HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the Sparks Elementary School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school's programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Sparks Elementary School	19734456014369	4/24/2024	

Plan Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, and/or Additional Targeted Support and Improvement)

Schoolwide Program
Sparks Elementary Purpose and Description

The purpose of the 2024-2025 SPSA plan is to explain our Schoolwide Program for English Language Arts, Math, English Learners and Chronic Attendance. Sparks Elementary in La Puente, California will be a TK -5 school during the 2024-2025 School Year. It is a place that sets the tone for life-long learners. When students have a wonderful experience through engaging instruction, they are more prepared to take on the challenges of middle school, high school, and college. We analyzed the results of the federal, state, and local assessments to develop our school plan. While creating a plan to close educational gaps we will focus on our New Pedagogies for Deep Learning

Goals to help our students become critical thinkers that solve problems in their communities. Our students will become caring and productive citizens in their community. Our school follows the School Wide Plan Requirement Process as required by state and federal government for determining our school needs. The School Plan for Student Achievement assists the school in effectively meeting Every Student Succeed Act (ESSA) requirements and Local Control and Accountability Plan (LCAP) for budgetary expenditures to meet all priorities.

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI or CSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Our Sparks Elementary 2024-2025 School Plan for Student Achievement guides us to meet the ESSA requirements because it allows us to focus on the most effective strategies and the best use of our funds so that we can ensure positive outcomes for all Sparks Elementary students this school year. The Sparks Elementary School Plan takes into account the requirements needed to meet the ESSA law by using LCAP, etc. to create evidence-based support and interventions such as Eagle Academy (Extended Learning Opportunities-ELO) and a full-time Student Achievement TOSA to help struggling students make growth, understand the curriculum, meet academic goals, and achieve success as measured by CDE, CAASPP and NWEA MAP Assessments administered three times a year at all grade levels. ESSA gives us the flexibility to align our needs with the Local Control Accountability Plan and spend funds on needed teacher and student support such as academic intervention, school-wide instructional program support, and the purchase of needed school supplies to support our school-wide goals.

School Profile

SCHOOL DESCRIPTION/PROFILE

Sparks Elementary School serves students in grades Tk through fifth grade. We have an enrollment of 455 students as of .April 2024
Our major data states...
91.6% of the students are of Hispanic descent.
82.2% Socioeconomic Disadvantaged population
34.9 % of students are English Learners
12% were reclassified.
Sparks Elementary EL population is 139 students if including reclassified then it is 177 students.
19% RFEP and 22% ISPEL
1.5% Foster Youth
3.7% Homeless
12.50% Students with Disabilities

DATA SUMMARY
Fall 2023 Dashboard Indicators

ELA indicator- all students -orange (50.8 points below standard-declined 9.6 pts)
Chronic Absenteeism indicator -all students -red (32.8% chronically absent-drop of 1.2%
Suspension indicator-all students -blue (0.2%)
Math indicator -all students- orange (56.3 points below standard-declined 3.2 pts.)
English Learners indicator –green (52.1% making progress-increased 10%)
Hispanic indicator -Orange for ELA and Math
English Learners indicator-red for ELA and orange for Math
Socio-Economic Disadvantaged Indicator - orange for ELA and Math
Students with Disabilities Indicator-orange for ELA and Math
Summative ELPAC Results-52.1% progressed on ELPAC.

Programs and/or opportunities offered at Sparks Elementary...
100% Free Breakfast and Lunch
Intervention/Extended Learning Opportunities K-5th
C-STEM classes
Supplemental instruction support with Lexia, Dream Box, Accelerated Reading, SORA, and EPIC
NPDL Instructional Framework-6 C's
Student Achievement TOSA of Academics
Social Emotional Lessons Program
Map NWEA Data to Monitor Academic Growth
Summer School Enrichment
Boys and Girls Afterschool Program
Equitable Grading Practices Schoolwide
Foster Care Case Management System with Equity and Access Counselor

Table of Contents

District Adopted Core Curriculum 2024-25

District Adopted Core Curriculum 2024-25

Curricular Area	Publisher	Grade Level
Language Arts/Literacy	McGraw Hill Education, *Wonders*	K-5
	McGraw Hill Education, *Study Sync*	6-12
	ERWC	12
English Language Development	McGraw Hill Education, *Wonders ELD*	K-5
	McGraw Hill Education, *Study Sync with Designated ELD*	6-12
Supplementary	National Geographic, *Inside*	6-8
	National Geographic, *Edge*	9-12
Mathematics	Houghton Mifflin Harcourt, *Go Math!*	K-8
	Houghton Mifflin Harcourt, *Integrated 1,2,3*	9-12
	McDougal Littell, *Algebra 2*	
	Larson/Hostetler/Edwards, *Precalculus with Limits*	
	Larson/Hostetler/Edwards - *Calculus*	
History/Social Science	McGraw Hill Education, *IMPACT*	K-8
	Pearson, World History-*The Modern World*	10-12
	Pearson, *US History-The 20th Century*	
	Pearson, *American Government*	
	Pearson, *Economics Principles in Action*	
Science	Twig Education, *Twig Science*	TK-5
	Discovery Education, *Discovery Science*	6-8
	Savvas Learning, *Savvas Science*	9-12

School and Student Performance Data

Student Enrollment
Enrollment By Student Race/Ethnicity

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	0.44%	0.22%	0.23%	2	1	1
African American	%	0.66%	0.47%		3	2
Asian	2.41%	3.08%	3.99%	11	14	17
Filipino	1.10%	0.88%	0.70%	5	4	3
Hispanic/Latino	92.98%	91.65%	91.08%	424	417	388
Pacific Islander	0.22%	0.22%	0.23%	1	1	1
White	1.32%	1.76%	1.88%	6	8	8
Multiple/No Response	%	0%	%		0	
			Total Enrollment	456	455	426

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	74	85	51
Grade 1	65	50	65
Grade 2	58	66	46
Grade3	62	59	61
Grade 4	57	62	58
Grade 5	68	63	61
Grade 6	72	70	66
Total Enrollment	456	455	426

Conclusions based on this data:

1. Based on the data, the percentage Hispanic student group dropped by 1.33 points from 2021-2022 to 2022-2023.It is currently at 91.65%.

2. Based on the data, the overall student population in the 2021-2022 school year was 456 while student population in the 2022-2023 school year was 455. That is only a decrease of 1 student in the second school year. It shows that we are maintaining our student enrollment and continue to need staff, support, and supplies for our students.

3. Based on the data, the Asian population trend shows an increase of 3 students from the 2021-2022 school year to the 2022-2023 school year. It shows that we need ELD support for our English Learners.

4. Based on the data, the student population increases in 2022-2023 were in kindergarten, second grade, and fourth grade.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	163	159	149	32.10%	35.7%	34.9%
Fluent English Proficient (FEP)	41	40	39	14.60%	9.0%	9.2%
Reclassified Fluent English Proficient (RFEP)	9			2.1%	5.20%	

Student Enrollment
"At-Risk" and Long Term English Learner (LTEL) Enrollment

2020-21

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	24	0	0	0	24	0	24
01	12	0	0	0	12	0	12
02	23	0	0	0	23	6	29
03	13	4	0	0	17	5	22
04	1	17	0	0	18	4	22
05	5	14	0	5	24	10	34
06	5	2	16	0	23	23	46

2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	26	0	0	0	26	0	26
01	19	0	0	0	19	0	19
02	18	0	0	0	18	0	18
03	20	9	0	0	29	7	36
04	0	23	0	0	23	5	28
05	2	18	0	3	23	3	26
06	3	1	21	0	25	10	35

2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	25	0	0	0	25	0	25
01	20	0	0	0	20	0	20
02	22	0	0	0	22	1	23
03	13	7	0	0	20	2	22
04	5	14	0	10	29	7	36
05	1	11	0	13	25	9	34
06	1	0	7	10	18	9	27

Conclusions based on this data:

1. Based on the data, the number of RFEP students in 2021-2022 was 9 and the number increased to 12 in 2022-2023.

2. Based on the data, the EL population percentage was 35.7% in 2021-2022 and decreased to 34.9% in 2022-2023. That is only a 0.8% decrease. We continue to have a large EL Population and need support from TOSAs and sacred ELD time and strategies.

3. Based on the data, the At-Risk 4-5 years population in 2021-2022 was 37 students but it is now 25 students in 2022-2023. It shows that the number has decreased.

4. Based on the data, the LTEL in 2021-2022 was 21 students but it decreased to 7 students in 2022-2023.

School and Student Performance Data

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**
455	**82.2**	**34.9**	**1.5**
Total Number of Students enrolled in Sparks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	159	34.9
Foster Youth	7	1.5
Homeless	17	3.7
Socioeconomically Disadvantaged	374	82.2
Students with Disabilities	57	12.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.7
American Indian	1	0.2
Asian	14	3.1
Filipino	4	0.9
Hispanic	417	91.6
Pacific Islander	1	0.2
White	8	1.8

Conclusions based on this data:

1. Based on the data, English learners are 34.9% of our population. It shows that about one third of our families speak Spanish so we need language translators support for parents at conferences.

2. Based on the data, the Hispanic population is 91.6 %

3. Based on the data, our economically disadvantage percentage is 82.2%.

4. Based on the data, students with disabilities make up 12.5 % of our population.

School and Student Performance Data

1.   Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. English Language Arts improved on the last CA Dashboard. We moved from orange to yellow! Yay

2. Our chronic absenteeism was green and suspension rate was blue before COVID-19 pandemic hit. Suspension rate is zero percent right now. Green and blue show that we are doing a good job in those areas.

3. Our Mathematics is still orange on the dashboard. We need to do some work focusing on concepts, procedures, and problem solving in math in all grade levels to move math over to yellow.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
50.8 points below standard	74 points below standard	
Decreased -9.6 points	Decreased -4 points	2 Students
247 Students	110 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
89.5 points below standard	Orange	Orange
Decreased -3.2 points	52.4 points below standard	102.6 points below standard
12 Students	Decreased -12.9 points	Increased +7.5 points
	230 Students	35 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 49.3 points below standard Decreased -8.3 points 232 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 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**
83 points below standard	47.7 points below standard	36.1 points below standard
Decreased -3.7 points	Decreased -8 points	Decreased -13.9 points
82 Students	28 Students	124 Students

Conclusions based on this data:

1. Based on the data, the 2023 CA Dashboard indicates that ELA for all students, SWD, and SED categories are orange. We need Extended Learning Opportunities and have a resource teacher for invention during the school day for 2024-2025 School Year.

2. Based on the data, the 2023 CA Dashboard indicates English Learners in ELA category is red. Decreased by 4 points.

3. Based on the data, the 2023 CA Dashboard indicator says that all of our students decreased 9.6 points in the ELA area.

4. Based on the data, the Hispanic group decreased 8.3 points on the 2023 Dashboard ELA indicator.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	Less than 11 Students
56.3 points below standard	70.7 points below standard	
Decreased -3.2 points	Decreased -3.3 points	2 Students
247 Students	110 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
85.2 points below standard	Orange	Orange
Increased +13.1 points	56.4 points below standard	125.8 points below standard
12 Students	Decreased -4.1 points	Increased +9 points
	230 Students	35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 57.6 points below standard Maintained -0.9 points 232 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	Less than 11 Students 3 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**
79.5 points below standard	44.7 points below standard	50 points below standard
Decreased -9.6 points	Increased +14.2 points	Decreased -8.7 points
82 Students	28 Students	124 Students

Conclusions based on this data:

1. Based on the data, the 2023 Math CA Dashboard indicator color for Math is orange. All groups are orange, so we continue with extended learning opportunities and a resource teacher to provide intervention during the school day.

2. Based on the data, the 2023 Math CA Dashboard indicator for all students dropped 3.2 points.

3. Based on the data, the EL students decreased 3.3 points on the 2023 Math CA Dashboard.

4. Based on the data, the SWD students increased 9 points on the 2023 Math CA Dashboard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
52.1% making progress towards English language proficiency
Number of EL Students: 121 Students
Performance Level: 3
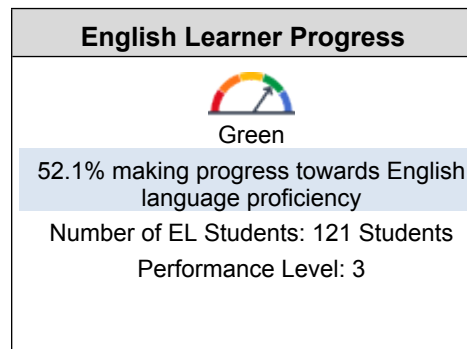
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	41	3	60

Conclusions based on this data:

1. Based on the data, the ELP increased 52.1 points on the 2023 CA ELP Dashboard.

2. Based on the data, seventeen students decreased one level on the 2023 CA ELP Dashboard.

3. Based on the data, forty-four students maintained ELP Level on the 2023 CA ELP Dashboard.

4. Based on the data, sixty students increased one ELP1 level on the 2023 CA ELP Dashboard.

School and Student Performance Data

Academic Engagement
## Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	Less than 11 Students
32.8% Chronically Absent	23.1% Chronically Absent	
Declined -1.2	Declined Significantly -4.9	7 Students
469 Students	169 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
30.4% Chronically Absent	Orange	Red
Declined -14	34.1% Chronically Absent	38.8% Chronically Absent
23 Students	Declined -0.8	Increased 2.6
	428 Students	67 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	Less than 11 Students 1 Student	0% Chronically Absent Declined -5 15 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 34.4% Chronically Absent Declined -1.6 430 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	Less than 11 Students 8 Students

Conclusions based on this data:

1.
Based on the data, the 2023 CA Dashboard listed the percentage of chronically absent as 32.8% for all students. That is a 1.2-point decrease from 2022. We need to continue with our attendance program such as Rise and Shine assemblies and dessert with the principal incentives.

2. Based on the data, the 2023 CA Dashboard indicates the EL population percentage of chronically absent decreased 4.9 points.

3. Based on the data, the 2023 CA Dashboard indicates the SWD population percentage of chronically absent is the highest at 38.8%.

4. Based on the data, we need to focus on helping the SWD population improve their attendance because they have the highest rate.

School and Student Performance Data

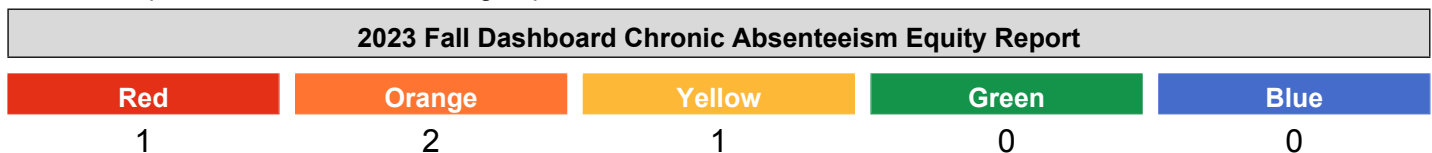## Conditions & Climate
Suspension Rate

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	4

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0.2% suspended at least one day	0% suspended at least one day	8 Students
Maintained 0.2	Maintained 0	
494 Students	173 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
4% suspended at least one day	Blue	Blue
Increased 4	0.2% suspended at least one day	0% suspended at least one day
25 Students	Maintained 0.2	Maintained 0
	447 Students	70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	0% suspended at least one day Maintained 0 17 Students	Less than 11 Students 4 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0.2% suspended at least one day Maintained 0.2 446 Students	Less than 11 Students 9 Students	Less than 11 Students 1 Student	0% suspended at least one day 11 Students

Conclusions based on this data:

1. Based on the data, all categories for suspension rate are blue.

2. Based on the data, 0.2% was suspended for at least one day for SED.

3. Based on the data, 4% of the homeless population was suspended for at least one day.

4. Based on the data, 0% of SWD population was suspended.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy

	Overall Participation for All Students										
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	49	61	59	0	61	59	0	61	59	0.0	100.0	100.0
Grade 4	68	61	64	0	61	64	0	61	64	0.0	100.0	100.0
Grade 5	64	66	65	0	66	64	0	66	64	0.0	100.0	98.5
Grade 6	71	74	70	0	74	70	0	74	70	0.0	100.0	100.0
All Grades	252	262	258	0	262	257	0	262	257	0.0	100.0	99.6

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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2359.	2364.		8.20	5.08		16.39	13.56		18.03	33.90		57.38	47.46
Grade 4		2444.	2425.		13.11	10.94		19.67	20.31		29.51	23.44		37.70	45.31
Grade 5		2460.	2438.		9.09	3.13		21.21	18.75		25.76	23.44		43.94	54.69
Grade 6		2493.	2498.		13.51	10.00		21.62	27.14		22.97	35.71		41.89	27.14
All Grades	N/A	N/A	N/A		11.07	7.39		19.85	20.23		24.05	29.18		45.04	43.19

	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		1.64	3.39		59.02	69.49		39.34	27.12
Grade 4		9.84	3.13		62.30	65.63		27.87	31.25
Grade 5		6.06	4.69		66.67	60.94		27.27	34.38
Grade 6		9.46	7.14		44.59	52.86		45.95	40.00
All Grades		6.87	4.67		57.63	61.87		35.50	33.46

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		6.56	3.39		39.34	44.07		54.10	52.54
Grade 4		9.84	4.69		65.57	53.13		24.59	42.19
Grade 5		9.09	1.56		54.55	48.44		36.36	50.00
Grade 6		22.97	14.29		43.24	61.43		33.78	24.29
All Grades		12.60	6.23		50.38	52.14		37.02	41.63

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		3.28	3.39		70.49	72.88		26.23	23.73
Grade 4		13.11	1.56		72.13	71.88		14.75	26.56
Grade 5		10.61	15.63		65.15	60.94		24.24	23.44
Grade 6		9.46	11.43		70.27	75.71		20.27	12.86
All Grades		9.16	8.17		69.47	70.43		21.37	21.40

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		1.64	0.00		63.93	72.88		34.43	27.12
Grade 4		13.11	17.19		65.57	54.69		21.31	28.13
Grade 5		10.61	4.69		60.61	54.69		28.79	40.63
Grade 6		8.11	4.29		62.16	72.86		29.73	22.86
All Grades		8.40	6.61		62.98	63.81		28.63	29.57

Conclusions based on this data:

1. Based on the data, the percentage of third to sixth grade students that met and exceeded the standard on ELA was 30.92% in the 2021-2022 school year but decreased to 28% in 2022-2023 school year. Therefore, we continued to have a need for a full time resource teacher to handle intervention and extended learning opportunities classes after school.

2. Based on the data, the percentage of students in the at or near category of reading increased has by 4% in 2022-2023.

3. Based on the data, the percentage of students in the at or near standard category in writing has increased by 2% in 2022-2023.

4. Based on the data, the percentage of students in the at or near standard category of listening increased 1% in 2022-2023. The percentage of students in the below standard category of listening increased by only .03 points.

5. The percentage of students in the at or near standard category of research and inquiry increased by 1% in 2022-2023.

School and Student Performance Data

CAASPP Results
Mathematics

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	49	61	59	0	61	59	0	61	59	0.0	100.0	100.0
Grade 4	68	61	64	0	61	64	0	61	64	0.0	100.0	100.0
Grade 5	64	66	65	0	66	64	0	66	64	0.0	100.0	98.5
Grade 6	71	74	70	0	74	70	0	74	70	0.0	100.0	100.0
All Grades	252	262	258	0	262	257	0	262	257	0.0	100.0	99.6

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2400.	2401.		11.48	6.78		22.95	30.51		34.43	22.03		31.15	40.68
Grade 4		2441.	2463.		6.56	12.50		21.31	25.00		37.70	40.63		34.43	21.88
Grade 5		2442.	2427.		6.06	3.13		9.09	6.25		31.82	29.69		53.03	60.94
Grade 6		2497.	2484.		12.16	10.00		12.16	11.43		36.49	37.14		39.19	41.43
All Grades	N/A	N/A	N/A		9.16	8.17		16.03	17.90		35.11	32.68		39.69	41.25

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		19.67	10.17		52.46	61.02		27.87	28.81
Grade 4		14.75	15.63		54.10	62.50		31.15	21.88
Grade 5		6.06	4.69		46.97	37.50		46.97	57.81
Grade 6		13.51	7.14		54.05	47.14		32.43	45.71
All Grades		13.36	9.34		51.91	51.75		34.73	38.91

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		8.20	6.78		45.90	52.54		45.90	40.68
Grade 4		6.56	15.63		39.34	50.00		54.10	34.38
Grade 5		6.06	1.56		46.97	46.88		46.97	51.56
Grade 6		9.46	7.14		40.54	52.86		50.00	40.00
All Grades		7.63	7.78		43.13	50.58		49.24	41.63

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		14.75	10.17		60.66	59.32		24.59	30.51
Grade 4		9.84	17.19		62.30	57.81		27.87	25.00
Grade 5		3.03	1.56		57.58	43.75		39.39	54.69
Grade 6		9.46	8.57		66.22	67.14		24.32	24.29
All Grades		9.16	9.34		61.83	57.20		29.01	33.46

Conclusions based on this data:

1. Based on the data for 2023, twenty six percent of the students taking the CAASPP met or exceeded the benchmark score in Math. Therefore, we need to continue with a Resource Teacher, small group support and Extended Learning Opportunities Classes.

2. Based on the data for 2023, sixty percent of the students taking the CAASPP were in the near, at, or above category of concept and procedures in math so we need to continue with Extended Learning Opportunities classes and Resource Teacher Intervention Classes.

3. Based on the data for 2023, fifty-eight percent of the students taking the CAASPP were in the near, at, or above category of problem solving or modeling in Math.

4. Based on the data for 2023, sixty-six percent of the students taking the CAASPP were in the near, at, or above category of the communicating reasoning in Math..

5. Based on the data for 2023, our strongest math category was the communicating reasoning category in Math.

School and Student Performance Data

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	1403.1	1421.6	1424.1	1415.8	1431.3	1423.6	1373.4	1398.8	1424.8	29	25	26
1	1434.8	1431.5	1426.9	1433.4	1453.0	1438.7	1435.5	1409.8	1414.5	12	21	19
2	1469.3	1464.8	1460.6	1466.3	1469.1	1473.2	1471.6	1460.2	1447.6	23	20	20
3	1469.9	1467.9	1484.1	1464.2	1464.2	1487.1	1475.1	1471.2	1480.5	17	30	20
4	1498.9	1515.7	1511.0	1492.0	1507.9	1510.6	1505.4	1523.1	1510.7	19	25	30
5	1492.8	1534.2	1512.4	1495.2	1535.4	1511.7	1490.0	1532.5	1512.6	22	16	23
6	1502.4	1507.5	1542.8	1495.2	1499.1	1555.9	1509.2	1515.2	1529.4	23	23	16
All Grades										145	160	154

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	3.45	4.00	11.54	24.14	48.00	46.15	55.17	36.00	26.92	17.24	12.00	15.38	29	25	26
1	8.33	0.00	5.26	41.67	23.81	26.32	25.00	47.62	52.63	25.00	28.57	15.79	12	21	19
2	0.00	5.00	10.00	69.57	45.00	35.00	21.74	20.00	35.00	8.70	30.00	20.00	23	20	20
3	0.00	0.00	15.00	31.25	33.33	40.00	50.00	46.67	15.00	18.75	20.00	30.00	16	30	20
4	10.53	20.00	23.33	42.11	44.00	36.67	36.84	28.00	26.67	10.53	8.00	13.33	19	25	30
5	9.09	31.25	8.70	27.27	31.25	39.13	36.36	25.00	43.48	27.27	12.50	8.70	22	16	23
6	8.70	17.39	31.25	26.09	34.78	31.25	34.78	26.09	31.25	30.43	21.74	6.25	23	23	16
All Grades	5.56	10.00	14.94	36.81	37.50	37.01	38.19	33.75	32.47	19.44	18.75	15.58	144	160	154

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	0.00	8.00	3.85	58.62	48.00	50.00	24.14	28.00	26.92	17.24	16.00	19.23	29	25	26
1	8.33	9.52	5.26	33.33	47.62	63.16	33.33	33.33	15.79	25.00	9.52	15.79	12	21	19
2	4.35	30.00	25.00	69.57	35.00	45.00	17.39	10.00	25.00	8.70	25.00	5.00	23	20	20
3	6.25	6.67	45.00	50.00	53.33	20.00	37.50	23.33	10.00	6.25	16.67	25.00	16	30	20
4	36.84	40.00	46.67	31.58	48.00	36.67	21.05	8.00	3.33	10.53	4.00	13.33	19	25	30
5	18.18	50.00	26.09	50.00	37.50	65.22	18.18	6.25	0.00	13.64	6.25	8.70	22	16	23
6	17.39	26.09	62.50	34.78	30.43	31.25	26.09	21.74	0.00	21.74	21.74	6.25	23	23	16
All Grades	12.50	22.50	29.87	48.61	43.75	44.81	24.31	19.38	11.69	14.58	14.38	13.64	144	160	154

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	3.45	4.00	11.54	17.24	40.00	38.46	55.17	40.00	38.46	24.14	16.00	11.54	29	25	26
1	8.33	0.00	5.26	33.33	9.52	21.05	16.67	47.62	42.11	41.67	42.86	31.58	12	21	19
2	4.35	10.00	5.00	39.13	40.00	15.00	43.48	10.00	45.00	13.04	40.00	35.00	23	20	20
3	0.00	0.00	0.00	18.75	16.67	25.00	43.75	50.00	35.00	37.50	33.33	40.00	16	30	20
4	10.53	12.00	3.33	26.32	32.00	40.00	31.58	44.00	30.00	31.58	12.00	26.67	19	25	30
5	0.00	18.75	0.00	4.55	25.00	13.04	45.45	31.25	60.87	50.00	25.00	26.09	22	16	23
6	4.35	8.70	18.75	21.74	13.04	25.00	21.74	43.48	25.00	52.17	34.78	31.25	23	23	16
All Grades	4.17	6.88	5.84	22.22	25.00	26.62	38.89	39.38	39.61	34.72	28.75	27.92	144	160	154

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	0.00	12.00	15.38	82.76	72.00	69.23	17.24	16.00	15.38	29	25	26
1	25.00	33.33	15.79	66.67	61.90	73.68	8.33	4.76	10.53	12	21	19
2	8.70	25.00	15.00	82.61	55.00	80.00	8.70	20.00	5.00	23	20	20
3	6.25	13.33	35.00	75.00	66.67	45.00	18.75	20.00	20.00	16	30	20
4	36.84	48.00	30.00	63.16	52.00	60.00	0.00	0.00	10.00	19	25	30
5	13.64	18.75	21.74	68.18	75.00	60.87	18.18	6.25	17.39	22	16	23
6	21.74	17.39	31.25	52.17	73.91	62.50	26.09	8.70	6.25	23	23	16
All Grades	14.58	23.75	23.38	70.83	65.00	64.29	14.58	11.25	12.34	144	160	154

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.45	8.00	0.00	82.76	76.00	69.23	13.79	16.00	30.77	29	25	26
1	8.33	0.00	10.53	58.33	85.71	68.42	33.33	14.29	21.05	12	21	19
2	30.43	35.00	35.00	60.87	40.00	55.00	8.70	25.00	10.00	23	20	20
3	25.00	30.00	50.00	62.50	53.33	25.00	12.50	16.67	25.00	16	30	20
4	42.11	32.00	50.00	47.37	64.00	36.67	10.53	4.00	13.33	19	25	30
5	40.91	68.75	82.61	45.45	25.00	8.70	13.64	6.25	8.70	22	16	23
6	26.09	47.83	81.25	60.87	30.43	12.50	13.04	21.74	6.25	23	23	16
All Grades	25.00	30.00	42.86	61.11	55.00	40.26	13.89	15.00	16.88	144	160	154

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	3.45	8.00	11.54	75.86	76.00	84.62	20.69	16.00	3.85	29	25	26
1	8.33	0.00	10.53	50.00	42.86	15.79	41.67	57.14	73.68	12	21	19
2	8.70	10.00	10.00	69.57	50.00	55.00	21.74	40.00	35.00	23	20	20
3	0.00	0.00	0.00	43.75	43.33	50.00	56.25	56.67	50.00	16	30	20
4	10.53	12.00	0.00	47.37	64.00	70.00	42.11	24.00	30.00	19	25	30
5	0.00	6.25	4.35	50.00	62.50	69.57	50.00	31.25	26.09	22	16	23
6	8.70	8.70	18.75	26.09	30.43	31.25	65.22	60.87	50.00	23	23	16
All Grades	5.56	6.25	7.14	53.47	52.50	57.14	40.97	41.25	35.71	144	160	154

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	24.14	24.00	53.85	37.93	60.00	26.92	37.93	16.00	19.23	29	25	26
1	0.00	0.00	5.26	66.67	66.67	78.95	33.33	33.33	15.79	12	21	19
2	4.35	25.00	10.00	78.26	40.00	60.00	17.39	35.00	30.00	23	20	20
3	6.25	3.33	15.00	68.75	86.67	55.00	25.00	10.00	30.00	16	30	20
4	15.79	24.00	26.67	68.42	72.00	60.00	15.79	4.00	13.33	19	25	30
5	4.55	37.50	17.39	63.64	50.00	60.87	31.82	12.50	21.74	22	16	23
6	8.70	13.04	37.50	60.87	69.57	50.00	30.43	17.39	12.50	23	23	16
All Grades	10.42	16.88	24.68	61.81	65.63	55.19	27.78	17.50	20.13	144	160	154

Conclusions based on this data:

1. Based on the data for 2023, about 15% of our EL students earned a level 4 on the ELPAC. That is 5% increase from 2022.

2. Based on the data for 2023, thirty seven percent of our EL students earned a level 3 on the ELPAC. We need to work with that group to prepare them to achieve a level 4 score next year. We need to continue to receive support from the Multilingual Department.

3. Based on the data for 2023, the written language category of the ELPAC had the lowest percentage of students in the Level 3 and Level 4 section at 31%.

4. Based on the data for 2023, the speaking domain and oral language domain are showing a steady increase over the last three years.

School and Student Performance Data

Reclassification Rate

2021-22

(from Aeries 7/1/2021 - 6/30/2022)

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Sparks El	10	174	5.43%
HLPUSD	335	3342	9.11%

2022-23

(from Aeries 7/1/2022 - 6/30/2023)

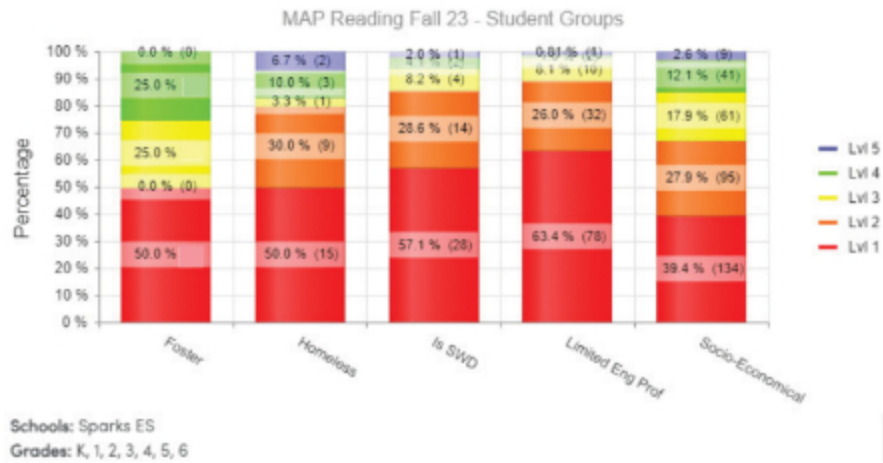| School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Sparks El	12	161	6.94%
HLPUSD	545	3216	14.49%

Conclusions based on this data:

1. Based on the data for 2023, 6.94% of the ELs were reclassified. We are making progress with these students but we still need Extended Learning Opportunities classes, Multilingual Department support and sacred ELD time during the day.

2. Based on the data for 2022 and 2023, there was 1.51% more students reclassified in 2023.

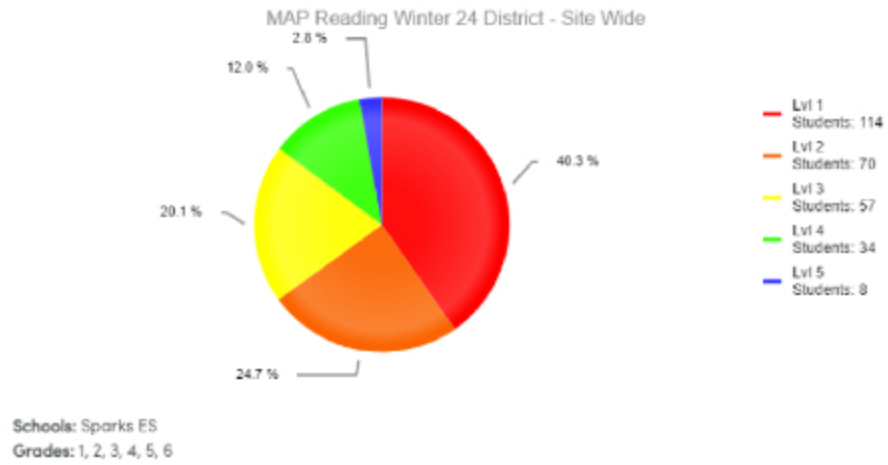3. Based on the data for 2023, there are 12 RFEP students at Sparks Elementary.
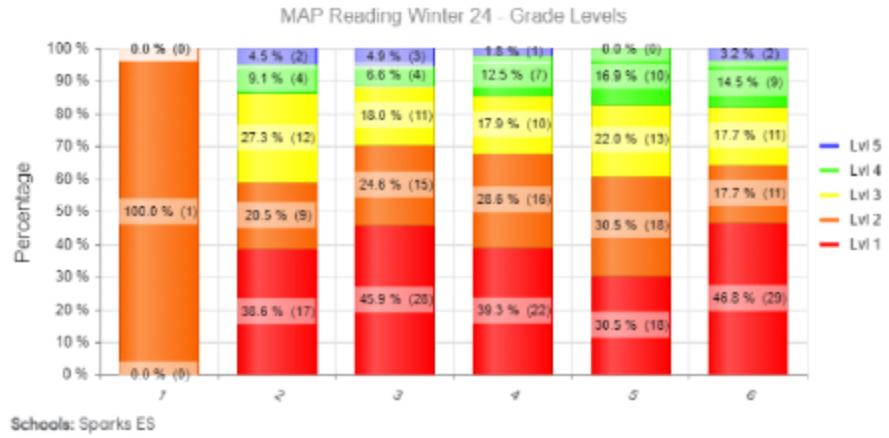
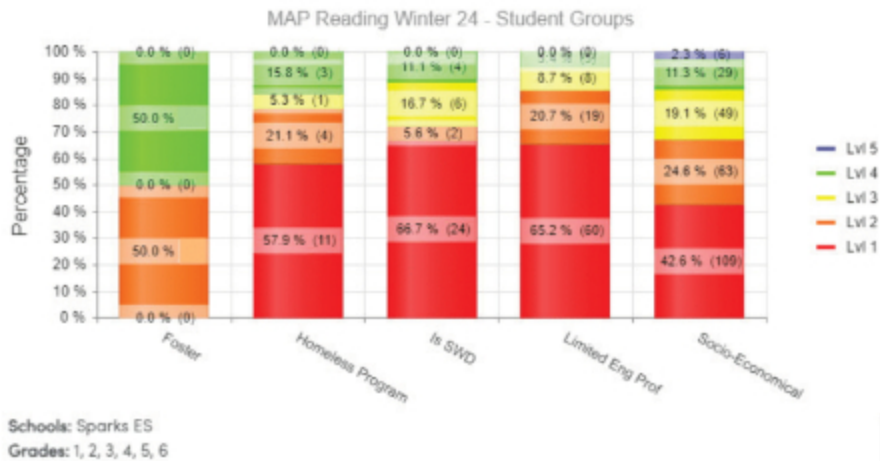## K-12 Reading MAP Results for 2023-24

MAP Reading Fall 23 - District / Site

2.9 %

12.5 %

39.0 %

17.2 %

28.4 %

Lvl 1
Students: 147

Lvl 2
Students: 107

Lvl 3
Students: 65

Lvl 4
Students: 47

Lvl 5
Students: 11

Schools: Sparks ES
Grades: K, 1, 2, 3, 4, 5, 6

MAP Reading Fall 23 - Grade Level

Schools: Sparks ES

Legend:
- Lvl 5 (blue)
- Lvl 4 (green)
- Lvl 3 (yellow)
- Lvl 2 (orange)
- Lvl 1 (red)

Grade K:
- 2.2 % (1)
- 15.2 % (7)
- 21.7 % (10)
- 45.7 % (21)
- 15.2 % (7)

Grade 1:
- 5.7 % (3)
- 7.5 % (4)
- 7.5 % (4)
- 22.6 % (12)
- 56.6 % (30)

Grade 2:
- 2.3 % (1)
- 15.9 % (7)
- 11.4 % (5)
- 36.4 % (16)
- 34.1 % (15)

Grade 3:
- 1.7 % (1)
- 10.0 % (6)
- 20.0 % (12)
- 20.0 % (12)
- 48.3 % (29)

Grade 4:
- 3.7 % (2)
- 9.3 % (5)
- 25.9 % (14)
- 20.4 % (11)
- 40.7 % (22)

Grade 5:
- 0.0 % (0)
- 22.0 % (13)
- 18.6 % (11)
- 30.5 % (18)
- 28.8 % (17)

Grade 6:
- 4.9 % (3)
- 8.2 % (5)
- 14.8 % (9)
- 27.9 % (17)
- 44.3 % (27)

MAP Reading Fall 23 - Student Groups

Schools: Sparks ES
Grades: K, 1, 2, 3, 4, 5, 6

MAP Reading Winter 24 District - Site Wide

2.8 %

12.0 %

40.3 %

20.1 %

24.7 %

Lvl 1
Students: 114

Lvl 2
Students: 70

Lvl 3
Students: 57

Lvl 4
Students: 34

Lvl 5
Students: 8

Schools: Sparks ES
Grades: 1, 2, 3, 4, 5, 6

MAP Reading Winter 24 - Grade Levels

Schools: Sparks ES

MAP Reading Winter 24 – Student Groups

Conclusions based on this data:

1. Based on the Winter 24 ELA MAP results, the percentage of students in each red category (1-20 percentile) is as follows..
50% of Kindergarteners
40% of second graders
46% of third graders
39% of fourth graders
20% of fifth graders
48% of sixth graders

2. Based on the results, we need more extended learning opportunities after school and during school intervention by a resource teacher to help those struggling students.

3. Based on the data, there is only a small percentage of students in the Winter 2024 ELA MAP top categories of 61-100 percentile. See the data below.
5% of Kindergartners
13% of second graders
11% of the third graders
14% of the fourth graders
18% of the fifth graders
17% of sixth graders

4. Based on the Fall 23 ELA MAP results, the percentage of students in the red category (1-20 percentile) is as follows...
15% of kindergarteners
56% of the first graders

37% of the second graders
48% of the third graders
40% of the fourth graders
27% of the fifth graders
46% of the sixth graders

5. Overall Sparks Elementary MAP Reading Results for Fall 2023 and Winter 2024

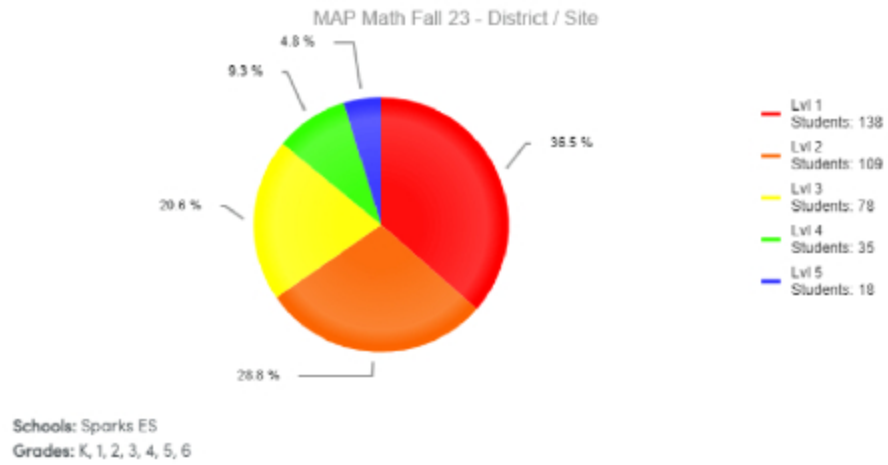Overall Fall 2023 MAP Reading categories and percentages
Exceeded 3%
Met 13%
Average 17%
Low Average 28%
Low 39%

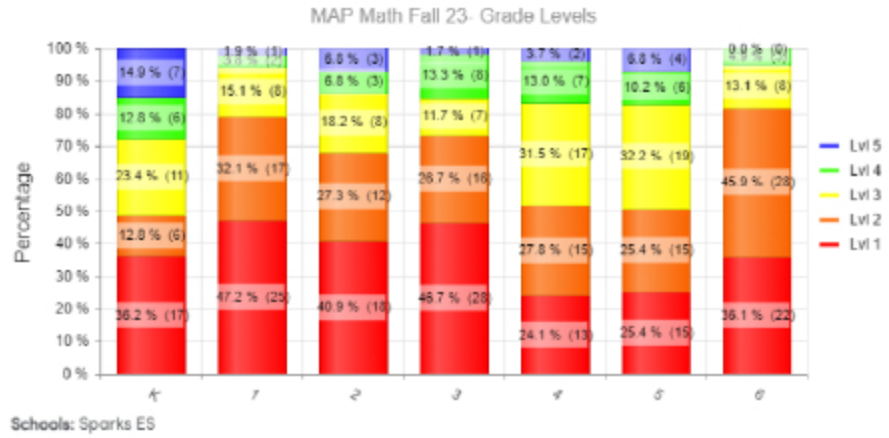Overall Winter 2024 MAP Reading Categories and percentages
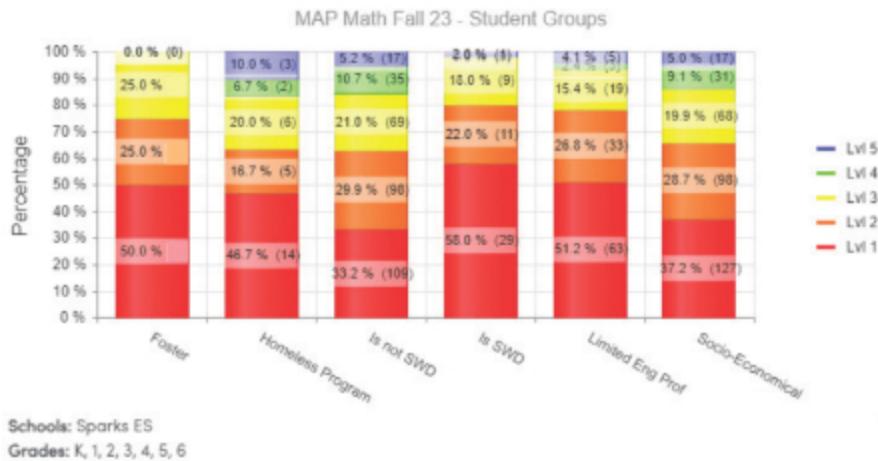Exceeded 3%
Met 12%
Average 20%
Low Average 24%
Low 41%

There we need to provide Resource Teacher Intervention Classes and Extended Learning Opportunities to move the majority of students to higher percentile or category.

K-12 Math MAP Results for 2023-24

MAP Math Fall 23 - District / Site

4.8 %

9.3 %

36.5 %

20.6 %

28.8 %

Lvl 1
Students: 138

Lvl 2
Students: 109

Lvl 3
Students: 78

Lvl 4
Students: 35

Lvl 5
Students: 18

Schools: Sparks ES
Grades: K, 1, 2, 3, 4, 5, 6

MAP Math Fall 23- Grade Levels

MAP Math Fall 23 - Student Groups

Schools: Sparks ES
Grades: K, 1, 2, 3, 4, 5, 6

Conclusions based on this data:

1. Based on the overall MATH Map Results for Fall 23 and Winter 24

Fall 23 Overall Results
Exceeded category students 5%
Met category students 9%
Average category students 21%
Low Average category students 28%
Low category students 37%

Winter 24 Overall Results
Exceeded category students 8%
Met category students 15%
Average category students18%
Low Average category students27%
Low category students 32%

The percentage of students in the met and exceeded category increased from Fall to Winter however we still have around 55% still in our low and low average categories. We need more intervention and extended learning opportunities for those students.

2. Based on the data, we need grade level PLC planning time and District TOSA support to provide what is needed for the students in the red or lowest category to become more successful. The percentage of those students needing intensive math support are as follows.
Kindergarten students in the lowest category is 35%
First grade students in the lowest category is 49%
Second grade students in the lowest category is 43%

Third grade students in the lowest category is 47%
Fourth grade students in the lowest category is 26%
Fifth grade students in the lowest category is 24%
Sixth grade students in the lowest category is 37%

3. Based on the data, we need a full time resource teacher to provide intervention during the school day and Extended Learning Opportunities after school.

RFEP Monitoring Report

School	Grade Level	EL Status	IEP	SBAC ELA Achievement Level	SBAC ELA Test Date	SBAC ELA Achievement Level/Test Date	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade							
Sparks ES	6	RFEP (Monitored)	No	1 - Not Met	4/11/2023	1 - Not Met 04/11/2023	35 (1/18/2023)	D (2022/2023 Trimester 3)							
Sparks ES	6	RFEP (Monitored)	Yes	1 - Not Met	4/10/2023	1 - Not Met 04/10/2023	6 (1/17/2023)	B (2023/2024 - Semester 1)	C (2022/2023 - Trimester 3)	A (2022/2023 - Trimester 3)	B (2022/2023 - Trimester 2)	C (2022/2023 - Trimester 2)	A (2022/2023 - Trimester 2)	C (2022/2023 - Trimester 1)	B (2022/2023 - Trimester 1)
Sparks ES	6	RFEP (Monitored)	Yes	1 - Not Met	4/10/2023	1 - Not Met 04/10/2023	2 (1/18/2023)	C+ (2023/2024 - Semester 1)	C (2022/2023 - Trimester 3)	C (2022/2023 - Trimester 2)	C (2022/2023 - Trimester 1)				
Sparks ES	6	RFEP (Monitored)	Yes	1 - Not Met	4/10/2023	1 - Not Met 04/10/2023	28 (1/18/2023)	B (2023/2024 - Semester 1)	C (2022/2023 - Trimester 3)	B (2022/2023 - Trimester 3)	C (2022/2023 - Trimester 2)	C (2022/2023 - Trimester 1)			

Conclusions based on this data:

1. Based on the data, there are 26 RFEP students at Sparks Elementary during the 2023-2024 school year.

2. That is 15% of the student population. We will continue to monitor the grades and progress of those RFEP students and make sure that they are making progress this school year.

3. We need to continue Resource Teacher Intervention Classes and Extended Learning Opportunities Classes to support these students.

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.

Please refer to Instructions for additional guidance.

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Staff (certificated and classified), parents, and stakeholders completed surveys for needs assessments, LCAP priorities, and LCAP stakeholder engagement activities. Also, various ELAC, SSC, and staff meetings for informal surveys were held. The Healthy Kids Survey results were shared with all staff and stakeholders.

Parents and staff indicate a need for ELA and Math interventions such as Extended Learning Opportunities and a full-time Student Achievement TOSA. All stakeholders (especially parents) expressed a need to continue LEXIA, Dreambox, and Extended Learning Opportunities, during school day intervention, and materials.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Principal Barraza conducts learning walks, formal and informal classroom observations, and daily walk-throughs with teachers on and off the formal schedule for observations. Mr. Barraza attempts to visit all classrooms on a daily and weekly basis to observe academic discourse and rigor. Findings concluded that technology and NDPL are integrated into all classrooms daily, use of core curriculum, note-taking, and small-group and large-group instruction. Communication with all teachers is reinforced daily and Principal Barraza has an open door policy.

Analysis of Current Instructional Program
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.

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 SWP, ATSI and/or CSI.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Based on the data analysis, there is a need for additional support in the area of ELA, Math, and Chronic Absenteeism for all students. Our data shows that all students are orange in ELA including Hispanic, SWD, and SED. Also chronic absenteeism is red for all students. This shows that there is need to consistently disaggregate state and district assessments to determine evidence based practices and interventions to improve student achievement. Therefore, teachers will continue to analyze CAASPP data, SMAP data, ELPAC results, and core curriculum assessments to identify student gaps. Through that, interventions are created and students scores are monitored. Also we will reach out to the District TOSAs for support and training for evidenced based strategies to help our student groups make growth. Data analysis will in PLCs, and staff meetings so that teachers can monitor and determine the intervention needs of the students.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Based on the data analysis and results of various testing, we monitor progress with LEXIA, Dreambox, Accelerated Reading, core curriculum intervention data, and trimester data from SMAP as well. In addition, we look at ISPELS, and IEPs, and monitor student progress during ELD time in class. PLC time after school, as well as staff meetings, are used to monitor students and strategize with best instructional practices on how to achieve growth.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Based on the data: There is a need for ongoing professional development to look at student data in ELA (reading), and ELD (reading) for SWD and all students. We need support from our Site Student Achievement TOSA and District TOSAs to assist with ELD professional development and monitor students with ISPELS and ensure ELs progress toward reclassification. We also need to support our Students with Disabilities to ensure that they are meeting their annual goals and making progress on the SBAC.   A few professional developments offered this year for supporting teachers in the implementation of integrated and designated ELD strategies/standards to support EL students. We will look at common assessments and SMAP tests to see areas of need improve reading skills for all students and support identified struggling students in reading. Then, they will look at individual student data for intervention throughout the month as there is a great need based on CAASPP scores and trends.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

We currently have a full-time Student Achievement TOSA who works with teachers to provide ongoing instructional support, PDs, and assistance. She reaches out to district CIA TOSAs to provide our staff instruction and implementation on how to best use core adopted materials and implement them within the classroom setting for ELs, SWD, and all other students. There is a need to continue having a full-time Student Achievement TOSA to support students such as ELs and SWD that continue to need help and intervention in reading and other subjects during the school day and after school.

Teacher collaboration by grade level (K–8) and department (grades 9-12)

There is an ongoing need to continue to allow time for teachers to collaborate during the school day and after school to analyze assessment results and set SMART goals on a regular basis to help our students improve academically. Meetings include PLC, team meetings, and staff meetings which are conducted on Tuesdays.

Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

There is a great need to work closely with feeder schools such as Sparks Middle for ongoing MS collaboration. There are meeting a few times a year to make transitions smoother. The relationship and partnerships we have built and continue to build are very important for our students. For students that receive SPED support, a yearly transition meeting also occurs to support our students and families.

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

ELD facilitators/Administration will share expectations and create timelines to monitor EL and RFEP academic progress. Academic interventions may include ISPEL or RFEP monitoring tools. For ISPELs, ELA teachers will set specific EL strategies that support each individual student's needs. Principal/ELD facilitators will support all teachers who have RFEP students not making adequate progress to share evidence-based practices to support academic growth. In addition, teachers will monitor LTEL student progress to support adequate growth throughout the school year. Our ELD facilitator will also provide updates at staff meetings as appropriate and work closely with the ELA teachers to meet all timelines. LTELS will be monitored and areas of need will be discussed during PLC time, and additional instruction will be provided to assist LTELS during designated ELD time.

Extended learning activities

There is an ongoing need for LEXIA, Dreambox, Accelerated Reading to support all students, ELs, and SWD and all other student populations. All students will also have a chance to join Extended Learning Opportunities, Science Olympiad, and after school sports.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards

There is an ongoing need for a full-time Student Achievement TOSA and intervention that support students not meeting grade level benchmarks. The TOSA provides pull out intervention. There is also a need for extended learning opportunities after school provided by teachers in areas of reading and math. We will definitely focus on SWD students and give them access to these additional opportunities.

Evidence-based educational practices to raise student achievement of identified student groups

This will be measured by ongoing analysis of student data, and 6 week data from intervention and evaluating data from common assessments, SMAP assessments, LEXIA, Dreambox, and chapter assessments in math and language arts. We will also focus on students with chronic absenteeism issues with targeted parent communication. We will make the parents aware of the number of absences acceptable and the effect of absences on academics.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students

We offer many areas of support and engagement...
Foothill Counseling
Student of the Month
Rise and Shine
Extended Recess
Trimester Assemblies
Back to School Night
Open House
Weekly Eagle Raffle
Eagle Emporium School Store
Coffee with the Principal meetings for parents

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

Sparks Elementary parents attend the SSC meetings and ELAC meetings throughout the year.
There are SART/SARB meetings for students with attendance and behavioral issues throughout the year to provide support to parents.
Parent/teacher conferences are held at least twice a year to discuss the progress of all students and their needs.
There are MTSS meetings held several times a year.
There are parent workshops provided by the district for our parents.
There are many Families in Action meetings during the year to support our students and the school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

There is an ongoing need for our full-time Student Achievement TOSA to support students not meeting grade level for pull-out intervention. There is also a need for after-school intervention provided by the teachers in the areas of reading and math. We use funding to support LEXIA, Dreambox, and AR/STAR for reading as there is a need for reading and math support for all students. Also, there is a need to focus on chronic absenteeism. Funding program support is needed for translators to help teachers to communicate with EL parents during conference time and other times.

Educational Partners' Involvement

Comprehensive Needs Assessment Process

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update? Please include:

1. Date that the activity occurred
2. Group(s) involved *(e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)*
3. Activities related to the collection and analysis of data *(e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on SMAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)*

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
August 7, 2023 August 29, 2023 September 12, 2023 October 10, 2023 November 14, 2023 December 8, 2023 November 14, 2023 January 16, 2023 February 13, 2023 March 13, 2024 March 29, 2024 April 16, 2024 May 14, 2024	Staff meetings and Professional Development (Teachers and Principal Barrraza)	Principal met with staff to discuss expectations, HR information or protocols, school needs, assessments, comprehension school needs, student progress, and other Agenda items.
August 16, 2023	Back to the School meeting Principal, Parents, Staff, and Students Annual Title 1 Meeting	Meeting with parents to discuss expectations for the 2023-2024 school year such are homework expectations, behavior expectations, student support, and more. Agenda items were discussed.
September 2023 March 4-8, 2024	Fall 2023 and Spring 2024 Parent Conference week. Principal, Parents, Staff, and Students	Teachers met with parents to discuss progress of each individual students to determine if a child is making progress and what each child's strength and weakness.
September 2023 October 2023 November 2023 January 25, 2024 March 14, 2024	Cafe with the Principal	meet with parents monthly to discuss parent and student expectations and needs. Mr. Barraza reviewed necessary protocol for volunteering, school needs, parent expectations. and progress by teachers and students so far this year. Agenda items were discussed as well.
September 26, 2023 October 24, 2023 January 30, 2024 March 19, 2024	SSC	School Site Council meeting #1 School Site Council meeting #2 School Site Council meeting #3 School Site Council meeting #4

		Discussed Agenda -Introduction to structure of meetings and abbreviations such as SSC, ELAC Discussed Agenda -Discussed more Agenda items for meeting #2 Discussed ELPAC and EL Monitoring procedures and data discussion. SPSA, LCAP Priorities discussed at each meeting, SMAP results data from Fall and Winter and feeder schools impact
August 16, 2023 September 21, 2023 October 19, 2023 January 25, 2024 March 14, 2024 April 18, 2024	ELAC	Admin. and Resource Teacher discussed student progress for whole school and subgroups such as ELs. Other ELAC agenda items were discussed as well such as EL needs.
April 24, 2024	SSC #5 A and B	SSC members reviewed district assessment data and other information to develop a needs assessment plan. We completed the 2024-2025 SPSA needs assessment by reviewing and analyzing verifiable student achievement data such as CA Dashboard, Map Assessments, Lexia, Dreambox, and teacher created assessments, and ELO results from 2023-2024. Then we identified students gaps in reading and math and set goals with evidence based actions and strategies. See actual student data in Goals area of this report. LCAP priorities and data discussed at all meetings and aligned in SPSA 2023-2024 ELAC#4-LCAP Stakeholders Engagement Input Reviewed, discussed, finalized, and approved the SPSA 2024-2025
August 2023 September 2023 October 2024 January 2024 February 2024	Vertical Grade Level PLC	Vertical Grade Level PLC meetings to talk about Math, ELD, and Language Arts assessment results from the beginning of the year to where we are currently. We analyzed needs our students and student groups at our school. We reviewed test results for NWEA Fall 2023/Winter2024, ELPAC 2023, and CAASSP 2023 to create smart goals, etc. for move students to close academic gaps.
October 16, 2023	Parent Reconfiguration Meeting	Parent Reconfiguration Meeting
May 1, 2024	Open House	Admin., Teachers, Parents, and Students
February 16, 2024	LCAP Parent Meeting	LCAP Parent Meeting to discuss school needs.

Description of Plan Development Process and Educational Partner Involvement

1. SPSA Life Cycle Timeline:

SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2024	• Review current status of 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Conduct **2024-25 Needs Assessment** & summarize conclusions for all students & student groups • Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, & WASC for HS • **Budget development** for 2024-25 SPSA (preliminary budget estimates) • Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community
March	• Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Alignment of 2024-25 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development • Align 2024-25 Title I and LCFF S&C fiscal resources to address priorities, goals and actions • Develop **2024-25 SPSA Planned Improvements/Goals** to address identified needs with evidence-based actions/strategies • ELAC advisement to SSC regarding development of the EL Plan in 2024-25 SPSA
April	• Continue to review 2023-24 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services • Continue March activities to **write/update 2024-25 SPSA** to ensure educational partners' engagement and legal SSC approval • **SSC to approve 2024-25 SPSA** • **2024-25 SPSA completed** in DTS and **SPSA Synopsis** emailed to MESBP by Friday, April 26, 2024
May	• MESBP feedback on SPSAs - LEA reviews & monitors SPSAs to ensure FPM compliance
June	• Recommend 2024-25 SPSAs for Board of Education Approval – June 13, 2024
August/ Sept	• Conduct Title I Annual Meetings (2) and SSC elections prior to 1st SSC Meeting • Implement and monitor 2024-25 SPSA
October	• Conduct 2023-24 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2024 CAASPP, Summative ELPAC and MAP results • Complete 2023-24 Annual Evaluation in DTS with SSC • Based on 2023-24 Annual Evaluation, revise 2024-25 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation • Revise 2024-25 SPSA Title I allocation in DTS • Email MESBP when DTS revision is completed – by October 25, 2024
November/ December	• Continue 2024-25 SPSA implementation – Title I program & LCFF/LCAP aligned actions & strategies • Use formative and interim assessments & performance tasks to monitor all students & student groups' progress

Annual Evaluation

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal.

ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

English Language Arts

School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis

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

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

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

Math

School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis

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

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

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

English Learner
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis

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

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

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

School Climate
School Goal

Metric Indicator and Expected Outcome	Data Results & Analysis

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

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

Describe any changes that will be made to this goal, annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the Dashboard data, as applicable. Identify where those changes can be found in the SPSA.

GOALS FOR IMPROVING STUDENT ACHIEVEMENT
HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
Conditions of Learning: Basic Services	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
Conditions of Learning: Implementation of CA Academic Standards	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
Conditions of Learning: Course Access	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster…) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
Pupil Outcomes: Student Achievement	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
Pupil Outcomes: Other Student Outcomes	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
Engagement: Parent Involvement	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
Engagement: Student Engagement	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral RtI & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
Engagement: School Climate	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral RtI/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

SPSA Strategies:

Strategy 1:   Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Strategy 2:   Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Strategy 3:   Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Strategy 4:   Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Strategy 5:   Teacher collaboration by grade level (K-8) and department (grades 9-12).

Strategy 6:   Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Strategy 7:   Extended learning activities

Strategy 8:   Services provided by the regular/core program that enable underperforming students to meet grade level standards.

Strategy 9:   Evidence-based educational practices to raise achievement of identified student groups

Strategy 10:   Resources available from family, school, district, and community to assist under-achieving students

Strategy 11:   Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Strategy 12:   Services provided by categorical funds that enable under-performing student to meet standards

District Goals for Student Achievement
School Plan for Student Achievement (SPSA)
2024-25

ACTION PLAN: ENGLISH LANGUAGE ARTS

GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard ELA- All Students	4.9 above standard	Increase by 3 pts or more
School Dashboard ELA- Low Income	21.4 below standard	Increase by 3 pts or more
School Dashboard ELA- English Learner	42.4 below standard	Increase by 4 pts or more
School Dashboard ELA- Foster Youth	87.8 below standard	Increase by 4 pts or more
School Dashboard ELA- SWD	99.1 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA- All Students	48.37% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- Low Income	42.17% Met/Exceeded	Increase by 3% or more
CAASPP SBAC ELA- English Learner	14.81% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Long Term English Learner	5.45% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- Foster Youth	23.91% Met/Exceeded	Increase by 4% or more
CAASPP SBAC ELA- SWD	13.51% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
Kinder MAP Phonemic Awareness- All Students	68% scored level 2-5	Increase by 3% or more
Kinder MAP Phonics & Word Recognition- All Students	63% scored level 2-5	Increase by 3% or more
Kinder MAP Listening Comprehension- All Students	65% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Kinder MAP Picture Vocabulary- All Students	63% scored Meets/Exceeds (Level 4-5)	Increase by 3% or more
Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12)	31.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12)	26.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12)	6% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12)	16.2% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	8.8% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: MATHEMATICS

GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS: All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
School Dashboard Math- All Students	42.4 below standard	Increase by 3 pts or more
School Dashboard Math- Low Income	60.2 below standard	Increase by 3 pts or more
School Dashboard Math- English Learner	64 below standard	Increase by 3 pts or more
School Dashboard Math- Foster Youth	126.1 below standard	Increase by 4 pts or more
School Dashboard Math- SWD	140 below standard	Increase by 4 pts or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC Math- All Students	35.21% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- Low Income	28.59% Met/Exceeded	Increase by 3% or more
CAASPP SBAC Math- English Learner	14.95% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Long Term English Learner	2.29% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- Foster Youth	6.12% Met/Exceeded	Increase by 4% or more
CAASPP SBAC Math- SWD	7.85% Met/Exceeded	Increase by 4% or more

Metric/Indicator (Winter 2023)	Baseline/Actual Outcome	Expected Outcome
MAP Math- All Students	37.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- Low Income	32.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 3% or more
MAP Math- English Learner	21.9% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- Foster Youth	15.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more
MAP Math- SWD	10.7% scored ≥ 61 percentile of peers in national norm reference test	Increase by 4% or more

ACTION PLAN: ENGLISH LEARNERS

<u>GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS:</u> All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
English Learner Progress Indicator	52.6%	Increase by 1% or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC Level 4	22.8%	Increase by 1% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
English Learner Reclassification Rate	14.5%	Increase by 1% or more

ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT

<u>GOAL FOR SCHOOL CLIMATE:</u> All students, TK to 12, including low income, English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Suspension Rate- All Students	3.4%	Decrease by 0.3% or more
Dashboard Suspension Rate- Low Income	3.9%	Decrease by 0.3% or more
Dashboard Suspension Rate-English Learner	3.2%	Decrease by 0.3% or more
Dashboard Suspension Rate- Foster Youth	11.1%	Decrease by 1% or more
Dashboard Suspension Rate- SWD	6.2%	Decrease by 0.5% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest Expulsion Rate	0.1%	Decrease by 0.1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Safe or Very Safe" Overall Perception- Grade 5	75%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 7	47%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 9	53%	Increase by 1%
CHKS "Safe or Very Safe" Overall Perception- Grade 11	51%	Increase by 1%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	69%	Increase by 1%

CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 7	49%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 9	52%	Increase by 1%
CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 11	50%	Increase by 1%

GOAL FOR STUDENT ENGAGEMENT: All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes

Metric/Indicator (2023 Dashboard)	Baseline/Actual Outcome	Expected Outcome
Dashboard Graduation Rate- All Students	92.6%	Increase by 1% or more
Dashboard Graduation Rate- Low Income	92.2%	Increase by 1% or more
Dashboard Graduation Rate- English Learner	80.6%	Increase by 2% or more
Dashboard Graduation Rate- Foster Youth	81.8%	Increase by 2% or more
Dashboard Graduation Rate- SWD	77%	Increase by 2% or more

Annual Measurable Outcomes

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
DataQuest 4 yr. Adjusted Cohort Dropout Rate- All Students	2.9%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Low Income	3.2%	Decrease by 0.5%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- English Learner	8.9%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- Foster Youth	14.3%	Decrease by 1%
DataQuest 4 yr. Adjusted Cohort Dropout Rate- SWD	5.3%	Decrease by 0.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS TK-8 Attendance Rate- All Students	92.9%	Increase by 1%
SIS TK-8 Attendance Rate- Low Income	90.2%	Increase by 1%
SIS TK-8 Attendance Rate- English Learner	91.2%	Increase by 1%
SIS TK-8 Attendance Rate- Foster Youth	86.7%	Increase by 1.5%
SIS TK-8 Attendance Rate- SWD	86.4%	Increase by 1.5%

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Attendance Rate- All Students	93.2%	Increase by 1%
SIS 9-12 Attendance Rate- Low Income	91.8%	Increase by 1%
SIS 9-12 Attendance Rate- English Learner	90.7%	Increase by 1%
SIS 9-12 Attendance Rate- Foster Youth	88.7%	Increase by 1%

SIS 9-12 Attendance Rate- SWD	88.1%	Increase by 1%

Metric/Indicator (2023 Dashboard)	Baseline/ Actual Outcome	Expected Outcome
Dashboard K-8 Chronic Absenteeism Rate- All Students	26%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- Low Income	28.7%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- English Learner	22.6%	Decrease by 3% or more
Dashboard K-8 Chronic Absenteeism Rate- Foster Youth	36%	Decrease by 4% or more
Dashboard K-8 Chronic Absenteeism Rate- SWD	38.7%	Decrease by 4% or more

Metric/Indicator (2022-23)	Baseline/Actual Outcome	Expected Outcome
SIS 9-12 Chronic Absenteeism Rate- All Students	22.8%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Low Income	20.7%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- English Learner	22.1%	Decrease by 3% or more
SIS 9-12 Chronic Absenteeism Rate- Foster Youth	14.6%	Decrease by 1% or more
SIS 9-12 Chronic Absenteeism Rate- SWD	28.9%	Decrease by 4% or more

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Language Arts

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - ELA

All students, particularly English Learners, Hispanics, SED, and Students with Disabilities will increase their student achievement in English Language Arts as measured by the Dashboard, CAASPP, SMAP, AR, and Lexia.

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.

English Language Arts is an area of struggle for our students. For example, our EL population is in the red category, which is the lowest category. Also all students, Students with Disabilities, low socio-economic disadvantaged, and the Hispanic group are all in the orange category which are below grade level. This shows that there is need to consistently disaggregate state and district assessments to determine evidence based practices and interventions to improve student achievement. For example, we would like to offer after school homework clubs to provide assistance to these groups. The data shows a decline in ELA reading fluency and reading comprehension in some grade levels when comparing SMAP#1 to SMAP#2. Also the same is true for the CAASSP percentage of students scoring met and exceeded from 2018-2019 to 2022-2023 in grades 3rd -6th So according to the data, ELA needs to be an area of focus for all students including SWD that have not made progress.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard ELA- All Students 1b School Dashboard ELA- Low Income 1c School Dashboard ELA- English Learner 1d School Dashboard ELA- Foster Youth	1a. School Dashboard ELA-All students 50.8 below standard 1b. School Dashboard ELA - Low Income 52.4 below standard 1c. School Dashboard ELA- English Learner 74 below standard 1d School Dashboard ELA- Foster Youth- n/a	1a. School Dashboard ELA-All students 47.8 below standard 1b. School Dashboard ELA - Low Income 49.4 below standard 1c. School Dashboard ELA- English Learner 70 below standard 1d School Dashboard ELA- Foster Youth- n/a

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1e School Dashboard ELA-SWD	1e School Dashboard ELA-SWD 102.6 below standard	1e School Dashboard ELA-SWD 98.6 below standard
Metric/Indicator (2022-23) 2a CAASPP SBAC ELA- All Students 2b CAASPP SBAC ELA- Low Income 2c CAASPP SBAC ELA- English Learner 2d CAASPP SBAC ELA- Long Term English Learner 2e CAASPP SBAC ELA- Foster Youth 2f CAASPP SBAC ELA- SWD	2a CAASPP SBAC ELA- All Students - 24.9% 2b CAASPP SBAC ELA- Low Income - 24% 2c CAASPP SBAC ELA- English Learner - 9.6% 2d CAASPP SBAC ELA- Long Term English Learner 8% 2e CAASPP SBAC ELA- Foster Youth 15.8% 2f CAASPP SBAC ELA- SWD - 4.2%	2a CAASPP SBAC ELA- All Students - 27.9% 2b CAASPP SBAC ELA- Low Income - 27% 2c CAASPP SBAC ELA- English Learner -13.6% 2d CAASPP SBAC ELA- Long Term English Learner 12% 2e CAASPP SBAC ELA- Foster Youth 4% 2f CAASPP SBAC ELA- SWD - 8.2%
Metric/Indicator (Winter 2023) 3a Kinder MAP Phonemic Awareness- All Students 3b Kinder MAP Phonics & Word Recognition- All Students 3c Kinder MAP Listening Comprehension- All Students 3d Kinder MAP Picture Vocabulary- All Students	Metric/Indicator (Winter 2023) 3a Kinder MAP Phonemic Awareness- All - 62% 3b Kinder MAP Phonics & Word Recognition- All - 32% 3c Kinder MAP Listening Comprehension- All - 60% 3d Kinder MAP Picture Vocabulary- All -58%	Metric/Indicator 3a Kinder MAP Phonemic Awareness- All - 65% 3b Kinder MAP Phonics & Word Recognition- All - 37% 3c Kinder MAP Listening Comprehension- All - 63% 3d Kinder MAP Picture Vocabulary- All -61%
Metric/Indicator (Winter 2023) 4a Gr. 2-12 MAP Reading- All Students (2024-25 will include Grades 1-12) 4b Gr. 2-12 MAP Reading- Low Income (2024-25 will include Grades 1-12) 4c Gr. 2-12 MAP Reading- English Learner (2024-25 will include Grades 1-12) 4d Gr. 2-12 MAP Reading- Foster Youth (2024-25 will include Grades 1-12) 4e Gr. 2-12 MAP Reading- SWD (2024-25 will include Grades 1-12)	Metric/Indicator (Winter 2023) 4a Gr. 2-12 MAP Reading- All Students -14.9% 4b Gr. 2-12 MAP Reading- Low Income- 13.8% 4c Gr. 2-12 MAP Reading- English Learner -5.4% 4d Gr. 2-12 MAP Reading- Foster Youth -50% * one student? 4e Gr. 2-12 MAP Reading- SWD 11.1%	4a Gr. 2-12 MAP Reading- All Students -17.9% 4b Gr. 2-12 MAP Reading- Low Income - 16.8% 4c Gr. 2-12 MAP Reading- English Learner -9.4% 4d Gr. 2-12 MAP Reading- Foster Youth -54% * one student? 4e Gr. 2-12 MAP Reading- SWD 14.1%
Lexia Program Usage	82% of students meeting usage as of January 2024	Increase usage by 4% to 86%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - **Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups**

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

1a All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

1a. Teachers will meet in vertical teams once a trimester for PLC and grade-level teams will meet once a month in PLC meetings. Teachers will utilize assessment data from Lexia, Wonderworks, Aeries Gradebook, SMAP tests, and common grade-level assessment data for progress monitoring.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)   Source(s)

| 0 | District Funded
Certificated Staff (Including benefits)
1a. PLC to discuss data for all students |

Strategy 2 - **Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials**

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

2a.All students including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

2a. Use of district funds such as PLC time for analyzing student data and planning lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 2a. PLC planning and analyzing data

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

3a. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

3a. Teachers will attend professional development offered by the Site and District on Canvas Learning Management System, Discovery Education, Lexia, Dreambox, NPDL, Ethnic Studies, and other district programs. Teachers will utilize district TOSAs for site based needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits)

	3a. Teacher professional development by District TOSA/CIA

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

4a. -4b. All students, in particular ELs, SWD, Hispanic, and SED and grades 3-6 will be involved. Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

4a. Student Achievement TOSA to deliver Direct Instruction to Title I students in small group or one-on-one settings, TOSA will focus on areas of academic need identified through assessments and data analysis. Develop and implement Tier 2 programs and interventions tailored to the needs of the lowest- performing students, including students with disabilities (SWD). Assist teachers in analyzing grade-level achievement data to monitor student progress and create and adjust interventions as needed to improve student achievement.

4b. Use of LCFF S&C funds will be used to support the effective use of technology and to increase student engagement and achievement

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
93509	Title I, Part A Certificated Staff (Including benefits) 4a. Student Achievement TOSA
3440	LCFF S&C Non-Capitalized Equipment ($500-$4,999 per item) 4b. technology equipment

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

5a-5b.All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

5a. Teachers (TOSA-Student Achievement and General Education) will meet in vertical teams once a trimester for PLC and grade-level teams will meet once a month in PLC meetings. Teachers will utilize assessment data from Lexia, Wonderworks, Aeries Gradebook, SMAP tests, and common grade level assessment data for progress monitoring to assess and plan for student achievement for all students and student groups.

5b. The principal will have data talks with teachers for progress monitoring, look at SMAP results, and common assessments, and have IDP chats with all teachers about their struggling groups to find solutions to all issues. The struggling groups are the ELs, Hispanics, SWD, and SED students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 5a-District Training and PLC time
0	District Funded Certificated Staff (Including benefits) 5b. Principal Data Talks

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

6a. -6c.Preschool to kinder, 5th to middle school students

Activity

6a. Collaborate with school state preschool, reading to students, and parent nights. Partner with Sparks MS for transitions and Grade Level planning toward the end of the school year for ongoing cross-grade level collaboration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 6a.Transition and teacher collaboration

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

7a. -7g. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

7a. Use of LCFF Base funds for materials and instructional Supplies -Various classroom student supplies for teachers, students, and academic support supplies for all such as paper, crayons, whiteboard markers, etc. to support struggling students.

7b. Use of LCFF S&C funds for additional materials and supplies for student achievement and engagement such as chart paper, markers, construction paper, glue sticks, scissors, etc.

7c. Use of LCFF S& C funds for bus field trips to extend learning opportunities and student achievement.

7d. Use of LCFF Base funds to maintain Ricoh Machines and 2 Duplo machines (lease and repair) for student achievement copies and parent communication.
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7e. Use of Title 1, Part A funds for the contracted services of the Accelerated Schoolwide Reading Program to increase student reading abilities and CAASPP scores.

7f. Use of LCFF S&C-Science Olympiad Coach hours

7g. Use of LCFF S&C Extended learning opportunities for ELA and Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2903	LCFF Base Supplemental Supplies 7a.Classroom supplies and office supplies
41936	LCFF S&C Supplemental Supplies 7b. Classroom supplies and office supplies
6280	LCFF S&C Contracted Services 7c.Grade level field trips $500 each bus round trip
6151	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7f. Science Olympiad Coach/SPSA/Tutoring
2560	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7g. Extended Learning Opportunities for ELA/Math/ELs
12000	LCFF Base Equipment/Replacement ($5,000+ per item) 7d. Ricoh Machines & 2 DUPLO machines Lease and Maintenance
9,000	Title I, Part A Contracted Services 7e. Accelerated Reader (AR)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

8a. -8c. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

8a. Use of LCFF S&C funds to analyze Aeries data on students.

8b. Use LCFF S&C for SPED, IEP, and ELPAC sub release so that teachers can assess students individually and attend IEPs during the school day.

8c. Use of Title 1 funds for a team of teachers to look at data of student groups that are at-risk and plan out steps to support student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
2560	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8a. TOSA Aeries analysis/Data Review
5000	LCFF S&C Teacher Release Time-Subs (Including benefits) 8b. ELPAC sub/SPED IEPs/FTE
1091	Title I, Part A Teacher Release Time-Subs (Including benefits) 8c. Use of Title 1 funds for a team of teachers to look at data of student groups that are at-risk and plan out steps to support student success.

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

9a.-9b All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

9a. Use of LCFF S&C funds to replenish AR books, library books for students in the library which are high interest, lower textile leveled books to increase reading proficiency within grades 3-6. AR is a schoolwide reading program.

9b. District Funded program of Lexia will be used for all students including ELs and SWD for assessing reading foundational skills and targeting learning growth. Lexia is on the list of evidence-based strategies for reading.

9c. Use of LCFF S&C Data Analysis of local data and state assessment by teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
3500	LCFF S&C Books (Excluding core textbooks) 9a. Purchase of AR books
0	District Funded Contracted Services 9b. District Programs such as Lexia
2280	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 9c. Data analysis of local data

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red"

or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

10a.All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

10a. Monthly Parent Ed. meetings, Coffee with the Principal, SSC to facilitate parent involvement. These funds will be used for fingerprinting fees for parent volunteers from low income families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
1297	Title I Parent Involvement Contracted Services 10a Parent fingerprinting

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

11a. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

See ELA strategies 10 -The Principal, teachers, TOSA-Student Achievement, students, parents, and parent committees such as ELAC, SSC, Coffee with the Principal, etc. will be engaged in planning, implementing, and evaluating student grade level results with ELA/Math curriculums and supplemental programs like Lexia, Dreambox, and AR programs for effectiveness & feedback. Data and growth will be communicated through meetings with stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 11a. PLC planning and program evaluations

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

12a.-12b. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

12a. Use Title 1 Part A funds to purchase additional student planners for 350 students to support student achievement.

12b. Use of LCFF S&C funds to purchase additional Friday folders and parent handbooks for 350 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)   Source(s)

1000	Title I, Part A Supplemental Supplies 12a. student planners
1250	LCFF S&C Supplemental Supplies 12b. Friday folders/parent handbooks

Goals, Strategies, & Proposed Expenditures

Goal Subject

Math

LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - Math

All students, particularly English Learners and Students with Disabilities will increase their student achievement in Math as measured by the Dashboard, CAASPP, SMAP, and Dreambox.

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.

CAASPP indicates that math proficiency is increasing. Proficiency has increased a from Math SMAP #1 to Math SMAP#2 We will look at identified needs and students based on data analysis and develop action plans through PLC and meetings to support students. However, we have several groups in the orange and red categories. The struggling groups are ELs, Hispanic, SWD, and the SED groups. For example, our EL population is in the orange category of math. Also all students, Students with Disabilities, low socio-economic disadvantaged, and the Hispanic group are all in the orange category which are below grade level. This shows that there is need to consistently disaggregate state and district assessments to determine evidence based practices and interventions to improve student achievement.

Many of our students are reading below grade level as a result of one and half years of remote learning, being English Learners, and being in low Socio-Economic Disadvantaged households. That directly affects their math abilities because they cannot comprehend math word problems or follow math procedures and there is no one at home available to help them practice the math steps or math facts. We have also discovered that a large percentage of the students do not have their math facts memorized. Many of our students are still using math fact charts to complete their math computations. As a result of those things, we need to spend our funds on strategies and support to help our students improve their math skills such as Student Achievement Support TOSA, Extended Learning Opportunity Classes, and the Dreambox Program. We will use a combination of these programs, support staff such as a Resource Teacher, effective proven classroom math strategies, and Dreambox Program practice to improve the math skills of our students. Our students need more practice and support with math computation, procedural, and problem-solving skills. Teachers will work in PLCs to discuss the use of District Math training knowledge and effective proven strategies to help students make growth this year in Math. The teachers will teach explicit first lessons with frontloading and scaffolding. Then, they will reteach important concepts in small groups and if needed they will assign struggling students a math buddy.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a School Dashboard Math- All Students 1b School Dashboard Math- Low Income 1c School Dashboard Math- English Learner 1d School Dashboard Math- Foster Youth 1e School Dashboard Math- SWD	Metric/Indicator (2023 Dashboard) 1a School Dashboard Math- All Students - 56.3 points below 1b School Dashboard Math- Low Income - 56. 4 points below 1c School Dashboard Math- English Learner - 70.7 points below 1d School Dashboard Math- Foster Youth - na 1e School Dashboard Math- SWD - 125.8 points below	Metric/Indicator (2023 Dashboard) 1a School Dashboard Math- All Students - 53.3 points below 1b School Dashboard Math- Low Income - 53.4 points below 1c School Dashboard Math- English Learner - 67.7 points below 1d School Dashboard Math- Foster Youth 1e School Dashboard Math- SWD - 121.8 points below
Metric/Indicator (2022-23) 2a CAASPP SBAC Math- All Students 2b CAASPP SBAC Math- Low Income 2c CAASPP SBAC Math- English Learner 2d CAASPP SBAC Math- Long Term English Learner 2e CAASPP SBAC Math- Foster Youth 2f CAASPP SBAC Math- SWD	Metric/Indicator (2022-23) 2a CAASPP SBAC Math- All Students - 30.2% 2b CAASPP SBAC Math- Low Income - 30.5% 2c CAASPP SBAC Math- English Learner - 13.4% 2d CAASPP SBAC Math- Long Term English Learner - 2.6% 2e CAASPP SBAC Math- Foster Youth - 0% 2f CAASPP SBAC Math- SWD - 8.3%	2a CAASPP SBAC Math- All Students - 33.2% 2b CAASPP SBAC Math- Low Income - 33.5% 2c CAASPP SBAC Math- English Learner - 17.4% 2d CAASPP SBAC Math- Long Term English Learner 6.6% 2e CAASPP SBAC Math- Foster Youth 1 4% 2f CAASPP SBAC Math- SWD - 11.3%
Metric/Indicator (Winter 2023) 3a MAP Math- All Students 3b MAP Math- Low Income 3c MAP Math- English Learner 3d MAP Math- Foster Youth 3e MAP Math- SWD	Metric/Indicator (Winter 2023) 3a MAP Math- All Students - 22.7% 3b MAP Math- Low Income - 22.3% 3c MAP Math- English Learner - 12.6% 3d MAP Math- Foster Youth - 25% 3e MAP Math- SWD - 10%	Metric/Indicator (Winter 2023) 3a MAP Math- All Students - 25.7% 3b MAP Math- Low Income - 25.3% 3c MAP Math- English Learner - 16.6% 3d MAP Math- Foster Youth - 29% 3e MAP Math- SWD - 14%
Dreambox Program Usage	92% of students are logging in during August 2023	Increase the percentage of students logging in by 4% or more

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

1a All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as beginning of the year assessments, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

See Goal 1 Strategy 1
1a. Teachers will meet in vertical teams once trimester for PLC and grade level teams will meet once a month in PLC meetings to discuss the results of SMAP assessments, teacher created Math weekly tests and create SMART Goals. They will modify instruction to improve student achievement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 1a Teachers will meet for PLC to discuss students needs

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

2a. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

See Goal 1 Strategy 2
2a. Use of district funds such as PLC time for analyzing student data such as SMAP, CAASPP, Dreambox, Thinkcentral, chapter tests and for also planning math lessons. We will also bring in the District Math TOSA to support the teachers with groups in the orange category.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 2a. teachers meet to discuss assessments, etc. at PLCs

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

3a. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

See Goal 1 Strategy 3
3a. Teachers will attend professional development offered by the Site and District on Canvas Learning Management System, Discovery Education, Lexia, Dreambox, NPDL, Ethnic Studies, and other district programs. Teachers will utilize district TOSAs for site based needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 3a. Professional development

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

4a-4b. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

4a. Title 1 Part A- SA TOSA-Teacher on Special Assignment will support struggling math students with during school intervention groups several times a week that will focus on math facts, math word problems, and formulas.

4b. Use LCFF S&C funds to support the effective use of technology and to increase student engagement and achievement

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits) 4a. see ELA Goal for strategy 4
0	LCFF S&C

| Non-Capitalized Equipment ($500-$4,999 per item) |
| 4b. see ELA Goal for strategy 4 |

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

5a-5b. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity
See Goal 1 Strategy 5

5a. Teachers will meet in vertical teams once trimester for PLC; additionally, grade level teams will meet once a month in PLC meetings to discuss: ELA district assessments, teacher created ELA weekly tests with SMART Goals. Teachers will modify instruction to improve student achievement.

5b. Principal will have data talks for progress monitoring, look at SMAP results, common assessments, and have IDP chats with teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 5a.PLC time
0	District Funded 5b. Principal Data Talk

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

6a. Preschool to kinder, 5th to middle school students

Activity

6a. Collaborate with school state preschool, reading to students, and parent nights. Partner with Sparks MS for transitions and grade level planning toward the end of school year for ongoing cross grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 6a Collaboration and transitioning activities

Strategy 7 - Extended learning activities

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

7a. -7f. All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

see ELA Goal 1 Strategy 7
7a. Use of LCFF Base funds for materials and instructional Supplies -Various classroom student supplies for teachers, students, and academic support supplies for all such as paper, crayons, whiteboard markers, etc. to support struggling students.

7b. Use of LCFF S&C funds for additional materials and supplies for student achievement and engagement such as chart paper, markers, construction paper, glue sticks, scissors, etc.

7c. Use of LCFF S& C funds for bus field trips to extend learning opportunities and student achievement.

7d. Use of LCFF Base funds to maintain Ricoh Machines and 2 Duplo machines (lease and repair) for student achievement copies and parent communication.
.
7e. Use of Title 1, Part A funds for the contracted services of the Accelerated Schoolwide Reading Program to increase student reading abilities and CAASPP scores.

7f. Use of LCFF S&C for Extended Learning Opportunities to support students struggling in math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF Base Supplemental Supplies 7a. Classroom supplies and office supplies- see Goal 1 Strategy 7
0	LCFF S&C Supplemental Supplies 7b Classroom supplies and office supplies - See Goal 1 Strategy 7
0	LCFF S&C Contracted Services 7c. Grade level field trips $500 each bus round trip - See Goal 1 Strategy 7
0	LCFF Base Equipment/Replacement ($5,000+ per item) 7d. Ricoh Machines and 2 DUPLO machine lease - See Goal 1 Strategy 7
0	Title I, Part A Contracted Services 7e. Accelerated Reader -See Goal 1 Strategy 7
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 7f. Extended Learning Opportunities classes- See Goal 1 Strategy 7

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red"

or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

8a. -8c All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

8a. Use of LCFF S& C to analyze Aeries data on students.

8b. Use of LCFF S& C for SPED, IEP, and ELPAC sub-release.

8c. Use of Title 1 funds for team of teachers to look at data of student groups that are at-risk and plan out steps to support student success.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 8a. TOSA Aeries analysis/Data Review- see Goal 1 Strategy 8
0	LCFF S&C Teacher Release Time-Subs (Including benefits) 8b. ELPAC sub/SPED/IEPs/FTE- see Goal 1 Strategy 8
0	Title I, Part A Teacher Release Time-Subs (Including benefits) 8c. Use of Title 1 funds for team of teachers to look at data of student groups that are at-risk and plan out steps to support student success.- see Goal 1 Strategy 8

Strategy 9 - **Evidence-based educational practices to raise achievement of identified student groups**

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

9b. District Funded program of Dreambox will be used with all students (including orange category students and SWD) for assessing math skills and providing math practice for growth. Dreambox is on the list of evidence-based strategies to improve math skills for student achievement.

9c. LCFF S&C Data Analysis of local data and state assessments by teachers

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 9b.District Programs such as Dreambox - See Goal 1 Strategy 9
1280	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 9c. Data Analysis -see Goal 1 Strategy 9

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as reading fluency, BPST, SMAP, and CAASPP. These students will be given opportunities for additional support.

Activity

10a. Monthly Parent Ed. meetings, Coffee with the Principal, and SSC parent involvement. Funds will be used for fingerprinting fees for low income families.

.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 10a Parent fingerprinting fees -see Goal 1 Strategy 10

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

11a All students, including EL and SWD will be involved. Additionally, students will be identified by diagnostic assessments such as SMAP and CAASPP. These students will be given opportunities for additional support.

Activity
See Goal 1 Strategies 1-10

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 10a- Parent fingerprinting fees-See Goal 1 Strategy 10

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students, including EL and SWD will be involved.   Additionally, students will be identified by diagnostic assessments such as SMAP and CAASPP. These students will be given opportunities for additional support.

Activity

12a. Use of Title 1 funds to purchase additional student planners for 350 students.

12b. Use of LCFF S&C funds to purchase additional Friday folders and parent handbooks for 350 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Supplemental Supplies 12a.Student Planners -see Goal 1 Strategy 12
0	LCFF S&C Supplemental Supplies 12b. Friday Folders/Parent handbooks- See Goal 1 Strategy 12

Goals, Strategies, & Proposed Expenditures

Goal Subject

English Learners

LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

School Goal - English Learners

All students, particularly English Learners will increase their student achievement in English Language Arts, ELPAC, and Math as measured by the Dashboard, CAASPP, SMAP, ELPAC, AR, and Lexia.

Identified Need

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

We need to target English Learners by looking at the ELD assessments and ELPAC results. Based on the data and ELPAC results, the area of greatest need is reading. We need to implement strategies for designated and integrated ELD assist with reading, a targeted need.

About a third of Sparks Elementary's population is English Language Learners. The percentage is approximately 35%. We need to ensure our English learners make progress on the ELD Wonders assessments, SMAP, ELPAC, and CAASPP tests. Teachers have implemented several evidence-based strategies to help our ELs improve their reading and math abilities to meet benchmark standards. Some of these strategies include providing students with a daily planner to help them organize assignment due dates, assigning study buddies, providing explicit instruction, frontload lessons, and providing small group instruction to ensure comprehension and understanding of difficult ELA and math concepts. However, the school needs the Student Achievement TOSA, ELO classes, more support from Multilingual TOSAs, and ELD training.

In 2023, 60 of English Learners progressed at least one ELP1 level.

Sparks Elementary plan for each English Learner Group...
*ELD- The principal will monitor designated daily English Language Development instruction for 30 minutes a day. It will be monitored through classroom observations and lesson planning. Teachers will focus on ELD progress monitoring and ELPAC testing requirements during monthly PLC meetings.

*LTEL- Teachers will use intervention strategies such as additional small group support to help students make reading, writing, speaking, and listening progress needed to be reclassified.

*Reclassified -ELP facilitators and classroom teachers will monitor the progress of reclassified students using the guidelines provided through Multilingual Department.

*ISPELL- Teachers will use intervention strategies such as additional small group support to help students make reading, writing, speaking, and listening progress needed to be reclassified. Teachers will also work with parents to ensure that their child makes the progress needed that year.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator	Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator - 52.1%	Metric/Indicator (2023 Dashboard) 1a English Learner Progress Indicator - 53.1%
Metric/Indicator 2a Summative ELPAC Level 4	Metric/Indicator 2a Summative ELPAC Level 4 - 22.9%	Metric/Indicator 2a Summative ELPAC Level 4- 23.9%
Metric/Indicator (2022-23) 3a English Learner Reclassification Rate	Metric/Indicator (2022-23) 3a English Learner Reclassification Rate 12%	Metric/Indicator (2022-23) 3a English Learner Reclassification Rate - 13%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELL
We need to target English Learners by looking at ELD assessments and ELPAC. Based on ELPAC results, the area of greatest need is reading. We will implement strategies for designated and integrated ELD to assist with the targeted need of reading.

Activity

See ELA Goal 1 Strategy 1
1a. Work closely with Multilingual Dept. and district TOSA's to set up PD's or trainings focused on EL students, specifically in the area of reading, where EL students need the most support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Teacher Workshop/Additional Hrs (Including benefits) 1a. Multilingual Department and TOSA training

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, ISPELLs, and RFEPs
2a. -2b. We need to target English Learners by looking at ELD assessments and ELPAC. Based on ELPAC results, the area of greatest need is reading. We will implement strategies for designated and integrated ELD to assist with the targeted need of reading.

Activity

See Goal 1 Strategy 2
2a. Site EL Coordinators will assist with the completion of EL monitoring tools and ISPELs. They will also provide feedback and professional development to staff after they have attended District Level EL training. Assist with monitoring ISPELs and looking at student data and progress.

2b. Site EL Coordinators will assist with monitoring and tracking the progress of RFEP students by looking at and reviewing report cards. El coordinators and admin will assist with tracking and providing support to RFEP students not making progress throughout the year.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Teacher Workshop/Additional Hrs (Including benefits) 2a Site Coordinator support with EL and ISPEL
0	District Funded Teacher Workshop/Additional Hrs (Including benefits) 2b Site Coordinator support with RFEP

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

EL, ISPELL, and RFEP
3b.-3d We need to target English Learners by looking at ELD assessments and ELPAC. Based on ELPAC results, the area of greatest need is reading. We will implement strategies for designated and integrated ELD to assist with the targeted need of reading.

Activity

3a. District-level EL PDs are offered throughout the year.
- Will continue to let teachers know and encourage them to attend on how to best support our EL students.
- ELD Coordinators and facilitators will attend district PDs and meetings.
- They will also follow up with staff during a staff meeting and the principal on the meeting agenda. They work closely with Multilingual Department and district TOSAs to set up PDs

or training focusing on EL students, specifically in the area of reading, where EL students need the most support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 3a. District support TOSAs

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELLs
We need to target English Learners by looking at ELD assessments and ELPAC. Based on ELPAC results, the area of greatest need is reading. We will implement strategies for designated and integrated ELD to assist with the targeted need of reading.

Activity
4a. Principal will monitor the ongoing implementation of designated and integrated ELD time.
- During integrated and designated ELD time, use of core curriculum and adopted curriculum.
- ELD Coordinator/facilitator will provide assistance as needed throughout the year for integrated and designated ELD time.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	None Specified Certificated Staff (Including benefits) 4a. Principal monitoring and ELD Coordinator support

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELLs We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, and targeted needs. Lexia data and grade-level data will be analyzed and broken down by significant subgroups.

Activity

5a. Support the middle school by completing student articulation cards and providing feedback on how to best support students in all EL levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 5a. Regular teacher duties during the school day

Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELLs
We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

6a. District level EL PDs are offered throughout the year. We will continue to let all teachers know and encourage them to attend on how to best support our EL students. ELD Coordinators and facilitators will attend district PDs and meetings. We will follow up with staff during a staff meeting and principal will add information to meeting agenda as well.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 6a. PLC duties

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)   Source(s)

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

> ELs, RFEPs, and ISPELLs
> 8d. -8e. We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

> 8a. District Level EL PDs are offered throughout the year. We will continue to let all teachers know and encourage them to attend how to support our EL students. ELD Coordinators and facilitators will attend district PDs and meetings. They will follow up with staff during a staff meeting and the principal will put ELD updates and information on the staff meeting agenda on a consistent basis.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)   Source(s)

	District Funded
0	Certificated Staff (Including benefits)
	8a. PDs etc. funded in ELA Goal 1 Strategy 8

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELLs
We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

9a. There will be differentiation by teacher modeling, modeling work, and language for targeted learning for ELs. There will be scaffolding and a gradual release of responsibility for the performance of targeted learning while supporting students as they assume responsibility. Teachers will show visual objects, and photos, use academic language, and authentic assessment, and frequently check for understanding with authentic formal and informal assessments. In differentiated learning, teachers will create different ways to support different levels of language and learning within the same classroom. Cooperative learning, pair and group work, and Kagan strategies are used to provide the format of communication for all students, especially ELs. The Use of Lexia, Dreambox, and AR/STAR during the day for additional technical/technology support for EL to learn English. All various tools support all EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded
	Certificated Staff (Including benefits)
	9a. Teacher regular school day meetings

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red"

or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELL students
We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

10a. Various extracurricular activities for students such as boys and girls club, band, etc. In partnership with Foothill Counseling and Data regarding ELPAC will be shared with families and strategies will be provided to make improvements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 10a. Services provided by District Contract etc.

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

ELs, RFEPs, and ISPELLs
We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with reading, targeted need.

Activity

11a. ELAC to analyze data to determine EL student needs and advise SSC on EL Plan for SPSA
11b. Parent Nights: Back to School, Open House, Trunk R Treat, LP Quad nights, and other parent/student involvement activities

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief
description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 11a. Regular school activities
0	District Funded 11.b School events

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are
consistently underperforming on any CA Dashboard indicator (student group performance is "Red"
or "Orange" and/or student group performance is two or more performance levels below "all student"
performance).

ELs, RFEPs, and ISPELLs
We need to target EL by looking at ELD assessments and ELPAC. Areas of greatest need is
reading, per ELPAC tests. Implement strategies for designated and integrated ELD to assist with
reading, targeted need.

Activity

12a. Lexia, AR/STAR programs will be provided to support EL students so that they receive
support for student achievement.
12b. We will conference with all students, including ELs, struggling students in red and orange
categories, and others to support parents and provide evidence based support for student
achievement. .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief
description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services

	12a. -Services and programs provided by each school
0	District Funded Certificated Staff (Including benefits) 12b. Parent conferences to support parents and explain individual EL student needs

Goals, Strategies, & Proposed Expenditures

Goal Subject

School Climate and Student Engagement

LEA/LCAP Goal

GOAL FOR SCHOOL CLIMATE: All students, Pre-K through 12, including low-income, English Learners, SWD, and foster youth will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates. Also increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community at our school.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 12, including low-income, SWD, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

School Goal - School Climate

All students, particularly English Learners and Students with Disabilities will increase their attendance percentage and feel connected at school as measured by the school climate survey and Aeries attendance data.

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.

Sparks Elementary's suspension rate for the last two years have been 0%. However, our daily attendance rate has been low and it needs to improve as identified by the California Dashboard. We have an extremely high chronic absenteeism rate for our SWD as well.

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. ATSI/CSI school must include metrics related to the metrics that led to ATSI/CSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 1b Dashboard Suspension Rate- Low Income 1c Dashboard Suspension Rate-English Learner 1d Dashboard Suspension Rate- Foster Youth 1e Dashboard Suspension Rate- SWD	Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 0.2% 1b Dashboard Suspension Rate- Low Income 0.2% 1c Dashboard Suspension Rate-English Learner 0% 1d Dashboard Suspension Rate- Foster Youth 0% 1e Dashboard Suspension Rate- SWD 0%	Metric/Indicator (2023 Dashboard) 1a Dashboard Suspension Rate- All Students 0% 1b Dashboard Suspension Rate- Low Income 0% 1c Dashboard Suspension Rate-English Learner 0% 1d Dashboard Suspension Rate- Foster Youth 0% 1e Dashboard Suspension Rate- SWD 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate	Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate 0%	Metric/Indicator (2022-23) 2a DataQuest Expulsion Rate 0%
Metric/Indicator (2022-23) 3a CHKS "Safe or Very Safe" Overall Perception- Grade 5	Metric/Indicator (2022-23) 3a CHKS "Safe or Very Safe" Overall Perception- Grade 5 - 63%	Metric/Indicator (2022-23) 3a CHKS "Safe or Very Safe" Overall Perception- 64% Grade 5
Metric/Indicator (2022-23) 4a CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5	Metric/Indicator (2022-23) 4a CHKS "Agree/Strongly Agree" Overall Connectedness- 63% Grade 5	Metric/Indicator (2022-23) 4a CHKS "Agree/Strongly Agree" Overall Connectedness- 64% Grade 5
Metric/Indicator (2022-23) 5a SIS TK-8 Attendance Rate- All Students 5b SIS TK-8 Attendance Rate- Low Income 5c SIS TK-8 Attendance Rate- English Learner 5d SIS TK-8 Attendance Rate- Foster Youth 5e SIS TK-8 Attendance Rate- SWD	Metric/Indicator (2022-23) 5a SIS TK-8 Attendance Rate- All Students 78.3% 5b SIS TK-8 Attendance Rate- Low Income 79.2% 5c SIS TK-8 Attendance Rate- English Learner 84.9% 5d SIS TK-8 Attendance Rate- Foster Youth 100% 5e SIS TK-8 Attendance Rate- SWD 76.2%	Metric/Indicator (2022-23) 5a SIS TK-8 Attendance Rate- All Students 79.3% 5b SIS TK-8 Attendance Rate- Low Income 80.2% 5c SIS TK-8 Attendance Rate- English Learner 85.9% 5d SIS TK-8 Attendance Rate- Foster Youth 100% 5e SIS TK-8 Attendance Rate- SWD 77.7%
Metric/Indicator (2023 Dashboard) 6a Dashboard K-8 Chronic Absenteeism Rate- All Students 6b Dashboard K-8 Chronic Absenteeism Rate- Low Income 6c Dashboard K-8 Chronic Absenteeism Rate- English Learner 6e Dashboard K-8 Chronic Absenteeism Rate- Foster Youth 6f Dashboard K-8 Chronic Absenteeism Rate- SWD	Metric/Indicator (2023 Dashboard) 6a Dashboard K-8 Chronic Absenteeism Rate- All Students 32.8% 6b Dashboard K-8 Chronic Absenteeism Rate- Low Income 34.1% 6c Dashboard K-8 Chronic Absenteeism Rate- English Learner 23.1% 6e Dashboard K-8 Chronic Absenteeism Rate- Foster Youth 0% 6f Dashboard K-8 Chronic Absenteeism Rate- SWD 38.8%	Metric/Indicator (2023 Dashboard) 6a Dashboard K-8 Chronic Absenteeism Rate- All Students 28.8% 6b Dashboard K-8 Chronic Absenteeism Rate- Low Income 30.1% 6c Dashboard K-8 Chronic Absenteeism Rate- English Learner 20.1% 6e Dashboard K-8 Chronic Absenteeism Rate- Foster Youth 0% 6f Dashboard K-8 Chronic Absenteeism Rate- SWD 34.8%

Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity
1a.Principal and COSA will work closely with teachers to identify students that are chronically absent and implement a system (hold SFTs, create a plan, provide support, reward, and monitor) by Targeting Parent Attendance Misbeliefs (see Evidence-Based Interventions)
1b : Healthy Kids Survey in 5th grade, on areas where we can support students for safety to make it safer for all students to attend school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 1a. School Support Members
0	District Funded Contracted Services 1b. CHKS survey

Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

2a: Monitor student attendance and suspension, implement attendance plan, meetings with parents/staff, and work together on how to best support the student. We will use the Targeting Parent Attendance Misbeliefs Model (see Evidence-Based Interventions)
2b: Have SART meeting with families, SARB, if needed. We will provide ongoing communication with parents in regard to the importance of attendance. Training for parents in ELAC, SSC, and Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 2a Attendance support
0	District Funded Certificated Staff (Including benefits) 2b SART /SARB meetings

Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

3a: Work with Student Family Services for support with students for SART/SARB. Work with SFS for additional training and/or updated information on student support when it comes to suspensions and attendance.
3b: Provide additional support and training, as need by school psych or district counselors to identify and support students, tiered MTSS support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 3a. Student Support
0	District Funded Certificated Staff (Including benefits) 3b MTSS meetings and support

Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

4a: We will utilize district TOSA for site-based needs. MTSS training is needed as well. Mental health training for in-person learning and how to best support students.
4b: We will use district-provided counseling services, and also need training for staff on how to refer students.
4c: SEL lessons will be implemented. Additional support and training are provided throughout the year by district TOSAs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I, Part A Certificated Staff (Including benefits) 4a. District support /contracted services
0	District Funded Certificated Staff (Including benefits) 4b District provided counseling services
0	District Funded Certificated Staff (Including benefits) 4c SEL program

Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

5a. Complete middle school articulation cards to help support students on an ongoing basis when students transition to middle school and complete cross-grade level articulation cards to support students' needs yearly.

5b. Yearly attendance campaign, provided by Student Family Services, spirit days for attendance, and kick-off for attendance.

5c. Weekly announcements and assemblies by the Principal, target attendance, and focus on the importance of attendance and positive behavior.

5d.Weekly announcements and monthly character focus to build positive relationships amongst students/staff and to build a positive climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 5a. District collaboration
0	District Funded Certificated Staff (Including benefits) 5b Attendance Campaign
0	District Funded Certificated Staff (Including benefits) 5c Assemblies to celebrate attendance
0	District Funded Certificated Staff (Including benefits) 5d Positive Climate support

Strategy 6 - **Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)**

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red"

or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

6a.-6b All students

Activity

6a: Collaborate with school state preschool and kinder for parent nights, reading to students, etc.
6b: Partner with Sparks MS, LPHS for collaboration with transitions as well. Grade level planning toward end of the school year for ongoing cross grade level collaboration.
6c. Grade level Planning for end of the year

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 6a. Teacher collaboration and parent activities
0	District Funded Certificated Staff (Including benefits) 6b School Collaborations for transition
0	District Funded Certificated Staff (Including benefits) 6c Grade level Planning

Strategy 7 - Extended learning activities

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially SWD group and student groups in red or orange category of ELA , Math, and attendance

Activity

7a. Use of LCFF S&C funds for Site Supervisor Aides -reduction by one
7b Use of LCFF Base funds for Site Supervisor Aides

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
12500	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 7a. Site Supervisor Aides reduction by 1
12500	LCFF Base Classified Instructional/Support Staff (Including Benefit) 7b. Site Supervisor Aides shared with middle school

Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

Students to be Served by this Strategy
Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially student group in orange or red categories

Activity

8d We will further develop goals for attendance and behavior; increase parent involvement, increase fidelity of MTSS supports, and increase SART/SARB meetings as needed. We will use Targeting Parent Attendance Misbeliefs Model (see Evidence-Based Interventions)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 8d. MTSS supports and attendance supports

Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

9a. We will use Targeting Parent Attendance Misbeliefs Model (see Evidence-Based Interventions)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 9a. Target attendance issues

Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

10a. Use of Title 1 Parent Involvement funds fingerprinting for low-income parent volunteers.

10b. Monthly calendar of events for parents/community. Use of Parent Square, Instagram, Facebook, website, and marque to share school-wide information.

10c. FIA-sponsored activities such as Trunk R Treat, Color Run, etc.

10d. New Horizon assistance with food for families
.

10e. Partnership with the Boys and Girls Club for afterschool care.

10f. Monthly virtual read-aloud and lessons to the whole school by the District ELA TOSAs.

10g. Use of LCFF S& C funds for extra hours for office manager to prepare CUMs and supplies for teachers.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	Title I Parent Involvement Supplemental Supplies 10a. Parent fingerprinting for low-income parent volunteers
2000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 10g. SOM extra hours for CUMs, summer work, etc.
0	None Specified Contracted Services 10c. -Families in Action which organizes school events
0	District Funded Contracted Services 10b Parent Square and other social media updates for families
0	None Specified Contracted Services 10d New Horizon food to families
0	District Funded Contracted Services 10e Boys and Girls club partnership
0	District Funded Certificated Staff (Including benefits) 10f Monthly virtual read alouds with District TOSAs

Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students

Activity

11a: Monthly Families in Action meetings, facilitate ELAC and SSC meetings with Spanish translations as needed

11b: Family nights, Back to School Night, Open House, Grade level Performance Shows (Christmas, Wax Museum) to build community relations with Spanish translations as needed.

11c: Partner with Girls and Boys Club to afterschool care and supper for children. Also, partner with Golden State Foods-Backpacks, and Horizons for food and/or holiday toys.

11d: Use Instagram, Facebook, Twitter, website, and Parent Square to communicate with parents in both Spanish and English.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Contracted Services 11a. Parent involvement activities
0	District Funded Certificated Staff (Including benefits) 11b. School events
0	District Funded Contracted Services 11c Boys and Girls Club
0	District Funded Contracted Services 11d Instagram and Parent Square communication

Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially

Activity

12a. We hold monthly parent meetings, and facilitate ELAC, ELL, Title I, CWTP, and SSC meetings with Spanish translations as needed.

12b. Family nights, Back to School Night, Open House, Grade level Performance Shows (Christmas, Wax Museum) to build community relations with Spanish translations as needed.

12c. We partner with Girls and Boys Club to afterschool care and supper for children.

12d. We also partnered with Horizon to provide food and toys during the holidays and various other services.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 12a. Services for parents and students
0	District Funded Certificated Staff (Including benefits) 12b Family Nights
0	District Funded Contracted Services 12c Boys and Girls club
0	None Specified Contracted Services 12d Horizon food support to families in need

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$105897
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	$105897
Total CSI Funds Provided to the School from the LEA	$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	$

Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation ($)
Title I Parent Involvement	$1,297.00
Title I, Part A	$104,600.00

Subtotal of federal funds included for this school: $105,897.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF Base	$27,403.00
LCFF S&C	$90,737.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $118,140.00

Total of federal, state, and/or local funds for this school: $224,037.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	27403	0.00
LCFF S&C	90737	0.00
LCFF Basic		
Title I, Part A	104600	0.00
Title I Parent Involvement	1297	0.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	27,403.00
LCFF S&C	90,737.00
None Specified	0.00
Title I Parent Involvement	1,297.00
Title I, Part A	104,600.00

Expenditures by Budget Reference

Budget Reference	Amount
Books (Excluding core textbooks)	3,500.00
Certificated Staff (Including benefits)	93,509.00
Classified Instructional/Support Staff (Including Benefit)	25,000.00
Contracted Services	16,577.00
Equipment/Replacement ($5,000+ per item)	12,000.00
Non-Capitalized Equipment ($500-$4,999 per item)	3,440.00
Supplemental Supplies	47,089.00
Teacher Release Time-Subs (Including benefits)	6,091.00

Teacher Workshop/Additional Hrs (Including benefits)	16,831.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Base	12,500.00
Equipment/Replacement ($5,000+ per item)	LCFF Base	12,000.00
Supplemental Supplies	LCFF Base	2,903.00
Books (Excluding core textbooks)	LCFF S&C	3,500.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	12,500.00
Contracted Services	LCFF S&C	6,280.00
Non-Capitalized Equipment ($500-$4,999 per item)	LCFF S&C	3,440.00
Supplemental Supplies	LCFF S&C	43,186.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	5,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	16,831.00
Certificated Staff (Including benefits)	None Specified	0.00
Contracted Services	None Specified	0.00
Contracted Services	Title I Parent Involvement	1,297.00
Supplemental Supplies	Title I Parent Involvement	0.00
Certificated Staff (Including benefits)	Title I, Part A	93,509.00
Contracted Services	Title I, Part A	9,000.00
Supplemental Supplies	Title I, Part A	1,000.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	1,091.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	195,757.00
Goal 2 - Math	1,280.00
Goal 3 - English Learner	0.00
Goal 4 - School Climate	27,000.00

Duty Statements - Title I funded positions (FTE only)

Duty Statement
Job Title: TOSA-Student Achievement
Employee Name: TBA

Funding Resource: Title I Percent FTE: 60%	Funding Resource: LCFF S & C Percent FTE:
1. Deliver Direct Instruction to Title I students in small group or one-on-one settings, focusing on areas of academic need identified through assessments and data analysis. Develop and implement Tier 2 programs and interventions tailored to the needs of the lowest-performing students, including students with disabilities (SWD). Assist teachers in analyzing grade-level achievement data to monitor student progress and create and adjust interventions as needed to improve student achievement. 2. Develop Instructional Strategies: Collaborate with teachers to develop and implement research-based instructional strategies that target the specific needs of Title I students, including differentiated instruction, small group instruction, targeted instruction, and targeted intervention programs to support Title I students. 3. Assist teachers in identifying At-Risk students and provide classroom support to the lowest-achieving students (including SWD) who are not meeting grade-level standards in English Language Arts (ELA) and Math. 4. Collaboration and Coaching: Collaborate with teachers to use NWEA/CAASP/ELPCA/AERIES data effectively. Identify low-achieving students (including SWD) who require Tier 2 interventions to accelerate their progress in meeting ELA and/or math standards. 5. PLC Support and Data Management: Work collaboratively with the administration to provide Professional Learning Community (PLC) support. Maintain student records of interventions and other pertinent data to track progress and adjust strategies as needed. 6. Evidence-Based Strategies: Implement evidence-based academic intervention strategies and practices. Tailor these strategies to support SWD students in ELA and Math.	

7. Data Reporting and Stakeholder Engagement: Provide information and student
achievement data to various stakeholders: School-Site Council, Title I meetings,
Coffee With the Principal, Staffing meetings (on a regular monthly basis),
Emphasize the performance of the lowest-performing student groups, including
SWD.
8. Plan and coordinate with Principal parent involvement activities such as
workshops, meetings, and family engagement events to support parents in helping
their children succeed academically. For example, the English Learner Advisory
Committee (ELAC): Shares relevant data and information with the ELAC, focusing
on English learners' needs and supports.
9. Monitor student progress: Collect and analyze data on student performance,
including standardized test scores, formative assessments, and progress
monitoring data to track student progress and inform while collaborating with
teacher PLC teams to implement targeted supplementary programs and EL Interventions:
Coordinate schoolwide programs and consider providing Tier 2 interventions specifically
for English learners (ELs). ELs may have unique needs related to language acquisition and academic
progress.
10. Individual Student Concerns and Family Engagement: Identify factors
contributing to individual at-risk students' instruction. Support low-income
students, English learners, Reclassified Fluent English Proficient (RFEP)
students, and foster youth in meeting ELA and math standards.
11. Schoolwide academic, social, behavioral, and attendance concerns: Use
pertinent data and collaborate with parents, counselors, or outside service
personnel or agencies to develop improvement plans. Serve as a liaison
between the school and students' families by providing information and other support.

2023-2024 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student-first name only
Gilbert Barraza	X				
Lana Willis-SSC Chairman 2023-2024		X			
Sandra Villalobos		X			
Monica McEvoy			X		
Makenzie Di Pietro		X			
Julie Zamarripa				X	
Liliana Valencia				X	
Judith Calderon				X	
Maricruz Murillo				X	
Vanessa Rojas				X	
Numbers of members of each category:	**1**	**3**	**1**	**5**	**0**

Elementary SSC Composition: 10 member minimum. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 member minimum. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

2023-2024 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Gilbert Barraza	X			
Rebecca Polidano		X		
Liliana Valencia			X	
Judith Calderon			X	
Vanessa Rojas			X	
Rosa Quijado				X
Dora Canales			X	
Myrna Guirda			X	
Mara Rosalio			X	
Rocio Lira			X	
Numbers of members of each category:	**1**	**1**	**7**	**1**

ELAC Composition Requirements
Requirements for ELAC elections include:
1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: April 24, 2024

Attested:

	Principal, Gilbert Barraza on April 24, 2024
	SSC Chairperson, Lana Willis on April 24, 2024

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, the School Site 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

School and Student Performance Data

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Comprehensive Needs Assessment

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school year, and a summary of results from the survey(s). Surveys in this section are defined as an

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Analysis of Current Instructional Program

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups. Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials. Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff. Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

Teacher collaboration by grade level (K-8) and department (grades 9-12) Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)

Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified

Extended learning activities

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet grade level standards. Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

Evidence-based educational practices to raise student achievement of identified student groups. Using the What Works Clearinghouse link, https://ies.ed.gov/ncee/wwc/ describe what evidence based interventions are being implemented to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students. Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs. Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

Funding

Services provided by categorical funds that enable underperforming students to meet standards

Educational Partner's Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Annual Evaluation

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and ATSI planning requirements.]

Goals, Strategies, & Proposed 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.

Goal

State the goal. 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 the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies and Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy using the "Strategy #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" and/or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.

- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

A school receiving federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Duty Statement

School Site Council

ELAC

Assurances

Evidence-Based Interventions

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 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); and

            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; and

                ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

                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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B: Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	**Title I, Part A:** A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools. **Schoolwide (SWP) Program:** To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.
State Funding/ Local Control Funding Formula	**Purpose**
LCFF – Supplemental & Concentration	**LCFF Supplemental & Concentration Funds:** Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.

Appendix D: School Parent Involvement Requirements
Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provide und this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
   A. Timely information about programs under Title I, Part A;
   B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
   C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

Appendix E: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019

Hello,

Sparks has a total of 177 EL students (this includes all reclassified students), 139 EL students who have yet to be reclassified. There are 26 students who have reclassified and are still being monitored (RFEP) and 31 students at risk of becoming LTEL's (ISPEL).

For the 2023-24 school year there have been 17 reclassifications.

Percentages based on the total of 177

18% (ISPEL)
15% (RFEP)
10% Reclassified

Percentages based on the total 139

22% (ISPEL)
19% (RFEP)
12% Reclassified

Not sure which numbers you need. Let me know if you have any questions or if there is anything else you need.

Wendy Maestas-Padilla, M.A. Ed.
Teacher on Special Assignment, English Learner Programs
Multilingual/School Based Programs
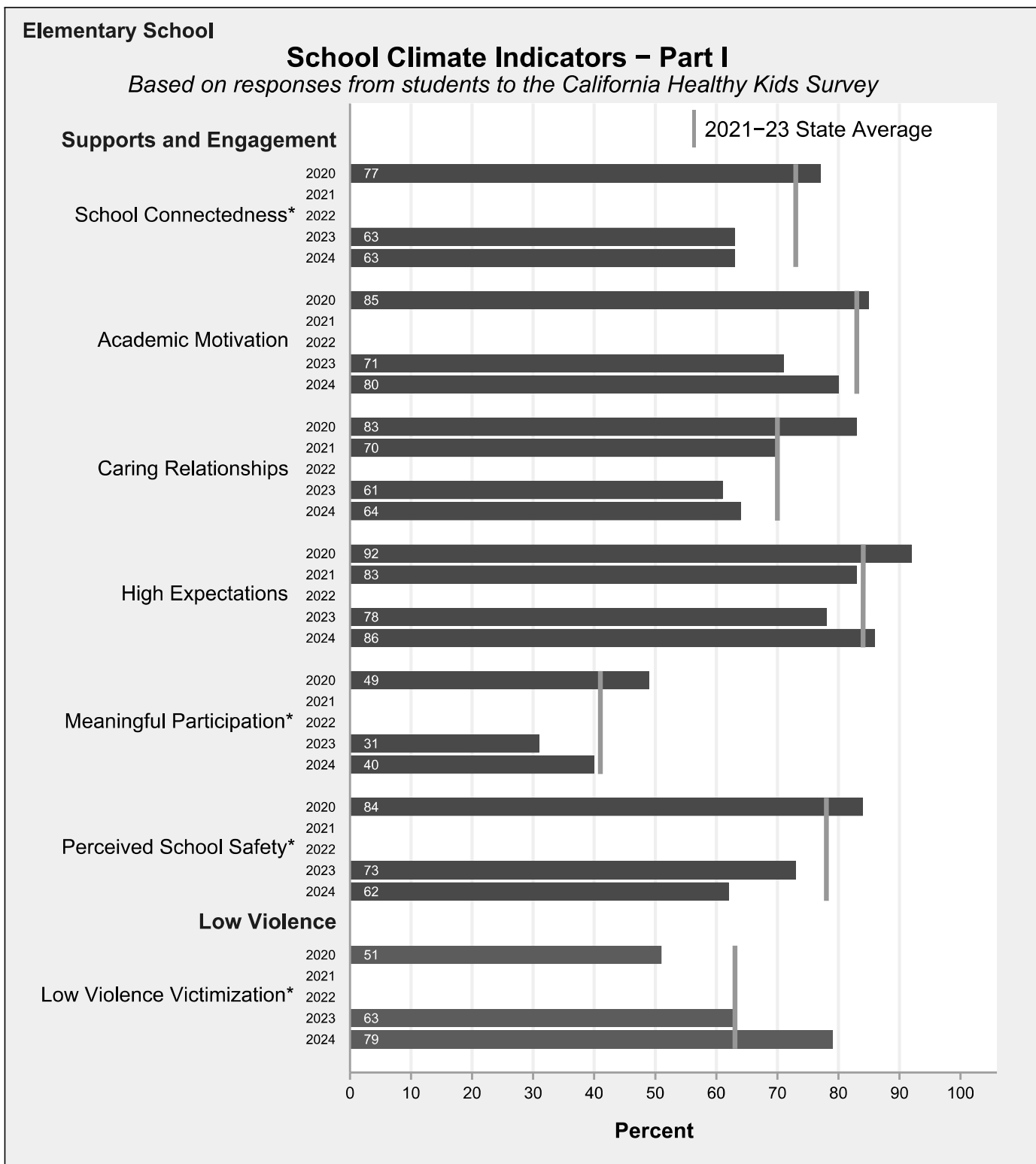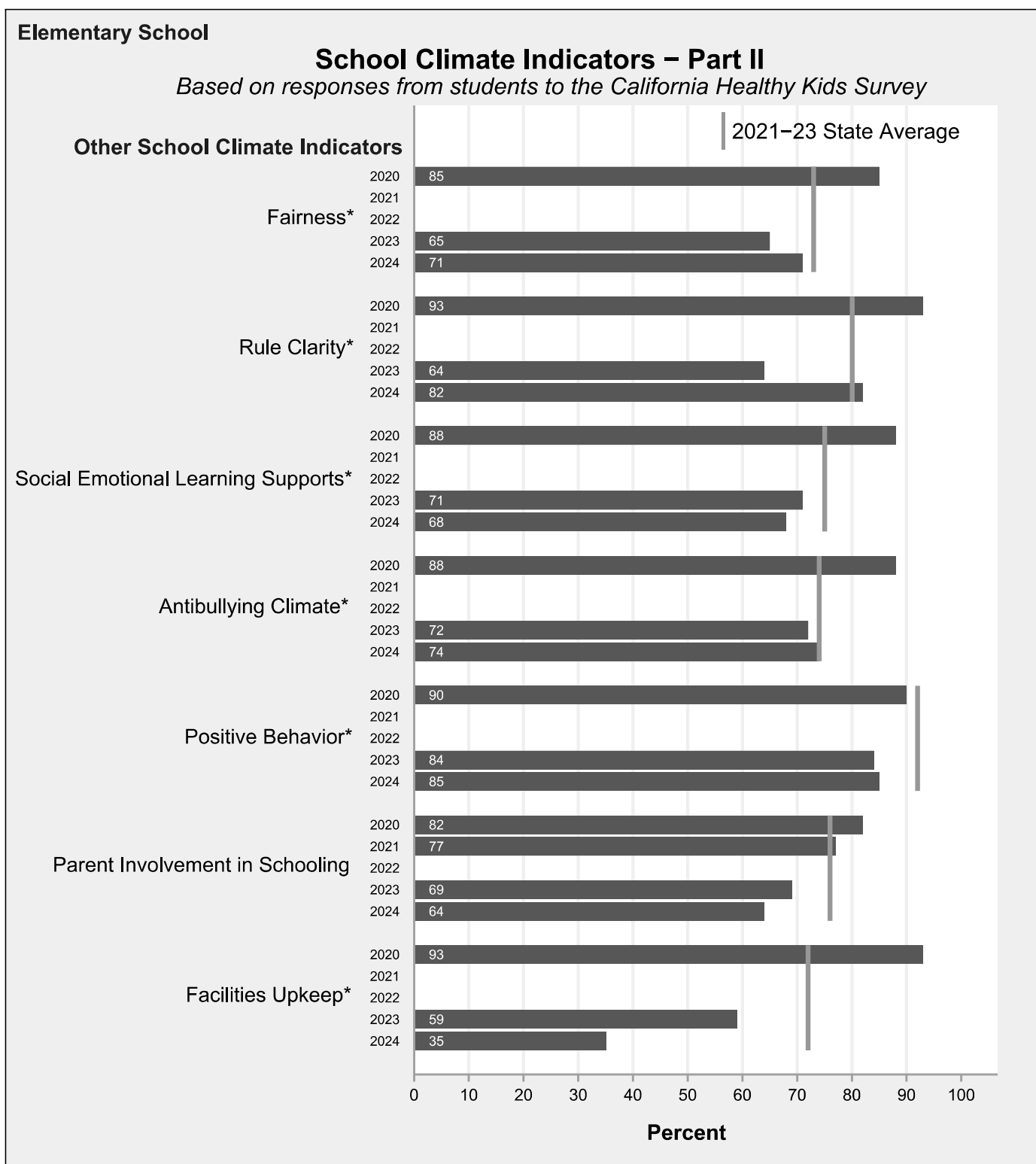Hacienda La Puente Unified School District

School Climate Report Card (Elementary)—2023-2024

District: Hacienda la Puente Unified

Date Prepared: 18 Mar 2024

School: Sparks Elementary

Response Rate: 81% (2020), 61% (2021), 72% (2023), 92% (2024)

Elementary School

School Climate Indicators − Part I
Based on responses from students to the California Healthy Kids Survey

2021−23 State Average

Supports and Engagement

School Connectedness*
- 2020: 77
- 2021:
- 2022:
- 2023: 63
- 2024: 63

Academic Motivation
- 2020: 85
- 2021:
- 2022:
- 2023: 71
- 2024: 80

Caring Relationships
- 2020: 83
- 2021: 70
- 2022:
- 2023: 61
- 2024: 64

High Expectations
- 2020: 92
- 2021: 83
- 2022:
- 2023: 78
- 2024: 86

Meaningful Participation*
- 2020: 49
- 2021:
- 2022:
- 2023: 31
- 2024: 40

Perceived School Safety*
- 2020: 84
- 2021:
- 2022:
- 2023: 73
- 2024: 62

Low Violence

Low Violence Victimization*
- 2020: 51
- 2021:
- 2022:
- 2023: 63
- 2024: 79

Percent (x-axis: 0, 10, 20, 30, 40, 50, 60, 70, 80, 90, 100)

Note: * Applicable to the In-school or Hybrid instructional models only (2021).

School Climate Report Card (Elementary)—2023-2024

District: Hacienda la Puente Unified
School: Sparks Elementary

Date Prepared: 18 Mar 2024

Elementary School

School Climate Indicators − Part II
Based on responses from students to the California Healthy Kids Survey

Other School Climate Indicators

2021−23 State Average

Indicator	Year	Value
Fairness*	2020	85
	2021	
	2022	
	2023	65
	2024	71
Rule Clarity*	2020	93
	2021	
	2022	
	2023	64
	2024	82
Social Emotional Learning Supports*	2020	88
	2021	
	2022	
	2023	71
	2024	68
Antibullying Climate*	2020	88
	2021	
	2022	
	2023	72
	2024	74
Positive Behavior*	2020	90
	2021	
	2022	
	2023	84
	2024	85
Parent Involvement in Schooling	2020	82
	2021	77
	2022	
	2023	69
	2024	64
Facilities Upkeep*	2020	93
	2021	
	2022	
	2023	59
	2024	35

Percent (0 10 20 30 40 50 60 70 80 90 100)

Note: * Applicable to the In-school or Hybrid instructional models only (2021).

School Climate Report Card (Elementary)—2023-2024

District: Hacienda la Puente Unified   Date Prepared: 18 Mar 2024
School: Sparks Elementary

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	2020 (%)	2021 (%)	2022 (%)	2023 (%)	2024 (%)	Change
Finish all school assignments[†]	83	72	–	84	87	+4
Absent 2 or more days in the past 30 days	19	28	–	39	28	+9
Feel a part of the school*	79	–	–	48	64	-15
Adults at school care about you	93	74	–	76	75	-18
School boredom	∼	∼	–	52	69	+17
Harassed at school*	49	–	–	39	25	-24
Parents ask about school	85	74	–	79	71	-14
School building is neat and clean[§]*	93	–	–	59	35	-58
Frequent sadness	25	18	–	26	30	+5

Notes: † Survey question is slightly different across years.
* In-school or Hybrid instructional models only (2021).
∼ Data were not collected.
§ In-school instructional model only (2022 and 2023).
A hyphen (–) is shown if there are no data or insufficient responses.

CDS code: 19734456014369

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All subdomains except "Low Violence Victimization" are calculated by averaging the percentage of respondents who report "Yes, most of the time" or "Yes, all of the time" on survey items that comprise each scale. "Low Violence Victimization" is computed by averaging the percentage of respondents who report "No, never" on the survey items that comprise the scale. A value of 60 on the "School Connectedness" indicator, for example, means that on average, students report "Yes, most of the time" or "Yes, all of the time" on three of the five "School Connectedness" survey items (5 multiplied by 60 percent).

All subdomains and survey items that comprise the scales/measures are listed below.

(1) School Connectedness (5 items)
- Do you feel close to people at/from this school?
- Are you happy to be at/with this school?
- Do you feel like you are part of this school?
- Do teachers treat students fairly?
- Do you feel safe at school?

(2) Academic Motivation (4 items)
- Do you finish all your school assignments?
- When you get a bad grade, do you try even harder the next time?
- Do you keep working and working on your schoolwork until you get it right?
- Do you keep doing your schoolwork even when it's really hard for you?

(3) Caring Relationships (3 items)
- Do the teachers and other grown-ups at school care about you?
- Do the teachers and other grown-ups at school listen when you have something to say?
- Do the teachers and other grown-ups at school make an effort to get to know you?

(4) High Expectations (3 items)
- Do the teachers and other grown-ups at school tell you when you do a good job?
- Do the teachers and other grown-ups at school believe that you can do a good job?
- Do the teachers and other grown-ups at school want you to do your best?

(5) Meaningful Participation (7 items)
- Are you given a chance to help decide school activities or rules?
- Do the teachers and other grown-ups at school ask you about your ideas?
- Do the teachers and other grown-ups give you a chance to solve school problems?
- Do you get to do interesting activities at/when you participate in school?
- Are you given a chance to help decide class activities or rules?
- Do your teachers ask you what you want to learn about?
- Do you do things to be helpful at school?

(6) Perceived School Safety (1 item)
- Do you feel safe at school?

(7) Low Violence Victimization (3 items)
- o Do other kids hit or push you at school when they are not just playing around?
- o Do other kids at/from school spread mean rumors or lies about you?
- o Do other kids at/from school call you bad names or make mean jokes about you?

(8) Fairness (4 items)
- o Do teachers treat students fairly?
- o Are the school rules fair?
- o Do teachers and other grown-ups at school treat students with respect?
- o Are students treated fairly when they break school rules?

(9) Rule Clarity (1 item)
- o Do students know what the rules are?

(10) Social Emotional Learning Supports (4 items)
- o Does your school help students resolve conflicts with one another?
- o Does your school teach students to understand how other students think and feel?
- o Does your school teach students to feel responsible for how they act?
- o Does your school teach students to care about each other and treat each other with respect?

(11) Antibullying Climate (3 items)
- o Do the teachers and other grown-ups make it clear that bullying is not allowed?
- o If you tell a teacher that you've been bullied, will the teacher do something to help?
- o Do students at/from your school try to stop bullying when they see it happening?

(12) Positive Behavior (4 items)
- o Do you follow the classroom rules?
- o Do you follow the playground rules at recess and lunch times?
- o Do you listen when your teacher is talking?
- o Are you nice to other students?

(13) Parent Involvement in Schooling (5 items)
- o Does a parent or some other grown-up at home care about your schoolwork?
- o Does a parent or some other grown-up at home ask if you did your homework/schoolwork?
- o Does a parent or some other grown-up at home check your homework/schoolwork?
- o Does a parent or some other grown-up at home ask you about school?
- o Does a parent or some other grown-up at home ask you about your grades?

(14) Facilities Upkeep (1 item)
- o Is your school building neat and clean?

Results are based on responses from 5th grade students on the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

For the 2020-21 school year, results on student indicators that are only applicable to the In-school or Hybrid instructional models are reported if at least 10% of the respondents have indicated that they

attended school in person or participated in hybrid classes. These results should be interpreted cautiously if few students attended school in person when the survey was administered.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@wested.org.

State Averages

State averages are based on responses from 5th grade students who provided data on the California Healthy Kids Survey during the 2021-2022 and 2022-2023 school years.

State Averages of School Climate Indicators

Indicator	State 2021-23 (%)		Indicator	State 2021-23 (%)
Supports and Engagement			**Other School Climate Indicators**	
School Connectedness	73		Fairness	73
Academic Motivation	83		Rule Clarity	80
Caring Relationships	70		Social Emotional Learning Supports	75
High Expectations	84		Antibullying Climate	74
Meaningful Participation	41		Positive Behavior	92
Perceived School Safety	78		Parent Involvement in Schooling	76
Low Violence			Facilities Upkeep	72
Low Violence Victimization	63			

Explanation of Other Indicators

Results are provided on selected key student-reported school climate items as a complement to the school climate indicators.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all school assignments – finish all your school assignments "most of the time" or "all of the time."

- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.

- Feel a part of the school – feel like you are part of this school "most of the time" or "all of the time."

- Adults at school care about you – teachers and other grown-ups at school care about you "most of the time" or "all of the time."

- School boredom – get really bored "most of the time" or "all of the time" at school or participating in school from home.

- Harassed at school – other kids at school call you bad names or make mean jokes about you "some of the time," "most of the time," or "all of the time."

- Parents ask about school – a parent or some other grown-up at home asks you about school "most of the time" or "all of the time."
- School building is neat and clean – school building is neat and clean "most of the time" or "all of the time."
- Frequent sadness – feel sad "most of the time" or "all of the time."

Sparks ES

School Profile
Achievement Overview
Sparks ES | Math K-12

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	**29th** — 37% | 28% | 21% | 9% | 5%	394

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2023-2024
Tested Fall 2023-2024

More information about this chart ︿

Sparks ES | Math K-12

Grade ↑	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option --	Number of Students
K	**45th** — 35% | 12% | 27% | 12% | 14%			49
Grade 1	**21st** — 49% | 29% | 15% | 5% | 2			55
Grade 2	**28th** — 43% | 26% | 17% | 7% | 7%			46
Grade 3	**23rd** — 47% | 27% | 11% | 13% | 2			60
Grade 4	**40th** — 26% | 26% | 32% | 12% | 4%			57
Grade 5	**42nd** — 24% | 24% | 34% | 10% | 8%			62
Grade 6	**23rd** — 37% | 46% | 12% | 5%			65

Winter 24 MAP Math

Sparks ES

Achievement Overview
Sparks ES | Math K-12

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	29th 37% 28% 21% 9% 5%	394

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2023-2024
Tested Fall 2024

More information about this chart ⌃

Grade	Achievement Fall 2023-2024 Median and Distribution	Sort by	-- select an option -- ▼	Number of Students
K	45th	35% | 12% | 27% | 12% | 14%		49
Grade 1	21st	49% | 29% | 15% | 5% | 2		55
Grade 2	28th	43% | 26% | 17% | 7% | 7%		46
Grade 3	23rd	47% | 27% | 11% | 13% | 2		60
Grade 4	40th	26% | 26% | 32% | 12% | 4%		57
Grade 5	42nd	24% | 24% | 34% | 10% | 8%		62
Grade 6	23rd	37% | 46% | 12% | 5%		65

Fall Reading MAP 2023-2024

Achievement Overview
Sparks ES | Reading

Grade	Achievement Fall 2023-2024 Median and Distribution	Number of Students
All Grades	29th — 39% | 28% | 17% | 13% | 3%	393

Percentiles Key ● 1st - 20th   ● 21st - 40th   ● 41st - 60th   ● 61st - 80th   ● >80th

Rostered Fall 2023-2024
Tested Fall 2023-2024

More information about this chart ⌄

Grade 1	Achievement Fall 2023-2024 Median and Distribution	Sort by — select an option — ▼	Number of Students
K	35th — 15% | 48% | 21% | 14% | 2		48
Grade 1	15th — 56% | 24% | 5% | 9% | 6%		55
Grade 2	24th — 37% | 35% | 11% | 15% | 2		46
Grade 3	22nd — 48% | 20% | 20% | 10% | 2		60
Grade 4	37th — 40% | 19% | 25% | 12% | 4%		57
Grade 5	37th — 27% | 31% | 19% | 23%		62
Grade 6	21st — 46% | 26% | 15% | 8% | 5%		65

Winter 2024 Reading MAP

Sparks ES

Achievement Overview

Sparks ES | Reading

Grade	Achievement Winter 2023-2024 Median and Distribution	Number of Students
All Grades	29th 41% 24% 20% 12% 3%	308

Percentiles Key ● 1st - 20th ● 21st - 40th ● 41st - 60th ● 61st - 80th ● >80th

Rostered Fall 2023-2024
Tested Winter 2023-2024

Sparks ES | Reading

Grade ↑	Achievement Winter 2023-2024 Median and Distribution	Sort by -- select an option --	Number of Students
K	19th 50% 17% 28% 5%		18
Grade 1	23rd 100%		1
Grade 2	29th 40% 20% 27% 9% 4%		45
Grade 3	23rd 46% 25% 18% 6% 5%		61
Grade 4	28th 39% 29% 18% 12% 2		56
Grade 5	37th 30% 31% 21% 18%		61
Grade 6	21st 48% 17% 18% 14% 3%		66

Student Name: _____ **Grade:** _____

APPROVED 4/24/24

Hacienda La Puente Unified School District
2024-2025
Sparks Elementary School
Family Compact

What is a compact? The goal of Sparks Elementary School's compact is to develop each student's potential for the intellectual, physical, and emotional growth that will promote lifelong learning. All parties agree to create a welcoming and approachable environment.

PARENT STATEMENT: In the future I would like my child _____

(I would like my child to graduate from… a university. I would like my child to be a productive member of society.)

Parent/Guardian Agreement
I will set high expectations by:
- Bringing my child to school on time every day.
- Helping my child with his or her homework.
- Reading with my child for a minimum of 30 minutes a day (20 for Kindergarten).
- Ensure that my child utilizes the online programs Lexia, Dreambox and Accelerated Reader (AR)
- Utilize Parent Square
- Making sure my child brings their laptop fully charged to school each day.
- Making sure my child gets adequate sleep each night. **(3-5 yrs=10-13 hrs/night & 6-12 yrs = 9-12 hrs/night) Source AAP**
- **Attend 2 parent conferences and majority of school wide events and volunteer in some capacity (on campus or from home).**

Parents/Guardian Signatures: _____ Date: _____

Student Agreement
I will be ready for success by:
- Coming to class every day on time and prepared.
- Actively participate during class time.
- Completing my homework every night.
- Take care of my laptop and bring it to school, fully charged, every day.
- Reading daily after I complete my homework. (TK-K=20 mins, Gr.1-6=30 mins)
- Meet my weekly/monthly goals in Lexia, Dreambox and Accelerated Reader (AR).
- Following Sparks Elementary and Classroom rules (Safe, Clean, Kind, and Learn)

Student Signature: _____ Date: _____

Teacher Agreement
We will work to increase your child's academic skills and social development by:
- Providing high quality curriculum and instruction
- Participating in Professional Development to improve my practice
- Providing a supportive and effective learning environment with high expectations
- Analyzing data and sharing it with the students and parents
- Communicating student progress to parents on a regular basis through Parent Square.

Teacher Signature: _____ Date: _____

Principal Agreement
I want to develop each student's potential for the intellectual, physical, and emotional growth that will promote lifelong learning by:

- Working to maintain a safe, clean, and kind school where students can learn.
- Motivating students to work hard, do their best, and prepare for college.
- Promoting an environment that recognizes student achievement and character development.
- Communicating regularly with parents through flyers, social media, messages, Parent Square, and parent meetings.
- Continuing to promote and provide professional development and growth opportunities for staff and the community.

* Principal Signature: _____ Date: _____

Hacienda La Puente Unified School District
2024-2025
Sparks Primaria

Student Name: _____   **Grade:** _____

Pacto Entre Escuela y Familias

¿Cuál es la meta del contrato? La meta de la escuela Sparks Elementary es desarrollar la habilidad intelectual, física y emocional para el crecimiento de cada estudiante y promover el aprendizaje para toda la vida. Todas las partes acuerdan crear un ambiente acogedor y accesible.

DECLARACION DE PADRES: Para el futuro de mi hijo/a quisiera _____

(Quiero que mi hijo / a se graduê de una Universidad. Quiero que mi hijo / a sea un miembro productivo de la sociedad.)

Contrato de los Padres/Guardianes:
Yo mantener e altas expectativas, así que, seré lo siguiente:
- o Llevare a mi hijo/a a la escuela todos los días a tiempo
- o Ayudar a mi hijo/a con su tarea
- o Leer con mi hijo/a por un mínimo de 30 minutos al día (20 para Kindergarten).
- o Asegurarme de que mi hijo utilice los programas en línea Lexia, Dreambox y Accelerated Reader (AR)
- o Utilizar la plaza principal
- o Asegurarme de que mi hijo traiga su computadora portátil completamente cargada a la escuela todos los días.
- o Asegurarme de que mi hijo duerma lo suficiente cada noche. (3-5 años=10-13 hrs/noche y 6-12 años = 9-12 hrs noche)
- o **Asistir a 2 conferencias para padres y la mayoría de los eventos escolares y ser voluntario de alguna manera (en el campus o desde casa).**

Firma de Padres/Guardianes: _____ Fecha: _____

Contrato de los Estudiante:
Estaré listo para tener excito haciendo lo siguiente:
- o Asistir puntualmente todos los días a la escuela listo para aprender.
- o Participar activamente durante el tiempo de clase.
- o Completar mi tarea y trabajos escolares asignados cada noche.
- o Cuidar mi computadora portátil y traerla a la escuela, completamente cargada, todos los días.
- o Leer todos los días después de completar mi tarea. (TK-K = 20 minutos, Gr.1-6 = 30 minutos)
- o Cumplir con mis metas semanales / mensuales en Lexia, Dreambox y Accelerated Reader (AR).
- o Seguir las reglas de Sparks Primaria y del salón (Safe, Clean, Kind, Learn)

Firma de Estudiante: _____ **Fecha:** _____

Contrato de los Maestros:
Trabajare para que su hijo/a progrese académicamente y mejore sus habilidades sociales haciendo lo siguiente:
- o Proveer instrucción y plan de estudios de alta calidad
- o Participar en desarrollo profesional para mejor mi practica como maestra
- o Proporcionar ambiente de aprendizaje con altas expectativas.
- o Analizar datos y compartir resultados con estudiantes.
- o Comunicar el progreso de los estudiantes a los padres de manera regular a través de Parent Square.

Firma de maestra/o: _____ **Fecha:** _____

Contrato de Directora:
Quiero desarrollar la habilidad intelectual, física y emocional para el crecimiento de cada estudiante y promover el aprendizaje para toda la vida.
- o Trabajar para crear una escuela segura, limpia y amable para que los estudiantes puedan aprender.
- o Motivar a los estudiantes que pongan su mejor esfuerzo en todo para que puedan graduarse de la secundaria y asistir a la universidad
- o Crear un ambiente que reconoce mejoramiento académico y desarrollo de buen carácter.
- o Comunicarse regularmente con los padres a través de folletos, redes sociales, mensajes y reuniones de padres.
- o Continuar el desarrollo profesional y estar al tanto de nuevos métodos de enseñanza para mejorar práctica de maestra/os y nuestra Comunidad.

*Firma de directora: _____ Fecha: _____

Title I School-Level Parent and Family Engagement Policy
Sparks Elementary
2024-2025

2.0   With approval from the local governing board, Sparks Elementary has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Parent input occurred during monthly meetings:

- Coffee with the Principal
- SSC
- ELAC

The school has distributed the policy to parents and family members of children served under Title I, Part A. This policy will be distributed to parents of Title I students at the beginning of the school year with the emergency/district information packet. (20 United States Code [U.S.C.] Section [§] 6318[b][1])

2.1   Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Sparks Elementary, the following practices have been established:

a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1]) Sparks convenes an annual Title 1 meeting during Back-to-School Night where we provide English-Spanish translation.

b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])

- Parents are invited to the monthly Coffee with the Principal meetings to discuss issues of Title I and/or ELL programs or any other factors important to parents.

- There are a minimum of five (5) SSC meetings which are planned to develop the Single Plan for Student Achievement (SPSA), review legal assurances and issues related to Title I, budget priorities, and academic achievement.

- Additionally, Sparks will hold meetings for SSC and/or ELAC whenever needed to discuss the following: new budget priorities, revisions to the school plan, analysis of data, or any other concern that parents may have.

c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and

improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

- SSC meetings are held where the Title I programs are reviewed annually before the SPSA is approved.

- Parents are also to complete the school climate needs assessment that is given at the end of the year. Results are discussed during SSC parent meetings.

d) The school provides parents of participating children with the following:

1. Timely information about the Title I program through: (20 U.S.C. § 6318[c][4][A])

   - Monthly School Calendar with events
   - Marquee
   - Parent information board
   - Annual Title I meeting
   - Back to School Night
   - Open House
   - ELAC and SSC meetings
   - Coffee with the Principal
   - Parent Square (Parents and Teachers)-weekly

2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])

   - Parent workshops (College prep)
   - Parent conferences
   - SSC and ELAC
   - Coffee with the Principal
   - Back to School Night
   - Furthermore, teachers meet with parents at least two times every year to discuss classroom and state exam assessments for Title I students.

3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])

   - SSTs
   - Response to Intervention (RTI) referrals

e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

   - Parents will have the opportunity to share any suggestions/concerns through:
     SSC
     ELAC
     Coffee with the Principal
     SSC & ELAC Evaluations
     Annual School Climate Needs Assessment

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children through:. (20 U.S.C. § 6318[e][1])

- Parent-Teacher Conference
- SSTs
- Response to Intervention referrals which can be done by the teacher (parent meetings/conferences, SST's, and RTI)

b) The school/district provides parents with materials and training to help parents work with their children to improve their children's achievement through: (20 U.S.C. § 6318[e][2])

- Parent education classes (College prep)
- Reading/math workshops
- Resources addressing topics such as strategies to work with their children, effective discipline techniques, and college information

c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school through: (20 U.S.C. § 6318[e][3])

- Professional Development
- Staff Meetings
- These meetings are provided to aid teachers and staff when working with parents as well as the perceived needs of staff members.

d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children through: (20 U.S.C. § 6318[e][4])

- Parent volunteer program that encourages and supports parents to actively participate in the education of their children.
- School personnel as well as other personnel who have been trained by the district also use the room to give parent workshops in different areas (e.g. Reading and Math workshops and Adult Ed).

e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5]) All materials are sent home in Spanish and English.

f) The school provides such other reasonable support for parental involvement activities under this section as parents may request through: (20 U.S.C. § 6318[e][14])
   - Monthly Coffee with the Principal
   - Annual school needs assessment. It gives parents the opportunity to discuss the most pressing needs of parents.

2.3 Accessibility

The school, to the extent practicable, provides opportunities for the informed participation of all parents and family members (including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under 20 U.S.C. § 6311 in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])
   - Translation support available for all school meetings and events
   - Documents sent home are translated (Spanish and English)
   - Monthly Calendar of Events
   - Parent bulletin board
   - Bilingual office personnel
   - Parent Square
   - Social Media
   - School Web Page

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

a) Sparks Elementary School has jointly developed with and distributed to parents of Title I students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parents will develop a partnership to help children reach proficiency on the California content standards. The school-parent compact describes the following items in addition to items added by parents of Title I: (20 U.S.C. § 6318[d][1])

   1. The school's responsibility to provide high-quality curriculum and instruction.
   2. The parents' responsibility to support their children's learning.
   3. The importance of ongoing communication between parents and teachers through
      - Annual conferences
      - Regular reports on student progress
      - Access to staff

- Opportunities to volunteer and participate in and observe the educational program.

b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

   1. Parent-Teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
      - Parent-Teacher Conferences at least two times a year

   2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
      - Parent-Teacher Conferences are held at least two times a year
      - Teachers communicate with parents via phone, email or home notes
      - Teachers use other digital means, including Parent Square, Google Classroom, AERIES etc. to communicate with parents regarding academic and social progress

   3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
      - Parents can access teachers through emails provided through our school webpage, as well as by appointments
      - Teachers are normally available to speak with parents before school and at dismissal.
      - Volunteer applications and information are available at Business Day before the school year begins and throughout the year in our front office.

   4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
      English-Spanish Translation is offered for all:
      - Annual Title 1
      - Annual ELL Meeting
      - SSC Meetings
      - ELAC Meetings
      - Coffee with the Principal
      - Parent Workshops
      - Parent-Teacher Conferences
      - IEPs
      - SFT Meetings
      - Back to School Night
      - Award Assemblies