



**PUEBLO VISTA**  
 MAGNET SCHOOL  
 Dual Immersion and Environmental Sciences

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Pueblo Vista Magnet Elementary School	28662666026918	April 22, 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 Pueblo Vista Magnet Elementary School for meeting ESSA’s planning requirements for 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 inform the SPSA development process.

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# Plan Description

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

Pueblo Vista will create a culture of student connections, engage all students in learning, constantly challenge students with new learning goals, and build a system of interventions for those students who need more support. All students will participate in the general education program receiving grade level common core standards, with those needing Language support receiving integrated language development support as well as designated support, with additional support via Imagine Learning English in grades 3rd-5th and Imagine Learning Español in Knd-2nd. All students participate in assessments (common formative, summative, diagnostic, and state assessments). Teachers meet with small groups of students daily to reinforce the state-adopted curriculum. We have instructional assistants in Kindergarten and 1st who support small groups and 1:1 learning opportunities for students who need extra support. Teachers meet in Professional Learning Communities weekly to share assessment data, look at student work, and plan for interventions and enrichment. Teachers develop inquiry-based science units with language supports embedded throughout with a final writing product. We offer before/ after school opportunities for extra support in SLA/ELA language arts and math.

## Educational Partner Involvement

How, when, and with whom did your Pueblo Vista 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 and shared with teaching staff for input. 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 during the 2024/2025 school year.

## 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.

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.

Chronic Absenteeism for English Language Learners  
Planned improvements address the needs of this student group.

## 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 Pueblo Vista 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%		0	0
African American	0.5%	0.21%	0.23%	2	1	1
Asian	0.5%	0.42%	0.46%	2	2	2
Filipino	%	%	0%		0	0
Hispanic/Latino	70.7%	69.67%	69.2%	311	333	301
Pacific Islander	%	%	0%		0	0
White	25.7%	26.36%	25.52%	113	126	111
Multiple/No Response	2.7%	3.35%	4.6%	12	16	20
<b>Total Enrollment</b>				<b>440</b>	<b>478</b>	<b>435</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	117	99	92
Grade 1	63	89	71
Grade 2	72	60	87
Grade3	68	70	58
Grade 4	64	62	67
Grade 5	56	57	60
Grade 6		41	
<b>Total Enrollment</b>	<b>440</b>	<b>478</b>	<b>435</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)	168	174		38.2%	36.4%	
Fluent English Proficient (FEP)	25	35		5.7%	7.3%	
Reclassified Fluent English Proficient (RFEP)	6			3.6%		

# 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	68	70	60	0	69	60	0	69	60	0.0	98.6	100.0
Grade 4	63	62	67	0	62	67	0	62	67	0.0	100.0	100.0
Grade 5	55	60	60	0	59	60	0	59	60	0.0	98.3	100.0
Grade 6		41			41			41			100.0	
All Grades	186	233	187	0	231	187	0	231	187	0.0	99.1	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2395.	2389.		10.14	13.33		28.99	18.33		23.19	31.67		37.68	36.67
Grade 4		2503.	2455.		37.10	17.91		32.26	25.37		17.74	25.37		12.90	31.34
Grade 5		2541.	2559.		40.68	35.00		25.42	45.00		8.47	11.67		25.42	8.33
Grade 6		2534.			24.39			26.83			29.27			19.51	
All Grades	N/A	N/A	N/A		27.71	21.93		28.57	29.41		19.05	22.99		24.68	25.67

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		13.04	11.67		62.32	58.33		24.64	30.00
Grade 4		22.58	19.40		72.58	61.19		4.84	19.40
Grade 5		34.48	26.67		55.17	66.67		10.34	6.67
Grade 6		12.20			63.41			24.39	
All Grades		20.87	19.25		63.48	62.03		15.65	18.72

<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>		8.70	8.33		53.62	58.33		37.68	33.33
<b>Grade 4</b>		32.26	11.94		58.06	62.69		9.68	25.37
<b>Grade 5</b>		32.76	31.67		51.72	63.33		15.52	5.00
<b>Grade 6</b>		19.51			60.98			19.51	
<b>All Grades</b>		23.04	17.11		55.65	61.50		21.30	21.39

<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>		11.59	15.00		65.22	66.67		23.19	18.33
<b>Grade 4</b>		17.74	8.96		72.58	68.66		9.68	22.39
<b>Grade 5</b>		18.97	15.00		65.52	78.33		15.52	6.67
<b>Grade 6</b>		12.20			68.29			19.51	
<b>All Grades</b>		15.22	12.83		67.83	71.12		16.96	16.04

<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>		8.70	10.00		63.77	61.67		27.54	28.33
<b>Grade 4</b>		20.97	22.39		67.74	62.69		11.29	14.93
<b>Grade 5</b>		38.98	35.00		50.85	60.00		10.17	5.00
<b>Grade 6</b>		21.95			60.98			17.07	
<b>All Grades</b>		22.08	22.46		61.04	61.50		16.88	16.04



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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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	68	70	60	0	69	59	0	69	59	0.0	98.6	98.3
Grade 4	63	62	67	0	62	67	0	62	67	0.0	100.0	100.0
Grade 5	55	60	60	0	59	60	0	59	60	0.0	98.3	100.0
Grade 6		41			41			41			100.0	
All Grades	186	233	187	0	231	186	0	231	186	0.0	99.1	99.5

\* 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		2429.	2422.		14.49	15.25		43.48	23.73		15.94	33.90		26.09	27.12
Grade 4		2499.	2467.		32.26	8.96		17.74	32.84		35.48	38.81		14.52	19.40
Grade 5		2527.	2549.		33.90	33.33		20.34	23.33		25.42	33.33		20.34	10.00
Grade 6		2520.			12.20			34.15			19.51			34.15	
All Grades	N/A	N/A	N/A		23.81	18.82		29.00	26.88		24.24	35.48		22.94	18.82

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		17.39	27.12		55.07	47.46		27.54	25.42
Grade 4		30.65	14.93		48.39	61.19		20.97	23.88
Grade 5		28.81	33.33		52.54	53.33		18.64	13.33
Grade 6		21.95			36.59			41.46	
All Grades		24.68	24.73		49.35	54.30		25.97	20.97

<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>		20.29	15.25		56.52	50.85		23.19	33.90
<b>Grade 4</b>		38.71	8.96		46.77	64.18		14.52	26.87
<b>Grade 5</b>		22.03	28.33		54.24	63.33		23.73	8.33
<b>Grade 6</b>		4.88			68.29			26.83	
<b>All Grades</b>		22.94	17.20		55.41	59.68		21.65	23.12

<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>		15.94	16.95		57.97	57.63		26.09	25.42
<b>Grade 4</b>		25.81	11.94		54.84	70.15		19.35	17.91
<b>Grade 5</b>		30.51	25.00		50.85	65.00		18.64	10.00
<b>Grade 6</b>		9.76			75.61			14.63	
<b>All Grades</b>		21.21	17.74		58.44	64.52		20.35	17.74

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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>	1381.1	1418.0	1401.6	1397.9	1442.6	1414.9	1342.1	1360.3	1370.2	43	30	33
<b>1</b>	1417.6	1434.7	1429.6	1428.0	1481.6	1471.8	1406.8	1387.3	1387.0	20	35	25
<b>2</b>	1446.3	1460.1	1457.1	1480.4	1483.5	1489.0	1411.9	1436.2	1424.6	21	22	30
<b>3</b>	1510.9	1479.2	1482.5	1515.4	1485.2	1491.7	1505.9	1472.8	1472.8	25	18	19
<b>4</b>	1518.6	1523.9	1514.4	1524.4	1535.8	1502.7	1512.3	1511.6	1525.6	30	16	15
<b>5</b>	1530.3	1560.4	1561.0	1531.0	1544.3	1557.3	1529.2	1576.2	1564.2	22	20	11
<b>6</b>		1560.6			1559.7			1561.1			13	
<b>All Grades</b>										161	154	133

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>	0.00	6.67	18.18	20.93	53.33	39.39	44.19	30.00	12.12	34.88	10.00	30.30	43	30	33
<b>1</b>	0.00	8.57	4.00	30.00	20.00	8.00	30.00	37.14	68.00	40.00	34.29	20.00	20	35	25
<b>2</b>	4.76	9.09	3.33	33.33	40.91	33.33	19.05	36.36	43.33	42.86	13.64	20.00	21	22	30
<b>3</b>	29.17	16.67	10.53	50.00	11.11	21.05	16.67	61.11	52.63	4.17	11.11	15.79	24	18	19
<b>4</b>	30.00	25.00	20.00	43.33	50.00	40.00	23.33	18.75	40.00	3.33	6.25	0.00	30	16	15
<b>5</b>	9.09	60.00	45.45	68.18	30.00	45.45	18.18	5.00	9.09	4.55	5.00	0.00	22	20	11
<b>6</b>		30.77			69.23			0.00			0.00			13	
<b>All Grades</b>	11.88	19.48	13.53	38.75	37.01	30.08	27.50	29.22	38.35	21.88	14.29	18.05	160	154	133

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>	0.00	26.67	18.18	32.56	46.67	45.45	39.53	16.67	12.12	27.91	10.00	24.24	43	30	33
<b>1</b>	15.00	37.14	24.00	30.00	31.43	56.00	35.00	20.00	12.00	20.00	11.43	8.00	20	35	25
<b>2</b>	14.29	45.45	23.33	52.38	36.36	50.00	23.81	4.55	20.00	9.52	13.64	6.67	21	22	30
<b>3</b>	50.00	16.67	36.84	45.83	38.89	36.84	4.17	38.89	15.79	0.00	5.56	10.53	24	18	19
<b>4</b>	50.00	56.25	26.67	40.00	37.50	60.00	6.67	6.25	13.33	3.33	0.00	0.00	30	16	15
<b>5</b>	59.09	70.00	72.73	31.82	25.00	27.27	4.55	0.00	0.00	4.55	5.00	0.00	22	20	11
<b>6</b>		69.23			30.77			0.00			0.00			13	
<b>All Grades</b>	28.75	42.86	28.57	38.13	35.71	47.37	20.63	13.64	13.53	12.50	7.79	10.53	160	154	133

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>	0.00	0.00	3.03	9.30	6.67	9.09	51.16	66.67	57.58	39.53	26.67	30.30	43	30	33
<b>1</b>	0.00	0.00	0.00	15.00	11.43	4.00	20.00	17.14	8.00	65.00	71.43	88.00	20	35	25
<b>2</b>	0.00	4.55	0.00	33.33	18.18	16.67	14.29	36.36	26.67	52.38	40.91	56.67	21	22	30
<b>3</b>	12.50	0.00	0.00	37.50	11.11	10.53	37.50	55.56	57.89	12.50	33.33	31.58	24	18	19
<b>4</b>	6.67	0.00	20.00	30.00	43.75	13.33	43.33	37.50	46.67	20.00	18.75	20.00	30	16	15
<b>5</b>	9.09	45.00	27.27	22.73	30.00	36.36	59.09	20.00	36.36	9.09	5.00	0.00	22	20	11
<b>6</b>		7.69			53.85			38.46			0.00			13	
<b>All Grades</b>	4.38	7.14	5.26	23.13	20.78	12.78	40.00	38.31	38.35	32.50	33.77	43.61	160	154	133

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>	16.28	26.67	21.21	74.42	63.33	57.58	9.30	10.00	21.21	43	30	33
<b>1</b>	35.00	40.00	36.00	45.00	57.14	56.00	20.00	2.86	8.00	20	35	25
<b>2</b>	28.57	18.18	36.67	66.67	63.64	56.67	4.76	18.18	6.67	21	22	30
<b>3</b>	41.67	16.67	26.32	50.00	61.11	52.63	8.33	22.22	21.05	24	18	19
<b>4</b>	56.67	50.00	20.00	40.00	37.50	73.33	3.33	12.50	6.67	30	16	15
<b>5</b>	27.27	10.00	36.36	63.64	85.00	63.64	9.09	5.00	0.00	22	20	11
<b>6</b>		7.69			92.31			0.00			13	
<b>All Grades</b>	33.13	25.97	29.32	58.13	64.29	58.65	8.75	9.74	12.03	160	154	133

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>	2.33	26.67	21.21	48.84	63.33	51.52	48.84	10.00	27.27	43	30	33
<b>1</b>	10.00	37.14	32.00	50.00	45.71	60.00	40.00	17.14	8.00	20	35	25
<b>2</b>	38.10	68.18	43.33	42.86	18.18	43.33	19.05	13.64	13.33	21	22	30
<b>3</b>	83.33	33.33	47.37	16.67	61.11	42.11	0.00	5.56	10.53	24	18	19
<b>4</b>	66.67	68.75	66.67	30.00	31.25	33.33	3.33	0.00	0.00	30	16	15
<b>5</b>	86.36	90.00	100.00	9.09	5.00	0.00	4.55	5.00	0.00	22	20	11
<b>6</b>		84.62			15.38			0.00			13	
<b>All Grades</b>	43.75	53.25	43.61	34.38	37.66	43.61	21.88	9.09	12.78	160	154	133

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>	0.00	3.33	3.03	62.79	83.33	57.58	37.21	13.33	39.39	43	30	33
<b>1</b>	0.00	2.86	4.00	35.00	22.86	4.00	65.00	74.29	92.00	20	35	25
<b>2</b>	23.81	4.55	3.33	33.33	54.55	36.67	42.86	40.91	60.00	21	22	30
<b>3</b>	12.50	0.00	0.00	62.50	27.78	42.11	25.00	72.22	57.89	24	18	19
<b>4</b>	6.67	0.00	26.67	56.67	62.50	40.00	36.67	37.50	33.33	30	16	15
<b>5</b>	4.55	45.00	27.27	81.82	50.00	72.73	13.64	5.00	0.00	22	20	11
<b>6</b>		7.69			69.23			23.08			13	
<b>All Grades</b>	6.88	8.44	7.52	56.88	51.30	39.85	36.25	40.26	52.63	160	154	133

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>	0.00	0.00	12.12	44.19	50.00	63.64	55.81	50.00	24.24	43	30	33
<b>1</b>	0.00	0.00	0.00	45.00	48.57	24.00	55.00	51.43	76.00	20	35	25
<b>2</b>	4.76	9.09	3.33	33.33	54.55	60.00	61.90	36.36	36.67	21	22	30
<b>3</b>	29.17	11.11	5.26	58.33	83.33	89.47	12.50	5.56	5.26	24	18	19
<b>4</b>	13.33	31.25	13.33	70.00	62.50	86.67	16.67	6.25	0.00	30	16	15
<b>5</b>	9.09	75.00	45.45	86.36	20.00	54.55	4.55	5.00	0.00	22	20	11
<b>6</b>		38.46			61.54			0.00			13	
<b>All Grades</b>	8.75	18.83	9.77	55.63	52.60	60.90	35.63	28.57	29.32	160	154	133

# 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>435</b>	<b>52</b>	<b>32.6</b>	
Total Number of Students enrolled in Pueblo Vista 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	142	32.6
Foster Youth		
Homeless	5	1.1
Socioeconomically Disadvantaged	226	52
Students with Disabilities	34	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
Asian	2	0.5
Hispanic	301	69.2
Two or More Races	20	4.6
White	111	25.5

# School and Student Performance Data

## Overall Performance

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2023 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Orange

#### Conditions & Climate

##### Suspension Rate



Blue

#### Mathematics



Yellow

#### English Learner Progress



Orange

# School and Student Performance Data

## Academic Performance English Language Arts

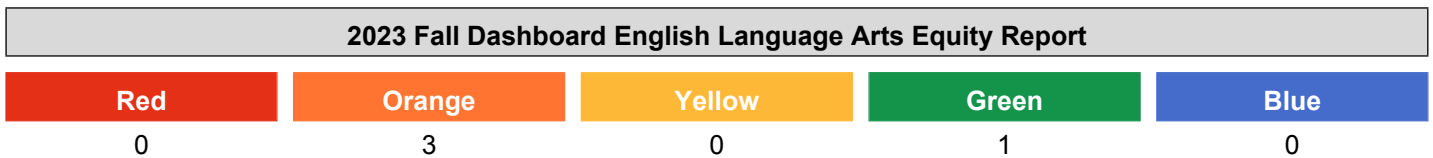
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.








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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 0.6 points below standard Decreased -8.7 points 185 Students	<b>English Learners</b>  Orange 49.3 points below standard Decreased Significantly -22.7 points 69 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Orange 34.3 points below standard Decreased -9.4 points 102 Students	<b>Students with Disabilities</b> 16.3 points below standard Increased Significantly +50.7 points 18 Students



**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  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.8 points below standard Decreased -11.1 points  132 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students	 Green 53.6 points above standard Decreased -11.4 points  46 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
91.7 points below standard Decreased Significantly -37.9 points  44 Students	25.2 points above standard Increased +7 points  25 Students	29.8 points above standard Decreased -8.4 points  110 Students

# School and Student Performance Data

## Academic Performance Mathematics

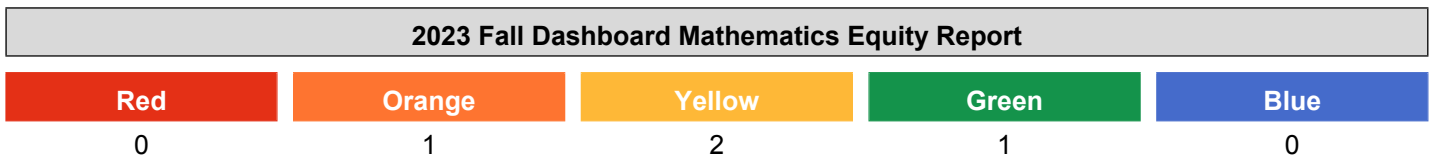
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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 3.5 points below standard Maintained +0.2 points 184 Students	<b>English Learners</b>  Orange 40.5 points below standard Decreased -3.9 points 68 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 4 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 27.5 points below standard Increased +9.3 points 101 Students	<b>Students with Disabilities</b> 41.6 points below standard Increased Significantly +31.2 points 18 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  1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 22.1 points below standard Maintained +1.6 points  131 Students	Less than 11 Students  5 Students	 No Performance Color 0 Students	 Green 42.7 points above standard Decreased -12.1 points  46 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
69.6 points below standard Decreased -13.6 points  43 Students	9.6 points above standard Increased +14.1 points  25 Students	18.2 points above standard Decreased -6.5 points  110 Students

# School and Student Performance Data

## Academic Performance English Learner Progress

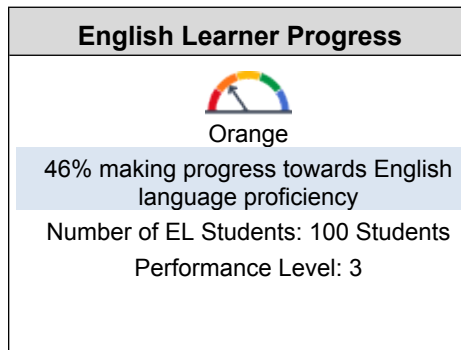
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2023 Fall Dashboard English Learner Progress Indicator



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
28	26	1	45



# 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>  Orange 21.3% Chronically Absent Declined -1.4 441 Students	<b>English Learners</b>  Red 22.1% Chronically Absent Increased 1.3 145 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 6 Students	<b>Socioeconomically Disadvantaged</b>  Orange 24% Chronically Absent Declined -0.8 233 Students	<b>Students with Disabilities</b>  Yellow 14.6% Chronically Absent Declined -11.4 48 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">1 Student</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">2 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">Orange</p> <p align="center">24.4% Chronically Absent</p> <p align="center">Declined -0.7</p> <p align="center">307 Students</p>	<p align="center">9.5% Chronically Absent</p> <p align="center">Declined -9.2</p> <p align="center">21 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">Yellow</p> <p align="center">14.5% Chronically Absent</p> <p align="center">Declined -2</p> <p align="center">110 Students</p>





# School and Student Performance Data

## Conditions & Climate Suspension Rate

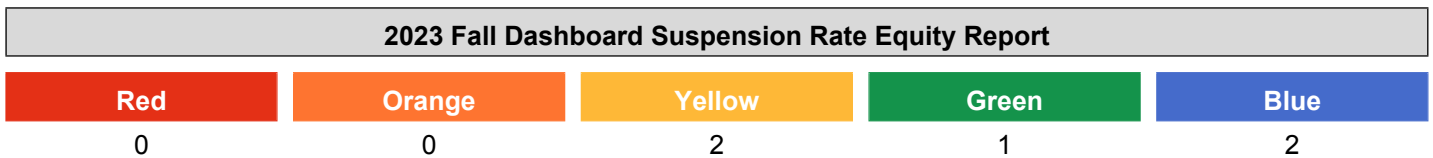
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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	 Green	 No Performance Color
0.5% suspended at least one day	0.7% suspended at least one day	0 Students
Maintained 0.2 444 Students	Maintained 0.1 145 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
Less than 11 Students 6 Students	 Blue	 Yellow
	0.4% suspended at least one day	2.1% suspended at least one day
	Maintained 0 233 Students	Maintained 0.1 48 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 1 Student</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> No Performance Color 0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.4 308 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 21 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 0 112 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: English Learners  
 The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English Learners, Hispanic, Socioeconomically Disadvantaged

### 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 Reading and Star Literacy	STAR READING (GR 3-5): Fall 2023 (State Standard) Benchmark: STAR Reading English 44.7% at or above benchmark 8.8% on watch 14.4% intervention 32.1% urgent intervention  End of Year 2023-2024 (State Standard) Benchmark: AT/ABOVE 51.1% ON WATCH 14.1% INTERVENTION 14.1% URGENT INTERVENTION 20.7%	By May 2025, CAASPP ELA scores will increase by 8-10% with 70% of Multi-Lingual Learners (MLL) meeting or exceeding proficiency.  By May 2025, End of the Year STAR ELA, scores will increase by 20% with 70% of learners proficient towards the end-of-year standards.
Star Math	STAR MATH (GR 1-5): Fall 2023 (State Standard) Benchmark: 68.6% at or above benchmark 15.9% on watch 17.5% intervention 11.1% urgent intervention	By May 2025, End of year STAR Math scores will increase by 23% with 75% of learners proficient towards the end of the year standards.  By May 2025, CAASPP Math scores will increase by 8-10% with 63% of

	End of Year 2024 (State Standard) Benchmark: AT/ABOVE 71.4% ON WATCH 14.5% INTERVENTION 10.2% URGENT INTERVENTION 3.9%	students meeting or exceeding proficiency.
TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts-aligned instruction.	TK-5 teachers will implement 4 inquiry-based NGSS science units that include 10 hrs/week of NGSS science and language arts aligned instruction.

## 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>Intervention Specialist and K-1 Bilingual Instructional Assistants work in small groups with our K-3 students who need early literacy skills instruction in Spanish and English.</p> <p>Training on Math workstations and using interventions</p> <p>Systematically implementing Number Corner with quality interactions</p> <p>All students are making individualized reading and math goals to support their growth.</p> <p>All grade levels are making SMART Goals in Math and SLA/ELA incorporating Quality Interactions</p> <p>Our Professional Development time on Wednesdays are focused on school goals</p> <p>New teachers will participate in one day of instructional materials training in Math and Language Arts materials.</p> <p>Mapping professional development activities at least twice a year with teacher input.</p> <p>Additional program development time will be provided for teachers</p> <p>Teachers will be provided at least six hours per month of collaboration time.</p> <p>Teachers will work with a consultant to ensure inquiry units provide rigor in language arts for students and have a focus on Next Generation Science Standards standards. Teachers will be provided a substitute.</p> <p>Teachers will collaborate and administer the school-wide writing assessments to ensure Spanish literacy three times a year.</p>	All students - To address performance deficits at Pueblo Vista School, we will invest in strategic ongoing coaching and professional learning for teachers, access the knowledge and resources of our specialized staff, and create effective collaborative planning time for teachers.	
1.2	<p>Targeting services and programs to the lowest student groups:</p> <p>A. Students below basic will receive daily interventions in SLA/ELA (30 minutes) and math (15 minutes).</p> <p>B. Students reading 1.0-1.9 years below grade level will receive strategic interventions using support materials provided by the core program.</p>	Some students - For under-performing students who present significant learning gaps, we will access ancillary adopted supports, as well as digital programming in small-group in-day settings and	

	<p>C. Students reading 2.0+ years below grade level will receive intensive interventions using SBE-adopted/district-approved intervention materials</p> <p>D. English learners will receive supplemental support and additional time on Imagine Learning English and receive leveled reading material and phonics instruction as needed.</p> <p>E. Student learning day extended by attending before or after-school intervention classes provided by the intervention teacher</p>	extended day opportunities.	
1.3	<p>Pueblo Vista is implementing Bridges Math instruction daily in all grades TK-5. Teachers will maintain district pacing recommendations and focus on district-created priority standards and proficiency scales. Teachers will use district assessments and grade level Professional Learning Community to determine which common formative assessments in Bridges will be used to assess student achievement. Teachers will use district-created proficiency scales to focus instruction and target instructional interventions.</p> <p>District-allotted intervention funding will be used to support math instruction.</p> <p>We will focus math professional development on Bridges Number Corner and workstations for intervention and acceleration.</p> <p>Number Corner instruction provides math instruction, practice with number sense, opportunities to increase mathematical discourse, and opportunities for designated English Language Development.</p> <p>The Intervention Specialist Specialist and principal will meet along with Teachers in Professional Learning Communities weekly to plan instruction, share assessment data, and plan for interventions. Leadership Team will analyze data and continue to make recommendations to grade level for interventions based on school goals.</p>	All Pueblo Vista teachers will implement the Bridges Curriculum, including Number Corner and the Dream Box software for Mathematics for grades TK-5	
1.4	<p>Instructional planning, travel, conference and collaboration for strategic and targeted intervention utilizing Multi-Tiered Systems of Support (MTSS) (ie. registration fees, conference, travel, certificated/classified salary)</p> <p>Teacher hourly and sub release time will be provided.</p>	Targeted Academic Intervention and Support	6,101.00 0003 - Supplemental
1.8			
1.10			

## 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.

Training our K-1 Bilingual Assistants on looking at data and how to use interventions, such as our Okapi leveled readers has increased our student's reading fluency and we have seen better results on the STAR test. They also help ensure small group instruction is taking place in the classroom, by working with our proficient students so the teachers can work with students needing intervention. This improved our scores for early literacy as measured by STAR and writing as measured by our own schoolwide writing assessment.

Our school focuses on SMART goals and Learning Sprints continues to align our school. Teachers meet collaboratively once a month in a school-wide PLC to ensure an understanding of standards and analyze data around questioning and writing. Teachers meet weekly in a PLC to identify students who are struggling and how to continue to excel proficient students. Grade levels look at data as a whole not just individually to ensure the implementation of the school's agreed-upon decisions.

Our collaborative time around NGSS and understanding process writing has allowed our teachers to create multiple opportunities for students to have exposure to literacy in a variety of ways. Students have authentic experiences that promote student engagement and use of vocabulary.

This year teachers met with the district math coach and attended math training at the district-wide PD Days. This helped ensure a deeper understanding of Bridges and pacing.

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

This year our staff went deeper with Quality Interactions and created school-wide agreed-upon strategies to ensure high student engagement. We saw a need to increase students' vocabulary orally to improve their writing and reading comprehension. We have agreed as a staff to use table talk as a way to ensure students have a deeper understanding of content and our language learners are communicating using targeted vocabulary.

Our focus on language arts and learning sprints focused on writing did not allow for a deeper conversation in Math and pacing. Next year we will change our PD structure to ensure we are giving math equal importance in planning.

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.

Next Year we will begin the year with a focus on Number Corner and the new changes to Bridges to ensure coherence and consistency with implementation and purpose for conceptual mathematical practices. We will post all school goals on the data wall to ensure we are all in alignment and students needs are being met. This change can be found in Strategy 1.3

# 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: ELA, Math, Chronic Absenteeism

### 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
PLC Minutes	Evidence of student centered data conversations at all times	100% of agendas and minutes reflect student data and interventions
Math Learning Walks	no baseline	100% of teachers will participate in math learning walks to demonstrate collaboration and implementation of Number Corner and Math workplaces.

### 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	Provide feedback to teachers based on a percentage of teacher talk versus student talk. Choose research-based, high-impact strategies for English Learners to use school-wide with our Language Learners all day. Use quality interactions such as table talk to ensure students are engaged in a rigorous conversation Monitor multilingual students using our MTSS team. Use Translanguaging in the classroom. Teachers will have Spanish and English word/sound walls and charts to assist our English Learners.	Target Mult language learners (MLL), STAR Intervention and Urgent Intervention as well as Acceleration	4017 0003 - Supplemental

	<p>We will integrate writing into every content subject. Teachers will use strategies from the writing revolution.</p> <p>Use Handwriting without Tears in grades K-3.</p> <p>Teachers will receive professional development by HWT for interventions K-2</p> <p>IA will help support interventions in K-5 classrooms</p> <p>The intervention teacher will support teachers with data analysis and ELPAC information while using district-adopted material for Language Arts</p> <p>PD with a consultant to reflect on school goals</p> <p>Principal and Teachers will attend CABA/ATDLE to focus on bilingual education and ACSA leadership conference.</p>		
1.2			

# 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.

The implementation of this goal will occur during the staff collaboration time with professional development and follow-up in PLCs to ensure there is consistency of implementation. 7 teachers will attend the LETRS training this year as a way to ensure our teachers are knowledgeable about English Phonics as well as Spanish. This will increase our understanding of translanguaging and interventions that take place in both Spanish and English.

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

Teacher feedback and observations by admin indicate that these strategies have been beneficial in enhancing classroom practices. However, more time and consistent teacher analysis may be needed to fully assess their impact on student outcomes and teacher practices. We will use art classes to reinforce science units and vocabulary. Students will use art learning to support vocabulary development and writing.

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.

We will conduct intervention classes at the beginning and end of the day in both Spanish and English. Implementation of Language Lab (ELD) with targeted students and literacy needs. We will have training from HWT to help teachers with interventions for students that are having difficulty in writing.



# 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
ELAC and Coffee with the principal engagement has increased by 10%	ELAC meetings have increased from 2 parents to 10 at the last 3 meetings	Consistent agendas and weekly Sunday messages
Parents participate weekly in the classroom for small group instruction	40% of the classrooms have parent participation for small group instruction	95% of the classrooms will have parent participation for small group instruction or other means of parent involvement.
Multiple sources of communication through Parent Square, school website, and social media platforms to maximize outreach and parent engagement	80% of parents are on Parent Square and effectively use it as a form of communication with both teachers and school.	95% of the parents are on Parent Square and actively using it as a form to communicate with teachers and school wide events.

### 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	The principal will meet and engage with families during Coffee with the Principal and School Site Council, including PFC meetings and events. The meetings are being held both in person and virtually. The principal and the office manager will communicate weekly with families via Parent Square messages.	All students - In order to engage all families in the education of their children, strategic and intentional outreach will be implemented.	

	<p>Pueblo Vista will update the marquee weekly to inform families of school events/activities.          We will use copy machines (including maintenance), postage, and other supplies as needed to provide information to our families.          Staff will communicate with families using appropriate platforms (ie., parent square, Google Classroom, monthly newsletters)          Hold a parent training on Math and Literacy tips virtually and in person to ensure parent connectedness and ability to support the students          Bilingual Liasion will continue to work with the social worker and MTSS to communicate regularly regarding attendance, especially our students with disabilities.</p>		
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# 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
SDQ beginning of the year results and then the end of the year results.	Students will feel safe and supported at PV through our focus of student belonging and well being	Students will develop skills to deal with chronic stress and related mental struggles
Monthly MTSS tracker with Aeries	no base line	100% implementation of Aeries for intervention tracking
Implementation of ToolBox Project TK-5	no baseline data	100 % implementation of ToolBox Project TK-5
SWIFT-FIA will be used to determine the implementation of MTSS effectiveness and systems alignment		MTSS SEL Team would guide the work in determining progress in implementation using 0-3 rubric using the SWIFT-FIA
MTSS Intervention Progress monitoring identifying STAR ELA and MATH Universal Screening of our Intervention and Urgent Intervention Learners.		Student learning and progress in academic performance with an increase learner proficiency in end-of-the-year standards mastery as measured by the Universal STAR Screeners by at 5% in each area (ELA, Early Literacy, and Math) moving students up in performance bands toward levels of proficiency (at/above and on/watch). This data would show at least a 5% decrease in intervention by the end of May 2024
2023 CA Dashboard data	22.1% chronically absent English Learners Increased 1.3%	Reduce rate of chronic absenteeism by 10%

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>The site Intervention specialist supports teachers in developing instructional skills that provide students with greater access to content. The Intervention teacher works alongside the Principal to plan, help facilitate and support teachers in all areas of professional development. This includes coaching grade-level teams that will provide intervention support to students.</p> <p>The intervention teams are responsible for determining pre and post-tests, analyzing data, determining which students will participate and exit the intervention, and communicating with the teacher and families. The intervention team will use F&amp;P, IDEL, CAASPP, and Star Reading data to determine the focus students for intervention instruction. Mid-year and end-of-year Star Reading data will be used to monitor student progress. Additional pre- and post-assessments will be used and created to target intervention instruction further. Teachers providing intervention support will be released periodically to develop intervention and instructional plans, set student goals, and analyze data.</p> <p>Intervention Programs may occur before, during, and after school to ensure that the instructional needs of students are met.</p> <p>EWRs will be provided to both certificated and classified staff to plan, prepare and implement the before, during, and after-school intervention instructional plans.</p>	Students in Grades TK-5 scoring intensive/below basic on the district STAR Assessment	
1.2	Students will receive small group or 1:1 counseling services based on need. The counselor assigned to Pueblo Vista will work with teachers and site staff to embed Tier I Social Emotional Learning (SEL) strategies throughout the day.	Students will be identified for counseling support services through the MTSS process. The MTSS process will be utilized to target the needs of students and families experiencing chronic absenteeism, with a focus on students with disabilities.	
1.3	Professional development and training are provided twice a month from 2:45 pm-4:00 PM; As a school-wide Title I program, classified Instructional Aides are strategically placed in classrooms to support the teacher with small differentiated learning groups. Classified Instructional Assistants will support students and the site TOSA during the intervention instructional cycles. Teachers will work beyond contractual hours, periodically throughout the year	Grade Level teams will use weekly collaborative days, in addition to after school (after contractual time) to plan instruction, analyze data and develop differentiated	

	to further develop intervention goals and instructional decisions for students. Certificated teachers and Classified IA's to be given an EWR (Extra Work Agreement) for additional time devoted to data analysis and lesson design for student achievement. Teachers and IA's will attend professional development as needed.	instructional strategies for students.	
1.4	Using Prop 28 funds we will hire an art teacher at .20 and additional art support staff to ensure all students have access to art and supporting language development through quality interactions and writing. This will support multilingual learners by giving them equal access to experiences that promote vocabulary. Attendance increases when students are engaged in enriched learning beyond the core content. Art supplies will be purchased to support this new program.	Target multilingual learners (MLL), STAR Intervention and Urgent Intervention as well as Acceleration	48,000.00 6770 - Prop 28  3699.00 6770 - Prop 28  20,000.00 6770 - Prop 28

# 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.

# 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	\$81,817.00
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	\$10,118.00
6770 - Prop 28	\$71,699.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$81,817.00

Total of federal, state, and/or local funds for this school: \$81,817.00

# 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
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### Expenditures by Funding Source

Funding Source	Amount
0003 - Supplemental	10,118.00
6770 - Prop 28	71,699.00

### Expenditures by Budget Reference

Budget Reference	Amount
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### Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	10,118.00
	6770 - Prop 28	71,699.00

### Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,101.00
Goal 2	4,017.00
Goal 4	71,699.00

# 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/>

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