



**Bel Aire Park**  
Magnet School  
Where every child has a voice

## Schoolwide Plan Program (SWP) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bel Aire Park Magnet Elementary School	28662666026777	May 23, 2024	June 20, 2024

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

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

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

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

This plan is being used by Bel Aire Park Magnet Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Table of Contents

- SPSA Title Page ..... 1
- Table of Contents..... 2
- Plan Description ..... 3
- Educational Partner Involvement ..... 3
- Resource Inequities ..... 3
- Comprehensive Needs Assessment Components ..... 3
  - California School Dashboard (Dashboard) Indicators ..... 3
  - Other Needs ..... 3
- School and Student Performance Data ..... 4
  - Student Enrollment..... 4
  - CAASPP Results..... 6
  - ELPAC Results ..... 10
  - California School Dashboard ..... 13
- Goals, Strategies, & Proposed Expenditures..... 26
  - Goal 1..... 26
  - Goal 2..... 29
  - Goal 3..... 31
  - Goal 4..... 33
- Budget Summary ..... 35
  - Budget Summary ..... 35
  - Other Federal, State, and Local Funds ..... 35
- Budgeted Funds and Expenditures in this Plan ..... 36
  - Funds Budgeted to the School by Funding Source..... 36
  - Expenditures by Funding Source ..... 36
  - Expenditures by Budget Reference ..... 36
  - Expenditures by Budget Reference and Funding Source ..... 36
  - Expenditures by Goal ..... 37
- Instructions..... 38
- Appendix A: Plan Requirements ..... 45
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements ..... 48
- Appendix C: Select State and Federal Programs ..... 51

# Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Stakeholder groups considered multiple data sources to identify site priorities aligned with our district's strategic plan. Strategies to address these priorities were developed and budgets were allocated. Priorities include targeted ELA support for our EL's and intensive scrutiny of and support for our chronically absent students.

## Educational Partner Involvement

How, when, and with whom did your Bel Aire Park Magnet Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

The draft SPSA was codeveloped by the principal and site leadership team with input from all teachers and staff. The draft is shared with the English Learner Advisory Committee and the School Site Council for input and approval. Updates on actions and progress toward goals are reviewed at each SSC meeting.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts, Specifically English Language Learners, Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities

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

English Language Arts: English Language Learners, Students with Disabilities  
Planned improvement goals address the needs of these student groups.

### Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1	0	0
African American	0.2%	0.48%	0.48%	1	2	2
Asian	1.6%	0.95%	1.21%	7	4	5
Filipino	0.7%	0.48%	0%	3	2	0
Hispanic/Latino	60.7%	61.19%	61.74%	272	257	255
Pacific Islander	0.5%	0.24%	0%	2	1	0
White	34.2%	33.57%	33.17%	153	141	137
Multiple/No Response	2.0%	3.10%	3.15%	9	13	13
<b>Total Enrollment</b>				<b>448</b>	<b>420</b>	<b>413</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	86	81	71
Grade 1	71	64	63
Grade 2	75	67	59
Grade3	78	73	67
Grade 4	65	82	73
Grade 5	73	53	80
<b>Total Enrollment</b>	<b>448</b>	<b>420</b>	<b>413</b>

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	150	136		33.5%	32.4%	
Fluent English Proficient (FEP)	39	34		8.7%	8.1%	
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	78	72	70	0	72	70	0	72	70	0.0	100.0	100.0
Grade 4	61	81	74	0	80	73	0	80	73	0.0	98.8	98.6
Grade 5	73	54	81	0	54	81	0	54	81	0.0	100.0	100.0
All Grades	212	207	225	0	206	224	0	206	224	0.0	99.5	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		2366.	2389.		8.33	14.29		22.22	15.71		20.83	28.57		48.61	41.43
Grade 4		2446.	2419.		13.75	13.70		26.25	23.29		23.75	16.44		36.25	46.58
Grade 5		2507.	2480.		16.67	17.28		38.89	23.46		16.67	23.46		27.78	35.80
All Grades	N/A	N/A	N/A		12.62	15.18		28.16	20.98		20.87	22.77		38.35	41.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.56	8.57		52.78	60.00		41.67	31.43
Grade 4		11.25	10.96		68.75	57.53		20.00	31.51
Grade 5		20.37	14.81		66.67	54.32		12.96	30.86
All Grades		11.65	11.61		62.62	57.14		25.73	31.25

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.72	8.57		44.44	57.14		45.83	34.29
<b>Grade 4</b>		6.25	8.22		67.50	50.68		26.25	41.10
<b>Grade 5</b>		14.81	14.81		70.37	55.56		14.81	29.63
<b>All Grades</b>		9.71	10.71		60.19	54.46		30.10	34.82

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.56	5.71		68.06	68.57		26.39	25.71
<b>Grade 4</b>		6.25	6.85		75.00	72.60		18.75	20.55
<b>Grade 5</b>		11.11	14.81		79.63	60.49		9.26	24.69
<b>All Grades</b>		7.28	9.38		73.79	66.96		18.93	23.66

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		6.94	12.86		62.50	64.29		30.56	22.86
<b>Grade 4</b>		13.75	10.96		71.25	57.53		15.00	31.51
<b>Grade 5</b>		20.37	16.05		72.22	66.67		7.41	17.28
<b>All Grades</b>		13.11	13.39		68.45	62.95		18.45	23.66

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% 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	78	72	70	0	72	70	0	72	70	0.0	100.0	100.0
Grade 4	61	81	74	0	80	73	0	80	73	0.0	98.8	98.6
Grade 5	73	54	81	0	54	81	0	54	81	0.0	100.0	100.0
All Grades	212	207	225	0	206	224	0	206	224	0.0	99.5	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		2396.	2413.		11.11	15.71		25.00	28.57		26.39	24.29		37.50	31.43
Grade 4		2470.	2445.		17.50	12.33		27.50	32.88		26.25	17.81		28.75	36.99
Grade 5		2507.	2506.		12.96	28.40		33.33	23.46		27.78	20.99		25.93	27.16
All Grades	N/A	N/A	N/A		14.08	19.20		28.16	28.13		26.70	20.98		31.07	31.70

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		9.72	15.71		50.00	47.14		40.28	37.14
Grade 4		25.00	17.81		35.00	42.47		40.00	39.73
Grade 5		14.81	20.99		57.41	44.44		27.78	34.57
All Grades		16.99	18.30		46.12	44.64		36.89	37.05



<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		20.83	20.00		45.83	57.14		33.33	22.86
<b>Grade 4</b>		26.25	17.81		52.50	47.95		21.25	34.25
<b>Grade 5</b>		12.96	23.46		64.81	54.32		22.22	22.22
<b>All Grades</b>		20.87	20.54		53.40	53.13		25.73	26.34

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		16.67	14.29		54.17	67.14		29.17	18.57
<b>Grade 4</b>		22.50	13.70		55.00	58.90		22.50	27.40
<b>Grade 5</b>		12.96	14.81		62.96	67.90		24.07	17.28
<b>All Grades</b>		17.96	14.29		56.80	64.73		25.24	20.98

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1420.8	1391.3	1405.2	1430.8	1403.4	1422.1	1397.2	1362.9	1365.7	28	27	26
<b>1</b>	1426.1	1429.8	1420.0	1442.1	1459.4	1463.9	1409.4	1399.7	1375.6	21	19	21
<b>2</b>	1463.1	1458.4	1466.3	1476.6	1476.2	1496.5	1449.1	1440.0	1435.6	21	20	21
<b>3</b>	1478.3	1470.2	1484.5	1491.7	1479.4	1498.2	1464.3	1460.5	1470.2	26	22	21
<b>4</b>	1519.1	1506.0	1489.0	1534.0	1512.3	1501.6	1503.9	1499.4	1475.7	16	25	25
<b>5</b>	1525.2	1540.4	1547.2	1537.0	1550.5	1563.7	1513.0	1529.6	1530.3	22	14	24
<b>All Grades</b>										134	127	138

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
<b>K</b>	10.71	7.41	26.92	35.71	14.81	15.38	46.43	33.33	26.92	7.14	44.44	30.77	28	27	26
<b>1</b>	4.76	0.00	4.76	14.29	21.05	19.05	38.10	52.63	47.62	42.86	26.32	28.57	21	19	21
<b>2</b>	9.52	0.00	4.76	42.86	45.00	42.86	38.10	40.00	42.86	9.52	15.00	9.52	21	20	21
<b>3</b>	7.69	9.09	4.76	26.92	22.73	52.38	50.00	45.45	28.57	15.38	22.73	14.29	26	22	21
<b>4</b>	12.50	12.00	12.00	62.50	40.00	36.00	25.00	44.00	24.00	0.00	4.00	28.00	16	25	25
<b>5</b>	18.18	21.43	45.83	40.91	42.86	20.83	36.36	35.71	25.00	4.55	0.00	8.33	22	14	24
<b>All Grades</b>	10.45	7.87	17.39	35.82	29.92	30.43	40.30	41.73	31.88	13.43	20.47	20.29	134	127	138

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
<b>K</b>	10.71	7.41	26.92	35.71	22.22	19.23	46.43	29.63	26.92	7.14	40.74	26.92	28	27	26
<b>1</b>	9.52	15.79	28.57	47.62	52.63	42.86	23.81	21.05	14.29	19.05	10.53	14.29	21	19	21
<b>2</b>	19.05	15.00	33.33	47.62	70.00	52.38	23.81	10.00	9.52	9.52	5.00	4.76	21	20	21
<b>3</b>	23.08	18.18	47.62	50.00	50.00	28.57	23.08	18.18	14.29	3.85	13.64	9.52	26	22	21
<b>4</b>	50.00	40.00	56.00	50.00	48.00	20.00	0.00	8.00	8.00	0.00	4.00	16.00	16	25	25
<b>5</b>	54.55	57.14	58.33	40.91	42.86	37.50	0.00	0.00	0.00	4.55	0.00	4.17	22	14	24
<b>All Grades</b>	26.12	23.62	42.03	44.78	46.46	32.61	21.64	15.75	12.32	7.46	14.17	13.04	134	127	138

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
<b>K</b>	14.29	7.41	3.85	14.29	7.41	15.38	60.71	37.04	53.85	10.71	48.15	26.92	28	27	26
<b>1</b>	0.00	0.00	0.00	14.29	5.26	4.76	38.10	31.58	19.05	47.62	63.16	76.19	21	19	21
<b>2</b>	4.76	0.00	0.00	28.57	25.00	23.81	23.81	30.00	33.33	42.86	45.00	42.86	21	20	21
<b>3</b>	0.00	0.00	0.00	3.85	9.09	14.29	50.00	36.36	52.38	46.15	54.55	33.33	26	22	21
<b>4</b>	0.00	0.00	0.00	18.75	32.00	20.00	56.25	36.00	20.00	25.00	32.00	60.00	16	25	25
<b>5</b>	4.55	7.14	12.50	4.55	14.29	20.83	63.64	64.29	50.00	27.27	14.29	16.67	22	14	24
<b>All Grades</b>	4.48	2.36	2.90	13.43	15.75	16.67	49.25	37.80	38.41	32.84	44.09	42.03	134	127	138

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
<b>K</b>	17.86	7.41	26.92	78.57	48.15	42.31	3.57	44.44	30.77	28	27	26
<b>1</b>	33.33	31.58	47.62	57.14	52.63	38.10	9.52	15.79	14.29	21	19	21
<b>2</b>	19.05	10.00	28.57	71.43	85.00	66.67	9.52	5.00	4.76	21	20	21
<b>3</b>	26.92	27.27	19.05	61.54	50.00	71.43	11.54	22.73	9.52	26	22	21
<b>4</b>	43.75	28.00	28.00	56.25	64.00	52.00	0.00	8.00	20.00	16	25	25
<b>5</b>	13.64	21.43	37.50	81.82	71.43	58.33	4.55	7.14	4.17	22	14	24
<b>All Grades</b>	24.63	20.47	31.16	68.66	60.63	54.35	6.72	18.90	14.49	134	127	138

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
<b>K</b>	3.57	14.81	34.62	67.86	48.15	38.46	28.57	37.04	26.92	28	27	26
<b>1</b>	9.52	10.53	19.05	52.38	89.47	61.90	38.10	0.00	19.05	21	19	21
<b>2</b>	23.81	35.00	66.67	66.67	55.00	28.57	9.52	10.00	4.76	21	20	21
<b>3</b>	42.31	36.36	61.90	53.85	45.45	19.05	3.85	18.18	19.05	26	22	21
<b>4</b>	81.25	48.00	60.00	18.75	48.00	24.00	0.00	4.00	16.00	16	25	25
<b>5</b>	81.82	100.00	91.67	13.64	0.00	8.33	4.55	0.00	0.00	22	14	24
<b>All Grades</b>	37.31	37.01	55.80	47.76	49.61	29.71	14.93	13.39	14.49	134	127	138

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
<b>K</b>	7.14	7.41	3.85	82.14	59.26	65.38	10.71	33.33	30.77	28	27	26
<b>1</b>	9.52	5.26	0.00	42.86	10.53	4.76	47.62	84.21	95.24	21	19	21
<b>2</b>	14.29	0.00	23.81	38.10	50.00	28.57	47.62	50.00	47.62	21	20	21
<b>3</b>	0.00	0.00	0.00	30.77	27.27	28.57	69.23	72.73	71.43	26	22	21
<b>4</b>	6.25	4.00	0.00	56.25	56.00	40.00	37.50	40.00	60.00	16	25	25
<b>5</b>	4.55	21.43	16.67	63.64	64.29	62.50	31.82	14.29	20.83	22	14	24
<b>All Grades</b>	6.72	5.51	7.25	52.99	44.88	39.86	40.30	49.61	52.90	134	127	138

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
<b>K</b>	21.43	11.11	15.38	39.29	33.33	42.31	39.29	55.56	42.31	28	27	26
<b>1</b>	0.00	0.00	0.00	38.10	57.89	66.67	61.90	42.11	33.33	21	19	21
<b>2</b>	4.76	0.00	0.00	42.86	80.00	80.95	52.38	20.00	19.05	21	20	21
<b>3</b>	3.85	0.00	4.76	61.54	68.18	76.19	34.62	31.82	19.05	26	22	21
<b>4</b>	12.50	0.00	4.00	75.00	92.00	56.00	12.50	8.00	40.00	16	25	25
<b>5</b>	4.55	7.14	20.83	81.82	85.71	70.83	13.64	7.14	8.33	22	14	24
<b>All Grades</b>	8.21	3.15	7.97	55.22	67.72	64.49	36.57	29.13	27.54	134	127	138

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>413</b>	<b>66.8</b>	<b>33.4</b>	
Total Number of Students enrolled in Bel Aire Park Magnet 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	138	33.4
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	276	66.8
Students with Disabilities	55	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	5	1.2
Hispanic	255	61.7
Two or More Races	13	3.1
White	137	33.2

# School and Student Performance Data

## Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Blue

#### Mathematics



Yellow

#### English Learner Progress



Blue

# School and Student Performance Data

## Academic Performance English Language Arts

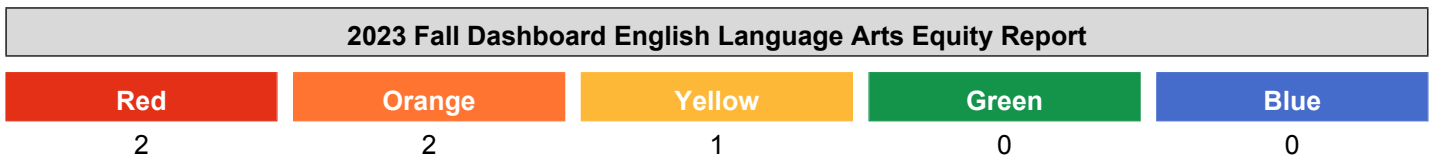
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>36.1 points below standard</p> <p>Decreased -4 points</p> <p>216 Students</p>	<p><b>English Learners</b></p>  <p>Red</p> <p>76.5 points below standard</p> <p>Decreased -14.4 points</p> <p>78 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>5 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>62.1 points below standard</p> <p>Maintained -2.1 points</p> <p>146 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>88.6 points below standard</p> <p>Decreased Significantly -18.4 points</p> <p>34 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 64 points below standard Decreased -4.9 points  128 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students	 Yellow 3.1 points below standard Decreased -6.1 points  76 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
97 points below standard Decreased -5.6 points  65 Students	26.2 points above standard Increased +4.3 points  13 Students	16.5 points below standard Decreased -4.5 points  123 Students



# School and Student Performance Data

## Academic Performance Mathematics

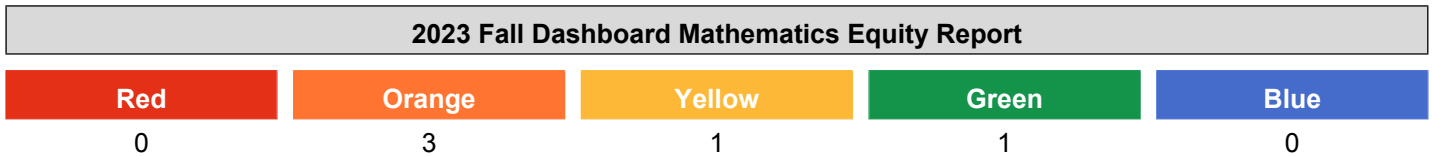
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 24.6 points below standard Maintained +0.5 points 216 Students	<b>English Learners</b>  Orange 67.7 points below standard Decreased -4.2 points 78 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 45 points below standard Increased +13.7 points 146 Students	<b>Students with Disabilities</b>  Orange 69.1 points below standard Decreased -11.5 points 34 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	 No Performance Color 0 Students	Less than 11 Students  4 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange <span style="background-color: #e0e0e0; padding: 2px;">53.9 points below standard</span> Maintained +1.4 points  128 Students	Less than 11 Students  7 Students	 No Performance Color 0 Students	 Green <span style="background-color: #e0e0e0; padding: 2px;">12.1 points above standard</span> Maintained -1.4 points  76 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
<span style="background-color: #e0e0e0; padding: 2px;">83.7 points below standard</span> Maintained +2.8 points  65 Students	<span style="background-color: #e0e0e0; padding: 2px;">12.7 points above standard</span> Increased +10.3 points  13 Students	<span style="background-color: #e0e0e0; padding: 2px;">4.5 points below standard</span> Maintained -2.9 points  123 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

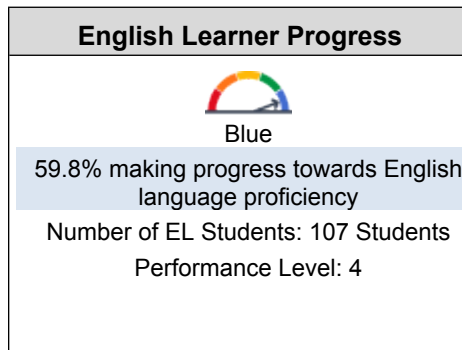
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	32	1	63



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 27.9% Chronically Absent Declined Significantly -6.5 427 Students	<b>English Learners</b>  Orange 31.7% Chronically Absent Declined -19.7 145 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 46.2% Chronically Absent 0 13 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 33.8% Chronically Absent Declined Significantly -10.7 293 Students	<b>Students with Disabilities</b>  Orange 23.1% Chronically Absent Declined -12.2 65 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">5 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">30.6% Chronically Absent</p> <p align="center">Declined Significantly -11.4</p> <p align="center">265 Students</p>	<p align="center">50% Chronically Absent</p> <p align="center">Increased 14.3</p> <p align="center">16 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">20.1% Chronically Absent</p> <p align="center">Declined -1</p> <p align="center">139 Students</p>



# School and Student Performance Data

## Conditions & Climate Suspension Rate

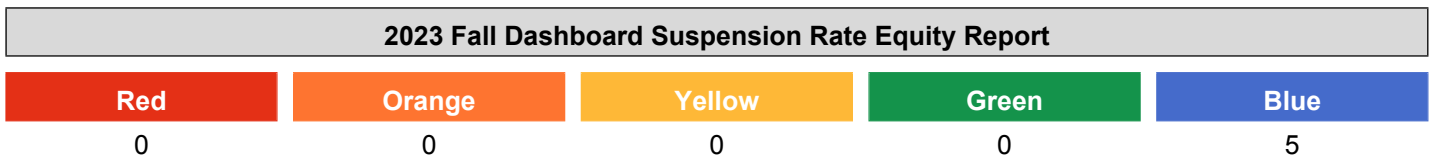
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.








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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0% suspended at least one day Maintained 0 432 Students	 Blue 0% suspended at least one day Maintained 0 147 Students	 No Performance Color 0 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day 13 Students	 Blue 0% suspended at least one day Maintained 0 298 Students	 Blue 0% suspended at least one day Maintained 0 67 Students



**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 5 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 270 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 139 Students</p>

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 1

### Title and Description of School Goal

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

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

### Identified Need

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: Multi-Language Learners, Socioeconomically Disadvantaged, Students with Disabilities  
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: Multi-Language Learners, Socioeconomically Disadvantaged, Students with Disabilities

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy Assessment (K - 1st)	37% at or above benchmark	60% at or above benchmark
Star Reading Assessment (2nd - 5th)	44% at or above benchmark	60% at or above benchmark
Star Math Assessment (1st - 5th)	49% at or above benchmark	60% at or above benchmark
District writing assessment/performance task	22% scored at or above grade level	50% at or above benchmark

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All English learners will receive leveled English Language Development (ELD) instruction focused on reading, writing, listening, and speaking skills necessary to meet proficiency benchmarks in ELA and math as well as reclassify from English learner to Fluent English Proficient.	All students will receive high quality tier one instruction using evidence based practices for reading and math and students will receive targeted small group instruction based	27,000 3010 – Title 1 1000-1999: Certificated Personnel Salaries Substitutes/release time/intervention 5000.00 0003 - Supplemental

	<p>Teachers will participate in professional development in ELA curriculum</p> <p>Teachers will participate in professional learning in the science of reading.</p> <p>Teachers will participate in professional learning in the instruction of MLL students to meet their individual needs of language acquisition and academic achievement</p> <p>Sub release time and extra hourly pay will be provided for teachers to engage in professional learning and collaboration.</p> <p>Instructional Assistants to support students during small group instruction.</p> <p>Instructional materials will be purchased to support leveled reading for at-home and in-class reading.</p> <p>Academic interventions will be provided for students who need additional support to succeed academically.</p> <p>All students will receive targeted language development through a curriculum that supports targeted communication through writing</p> <p>Continue professional learning in ELD scaffolding, early literacy instruction, Bridges Math implementation, designated ELD, and Integrated ELD to support MLL instruction including sub-release</p> <p>Supplies to be ordered to maintain operations and teaching</p>	<p>on individual needs and goals.</p>	
<p><b>1.2</b></p>	<p>Reading and math Intervention and progress monitoring for tier 2 and 3 students</p> <p>Instructional Support Assistants to provide support for reading and math interventions</p> <p>Intervention or supplemental materials will be purchased to support individual and group reading and math levels.</p> <p>Professional development for Tier 1 small group reading instruction.</p>	<p>As a schoolwide Title 1 program all students in need of tier 3 intervention will participate in targeted small group instruction in addition to classroom reading instruction.</p>	<p>31,269 3010 – Title 1</p>
<p><b>1.3</b></p>	<p>Teachers will participate in professional learning in the writing process and strengthen writing across content areas</p> <p>Tier 1 and 2 writing curricula will be utilized for targeted instruction</p>	<p>Student writing continues to be an area of need for all students to reach grade level expectations and to support deeper learning across the content areas.</p>	

	<p>Grade level PLCs will analyze writing samples at least once a trimester to develop strategies for improvement.</p> <p>Teachers will participate in professional learning in writing to support writing fluency</p> <p>Math journals will be used across grade levels during Number Corner to support math fluency and comprehension</p> <p>Writing will be used to deepen thinking in all curricular areas.</p>		
1.4	<p>English language acquisition support curriculum will be purchased and utilized</p> <p>Bilingual teacher or IA to assist in intervention for language acquisition, Parent Liaison will be on-site to support families.</p>	<p>Multi-Lingual Learners are in need of support in English Language Acquisition to move them toward English Proficient</p>	<p>2,000.00</p> <p>0003 - Supplemental</p>
1.6			
1.20			

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

There have been significant increases in student progress in reading in our kindergarten, first grade and fourth grade classrooms based on authentic reading assessments with over 85% of students showing growth in their reading level. However, on the STAR assessment for both reading and math, there are a significant number of students who are not yet meeting benchmark standards for their grade level. The data would indicate a need to continue the present strategies while working toward improving the quality of instruction. Authentic assessments have shown that 80% of MLL students have shown significant growth. Continued supports and intervention is needed.

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

The majority of the expenditures continue to be in staffing for intervention or to support Tier 2 intervention in primary classrooms.

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

Reading and math small group interventions were established, and scores showed growth in these areas. These interventions will continue. Language Arts and Language Acquisition are the areas of greatest need for our struggling students, and school goals include strategies to target the acquisition of language for MLL students, and targeted reading, writing, listening, and speaking instruction across disciplines for all students.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 2

### Title and Description of School Goal

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

**Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.**

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

### 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 learner progress data reveals the following areas of need: Language Arts (speaking, reading, writing), Math

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	48% students moderately or well developed	60% students moderately or well developed
Program Development Plan	PYP Self-assessment	100% of teachers will be trained in and use the elements of the IB philosophy and pedagogy including transdisciplinary learning

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>English language acquisition support curriculum will be purchased and implemented for Newcomer students and MLL students</p> <p>Bilingual teacher or IA to assist in intervention for language acquisition</p> <p>professional development for all teachers in language acquisition and MLL learning strategies</p> <p>Focus and use of MLL learning strategies designated within the current curriculum</p>	<p>Multilingual Learners are in need of support in English Language Acquisition to move them toward English Proficient and to access the curriculum</p>	

	<p>Reading and math Tier 2 interventions will continue.</p> <p>Additional home supports for Language Acquisition will be presented by the parent liaison .</p>		
1.2	<p>Teachers and staff will continue to participate in professional learning to provide culturally responsive and equitable practices that support all learners.</p> <p>Teachers, Staff and parents will implement the Program Development Plan to support the continued growth of the IB/PYP (Primary Years Program) at Bel Aire Park. This will include emphasis on targeted English Literacy for our MLL students.</p> <p>Language development software will be purchased and implemented.</p> <p>Teachers and staff will continue to participate in professional learning in inquiry-based instruction and planning, teaching, and assessing transdisciplinary units of inquiry as outlined in the IB/PYP framework.</p>	<p>All students will be served by teaching staff that is prepared and trained in providing the International Baccalaureate primary years program.</p>	

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

Reading and math small group interventions were established, and scores showed growth in these areas. These interventions will continue. Language Arts and Language Acquisition are the areas of greatest need for our struggling students, and school goals include strategies to target the acquisition of language for MLL students, and targeted reading, writing, listening, and speaking instruction across disciplines for all students. The Program Development Plan for IB was implemented using the strategies in the SPSA and PDP.

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

There were no differences.

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

The parent liaison will work with teachers and families to help support literacy and language acquisition at home. Stated in Goal 2 strategy 1.1

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 3

### Title and Description of School Goal

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

**Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**  
 MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Families will experience Robust Communication, Community Engagement and Advocacy

### 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.

Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent/family engagement meetings and program education events	attendance sheets for parent meetings and engagements	Engagement for all parents and caregivers will increase by 30% as indicated by attendance sheets.
SWIFT FIA Domain 7.1-7.2 Parent survey, needs assessment	this was noted as an area in these assessments that needs improvement	increase from "installing" to implementing in Swift FIA and parent survey needs assessment

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Principal and Parent Liaison will conduct at least four structured ELAC meetings per year specific to advising and providing input on school matters specifically designated for MLL students	All students will benefit from the advisory body made up of parents to help guide school matters	
1.2	A full-time Parent Liaison and the principal will provide training and support to parents to use Seesaw and other apps not only to communicate	All students will be served by increased parent involvement and communications	28,000 3010 – Title 1 2000-2999: Classified Personnel Salaries parent liaison

	<p>with their student and the school but also to engage with their student in learning throughout a unit. supplies will be purchased to support parent community events and parent learning opportunities.</p> <p>The Principal and Community liaison will create and implement opportunities for parents to learn more about the IB/communication and media programs and to elicit their feedback on the implementation</p> <p>Parent training will be provided to increase feedback and interactive communication between students and parents about unit concepts, skills, and the IB Learner Profile</p> <p>Students will present their reflections and learning goals at student-led conferences</p> <p>Student agendas for 4th and 5th grade will be used to assist in school/home communication, and other weekly communication grades k-4 will occur</p> <p>Parent education will be provided for parents of Multi-Language Learners in helping to support English Language Development as well as progress in other academic areas by the principal and parent liaison</p> <p>Grade levels will host a parent involvement night once per year to highlight an inquiry unit</p>	between parents and school	
1.3	Additional clerical support will be provided to support families of English Learners.		4,500.00 0003 - Supplemental

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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



# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## Goal 4

### Title and Description of School Goal

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

Regular, on time attendance will increase, resulting in a reduction in chronic absenteeism.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

### Identified Need

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard:

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Strengths and Difficulties Questionnaire	20% of 4th graders identified an area of social-emotional high concern.	Decrease the areas of concern by ten percent.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>All teachers, staff, and students will continue to develop the attributes of the IB Learner Profile through classroom instruction, school meetings, and positive behavior supports.</p> <p>All teachers and staff will continue to be trained in the Toolbox program to help students learn to regulate and manage their social-emotional needs.</p> <p>School counselor will continue to lead mindfulness and other supports for all classrooms.</p> <p>All classrooms will continue to hold class meetings/community circles and create essential agreements for the ways the students want the classroom to function supporting student voice and agency</p> <p>All teachers will continue to collaborate and build capacity for using restorative practices</p>	All students will be served by Tier one instruction to support social-emotional needs.	1,000 3010 – Title 1 2000-2999: Classified Personnel Salaries IA classroom support

	Principal will continue to hold school meetings once a month on community building and the learner profile traits MTSS team will continue to provide a safety net for those students who need support		
1.2	School counselor, school psychologist, and school social worker will provide direct services as students are referred through the MTSS process.	All students identified by the MTSS process as needing additional support will be provided with interventions to meet their needs.	
1.3	Principal and support staff will create a safety net by offering resources to families including community and school, to assist in reducing absenteeism.	all students , specifically students who show chronic absenteeism will be supported	
1.4	Visual and Performing Arts classes will be offered to students to increase emotional and behavioral well-being.  Outside music and Performing Arts Agencies will come in to perform and educate students	All students	60000 6770 - Prop 28 1000-1999: Certificated Personnel Salaries  40000 6770 - Prop 28 2000-2999: Classified Personnel Salaries

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

Toolbox strategies were implemented in k-2, Teachers need more support in 3-5. Teachers and staff will continue to grow the project as needed.

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

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

Teachers will focus on the well-being of the whole child through LP traits, VPA, and curriculum. Goal 4

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$198,769.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

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

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

State or Local Programs	Allocation (\$)
0003 - Supplemental	\$11,500.00
3010 – Title 1	\$87,269.00
6770 - Prop 28	\$100,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$198,769.00

Total of federal, state, and/or local funds for this school: \$198,769.00

# 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
0000 – No Reporting Requirements	31632.00	31,632.00
0003 - Supplemental	41990.00	30,490.00
3010 – Title 1	83948.00	-3,321.00

## Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	11,500.00
3010 – Title 1	87,269.00
6770 - Prop 28	100,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
	42,769.00
1000-1999: Certificated Personnel Salaries	87,000.00
2000-2999: Classified Personnel Salaries	69,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	11,500.00
	3010 – Title 1	31,269.00
1000-1999: Certificated Personnel Salaries	3010 – Title 1	27,000.00
2000-2999: Classified Personnel Salaries	3010 – Title 1	29,000.00
1000-1999: Certificated Personnel Salaries	6770 - Prop 28	60,000.00

2000-2999: Classified Personnel Salaries

6770 - Prop 28

40,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,269.00
Goal 3	32,500.00
Goal 4	101,000.00

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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



**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE’s School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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



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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023