534.4	1508.4	1510.7	1516.8	1519.9	20	20	20
All Grades										152	152	173

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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	8.57	3.03	12.50	31.43	36.36	12.50	45.71	39.39	30.00	14.29	21.21	45.00	35	33	40
1	14.81	0.00	0.00	22.22	13.79	4.00	25.93	44.83	28.00	37.04	41.38	68.00	27	29	25
2	3.33	7.41	0.00	36.67	33.33	29.41	23.33	14.81	41.18	36.67	44.44	29.41	30	27	34
3	0.00	8.33	6.90	23.08	37.50	24.14	61.54	37.50	17.24	15.38	16.67	51.72	13	24	29
4	4.17	10.53	12.00	37.50	31.58	28.00	45.83	36.84	36.00	12.50	21.05	24.00	24	19	25
5	10.00	10.00	20.00	45.00	60.00	35.00	40.00	25.00	40.00	5.00	5.00	5.00	20	20	20
All Grades	7.38	5.92	8.09	32.89	34.21	21.39	38.26	33.55	31.79	21.48	26.32	38.73	149	152	173

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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	8.57	3.03	2.50	34.29	48.48	20.00	40.00	27.27	30.00	17.14	21.21	47.50	35	33	40
1	37.04	10.34	0.00	22.22	31.03	16.00	18.52	34.48	32.00	22.22	24.14	52.00	27	29	25
2	10.00	29.63	11.76	23.33	25.93	26.47	46.67	22.22	41.18	20.00	22.22	20.59	30	27	34
3	15.38	20.83	13.79	61.54	45.83	31.03	23.08	16.67	17.24	0.00	16.67	37.93	13	24	29
4	41.67	15.79	36.00	33.33	52.63	28.00	12.50	15.79	16.00	12.50	15.79	20.00	24	19	25
5	45.00	55.00	30.00	35.00	30.00	45.00	10.00	5.00	20.00	10.00	10.00	5.00	20	20	20
All Grades	24.83	20.39	13.87	32.21	38.82	26.59	27.52	21.71	27.17	15.44	19.08	32.37	149	152	173

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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	8.57	3.03	12.50	28.57	30.30	12.50	45.71	33.33	32.50	17.14	33.33	42.50	35	33	40
1	14.81	0.00	0.00	22.22	0.00	4.00	14.81	31.03	16.00	48.15	68.97	80.00	27	29	25
2	3.33	3.70	0.00	30.00	37.04	20.59	30.00	7.41	26.47	36.67	51.85	52.94	30	27	34
3	0.00	4.17	0.00	0.00	16.67	20.69	69.23	41.67	13.79	30.77	37.50	65.52	13	24	29
4	4.17	0.00	4.00	12.50	26.32	36.00	50.00	26.32	16.00	33.33	47.37	44.00	24	19	25
5	0.00	5.00	10.00	15.00	10.00	20.00	65.00	70.00	40.00	20.00	15.00	30.00	20	20	20
All Grades	6.04	2.63	4.62	20.81	20.39	18.50	42.28	33.55	24.28	30.87	43.42	52.60	149	152	173

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.57	15.15	7.50	74.29	66.67	47.50	17.14	18.18	45.00	35	33	40
1	37.04	17.24	12.00	40.74	65.52	36.00	22.22	17.24	52.00	27	29	25
2	10.71	22.22	8.82	64.29	48.15	76.47	25.00	29.63	14.71	28	27	34
3	23.08	29.17	13.79	76.92	54.17	51.72	0.00	16.67	34.48	13	24	29
4	39.13	26.32	12.00	52.17	52.63	68.00	8.70	21.05	20.00	23	19	25
5	35.00	31.58	15.00	60.00	52.63	70.00	5.00	15.79	15.00	20	19	20
All Grades	23.97	22.52	10.98	60.96	57.62	57.80	15.07	19.87	31.21	146	151	173

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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	14.29	3.13	5.00	71.43	68.75	40.00	14.29	28.13	55.00	35	32	40
1	26.09	0.00	8.70	47.83	75.00	26.09	26.09	25.00	65.22	23	28	23
2	10.34	25.93	36.36	72.41	51.85	45.45	17.24	22.22	18.18	29	27	33
3	16.67	29.17	31.03	75.00	50.00	24.14	8.33	20.83	44.83	12	24	29
4	40.00	27.78	44.00	45.00	55.56	32.00	15.00	16.67	24.00	20	18	25
5	66.67	75.00	57.89	27.78	15.00	36.84	5.56	10.00	5.26	18	20	19
All Grades	26.28	23.49	27.81	58.39	55.03	34.91	15.33	21.48	37.28	137	149	169

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	5.71	12.12	12.50	74.29	60.61	50.00	20.00	27.27	37.50	35	33	40
1	25.93	3.57	0.00	25.93	14.29	20.00	48.15	82.14	80.00	27	28	25
2	18.52	3.70	3.03	40.74	40.74	48.48	40.74	55.56	48.48	27	27	33
3	0.00	0.00	0.00	53.85	66.67	29.63	46.15	33.33	70.37	13	24	27
4	4.35	5.26	4.00	56.52	42.11	40.00	39.13	52.63	56.00	23	19	25
5	5.26	11.11	10.00	78.95	61.11	60.00	15.79	27.78	30.00	19	18	20
All Grades	11.11	6.04	5.29	54.86	46.98	41.76	34.03	46.98	52.94	144	149	170

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	44.12	15.15	30.00	35.29	39.39	20.00	20.59	45.45	50.00	34	33	40
1	0.00	0.00	0.00	50.00	34.48	20.00	50.00	65.52	80.00	8	29	25
2	10.71	7.41	5.88	53.57	40.74	52.94	35.71	51.85	41.18	28	27	34
3	0.00	8.33	13.79	69.23	62.50	41.38	30.77	29.17	44.83	13	24	29
4	0.00	15.79	24.00	69.57	57.89	44.00	30.43	26.32	32.00	23	19	25
5	0.00	5.26	35.00	85.00	78.95	50.00	15.00	15.79	15.00	20	19	20
All Grades	14.29	8.61	17.92	57.94	49.67	36.99	27.78	41.72	45.09	126	151	173

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. The number of students taking the ELPAC assessment has increased in Kinder, 2nd, 3rd, and 4th grade
2. Students in 1st grade have been struggling in the oral and written language domain for the last 2 years.
3. School focus was the speaking domain, except 5th grade all grade levels made progress.

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
365	68.5	44.4	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Russo/McEntee Academy.	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	162	44.4
Foster Youth		
Homeless	3	0.8
Socioeconomically Disadvantaged	250	68.5
Students with Disabilities	58	15.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.4
American Indian	3	0.8
Asian	33	9
Filipino	31	8.5
Hispanic	274	75.1
Two or More Races	9	2.5
White	10	2.7

Conclusions based on this data:

- Russo/McEntee is a diverse school with 75.1% Hispanic and 9% Asian students. The student body also consists of African American, American Indian, Filipino, and white students.

2. 68.5% of the students enrolled at Russo/McEntee come from socio economically disadvantaged families. We also have 15.9% of student population is students with disabilities
3. 44.4% of our students are English Language Learners.

School and Student Performance Data

Overall Performance

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We continue to make progress in ELA and Math on the state assessments and local assessments
2. Chronic Absenteeism remains high. Regular meetings with the parents seem to have little impact.
3. Our students are generally well behaved and we have a low suspension rate.

School and Student Performance Data

Academic Performance English Language Arts

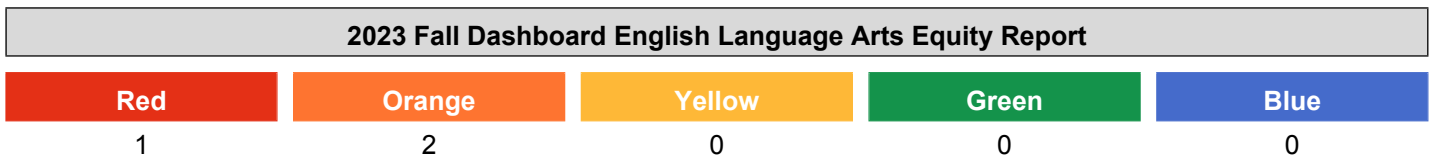
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 36.6 points below standard Increased +4.1 points 158 Students	English Learners  Red 80.9 points below standard Decreased Significantly -18 points 76 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Orange 54.8 points below standard Maintained -0.5 points 120 Students	Students with Disabilities 88.4 points below standard Decreased -3.3 points 22 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	56.2 points above standard Increased Significantly +34.4 points 16 Students	5.9 points above standard Increased Significantly +20.7 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54 points below standard Maintained +1.1 points 117 Students	Less than 11 Students 6 Students	Less than 11 Students 0 Students	Less than 11 Students 2 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
108.3 points below standard Decreased -12.5 points 59 Students	14.4 points above standard Increased Significantly +28.6 points 17 Students	5.4 points below standard Increased +10.3 points 63 Students

Conclusions based on this data:

1. Compared to the EO students, EL students continue to struggle
2. All EL students are in great need of intensive instruction and intervention.
3. Consistent implementation of small group instruction with differentiation based on the students and implementation of standards based instruction in ELA and ELD is required to make further progress towards these indicators.

School and Student Performance Data

Academic Performance Mathematics

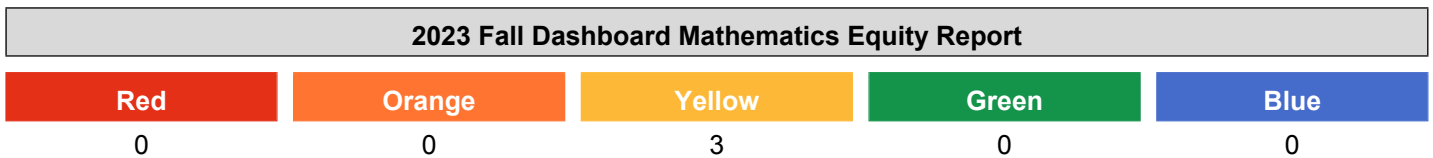
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 52.1 points below standard Increased +13.7 points 158 Students	English Learners  Yellow 73.3 points below standard Increased +9.4 points 76 Students	 No Performance Color 0 Students
Homeless Less than 11 Students 0 Students	Socioeconomically Disadvantaged  Yellow 67.8 points below standard Increased +14.9 points 120 Students	Students with Disabilities 99.2 points below standard Decreased Significantly -27.8 points 22 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	61.6 points above standard Increased Significantly +45.1 points 16 Students	10.4 points above standard Increased Significantly +40.4 points 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.8 points below standard Increased +6.9 points 117 Students	Less than 11 Students 6 Students	Less than 11 Students 0 Students	Less than 11 Students 2 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
93.5 points below standard Increased Significantly +16.7 points 59 Students	3.2 points below standard Increased Significantly +39.2 points 17 Students	39.7 points below standard Increased +5.3 points 63 Students

Conclusions based on this data:

1. Students have made progress in Math
2. EL students made a 16.7 point increase
3. Reclassified EL students made the biggest growth of 39.2 points

School and Student Performance Data

Academic Performance English Learner Progress

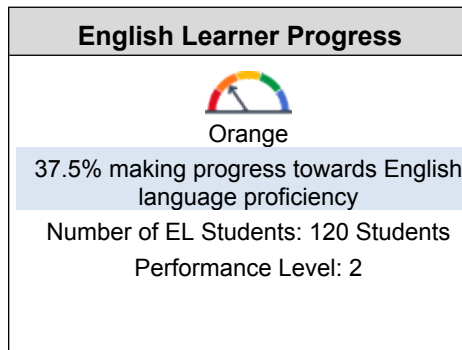
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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



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
29	45	1	44

Conclusions based on this data:

1. ELD standards need to be taught diligently.
2. We need to set a goal for the students to pass ELPAC at or before 3rd grade.
3. 44% of EL students made improvement in at least 1 ELPI level

School and Student Performance Data

Academic Engagement Chronic Absenteeism

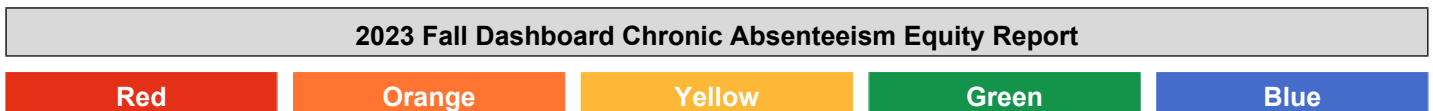
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 24.3% Chronically Absent Increased Significantly 15.1 411 Students	English Learners Red 27.5% Chronically Absent Increased Significantly 18.4 189 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Red 26.4% Chronically Absent Increased Significantly 15.9 314 Students	Students with Disabilities Red 40.8% Chronically Absent Increased 23.3 76 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 3 Students	 Red 21.6% Chronically Absent Increased 17.1 37 Students	18.8% Chronically Absent Increased 18.8 32 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 23.9% Chronically Absent Increased Significantly 14.7 305 Students	26.7% Chronically Absent Declined -23.3 15 Students	Less than 11 Students 1 Student	Less than 11 Students 10 Students

Conclusions based on this data:

1. Asian and Hispanic Students continue to have poor attendance
2. 40.8% of students with disabilities are chronically absent
3. Regular meeting with the parents don't seem to be impactful.

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.

Academic Programs

Provide all students with a rigorous, challenging, and innovative instructional program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, emotional and social support, as well as comprehensive standards-aligned instructional materials and resources.

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.

Russo/McEntee students need continued emphasis, instruction, and practice in improving reading and math fluency. The students need small group instruction and differentiation to learn the skills and perform at grade level. There is a significant percentage of students in 3rd-5th grade that are in the standards nearly met for reading, writing, and listening domains. Research and inquiry is one of the strongest domains for our students, with 14.61% of students scoring above standard. Overall, students are struggling in math with concepts and procedures, having the highest percentage of students scoring above standards. Students' data is indicative that they are having a hard time communicating reasoning in the area of math by thinking logically and expressing their thoughts in order to solve problems.

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
CAASPP ELA	32.59% met or exceeded standards	40% of students meet or exceed standards
CAASPP Math	23.37% met or exceeded standards	30% of the students meet or exceed standards
Fastbridge Math Assessment (a Math)	Winter Diagnostic Data Low risk and on track: 37% Some risk: 34% High Risk: 29%	10% growth overall in Math Focus on students performing 1 grade level below by providing additional support during the class will lead to more students performing at grade level. Work on developing fact fluency and automaticity and focusing on students acquiring skills to communicate their reasoning in math
Fastbridge Reading Assessment (a Reading)	Winter Diagnostic Data Low risk and on track: 38% Some risk: 21% High Risk: 41%	10% growth overall in Reading Focus on small group and Guided reading to develop reading strategies and comprehension abilities. The additional focus needs to be placed on systematically teaching phonics, listening skills and writing strategies.

		Integrated and designated ELD with an emphasis on serving our ELL needs to be a priority.
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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	<ul style="list-style-type: none"> Classroom teachers will regularly assess students’ mastery of standards by examining student work and assessments. Focus on a genre of writing by the quarter and keep a pre and post-score of the writing assessment Common core aligned assessments will be analyzed by individual classroom teachers and grade-level teams to identify areas of need. Allocate funds for collaboration time for teachers to develop best practices and work on school-wide consistencies. Classroom teachers will have professional development to strengthen their practices in writing and EL instruction Use grade-level meeting time to meet in grade-level groups to analyze ELPAC assessment data and share best practices. Roving Subs will cover classrooms in order for teachers to meet for grade-level collaboration focusing on ELA and Math student data and plan for student intervention 	All students will be served	6,000 Title I 1000-1999: Certificated Personnel Salaries Teacher Extended Duty 1421.38 Title I 3000-3999: Benefits Certificated Benefits for extended duty 2,000 Title I 2000-2999: Classified Personnel Salaries Extended Duty for classified 6,944.71 Title I 3000-3999: Benefits Benefits- Classified 1880.27 Title I 5000-5999: Services And Other Operating Expenditures Preventative Equipment Maintenance 1,260 Title I 5000-5999: Services And Other Operating Expenditures Rental cost for copy machines 2,193.68 LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Preventative Equipment Maintenance 1,680 LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Rental cost for copy machines
1.2	<ul style="list-style-type: none"> The principal will attend the IL PLC to receive professional development from the District 	All students will be served	10,000 Title I 5000-5999: Services And Other Operating Expenditures

	<ul style="list-style-type: none"> • CWTs by the principal to ensure that instruction is aligned with CCSS and appropriate instruction is being delivered for the ELL • Best practices will be shared throughout the school year at regularly scheduled staff and grade-level meetings. • Teachers will implement differentiated instruction and interventions before, during, and after school to meet the needs of students not meeting grade-level standards • Reading Partners will assist with reading intervention by providing 1:1 support to the students 		Reading Partners 2,346.32 LCFF Supplemental/Concentration 4000-4999: Books And Supplies Instructional Materials and Supplies
1.3	<ul style="list-style-type: none"> • School staff will provide the opportunity for students to participate in extracurricular activities to apply reading, math, and science skills learned in class. • Students will have the opportunity to participate in academic field trips • Students will be able to participate in classroom game time and develop social skills and physical abilities 	All students will be served	Field Trips funded through the Outdoor Equity Grant
1.6	<ul style="list-style-type: none"> • Technology will be utilized as an instructional strategy, Seesaw, and Google Classroom, to help students access the core curriculum in preparation for the Smarter Balance Assessment System. Technology will also serve as a resource to aid in student presentations to demonstrate learning. • All students will participate in technology-based lessons provided by classroom teachers. Students will improve their keyboarding skills and word-processing skills. In addition, students will also learn or improve their presentation and research skills. • During grade level, ILT, and PLC meetings teacher will reflect on the effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum • Students will be able to access the curriculum through the use of 	All students will be served	500 Title I 5000-5999: Services And Other Operating Expenditures Math Shelf 1,213 Title I 4000-4999: Books And Supplies Purchase of Chromebook Chargers Translators purchased through Title III funds

	<p>computers, laptops, Document cameras, iPads, and Clear touch boards.</p> <ul style="list-style-type: none"> • Provide K-5 teachers and students with access to engaging rich media across all curriculum areas designed to support multiple learning modalities with content that is easy to integrate, and aligned to Common Core State Standards. • (Resources: Math Shelf and I ready • Continue to provide students with appropriate technology to promote further development of standards-based literacy skills. As needed, replace key components of classroom technology to utilize rich interactive resources to prepare for the Smarter Balanced Assessment System administered in Spring. • (ex. of technology hardware: Chromebooks, chargers) • Purchase translators to support our English Language Learners in the classroom. 		
1.7			
1.11			
1.12	<ul style="list-style-type: none"> • Use grade-level meeting time to meet in grade-level groups to analyze math assessment data and share best practices. • Teachers will provide small group instruction for re-teaching math concepts and provide interventions as needed. • Initiate intervention/enrichment activities to provide math instruction for students identified with specific needs. • The ILT team will meet throughout the school year to cover Common Core State Standards and review best practices with continued implementation of targeted interventions and focused instruction. 	All students will be served	<p>2,000 Title I 1000-1999: Certificated Personnel Salaries Roving sub to cover classes for GLC 144 Title I 5000-5999: Services And Other Operating Expenditures overages for the copy machine 100 LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures overages for the copy machine</p>

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.

During the 23/24 school year we have seen positive results in our previous strategies and we need to continue these strategies to meet the needs of our students.

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

With the development of a new LCAP there are no major differences in the intended implementation or budgeted expenditures.

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.

In support of the new LCAP goals metrics have been developed to create a new baseline and metric goals for the 24/25 school year.

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.

MTSS

All students need an inclusive and asset based environment to succeed at school

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement a Multi-Tiered System of Support (MTSS) across the district that ensures the well-being of staff, students, and their families. This asset-based approach will allow all members of the Alum Rock community appropriate access to tiered academic, behavioral, and social-emotional support.

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.

Students needs to be identified and then provided with appropriate intervention. School has a huge number of students that are chronically absent. Biggest percentage of students who are chronically absent are in T4/TK and Students with special needs. English language learners need to have designated and integrated ELD provided everyday. All teachers need to look at the data and look for student strengths and weakness to make sure that the students are receiving adequate support to be successful at school.

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
ELPAC Data	<ul style="list-style-type: none"> 42.3% of students are designated English Language Learners 7.69% of the EL students scored in a level 4 23.08% of the EL students scored in the level 3 31.62% of the EL students scored in the level 2 37.61% of the EL students scored in the level 1 	The goal is for students to show annual progress in their ELPAC scores so that they can reclassify (become RFEPS) within five years from the time they take their initial ELPAC.
Attendance	92/324 students have missed more than 10% of the school Year hence, being chronically absent	Reduction by 10% in the Chronic Absentism throughout the school. With a special emphasis on students with disabilities and TK and T4 students.
SST	57 SST conducted in 2023-2024 School Year.	Students are viewed as individuals and working towards having their needs met. Teachers conduct behavior and or academic SST to provide students with equitable access to instruction and support. Our goal is to provide excellent instruction to all our students in Tier I with the implementation of school-wide systems that support all academically, socially, and emotionally

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	<ul style="list-style-type: none"> School staff will continue aligning the K-5 ELD curriculum and assessment with the requirements of the CCSS and identifying and developing transitional ELD resources for the implementation of the CCSS. School personnel will engage in district and site ELD professional development opportunities designed to facilitate the implementation of strategies for integrated and designated ELD instruction 	All English Language Learners	Extended Duty for teachers : See Goal 1

	<ul style="list-style-type: none"> • As a school, we will adopt at least 2 strategies for T4-5th grade from EL Achieve • Teachers will implement instructional norms that are aligned with the CCSS and adjust the learning environment to support ELD instruction required by the CCSS • Flexible small-group instruction within classrooms and/or grade levels will allow for a focus on targeted student growth based on achievement and mastery of CCSS standards. • Teachers will incorporate the major shifts of the CCSS in ELD instruction and begin to integrate them into the instructional program for all content areas through the development of academic English language and content CCSS instruction for ELL students. • The school will purchase translators to assist the newcomer students and teachers with communication 		
2.2	<ul style="list-style-type: none"> • School staff will use ELPAC results as well as diagnostic, benchmark, unit assessments, and performance assessment data to inform instruction. • During grade-level meetings, teachers will analyze ELPAC and other assessment data to inform ELD instruction and share best practices. • School staff will meet in grade-level Professional Learning Communities (PLCs) to strategize in identifying and developing transitional resources for ELL students for the implementation of the CCSS • Provision of Imagine Learning Licences for newcomers to assist them with acquiring skills in English (District Issued Licences) • Based on the assessment available, staff will initiate appropriate intervention/enrichment activities for ELL students 	All English Learners	13,996.64 Title I 2000-2999: Classified Personnel Salaries Classified Para providing Tier II support for EL

	<ul style="list-style-type: none"> School staff will provide in-class small-group instruction. Some teachers may provide before or after-school intervention classes for ELL students and students below proficiency based on assessments. <p>Classified staff to work with the EL students, providing Tier II instruction using evidence-based materials and meeting with the students 2-3 times weekly</p>		
2.3	English Learners in TK-2 grade will use programs on Ipads and Chromebooks as a tool in assisting them in their learning.	All English Learners	District funded
2.4	<ul style="list-style-type: none"> ELPAC testing and monitoring of the EL students. The principal will coordinate ELPAC testing and monitor EL students' growth. EL Liaison will provide EL information to the teachers from the EL liaison meetings. 	All English Learners	Funding from the district
2.5	<ul style="list-style-type: none"> Implementation of the designated ELD block Teachers providing 30 minutes of ELD instruction a day for 5 days a week targeted instruction. Incorporate structured oral language practices. Use sentence frames and stems while working with the students. Provide students with multiple opportunities for written/ oral presentations. 	All English Language Learners	
2.6	<ul style="list-style-type: none"> The School Site Council will have participation from the English Language Advisory Committee. Offer training and support to the parents of English Learners during monthly Principal's coffee. 	All English Learners	
2.7	<ul style="list-style-type: none"> Students who are chronically absent will be referred to a SARB hearing at the district office 	All Students	Counselors funded through the district

	<ul style="list-style-type: none"> • Counseling support will be offered and provided to students who are chronically absent • Community Liaison will provide the parents with support and resources • Community Liaison will conduct home visits for the students and families • The school will provide incentives and recognition to the students for perfect attendance • Classes will participate in the competition for perfect attendance 		<p>Community Liaison funded by the district</p> <p>Incentives funded through ASB and general funds</p>
<p>2.8</p>	<ul style="list-style-type: none"> • Teachers will review last year's data and the beginning of the year's data to determine student needs • Teachers will respond to individualized student needs • The teacher will meet with the parents to develop an SST for either academics or behavior to support student needs. • -Teachers will create intervention groups to address the needs of the students • Reading Partners will work with the students receiving Tier II intervention support • The school and District will work together to create an alignment of systems necessary for the student's academic, behavioral, and social success. • UDL supports will be added to the Tier I supports for all students • Goal setting, progress Monitoring, and data collection will be conducted to assess student growth • The counselor will support the students with emotional and behavioral needs. 		<p>Extended duty for SST : See Goal 1</p>

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.

During the 23/24 school year we have seen positive results in our previous strategies and we need to continue these strategies to meet the needs of our students.

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

With the development of a new LCAP there are no major differences in the intended implementation or budgeted expenditures.

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.

In support of the new LCAP goals metrics have been developed to create a new baseline and metric goals for the 24/25 school year.

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.

Safe and welcoming environment and engaging stakeholders

Provide all students and families a safe, welcoming, and caring environment conducive to learning. while engaging all stake holders for higher participation in and out of the classroom.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote a sense of collaboration by engaging students, teachers, families, and the community to create a welcoming and team-focused culture that is inclusive and culturally responsive to student needs and demographics.

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.

The need is to have a program that encourages parent participation and recognizes the social emotional needs of our students. The data is indicating a need to enhance safety for our students and build a sense of belonging and connectedness for our students. While parent participation has increased at the school events and field trips, more parent participation is needed for in class support.

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, student, and staff panorama surveys	<p>Student Survey Knowledge and Fairness of Discipline, Rules, and Norms: 77% favorable Climate of Support for Academic Learning: 81% favorable Sense of Belonging (School Connectedness): 75% favorable Safety: 65% favorable</p> <p>Parent Survey Sense of Belonging (School Connectedness): 99% favorable Climate of Support for Academic Learning: 100% favorable Knowledge and Fairness of Discipline, Rules and Norms: 100% favorable Safety: 100% favorable</p> <p>Staff Survey Knowledge and Fairness of Discipline, Rules and Norms: 99% favorable Climate of Support for Academic Learning: 95% favorable Safety: 88% favorable Sense of Belonging (School Connectedness): 82% favorable</p>	80% or above positive response to all questions
Coffee with the Principal	20-25 parents are there are the events	40 parents
School events	200 - 400	Keep the attendance high for all events averaging about 350
Parent Participation in the classroom	<p>Parent Participation is high in the lower elementary as chaperons on the field trip</p> <p>Parent Participation is low in upper elementary even during field trips</p> <p>In classroom and garden time support : Only very few parents have supported during the school year.</p>	Need to increase parent participation in upper elementary and have more parents to participate and volunteer in the classroom.

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	<ul style="list-style-type: none"> The Playosophy program will be implemented with a full-time on-site Coach. 	All Students	10,000 Title I 5000-5999: Services And Other Operating Expenditures Playosophy 19,400

	<ul style="list-style-type: none"> • The coach will work with staff and students for safety and social development. • The coach will integrate physical movement into academics. • The coach will develop/supervise ongoing activities for safe recesses. • The coach will implement a recess leader (peer-coaching) program for students to self-monitor and help their peers solve problems. 		<p>LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Playosophy</p>
<p>3.2</p>	<ul style="list-style-type: none"> • A school-wide Positive Discipline program will be implemented that encourages positive interaction between students and adults. • Appropriate social skills and character development will be promoted through the Kimochis and Core Value Program • Once a month Student of the Month assembly based on the core value of the month • Use staff meeting time to discuss the implementation of Kimochis strategies and share best practices. • School-wide incentive program (Husky Bucks) will reward good choices and appropriate behavior. • Weekly Husky Buck Store to reward student behavior • Husky Shout out! to promote positive behavior • Perfect attendance incentives will be implemented to reward students with perfect attendance • School-wide Monday Morning Assembly to promote a sense of community • and deliver weekly Morning Announcements • Development and implementation of the Environmental Justice League • Leadership Development in Students through Playosophy Junior coaching. 	<p>All students</p>	<p>Husky Buck Store incentives and certificates for the students provided through General funds and ASB accounts</p> <p>Girl Scouts funding comes from grants</p> <p>Junior Coaching : See Playosophy</p> <p>Funding for building school connectedness for staff and students (Materials and Supplies) funded through General funds and ASB</p>

	<ul style="list-style-type: none"> • School-wide implementation of social and emotional learning curriculum through Morning Meetings using the CASEL framework and Kimochis programs. • All classrooms to have daily Kimochis instruction as well as as establishment of a calm corner • Building of the Big Hero and Little Side Kick Program to develop a buddy system between grade levels • Contracting with Girl Scouts 		
3.3	<ul style="list-style-type: none"> • School safety concerns will be addressed through school-established discipline procedures • School personnel will engage in the district and other safety professional development opportunities (ex.: Bloodborne pathogens training, etc.) • School-wide staff training on disaster drills will be implemented in accordance with the Comprehensive School-Wide Safety Plan. • All school personnel and students will participate in regular fire, earthquake, and disaster drills. • Parents will prepare and organize disaster cards and food bags for disaster drills. 	All students	
3.4	<ul style="list-style-type: none"> • The school counseling intern, the School Counselor, and the school psychologist will meet with the students in need of support with behavioral and emotional issues. • Professional development for teachers during staff meetings to address concerns of bullying and other difficult behaviors in the school • Students will work with the school counselor in guidance lessons • Lessons will provided throughout the school year to the students on topics 	All students and staff	Counselor funded through the district

	such as behavior expectations, Bullying, Internet safety		
3.5	<ul style="list-style-type: none"> • School Community Liaison to support parent involvement at the school • School Community Liaison will help build the Los Dichoes group with the parents • School Community Liaison will assist with providing resources to the parents • School Community Liaison will assist with school events, district events, and recruitment of students • School Community Liaison will develop relationships with community partners and get them involved with the school. • Community Liaison is available for interpretation and facilitation of parent/staff meetings. • Parent Cafés are held monthly to provide training to parents on a variety of topics • Liaison assists parents in getting resources for the families and helping coordinate student events at the school • Efforts to increase parental engagement will be implemented • Increase attendance at parent coffees compared to last year. • Conduct PTA events to build community • Utilize community liaison to increase participation at coffee with the principal and parent trainings • Morning coffee during the winter months for all the parents dropping off their children • Have events at school that promote parents' participation and literacy events • Send out mail to the parents 	All students and staff	<p>Community Liaison funded through the district</p> <p>expenses for parent coffee funded through General Funds</p>

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.

During the 23/24 school year we have seen positive results in our previous strategies and we need to continue these strategies to meet the needs of our students.

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

With the development of a new LCAP there are no major differences in the intended implementation or budgeted expenditures.

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.

In support of the new LCAP goals metrics have been developed to create a new baseline and metric goals for the 24/25 school year.

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	\$91,179.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$83,080.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

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	\$57,360.00

Subtotal of additional federal funds included for this school: \$57,360.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental/Concentration	\$25,720.00

Subtotal of state or local funds included for this school: \$25,720.00

Total of federal, state, and/or local funds for this school: \$83,080.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,360.00	0.00
LCFF Supplemental/Concentration	25,720.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental/Concentration	25,720.00
Title I	57,360.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	8,000.00
2000-2999: Classified Personnel Salaries	15,996.64
3000-3999: Benefits	8,366.09
4000-4999: Books And Supplies	3,559.32
5000-5999: Services And Other Operating Expenditures	47,157.95

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCFF Supplemental/Concentration	2,346.32
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration	23,373.68
1000-1999: Certificated Personnel Salaries	Title I	8,000.00
2000-2999: Classified Personnel Salaries	Title I	15,996.64
3000-3999: Benefits	Title I	8,366.09

4000-4999: Books And Supplies	Title I	1,213.00
5000-5999: Services And Other Operating Expenditures	Title I	23,784.27

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	39,683.36
Goal 2	13,996.64
Goal 3	29,400.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Tanu Kohli	Principal
Leticia Ramirez	Classroom Teacher
Laurie Hersey	Classroom Teacher
Daniel Hutson	Other School Staff
Emeric Bisbee	Other School Staff
Angie Gomez	Parent or Community Member
Andrea Ormonde	Parent or Community Member
Elizabeth Mendez	Parent or Community Member
Miranda Borquez	Parent or Community Member
Sanaa Chanda	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 .

Attested:

Principal, Tanu Kohli on

SSC Chairperson, Andrea Ormonde on

Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
 - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. Use methods and instructional strategies that:
 - i. Strengthen the academic program in the school,
 - ii. Increase the amount and quality of learning time, and
 - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. Strategies to improve students' skills outside the academic subject areas;
 - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
 1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations (34 CFR)*, sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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