

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Joaquin Miller Elementary School	19- 64337- 6011969	October 18, 2023	January 18, 2024

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

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

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

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

This plan is being used by Joaquin Miller Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

- Miller Elementary is a Title I schoolwide program
- School plans aligned to LCAP goals for Reading/Language Arts and Mathematics
- School accountability aligned to LCAP accountability (Dashboard) including SBAC results in Reading/Language Arts and Mathematics
- Federally funded programs are aligned to the requirements of each of those programs
- CSI, TSI, and ATS I requirements will be followed as schools are identified for support and intervention (new program improvement)
- Miller Elementary is not identified for CSI, TSI, or ATSI
- Parent involvement and engagement are a priority of the district
- Professional development of certificated and classified staff is based on the needs of students and staff to increase student achievement
- Development and monitoring of the school plan activities and expenditures are performed by the School Site Council

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

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Plan Description

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

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Through the use of District adopted curriculum and ancillary materials, all students will receive standards-based instruction delivered by highly qualified teachers in a safe and clean school setting. Teachers will administer and review all local and State mandated assessments, as appropriate to the grade, to monitor student progress toward mastery of grade level standards. Informal and formal assessment data is used to provide targeted instruction to students below grade level.

Educational Partner Involvement

How, when, and with whom did Joaquin Miller 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 principal met with the school Leadership Team which included a teacher from each grade level on 9/5/2023 and 10/3/2023, parents from ELAC (English Learner Advisory Committee) on 9/21/2023, and SSC (School Site Council) on 9/27/2023 and 10/18/2023 to review the goals, desired outcomes, results, program expenditures, evaluation tool, successes, challenges, and modifications in the SPSA (Single Plan for Student Achievement) from the previous school year. Reviewed data and asked for input in developing the SPSA for the upcoming school year. School Site Council approved the SPSA at our meeting on 10/18/2023.

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.

Teacher ratios are the same as in other schools.

Funding across the district is consistent with per pupil allocations.

Reduced funding in interventions across all schools resulted in less intervention time for students.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Joaquin Miller 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.27%	0.26%	0.27%	2	2	2
African American	2.01%	1.56%	1.20%	15	12	9
Asian	6.02%	6.88%	6.82%	45	53	51
Filipino	0.67%	0.78%	0.80%	5	6	6
Hispanic/Latino	16.84%	15.45%	13.37%	126	119	100
Pacific Islander	0.40%	0.26%	0.27%	3	2	2
White	66.71%	67.14%	70.05%	499	517	524
Multiple	4.14%	4.42%	4.28%	31	34	32
Total Enrollment				748	770	748

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	144	149	109
Grade 1	122	125	116
Grade 2	122	118	120
Grade3	117	122	117
Grade 4	122	129	125
Grade 5	121	127	127
Total Enrollment	748	770	748

Conclusions based on this data:

1. The largest student group by ethnicity is white with 517 students or 67% of the total enrollment of 770. The next largest group is Hispanic/Latino with 119 students or 15%.
2. The smallest student group by ethnicity is American Indian with 2 students and Pacific Islander with 2 students.
3. The grade level with the most students is Kindergarten with 149 students followed by Grade 4 with 129 students, Grade 5 with 127 students, Grade 1 with 125 students, Grade 3 with 122 students, and Grade 2 with 118 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	259	266	278	33.2%	34.6%	37.2%
Fluent English Proficient (FEP)	95	116	98	16.4%	12.7%	13.1%
Reclassified Fluent English Proficient (RFEP)				10.2%		

Conclusions based on this data:

1. About 33.2% or 244 out of 748 students are English Learners.
2. About 16.4% or 121 out of 748 students were initially identified as Fluent English Proficient (FEP).
3. About 3.4% or 25 out of 748 students were reclassified as Fluent English Proficient (RFEP).

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	121		0	118		0	118		0.0	97.5	
Grade 4	122	121		104	118		104	118		85.2	97.5	
Grade 5	123	122		119	114		118	114		96.7	93.4	
All Grades	369	364		223	350		222	350		60.4	96.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2426.			28.81			17.80			23.73			29.66	
Grade 4	2449.	2483.		20.19	28.81		21.15	27.12		26.92	22.88		31.73	21.19	
Grade 5	2493.	2506.		16.95	24.56		34.75	34.21		16.95	11.40		31.36	29.82	
All Grades	N/A	N/A	N/A	18.47	27.43		28.38	26.29		21.62	19.43		31.53	26.86	

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.27			58.47			15.25	
Grade 4	20.19	18.64		59.62	67.80		20.19	13.56	
Grade 5	10.17	17.54		66.10	61.40		23.73	21.05	
All Grades	14.86	20.86		63.06	62.57		22.07	16.57	

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.80			51.69			30.51	
Grade 4	10.58	15.25		56.73	72.03		32.69	12.71	
Grade 5	23.73	23.68		50.85	49.12		25.42	27.19	
All Grades	17.57	18.86		53.60	57.71		28.83	23.43	

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.02			77.12			11.86	
Grade 4	6.73	15.25		73.08	67.80		20.19	16.95	
Grade 5	13.56	19.30		72.88	71.05		13.56	9.65	
All Grades	10.36	15.14		72.97	72.00		16.67	12.86	

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		21.19			59.32			19.49	
Grade 4	9.62	18.64		75.96	73.73		14.42	7.63	
Grade 5	15.25	21.93		62.71	60.53		22.03	17.54	
All Grades	12.61	20.57		68.92	64.57		18.47	14.86	

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Conclusions based on this data:

1. Focus on the Grade 3 students who are currently in Grade 4 who scored "Below Standard" (22%) and focus on the Grade 3 students who are currently in Grade 4 who scored "At or Near Standard" (47%) in Reading Claim - Demonstrating understanding of literary & nonfictional texts and provide additional support for these targeted students.
2. Continue to focus on Reading Claim - Demonstrating understanding of literary & nonfictional texts for Grades 3, 4, and 5 as this had the highest percentage of Below Standard (16%). This is an increase of 1% from 15% from the previous school year.
3. Students in Grades 3 - 5 did well in the area of Listening Claim - Demonstrating effective communication skills with only 9% below standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	124	121		0	120		0	120		0.0	99.2	
Grade 4	122	120		104	117		104	117		85.2	97.5	
Grade 5	123	122		119	117		119	117		96.7	95.9	
All Grades	369	363		223	354		223	354		60.4	97.5	

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2442.			24.17			30.00			20.00			25.83	
Grade 4	2472.	2492.		14.42	23.93		30.77	33.33		33.65	25.64		21.15	17.09	
Grade 5	2467.	2502.		11.76	22.22		9.24	19.66		33.61	29.91		45.38	28.21	
All Grades	N/A	N/A	N/A	13.00	23.45		19.28	27.68		33.63	25.14		34.08	23.73	

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Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		28.33			52.50			19.17	
Grade 4	25.00	31.62		49.04	46.15		25.96	22.22	
Grade 5	7.56	22.22		44.54	47.86		47.90	29.91	
All Grades	15.70	27.40		46.64	48.87		37.67	23.73	

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		27.50			44.17			28.33	
Grade 4	16.35	23.93		54.81	54.70		28.85	21.37	
Grade 5	11.76	17.09		49.58	55.56		38.66	27.35	
All Grades	13.90	22.88		52.02	51.41		34.08	25.71	

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.33			60.00			16.67	
Grade 4	18.27	26.50		64.42	58.12		17.31	15.38	
Grade 5	10.08	23.08		65.55	53.85		24.37	23.08	
All Grades	13.90	24.29		65.02	57.34		21.08	18.36	

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Conclusions based on this data:

1. Focus on the Grade 4 students who are currently in Grade 5 who scored "Below Standard" (15%) and provide additional support for these targeted students. This is an increase of 3% from 12% from the previous school year.
2. Focus on Concepts & Procedures Claim - Applying mathematical concepts and procedures with a percentage of 21% of Below Standard which is a decrease of 2% from 23% from the previous school year in Grades 3 - 5.
3. The largest percentage of "Above Standard and At or Near Standard" (85%) was in the area of Communicating Reasoning. This is an increase of 2% from 83% from the previous school year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1441.7	1440.5		1448.8	1441.2		1425.2	1438.8		46	46	
1	1469.7	1467.5		1482.6	1474.0		1456.4	1460.6		41	43	
2	1507.5	1500.8		1504.6	1497.1		1510.0	1503.9		50	40	
3	1513.5	1509.3		1512.6	1508.6		1513.8	1509.4		42	60	
4	1536.8	1548.8		1537.3	1546.0		1535.9	1551.1		33	35	
5	1538.4	1537.9		1537.7	1528.2		1538.3	1547.1		32	17	
All Grades										244	241	

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.57	28.26		54.35	34.78		17.39	23.91		8.70	13.04		46	46	
1	24.39	23.26		31.71	39.53		26.83	27.91		17.07	9.30		41	43	
2	16.00	17.50		70.00	62.50		14.00	10.00		0.00	10.00		50	40	
3	45.24	30.00		33.33	38.33		14.29	25.00		7.14	6.67		42	60	
4	48.48	42.86		33.33	40.00		12.12	17.14		6.06	0.00		33	35	
5	31.25	35.29		34.38	35.29		18.75	17.65		15.63	11.76		32	17	
All Grades	29.51	28.63		44.67	41.91		17.21	21.16		8.61	8.30		244	241	

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.09	23.91		56.52	39.13		8.70	21.74		8.70	15.22		46	46	
1	41.46	39.53		29.27	37.21		12.20	13.95		17.07	9.30		41	43	
2	44.00	30.00		46.00	47.50		10.00	17.50		0.00	5.00		50	40	
3	54.76	41.67		30.95	43.33		7.14	8.33		7.14	6.67		42	60	
4	63.64	54.29		24.24	34.29		9.09	11.43		3.03	0.00		33	35	
5	43.75	41.18		43.75	41.18		9.38	5.88		3.13	11.76		32	17	
All Grades	44.67	37.76		39.34	40.66		9.43	13.69		6.56	7.88		244	241	

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.57	15.22		23.91	43.48		50.00	32.61		6.52	8.70		46	46	
1	7.32	13.95		43.90	34.88		26.83	32.56		21.95	18.60		41	43	
2	14.00	10.00		58.00	57.50		26.00	22.50		2.00	10.00		50	40	
3	19.05	15.00		30.95	30.00		38.10	43.33		11.90	11.67		42	60	
4	18.18	25.71		48.48	42.86		24.24	25.71		9.09	5.71		33	35	
5	21.88	11.76		25.00	41.18		31.25	29.41		21.88	17.65		32	17	
All Grades	16.39	15.35		38.93	40.66		33.20	32.37		11.48	11.62		244	241	

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	30.43	36.96		54.35	50.00		15.22	13.04		46	46	
1	46.34	32.56		43.90	55.81		9.76	11.63		41	43	
2	34.00	22.50		64.00	70.00		2.00	7.50		50	40	
3	50.00	41.67		38.10	43.33		11.90	15.00		42	60	
4	57.58	62.86		36.36	37.14		6.06	0.00		33	35	
5	28.13	11.76		62.50	76.47		9.38	11.76		32	17	
All Grades	40.57	36.93		50.41	52.70		9.02	10.37		244	241	

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.91	23.91		67.39	58.70		8.70	17.39		46	46	
1	36.59	39.53		46.34	53.49		17.07	6.98		41	43	
2	42.00	45.00		58.00	50.00		0.00	5.00		50	40	
3	59.52	73.33		33.33	21.67		7.14	5.00		42	60	
4	78.79	60.00		18.18	34.29		3.03	5.71		33	35	
5	78.13	76.47		12.50	11.76		9.38	11.76		32	17	
All Grades	50.41	51.45		42.21	40.25		7.38	8.30		244	241	

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.70	15.22		82.61	76.09		8.70	8.70		46	46	
1	26.83	34.88		46.34	39.53		26.83	25.58		41	43	
2	36.00	10.00		62.00	80.00		2.00	10.00		50	40	
3	19.05	11.67		57.14	60.00		23.81	28.33		42	60	
4	9.09	20.00		81.82	74.29		9.09	5.71		33	35	
5	25.00	29.41		50.00	52.94		25.00	17.65		32	17	
All Grades	21.31	18.67		63.52	64.32		15.16	17.01		244	241	

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	60.00	47.83		37.78	34.78		2.22	17.39		45	46	
1	7.32	11.63		70.73	74.42		21.95	13.95		41	43	
2	24.00	35.00		66.00	57.50		10.00	7.50		50	40	
3	28.57	28.33		64.29	65.00		7.14	6.67		42	60	
4	18.18	40.00		72.73	54.29		9.09	5.71		33	35	
5	15.63	23.53		65.63	64.71		18.75	11.76		32	17	
All Grades	26.75	31.54		62.14	58.09		11.11	10.37		243	241	

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

Conclusions based on this data:

1. Data from the 2018 - 2019 English Language Proficiency Assessments for California (ELPAC) showed that we had 249 students with scores. 18 students or 7.23% had an overall score of 1 (Beginning Stage of Developing English Skills), 55 students or 22.09% scored an overall score of 2 (Somewhat Developed English Skills), 123 students or 49.40% scored an overall score of 3 (Moderately Developed English Skills), and 53 students or 21.29% scored an overall score of 4 (Well Developed English Skills).
2. Will work with students on the domains Written Language and Reading as these two areas were the lowest percentage that students scored a 4 (Well Developed English Skills).
3. Our goal for the 2018 - 2019 and for the 2020 - 2021 school year is to increase our percentage of ALL students scoring an overall score of 4 (Well Developed English Skills) from 55% to 58%.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
770	42.9	34.5	0.1
Total Number of Students enrolled in Joaquin Miller 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	266	34.5
Foster Youth	1	0.1
Homeless	1	0.1
Socioeconomically Disadvantaged	330	42.9
Students with Disabilities	52	6.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	1.6
American Indian	2	0.3
Asian	53	6.9
Filipino	6	0.8
Hispanic	119	15.5
Two or More Races	34	4.4
Pacific Islander	2	0.3
White	517	67.1

Conclusions based on this data:

1. For the 2020-2021 school year, we had 259 English Language Learners or 34.6% of the student population of 736 students.
2. For the 2020 - 2021 school year, we had 346 students in the subgroup Socioeconomically Disadvantaged or 47.6% of the student population of 736 students.
3. For the 2020 - 2021 school year, we had 529 students in the subgroup, White or 66.7% and 126 students in the subgroup Hispanic or 16.8% of the student population of 736 students.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. For Academic Performance: for English Language Arts and mathematics overall achievement was in the Medium category. English Learner Progress was in the High category. This will be an area of focus.
2. For Academic Engagement: Chronic Absenteeism was Very High (not good).
3. The suspension rate was Very Low.

School and Student Performance Data

Academic Performance English Language Arts

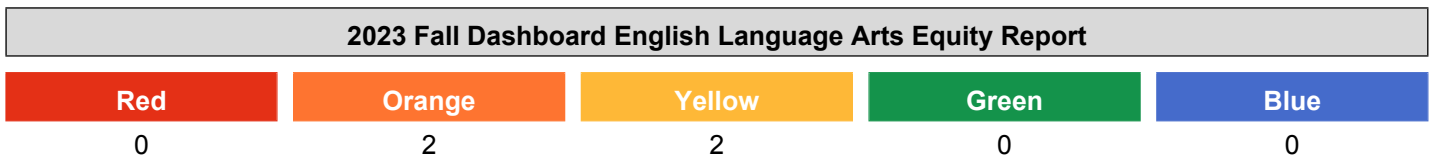
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 8.5 points above standard Maintained +1.7 points 361 Students	English Learners  Orange 21 points below standard Maintained +2.7 points 147 Students	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 10.3 points below standard Increased +9.5 points 168 Students	Students with Disabilities 64 points below standard Increased Significantly +30.7 points 22 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 2 Students	35.5 points above standard 20 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 17.6 points below standard Maintained +1 points 53 Students	44.4 points above standard Increased Significantly +37.5 points 16 Students	Less than 11 Students 1 Student	 Yellow 8.5 points above standard Maintained -1.8 points 248 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
51.8 points below standard Decreased -7.2 points 93 Students	32.1 points above standard Increased Significantly +17.4 points 54 Students	17.9 points above standard Maintained +0.6 points 173 Students

Conclusions based on this data:

1. Current English Learner: 6.8 points above standard and in the Medium category.
2. English learners, Socioeconomically Disadvantaged, and Hispanic subgroups are in the Low category scoring 23.7, 19.8, and 18.6 points below standard.
3. The White subgroup scored in the High category with 10.3 points above standard.

School and Student Performance Data

Academic Performance Mathematics

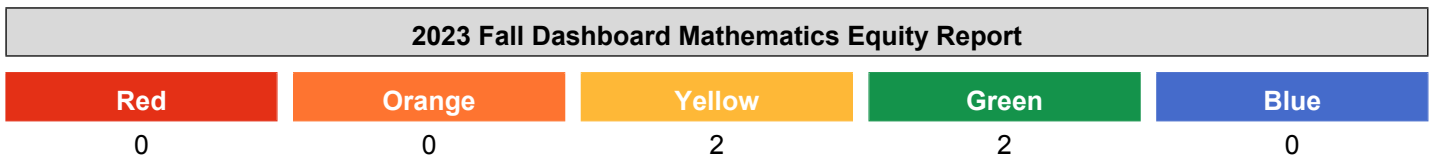
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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		
All Students  Yellow 0.6 points below standard Maintained -0.5 points 361 Students	English Learners  Yellow 15.8 points below standard Maintained -1.6 points 147 Students	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 12.5 points below standard Increased +9.1 points 168 Students	Students with Disabilities 84.9 points below standard Increased Significantly +28.5 points 22 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 2 Students	19.3 points above standard 20 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.3 points below standard Increased +10.1 points 53 Students	3.5 points below standard Increased +5 points 16 Students	Less than 11 Students 1 Student	 Green 6.8 points above standard Maintained 0 points 248 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
37.9 points below standard Decreased Significantly -16 points 93 Students	22.2 points above standard Increased Significantly +22.1 points 54 Students	3.6 points above standard Increased +3.7 points 173 Students

Conclusions based on this data:

1. The All Student subgroup scored 0.1 points below standard and is in the Medium category. Also the English Learners and Socioeconomically Disadvantaged subgroups are in the Medium category and scored 14.2 points below standard and 21.6 points below standard.
2. The Hispanic subgroup scored in the Low category and is 45.4 points below standard.
3. The White subgroup scored in the High category and is 6.8 points above standard.

School and Student Performance Data

Academic Performance English Learner Progress

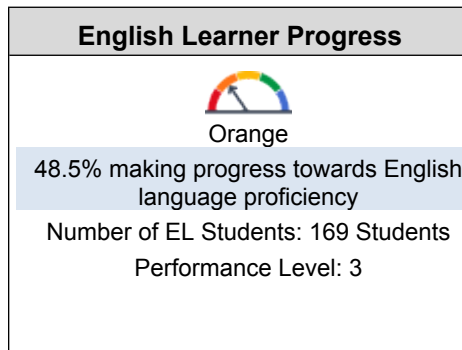
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
32	55	7	75

Conclusions based on this data:

1. 56.9% of English learners are making progress towards English language proficiency. out of 174 students tested.
2. 35% of students decreased one performance level.
3. 80% of students increased at least one performance level.

School and Student Performance Data

Academic Performance College/Career Report

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

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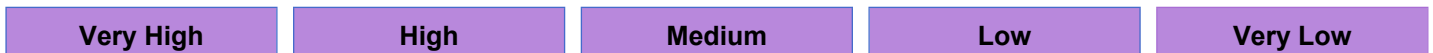
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

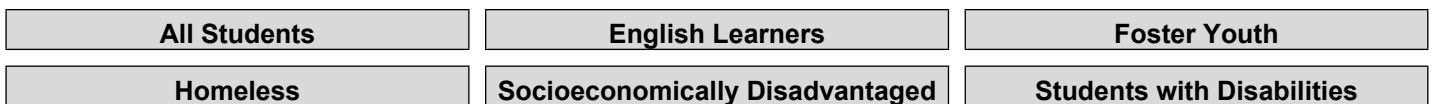
This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report



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 College/Career Report for All Students/Student Group



2023 Fall Dashboard College/Career Report by Race/Ethnicity



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 28.7% Chronically Absent Declined -1.1 797 Students	 Orange 29.6% Chronically Absent Declined -2.9 311 Students	Less than 11 Students 1 Student
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Red 34.4% Chronically Absent Increased 1.2 366 Students	 Red 39.7% Chronically Absent Increased 4.9 68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% Chronically Absent Declined -37.5 15 Students	Less than 11 Students 2 Students	 Red 28.6% Chronically Absent Increased 9.8 56 Students	Less than 11 Students 6 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 38.5% Chronically Absent Increased 2.6 122 Students	 Orange 21% Chronically Absent Declined -3.1 62 Students	Less than 11 Students 2 Students	 Orange 28.4% Chronically Absent Declined -1.2 532 Students

Conclusions based on this data:

1. The Chronic Absenteeism rate for All Students is Very High with 29.8% chronically absent (not good). A plan of action should be created and implemented to address the issue.
2. The following subgroups fall in the Vary High category (not good): English Learners, Hispanic, Socioeconomically Disadvantaged, and White.
3. The Asian subgroup falls in eth High category.

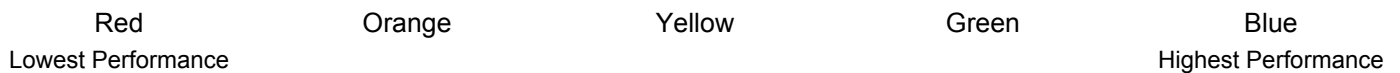
School and Student Performance Data

Academic Engagement Graduation Rate

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

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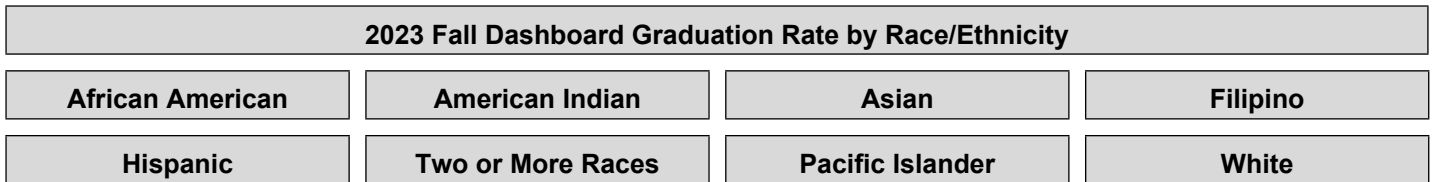
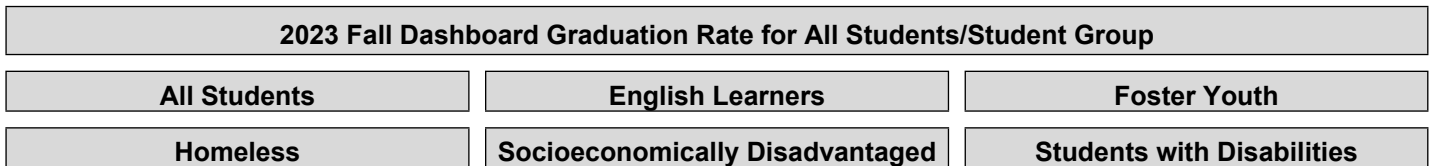
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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

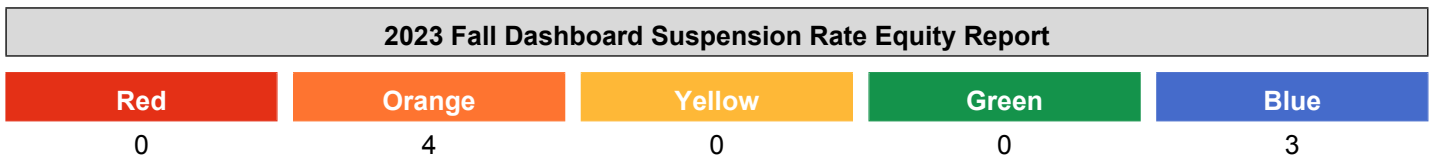
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This section provides number of student groups in each level.



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		
<p>All Students</p> <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.6 806 Students</p>	<p>English Learners</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3 316 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 1 Student</p>
<p>Homeless</p> <p>Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 1.1 372 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5 68 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Maintained 0 15 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 56 Students</p>	<p>Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 123 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 62 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.9 540 Students</p>

Conclusions based on this data:

- The suspension rate is Very Low with only one student suspended.

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.

English Language Arts

Our focus for 2023-2024 in English Language Arts will be to increase our school-wide percent standards met/exceeded by at least 3% from 52% to 55% on the CAASPP and all significant subgroups which include Socioeconomically Disadvantaged, White, Hispanic or Latino, and with a specific focus on English Language Learners. We will focus on Reading Informational texts and vocabulary development.

Our goal for the 2023-2024 school year on the Summative English Language Proficiency Assessments for California (ELPAC) is to increase the number of students who have made progress in learning English by at least one level. We will increase the percentage scoring proficient (Well Developed) from 17% to 20%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-2024 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2023-2024 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

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.

Increase the achievement of SED and EL students

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts by at least 3% growth as measured by the SBAC overall and on district benchmark assessments - iReady.	Dashboard indicates that all subgroups, ALL students, English Learners, Socioeconomically Disadvantaged, Hispanic , and White are in the GREEN zone	Growth of 3% from 52% to 55% on the CAASPP and iReady English Language Arts Maintain or Increase ELA Achievement for ALL students, English Learners, Socioeconomically Disadvantaged, Hispanic , and White Subgroups

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	Meet with teachers to identify and monitor students who need additional support including the "bubble" students in English Language Arts. Provide additional certificated support to help these underperforming students.	Socio-economically disadvantaged students All students	10594 Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Sub time for teacher release to meet with principal
1.2	Continue to implement English Language Arts (RtI) Support during the school day and before and/or after school tutoring support across all grade levels.	Socio-economically disadvantaged students English Language Learners All students	72,091 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Funding for hourly teachers to provide additional support for students 55,238 Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Funding for hourly teachers to provide additional support for students 21,958 Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Funding for hourly teachers to provide additional support for students 5,608 Title III Immigrant Education Program 1000-1999: Certificated Personnel Salaries Funding for hourly teachers to provide additional support for students 18,297 Other

			1000-1999: Certificated Personnel Salaries Learning Recovery Emergency Block Grant
1.3	Provide opportunities for teachers and students to become more familiar with the State Standards Practice Tests by Smarter Balance.	All students	0 None Specified No additional site categorical funds required.
1.4	Continue to implement Kagan Engagement Strategies and Visible Learning research.	All students	0 None Specified No additional site categorical funds required.
1.5	Use of iReady Program, Reading Inventory (RI) for Grades K-5, Reading Counts for Grades 2-5, Starfall for Grades TK-2, Mystery Science for Grades TK-5, BrainPop for Grades TK-5 at school and/or at home by students. Access to the school library and computer lab to facilitate opportunities to read and improve literacy skills. Assistance in the curriculum lab to ensure all students get the appropriate instructional materials for ELA.	Socio-economically disadvantaged students All students	10,802 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.1875 FTE Library Coordinator LCFF - Base 2000-2999: Classified Personnel Salaries 0.75 FTE Library Coordinator LCFF - Base 2000-2999: Classified Personnel Salaries 0.75 FTE Instructional Technology/ Media Specialist 52,762 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries 0.8125 FTE Resource Lab Assistant and Volunteer Coordinator 1,000 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Additional Hourly for Support of Technology Resources
1.6	Students will participate in performing arts workshops to address the State Standards and develop their English Language skills.	All students	587 EIA Funds 4000-4999: Books And Supplies Performing Arts Workshops Materials and Supplies for Students in Grades TK - 5.
1.7	Provide additional support to ELD students through newcomer groups and classroom support by the ELD assistants.	All students Targeted students (LCAP supplemental)	44,871 EIA Funds 2000-2999: Classified Personnel Salaries 0.75 FTE Paraeducator, ELD 15,265

			<p>EIA Funds 2000-2999: Classified Personnel Salaries 0.3438 Paraeducator, ELD 37,361</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.6875 FTE Paraeducator, ELD 25,715</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.6875 FTE Paraeducator, ELD 25,091</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.5313 FTE Paraeducator, ELD 16,828</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.375 FTE Paraeducator, ELD 827</p> <p>LCFF - Supplemental 2000-2999: Classified Personnel Salaries 0.0313 FTE Paraeducator, ELD</p>
1.8	2 employees to serve as liaisons to the parent and family community to underscore the importance or school attendance (to access the curriculum), as well as to translate documents for parents, schedule meetings, and serve as translators during parent conferences.	All students	<p>57,186</p> <p>EIA Funds 2000-2999: Classified Personnel Salaries .8125 FTE Community Resource Assistant to Armenian speaking population 10,627</p> <p>Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries .1875 FTE Community Resource Assistant to Armenian speaking population 11,565</p> <p>EIA Funds 2000-2999: Classified Personnel Salaries .2875 FTE Community Resource Assistant to Russian/Armenian/Spanish speaking community</p>
1.9	Purchase materials and supplies to support the implementation of the State Standards including	Socioeconomically disadvantaged students	36,802

	English Language Arts, Science, and Social Studies.	All students	<p>Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies including technology to support the State Standards including English Language Arts, Science, and Social Studies 9,376</p> <p>Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies for technology/licenses to support the State Standards including English Language Arts, Science, and Social Studies 0</p> <p>LCFF - Supplemental 4000-4999: Books And Supplies Materials and Supplies including technology to support the State Standards including English Language Arts, Science, and Social Studies</p>
1.10	Provide parent education to support the implementation of the State Standards across the curricular areas of ELA, Science, and/or Social Studies.	English Learners	<p>2,000</p> <p>Title III Part A: Language Instruction for LEP Students 5800: Professional/Consulting Services And Operating Expenditures Consultants for parent education. 700</p> <p>Title III Part A: Language Instruction for LEP Students 1000-1999: Certificated Personnel Salaries Certificated salaries for parent education. 500</p> <p>Title III Part A: Language Instruction for LEP Students 2000-2999: Classified Personnel Salaries Classified salaries for parent education. 228</p> <p>Title III Part A: Language Instruction for LEP Students 4000-4999: Books And Supplies Materials and supplies for parent education.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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 2

Title and Description of School Goal

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

Mathematics

Our focus for 2023-2024 in Mathematics will be to increase our school-wide percent standards met/exceeded by at least 3% from 50% to 53% on the CAASPP and all significant subgroups including Socioeconomically Disadvantaged, White, and with a specific focus on English Learners and Hispanic or Latino. We will focus on Mathematics Claim Problem Solving and Modeling & Data Analysis: How well can students show and apply their problem solving skills? and numbers sense and geometry.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-2024 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2023-2024 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

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.

Greater understanding of the California State Standards and the SBAC targets resulting in greater students achievement of all students especially those at the lower levels of SBAC achievement

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics by at least 3% growth as measured by the SBAC overall and on district benchmark assessments - iReady.	<p>Dashboard indicates that all subgroups, ALL students, English Learners, and White are in the GREEN zone</p> <p>Dashboard indicates that all subgroups Socioeconomically Disadvantaged and Hispanic are in the YELLOW zone</p>	Increase 3% from 50% to 53% on the CAASPP and iReady Math

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Meet with teachers to identify and monitor students who need additional support including the "bubble" students in Mathematics. Provide additional certificated support to help these underperforming students.	All students	0 None Specified No additional site categorical funds required
2.2	Meet with teachers to identify and provide additional Math support to targeted (underperforming) students in Grades K - 5 before, during, and/or after school.	Socio-economic disadvantaged students All students	49,356 Other 1000-1999: Certificated Personnel Salaries Learning Recovery Emergency Block Grant
2.3	Provide opportunities for teachers and students to become familiar with the California State Standards Practice Tests by Smarter Balance.	All students	0 None Specified No additional site categorical funds required.
2.4	Continue to implement Kagan Engagement Strategies and Visible Learning research.	All students	0 None Specified No additional site categorical funds required.
2.5	Provide opportunities to collaborate with colleagues on effective ELD strategies and materials.	All students	0 None Specified No additional site categorical funds required.
2.6	Purchase materials and supplies to support the implementation of the California State Standards in Mathematics.	Socio-economic disadvantaged students	22,500 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Materials and Supplies including technology to support State Standards
2.7	Provide parent education to support the implementation of the State Standards in Mathematics.	Socio-economic disadvantaged students	2,620 Title I Part A: Parent Involvement

			5800: Professional/Consulting Services And Operating Expenditures Consultant for parent education. 361 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Materials and Supplies for parent education.
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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 3

Title and Description of School Goal

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

Professional Development

Continue the implementation of the State Standards and the SBAC targets during the 2023-2024 school year by providing professional development opportunities.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-2024 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of 2023-2024 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

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.

Deepen teachers implementation of State Standards especially for English learners socioeconomically disadvantaged, home youth, foster youth, and Special Education students.

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
Expand teacher understanding and implementation of the California State Standards and SBAC targets as measured by classroom observations and teacher collaboration	2022-2023 teacher participation rate at staff development sessions	Maintain teacher participation rate at staff development sessions

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Provide substitutes so teachers can attend data chats and professional development opportunities to support the implementation of the State Standards.	Socio-economic disadvantaged students	9,500 Title I Part A: Disadvantaged Students 1000-1999: Certificated Personnel Salaries Substitutes for Release Time for Planning, Data Chats, PBIS Implementation, and Attendance at Professional Development 7,000 Title I Part A: Disadvantaged Students 5800: Professional/Consulting Services And Operating Expenditures Consultants and/or Registration Fees for Professional Development
3.2	Provide time during staff meetings for additional review of the State Standards and for collaboration within and across grade levels to determine alignment of the State standards and excellent first instruction.	All students	0 None Specified No additional site categorical funds required.
3.3	Provide follow-up staff development at site faculty meetings aligned with District focus on Mathematics and excellent first instruction.	All students	0 None Specified No additional site categorical funds required.
3.4	Provide time to collaborate on lesson design and excellent first instruction.	All students	0 None Specified No additional site categorical funds required.
3.5	Foster staff collaboration for school wide implementation success including continuing with the school wide implementation of PBIS (Positive Behavior Interventions and Supports) Program.	All students	2,000 Title I Part A: Disadvantaged Students 2000-2999: Classified Personnel Salaries Additional Hourly to support the implementation of PBIS Program 5,300 Title I Part A: Disadvantaged Students 4000-4999: Books And Supplies Material and Supplies to implement the school wide PBIS Program 7,200 Title I Part A: Disadvantaged Students

			5000-5999: Services And Other Operating Expenditures Consultant to support Peaceful Playground and PBIS Program
3.6	Effectively facilitate curriculum development.	All students	0 None Specified No additional site categorical funds required.

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.

Visual and Performing Arts

All students will participate in standards based performing arts instructional programs.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Board of Education Goals

1. Students will be career/college ready via high-quality instruction
2. Students will be physically, emotionally, and mentally healthy
3. Recruit and retain highly qualified employees
4. Maintain efficient and effective operations

LCAP Goals

1. Students will be career/college ready via high-quality instruction of State Standards as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-2024 school year. (Instructional Services)
2. Students will be physically, emotionally, and mentally healthy and supported through Parental Involvement as measured by State, federal, and District assessment tools including the California Dashboard with success as indicated in the metrics which defines targets for each metric by the end of the 2023-2024 school year. (Educational Services)
3. Recruit and retain quality employees as measured by full employment of teaching staff with appropriate credentials and placed in appropriate assignments following Williams compliance by September 1, 2023, depending on clearance requirements (i.e., fingerprinting). (Human Resources)
4. Efficient and effective operations as measured by appropriate facilities especially classrooms that are conducive to the needs of the instructional program from the first day of the school year meeting Williams facilities requirements. (Business Services)

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.

Maintain teacher and students participation rates in the arts resulting in increased exposure and understanding of the VAPA standards and expectations of lessons

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
Increased exposure and understanding of the VAPA standards and the expectations/goals of the lesson provided	2022-2023 staff and student participation rate	Maintain or increase staff and student participation rate

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers and students will participate in performing arts instruction to support the State Standards including the ELD standards.	All students	5,568 Other 5800: Professional/Consulting Services And Operating Expenditures Burbank Arts and Education Foundation Grants 1,738 Other 5000-5999: Services And Other Operating Expenditures Arts for All Grant
4.2	Provide performing arts professional development to elementary teachers in the District and the school.	All students	0 None Specified No additional site categorical funds required.
4.3	Continue to provide arts education workshops in music, dance, visual arts, and/or theater to students in Grades TK-5 during the school day and after school if applicable.	All students	51,001 Other 5800: Professional/Consulting Services And Operating Expenditures Proposition 28 Arts Funds 36,743 Other 1000-1999: Certificated Personnel Salaries Salary Portion for Grade 2 and 3 District Music Teacher 21,936 Other 4000-4999: Books And Supplies Equipment, materials, and Supplies to support the arts

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 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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

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

Annual Review

SPSA Year Reviewed: 2023-24

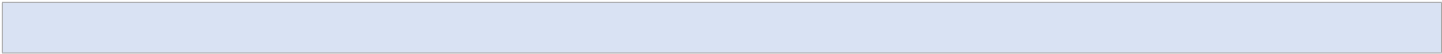
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

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	\$766,702.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Disadvantaged Students	\$240,701.00
Title I Part A: Parent Involvement	\$2,981.00
Title III Immigrant Education Program	\$5,608.00
Title III Part A: Language Instruction for LEP Students	\$25,386.00

Subtotal of additional federal funds included for this school: \$274,676.00

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

State or Local Programs	Allocation (\$)
EIA Funds	\$129,474.00
LCFF - Supplemental	\$177,913.00
None Specified	\$0.00
Other	\$184,639.00

Subtotal of state or local funds included for this school: \$492,026.00

Total of federal, state, and/or local funds for this school: \$766,702.00

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
EIA Funds	129,474.00
LCFF - Supplemental	177,913.00
None Specified	0.00
Other	184,639.00
Title I Part A: Disadvantaged Students	240,701.00
Title I Part A: Parent Involvement	2,981.00
Title III Immigrant Education Program	5,608.00
Title III Part A: Language Instruction for LEP Students	25,386.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	280,085.00
2000-2999: Classified Personnel Salaries	312,400.00
4000-4999: Books And Supplies	97,090.00
5000-5999: Services And Other Operating Expenditures	8,938.00
5800: Professional/Consulting Services And Operating Expenditures	68,189.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	EIA Funds	128,887.00
4000-4999: Books And Supplies	EIA Funds	587.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	72,091.00

2000-2999: Classified Personnel Salaries	LCFF - Supplemental	105,822.00
4000-4999: Books And Supplies	LCFF - Supplemental	0.00
	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Other	104,396.00
4000-4999: Books And Supplies	Other	21,936.00
5000-5999: Services And Other Operating Expenditures	Other	1,738.00
5800: Professional/Consulting Services And Operating Expenditures	Other	56,569.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Disadvantaged Students	75,332.00
2000-2999: Classified Personnel Salaries	Title I Part A: Disadvantaged Students	77,191.00
4000-4999: Books And Supplies	Title I Part A: Disadvantaged Students	73,978.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Disadvantaged Students	7,200.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Disadvantaged Students	7,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	361.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	2,620.00
1000-1999: Certificated Personnel Salaries	Title III Immigrant Education Program	5,608.00
1000-1999: Certificated Personnel Salaries	Title III Part A: Language Instruction for LEP Students	22,658.00
2000-2999: Classified Personnel Salaries	Title III Part A: Language Instruction for LEP Students	500.00
4000-4999: Books And Supplies	Title III Part A: Language Instruction for LEP Students	228.00
5800: Professional/Consulting Services And Operating Expenditures	Title III Part A: Language Instruction for LEP Students	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	543,879.00
Goal 2	74,837.00
Goal 3	31,000.00
Goal 4	116,986.00

School Site Council Membership

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

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

Name of Members	Role
Judy Hession	Principal
Laura Kubler	Other School Staff
Laury Kelly	Other School Staff
Carla Simokovic	Other School Staff
Andria Adams	Classroom Teacher
Celia Greene	Classroom Teacher
Crystal McKeith	Classroom Teacher
Mollye de Armendi	Parent or Community Member
Amy Gonzalez	Parent or Community Member
Lara Green	Parent or Community Member
Norman Joseph	Parent or Community Member
Christina Pogosian	Parent or Community Member
Danielle Regan	
Deanna Shea-Vega	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Gifted and Talented Education Program Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/18/2023.

Attested:

Principal, Judy Hession on 10/18/2023

SSC Chairperson, Danielle Regan on 10/18/2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023