

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mable Barron Elementary School	39685696095210	October 17, 2024	November 6, 2024

## Purpose and Description

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

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

- Goal 1: (English Language Arts) All students (within every subgroup) will show growth towards meeting or exceeding ELA standards. The actions and services in Goal 1 are focused on providing all students with foundational skills by strengthening instructional strategies within the core curriculum and professional learning. We will also continue to provide interventions at all grade levels for students who need extra time and support.
- Goal 2: (Math) All students (within every subgroup) will show growth toward meeting or exceeding grade-level standards in Mathematics. The actions and services in Goal 2 are focused on fluency and essential standards, emphasizing the data collection and analysis process and interventions for those who may need extra time and support. Professional learning will be included to strengthen and continuously develop instructional strategies.
- Goal 3: Mable Barron will create equitable experiences to meet the needs of all students (within all subgroups) and provide a supportive, positive learning environment where all students and their families feel a sense of community. The actions in Goal 3 primarily focus on our continued work of creating an environment where students feel safe and ensuring our data regarding chronic absenteeism and suspension rates reflect this.
- Goal 4: Mable Barron will provide increased opportunities for engagement and participation of parents and families.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

Youth Truth Survey is administered each year to students in grades 5-8, parents and staff give input. We will talk about results after we get them.

## Classroom Observations

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

Site Administrators conduct various classroom observations through weekly walkthroughs and formal observations. The data yielded various teaching styles, use of technology, and intervention practices.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administer curricular assessments (i.e., Wonders) to inform/drive instruction  
Conduct ongoing progress monitoring in grades K-1 (DIBELS), 2-6 (I-Ready)  
Administer CAASPP interim assessments in grades 3-8  
Utilize small group instruction during ELA block based on skill level  
Utilize Amplify, Aeries, iReady, and Ellevation data storage and assessment administration system  
ELD instruction in all grades

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Conduct initial and ongoing progress monitoring in grades K-3 (DIBELS)  
Provide Title 1 small group support for students scoring Intensive on DIBELS  
Provide small group intervention within Tiers 1 and 2  
Train staff on use of assessment administration system

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

75.76% of our teachers are highly qualified, while 7.58% are intern teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing district-provided/endorsed PD in ELA and math

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing district-provided/endorsed PD in ELA and math

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

Ongoing district-provided/endorsed PD in ELA and math

Continue foundational literacy PD in primary grades

Intervention personnel supports ELA in grades 1-5

Provide ELD professional development in grades K-8

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly staff and grade level collaboration built into district contract and site schedule

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is CDE/state-standards approved.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

120 minutes of ELA per day grades K-6

75 minutes of math per day grades K-6

56 minutes of ELA and math per day in grades 7/8 (112 minutes for remedial ELA)

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

LUSD has begun the LEAP initiative which will provide opportunity to design pacing

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials have been made available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-based instructional materials have been made available to all student groups.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula  
Use curricular assessments to guide instruction  
Utilize small group instruction during ELA block based on skill level  
Provide ongoing professional development in ELA curriculum and instructional strategies  
Continue foundational literacy PD in primary grades  
Provide ELD professional development in grades K-8 (SJCOE)  
Conduct ongoing progress monitoring in grades K-3 (Amplify)  
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady  
Continue to embed ELD practices into the daily master schedule in all grades  
Provide after-school support in multiple grades (3-5 grade tutoring, 3-5 grade homework club, 7/8 ELA homework club - all based on the availability of tutors and high school volunteers)

Evidence-based educational practices to raise student achievement

Begin the LUSD LEAP initiative to focus lesson planning on essential standards for all students.

## Parental Engagement

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

Wellness Center outreach: Wellness Center leader in conjunction with site administrators, district's Community Liaison personnel, will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism.

Positive Behavior Intervention & Support (PBIS) program support: Mable Barron will continue implementing the Pioneer PBIS/United Pioneers system. The purpose of the United Pioneers system is to explicitly teach students expected behaviors and positively reinforce them in order to generate observable and consistent positive behavior patterns (The United Pioneer Way = Try until we succeed, own our actions, do the right thing even when no one is looking). Teachers will collaborate after school to develop practices that embed the Pioneer Way throughout campus routines. Mable Barron School also acknowledges students who exhibit monthly focused character traits. Parents are educated on these character traits and provided resources to use at home (i.e., videos and articles) to assist them in teaching students character traits.

Counselor and Wellness Center Fridays with middle schoolers: Our counselors and Wellness Center leader meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles about study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates the need for additional support.

Career Day: Our site counselor hosts Career Day for all grades 4-8 students. The purpose of Career Day is to teach students the value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future.

To address chronic absenteeism, a) during the fall of 2024, Student Attendance Review Team (SART) meetings have been held with families whose child/children have demonstrated truancy patterns; b) in the fall of 2024, the principal, assistant principal, and school safety officer visited homes of chronically truant students to provide school supplies and assistance in navigating transportation and child nutrition services, and c) principal and assistant principal and security officer will conduct home visits to students/families who are chronically truant to transport them to school (as needed). This practice will continue in the 2024-2025 school year.

The principal, assistant principal, attendance clerk, counselors, and Wellness Center leader have identified chronically absent students. The site administrators and counselor conduct regular and ongoing meetings with them to check on their grades, behavior, and attendance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and English Learner Advisory Committee meet regularly where the goal is to seek parental/community and staff input.

### Funding

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

Counselor and Wellness Center Fridays with middle schoolers: Our counselor meets regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates need for additional support.

Fiscal support (EPC)

## **Educational Partner Involvement**

How, when, and with whom did the 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**

Mable Barron consulted with 1) the School Site Council, which represents staff, parents, and community members, and 2) the English Learner Advisory Committee (which represents parents of English Learners when reviewing, developing, and eventually recommending our SPSA for approval. This was done at monthly SSC and ELAC meetings. We invite parents, teachers and community members to become involved with/members of School Site Council by announcing nominations school-wide via Parent Square.

Meetings are open to the public, and agendas are posted publicly per district and state guidelines.

## **Resource Inequities**

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

# School and Student Performance Data

## Student Enrollment 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%	%	0	0	
African American	12.39%	10.27%	12.54%	82	69	83
Asian	5.14%	7.14%	6.50%	34	48	43
Filipino	2.72%	3.27%	1.96%	18	22	13
Hispanic/Latino	53.02%	54.02%	53.93%	351	363	357
Pacific Islander	0.15%	0.15%	0.15%	1	1	1
White	19.34%	16.67%	16.31%	128	112	108
Multiple/No Response	6.95%	7.74%	8.01%	46	52	53
<b>Total Enrollment</b>				662	672	662

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			
Kindergarten	74	94	72
Grade 1	71	73	68
Grade 2	72	73	72
Grade 3	68	65	72
Grade 4	88	68	63
Grade 5	83	88	68
Grade 6	89	92	94
Grade 7	69	49	79
Grade 8	48	70	55
Grade 9			
Grade 10			
Grade 11			
Grade 12			
<b>Total Enrollment</b>	662	672	662

**Conclusions based on this data:**

1. The percentage of our African-American student population has increased, from 2022-23 to 2023-24. It continues to be our third largest student group, comprising 12.5% of our our student body, and has increased of 2.5%.
2. The percentage of our Hispanic/Latino student population has slightly decreased by .01%. It continues to be our largest student group, comprising 53.9% of our student body.
3. The percentage of our White student population has slightly decreased, down 0.3%. It continues to be our second largest student group, comprising 16.3% of our student body.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	71	83	79	10.0%	10.7%	11.9%
Fluent English Proficient (FEP)	50	50	50	6.1%	7.6%	7.6%
Reclassified Fluent English Proficient (RFEP)	37			9.0%	52%	

### Conclusions based on this data:

1. We have a significant population of students who are English Learners, representing 11.9% of our school population.
2. The percentage of our student population who are English Learners has slightly increased (by 2.2%) within the last year.



# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	73	72	72	71	70	72	71	70	98.6	97.3	97.2
Grade 4	90	67	63	89	64	63	89	64	63	98.9	95.5	100
Grade 5	89	91	68	87	90	66	87	90	66	97.8	98.9	97.1
Grade 6	89	96	90	82	92	88	82	92	88	92.1	95.8	97.8
Grade 7	72	47	81	71	46	80	71	46	80	98.6	97.9	98.8
Grade 8	51	67	51	48	67	51	48	67	51	94.1	100.0	100
All Grades	464	441	425	449	430	418	449	430	418	96.8	97.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2407.	2391.	2406.	15.28	14.08	20.00	26.39	21.13	22.86	30.56	26.76	20.00	27.78	38.03	37.14
Grade 4	2441.	2433.	2418.	19.10	14.06	17.46	19.10	14.06	14.29	20.22	29.69	14.29	41.57	42.19	53.97
Grade 5	2480.	2453.	2461.	11.49	12.22	7.58	22.99	24.44	22.73	35.63	17.78	33.33	29.89	45.56	36.36
Grade 6	2518.	2516.	2501.	15.85	5.43	12.50	32.93	36.96	27.27	28.05	38.04	28.41	23.17	19.57	31.82
Grade 7	2530.	2524.	2513.	5.63	8.70	7.50	36.62	41.30	28.75	30.99	19.57	26.25	26.76	30.43	37.50
Grade 8	2485.	2535.	2526.	0.00	11.94	5.88	16.67	32.84	33.33	35.42	25.37	25.49	47.92	29.85	35.29
All Grades	N/A	N/A	N/A	12.25	10.93	11.96	26.06	28.14	24.88	29.62	26.74	24.88	32.07	34.19	38.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.06	15.49	24.29	56.94	57.75	48.57	25.00	26.76	27.14
Grade 4	14.61	17.19	14.29	69.66	59.38	55.56	15.73	23.44	30.16
Grade 5	11.49	6.67	7.58	71.26	62.22	69.70	17.24	31.11	22.73
Grade 6	20.73	6.52	12.50	53.66	73.91	56.82	25.61	19.57	30.68
Grade 7	16.90	13.33	15.19	61.97	66.67	56.96	21.13	20.00	27.85
Grade 8	4.17	13.43	13.73	45.83	59.70	52.94	50.00	26.87	33.33
All Grades	14.92	11.42	14.63	61.25	63.64	56.83	23.83	24.94	28.54

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	7.04	11.43	10.00	54.93	51.43	60.00	38.03	37.14	30.00
<b>Grade 4</b>	10.47	3.17	15.87	54.65	53.97	34.92	34.88	42.86	49.21
<b>Grade 5</b>	16.09	13.33	3.03	51.72	50.00	57.58	32.18	36.67	39.39
<b>Grade 6</b>	13.41	8.70	7.95	57.32	64.13	51.14	29.27	27.17	40.91
<b>Grade 7</b>	15.49	24.44	11.39	53.52	46.67	63.29	30.99	28.89	25.32
<b>Grade 8</b>	2.08	10.45	1.96	56.25	62.69	62.75	41.67	26.87	35.29
<b>All Grades</b>	11.46	11.24	8.63	54.61	55.50	54.92	33.93	33.26	36.45

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	12.50	11.27	8.57	83.33	66.20	74.29	4.17	22.54	17.14
<b>Grade 4</b>	8.99	7.81	7.94	70.79	76.56	73.02	20.22	15.63	19.05
<b>Grade 5</b>	16.09	10.00	7.58	77.01	56.67	69.70	6.90	33.33	22.73
<b>Grade 6</b>	13.41	13.04	15.91	78.05	82.61	69.32	8.54	4.35	14.77
<b>Grade 7</b>	11.27	6.67	7.59	77.46	73.33	73.42	11.27	20.00	18.99
<b>Grade 8</b>	8.33	13.43	11.76	62.50	70.15	70.59	29.17	16.42	17.65
<b>All Grades</b>	12.03	10.72	10.07	75.50	70.63	71.70	12.47	18.65	18.23

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	11.11	9.86	12.86	69.44	64.79	62.86	19.44	25.35	24.29
<b>Grade 4</b>	12.36	7.81	11.11	66.29	76.56	61.90	21.35	15.63	26.98
<b>Grade 5</b>	9.20	13.33	7.58	66.67	54.44	60.61	24.14	32.22	31.82
<b>Grade 6</b>	10.98	14.13	9.09	74.39	69.57	69.32	14.63	16.30	21.59
<b>Grade 7</b>	8.45	6.52	13.92	70.42	80.43	60.76	21.13	13.04	25.32
<b>Grade 8</b>	2.08	19.40	11.76	60.42	62.69	70.59	37.50	17.91	17.65
<b>All Grades</b>	9.58	12.33	11.03	68.37	66.74	64.27	22.05	20.93	24.70

**Conclusions based on this data:**

1. The percentage of students who met or exceeded standards decreased in grades 3rd, 4th, and 6th.
2. The percentage of students who met or exceeded standards increased in grades 5th, 7th, and 8th

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	73	72	72	70	71	70	70	71	70	95.9	98.6	97.2
Grade 4	90	67	63	89	63	63	89	63	63	98.9	94.0	100
Grade 5	89	90	68	87	89	66	87	89	66	97.8	98.9	97.1
Grade 6	89	96	90	83	92	87	83	92	87	93.3	95.8	96.7
Grade 7	72	47	81	70	46	79	70	45	78	97.2	97.9	97.5
Grade 8	51	67	52	48	66	51	47	66	51	94.1	98.5	98.1
All Grades	464	439	426	447	427	416	446	426	415	96.3	97.3	97.7

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2414.	2390.	2409.	7.14	15.49	7.14	35.71	22.54	31.43	31.43	16.90	22.86	25.71	45.07	38.57
Grade 4	2435.	2434.	2423.	13.48	9.52	12.70	15.73	17.46	14.29	35.96	36.51	28.57	34.83	36.51	44.44
Grade 5	2464.	2451.	2449.	6.90	12.36	7.58	18.39	10.11	9.09	26.44	24.72	31.82	48.28	52.81	51.52
Grade 6	2489.	2496.	2478.	9.64	16.30	12.64	15.66	16.30	10.34	31.33	26.09	32.18	43.37	41.30	44.83
Grade 7	2477.	2474.	2476.	4.29	4.44	6.41	11.43	11.11	8.97	31.43	31.11	34.62	52.86	53.33	50.00
Grade 8	2434.	2472.	2443.	0.00	4.55	1.96	4.26	9.09	5.88	19.15	25.76	17.65	76.60	60.61	74.51
All Grades	N/A	N/A	N/A	7.62	11.27	8.43	17.49	14.55	13.49	30.04	26.29	28.67	44.84	47.89	49.40

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.00	9.86	11.43	68.57	42.25	52.86	21.43	47.89	35.71
Grade 4	15.73	11.11	12.70	47.19	46.03	38.10	37.08	42.86	49.21
Grade 5	10.34	13.48	7.58	40.23	39.33	40.91	49.43	47.19	51.52
Grade 6	13.25	8.70	12.64	40.96	48.91	39.08	45.78	42.39	48.28
Grade 7	5.71	8.89	5.19	40.00	37.78	40.26	54.29	53.33	54.55
Grade 8	0.00	3.03	3.92	29.79	33.33	29.41	70.21	63.64	66.67
All Grades	10.09	9.39	9.18	45.07	41.78	40.58	44.84	48.83	50.24

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	17.14	19.72	17.14	52.86	35.21	44.29	30.00	45.07	38.57
<b>Grade 4</b>	10.11	12.70	9.52	51.69	41.27	46.03	38.20	46.03	44.44
<b>Grade 5</b>	6.90	10.11	9.09	50.57	47.19	50.00	42.53	42.70	40.91
<b>Grade 6</b>	9.64	17.39	8.05	55.42	43.48	45.98	34.94	39.13	45.98
<b>Grade 7</b>	2.86	4.44	8.97	60.00	53.33	48.72	37.14	42.22	42.31
<b>Grade 8</b>	2.13	7.58	1.96	51.06	48.48	52.94	46.81	43.94	45.10
<b>All Grades</b>	8.52	12.68	9.40	53.59	44.37	47.71	37.89	42.96	42.89

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	15.71	16.90	24.29	62.86	56.34	54.29	21.43	26.76	21.43
<b>Grade 4</b>	14.61	9.52	11.11	47.19	55.56	42.86	38.20	34.92	46.03
<b>Grade 5</b>	9.20	7.87	4.55	65.52	50.56	54.55	25.29	41.57	40.91
<b>Grade 6</b>	7.23	5.43	9.20	60.24	66.30	63.22	32.53	28.26	27.59
<b>Grade 7</b>	7.14	6.67	6.41	58.57	64.44	64.10	34.29	28.89	29.49
<b>Grade 8</b>	0.00	4.55	1.96	51.06	53.03	45.10	48.94	42.42	52.94
<b>All Grades</b>	9.64	8.45	9.88	57.85	57.51	55.18	32.51	34.04	34.94

**Conclusions based on this data:**

1. The percentage of students who met or exceeded standards increased slightly in grades 3rd, 6th, and 8th.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	1459.3	*	*	1454.2	*	*	1471.3	*	10	19	9
1	*	*	*	*	*	*	*	*	*	6	10	7
2	1484.0	*	*	1485.3	*	*	1482.0	*	*	12	6	8
3	*	1481.3	*	*	1483.8	*	*	1478.3	*	7	13	5
4	*	*	*	*	*	*	*	*	*	8	7	8
5	*	1508.7	*	*	1512.8	*	*	1504.2	*	6	11	5
6	*	*	1510.1	*	*	1508.8	*	*	1511.0	5	6	11
7	*	*	*	*	*	*	*	*	*	7	5	*
8	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										64	83	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	47.37	*	*	15.79	*	*	10.53	*	*	26.32	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
3	*	15.38	*	*	30.77	*	*	30.77	*	*	23.08	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*
6	*	*	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	30.12	20.34	54.69	37.35	35.59	17.19	18.07	27.12	12.50	14.46	16.95	64	83	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	52.63	*	*	10.53	*	*	5.26	*	*	31.58	*	*	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	33.33	*	*	33.33	*	*	33.33	*	*	0.00	*	*	12	*	*
<b>3</b>	*	38.46	*	*	23.08	*	*	15.38	*	*	23.08	*	*	13	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*
<b>6</b>	*	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	28.13	51.81	40.68	51.56	25.30	25.42	17.19	10.84	25.42	3.13	12.05	8.47	64	83	59

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	36.84	*	*	5.26	5.26	*	26.32	26.32	*	31.58	31.58	*	19	19
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	7.69	7.69	*	15.38	15.38	*	46.15	46.15	*	30.77	30.77	*	13	13
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	0.00	0.00	*	18.18	18.18	*	36.36	36.36	*	45.45	45.45	*	11	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.81	18.07	18.07	35.94	21.69	21.69	37.50	38.55	38.55	18.75	21.69	21.69	64	83	83

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	52.63	*	*	10.53	*	*	36.84	*	*	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
<b>3</b>	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
<b>6</b>	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	21.88	42.17	33.90	70.31	42.17	54.24	7.81	15.66	11.86	64	83	59

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	42.11	*	*	26.32	*	*	31.58	*	*	19	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
<b>3</b>	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
<b>6</b>	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
<b>7</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>8</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	42.19	55.42	45.76	53.13	31.33	40.68	4.69	13.25	13.56	64	83	59

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	36.84	*	*	36.84	*	*	26.32	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	83.33	*	*	8.33	*	*	12	*	*
3	*	7.69	*	*	38.46	*	*	53.85	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	27.27	*	*	63.64	*	*	11	*
6	*	*	0.00	*	*	18.18	*	*	81.82	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.06	26.51	8.47	62.50	40.96	55.93	23.44	32.53	35.59	64	83	59

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	42.11	*	*	26.32	*	*	31.58	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
3	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
6	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	21.69	22.03	68.75	59.04	64.41	15.63	19.28	13.56	64	83	59

**Conclusions based on this data:**

1. Though the data in this section is scarce, the numbers presented indicate that the students are faring well on the speaking component.



# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>672</b>	<b>58.3</b>	<b>12.4</b>	<b>0.4</b>
Total Number of Students enrolled in Mable Barron 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	83	12.4
Foster Youth	3	0.4
Homeless	20	3
Socioeconomically Disadvantaged	392	58.3
Students with Disabilities	62	9.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	69	10.3
Asian	48	7.1
Filipino	22	3.3
Hispanic	363	54
Two or More Races	52	7.7
Pacific Islander	1	0.1
White	112	16.7

### Conclusions based on this data:

1. Socioeconomically disadvantaged students make up 59.2 percent of the student population which equates to over half of the student body.

2. Students with Disabilities make up 9% percent of the student population.
3. English learners make up 12.5 percent of the student population making it the third largest subgroup.

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Red	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. Overall all math and english language arts continue to be a struggle.
2. As suspension rates have decreased slightly, then will continue to be a focus of our attention
3. Chronic Absenteeism continues to be a concern for us, especially with our students of color



# School and Student Performance Data

## Academic Performance English Language Arts

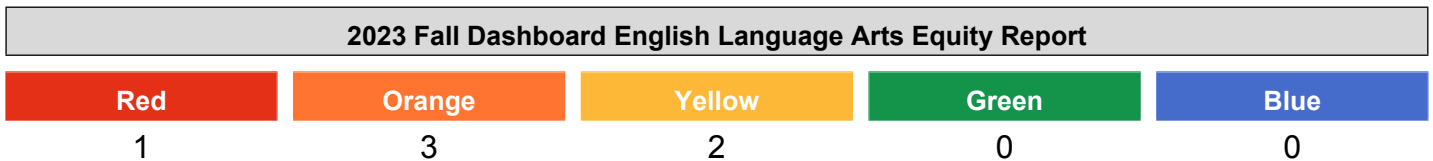
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 30 points below standard Maintained -2.5 points 397 Students	 Orange 48.6 points below standard Decreased Significantly -33.9 points 53 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
151.5 points below standard 13 Students	 Orange 47.7 points below standard Decreased -6.8 points 249 Students	 Red 97.9 points below standard Maintained -0.1 points 44 Students

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

African American	American Indian	Asian	Filipino
 Yellow 50.7 points below standard Increased Significantly +17 points 32 Students	 No Performance Color 0 Students	3.6 points below standard Decreased Significantly -29 points 25 Students	17.8 points above standard Decreased Significantly -30.7 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 42.7 points below standard Decreased -9.1 points 231 Students	28.7 points below standard Decreased -4.1 points 28 Students	Less than 11 Students 1 Student	 Yellow 7.9 points below standard Increased +4.1 points 66 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
65.9 points below standard Decreased -4.2 points 37 Students	8.7 points below standard Decreased Significantly -40.8 points 16 Students	32.6 points below standard Maintained -1 points 313 Students

**Conclusions based on this data:**

1. Students of color continue to be lower than average and more work is needed in this area.

# School and Student Performance Data

## Academic Performance Mathematics

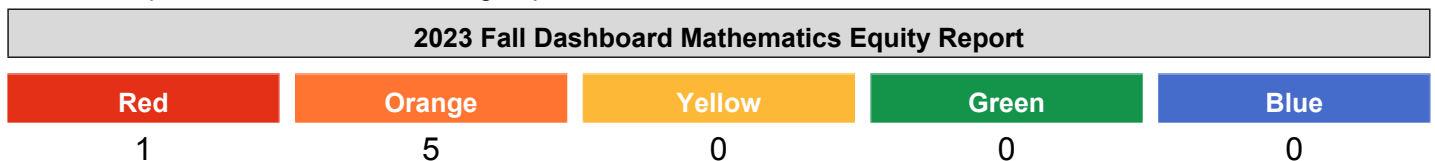
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Orange 67.7 points below standard Maintained -0.4 points 397 Students	 Orange 90.3 points below standard Decreased Significantly -20.6 points 53 Students	Less than 11 Students 3 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
160.5 points below standard 14 Students	 Orange 88.9 points below standard Decreased -5.6 points 249 Students	 Red 139.3 points below standard Maintained +0.5 points 44 Students

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

African American	American Indian	Asian	Filipino
 Orange 95.3 points below standard Increased Significantly +15.1 points 32 Students	 No Performance Color 0 Students	24 points below standard Decreased -14.3 points 25 Students	14.5 points below standard Decreased -8.3 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 83.4 points below standard Maintained -2.2 points 231 Students	55.9 points below standard Maintained -0.1 points 28 Students	Less than 11 Students 1 Student	 Orange 41 points below standard Decreased -5.5 points 66 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
101.4 points below standard Increased +7.2 points 37 Students	64.9 points below standard Decreased Significantly -33.9 points 16 Students	65.3 points below standard Maintained +2.6 points 313 Students

**Conclusions based on this data:**

1. Math across all sub groups continue to need more assistance.



# School and Student Performance Data

## Academic Performance English Learner Progress

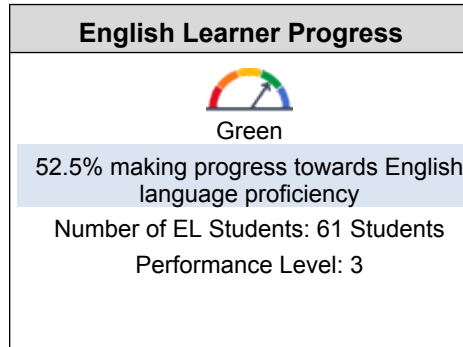
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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
11	18	2	30

#### Conclusions based on this data:

- Success has been had in our EL students. With continued influx of new students, we will need to be diligent in our work to continue the progress.

# School and Student Performance Data

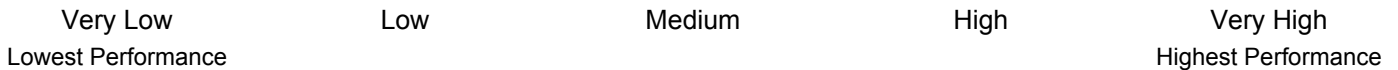
## Academic Performance College/Career Report

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.

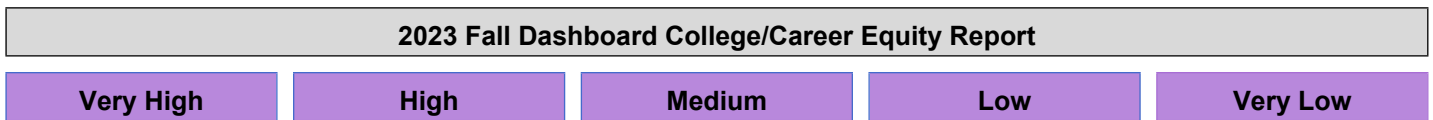
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

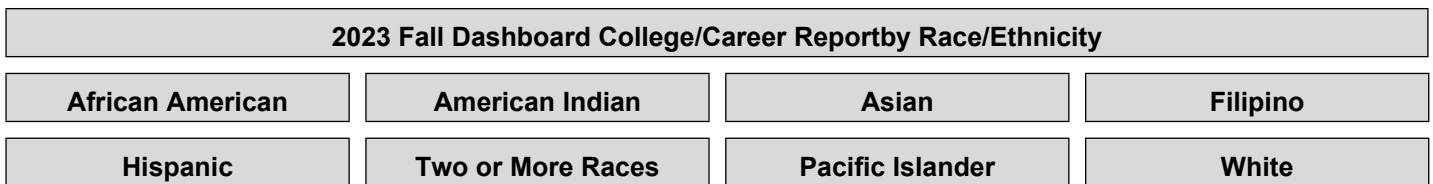
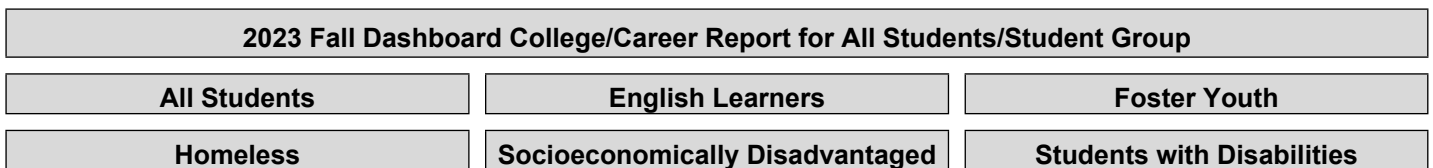
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



### Conclusions based on this data:

1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

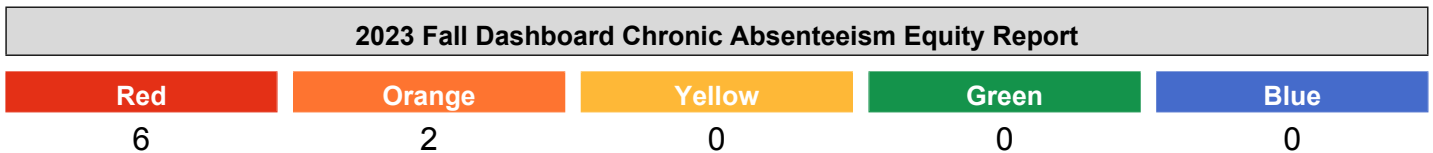
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>35.8% Chronically Absent</p> <p>Increased Significantly 3.3</p> <p>720 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>36.8% Chronically Absent</p> <p>Increased 1.8</p> <p>95 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>82.8% Chronically Absent</p> <p>Increased 27.2</p> <p>29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>42.6% Chronically Absent</p> <p>Increased Significantly 4.5</p> <p>462 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>36.9% Chronically Absent</p> <p>Increased 6.1</p> <p>84 Students</p>

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

African American	American Indian	Asian	Filipino
 Red 46.3% Chronically Absent Increased 10.6 80 Students	 No Performance Color 0 Students	 Orange 23.5% Chronically Absent Declined -7.6 51 Students	31.8% Chronically Absent Increased 9.6 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 40% Chronically Absent Increased 2.8 390 Students	 Red 32.2% Chronically Absent Increased 13.5 59 Students	Less than 11 Students 1 Student	 Orange 22.2% Chronically Absent Declined -1.1 117 Students

**Conclusions based on this data:**

1. Our students of color continue to be a challenge. Programs will need to be put in place to address this concern.

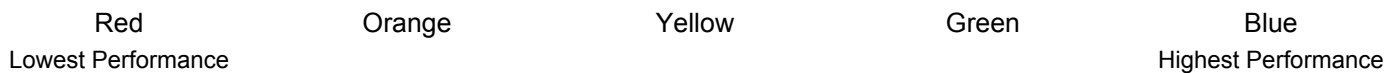
# School and Student Performance Data

## 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.

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

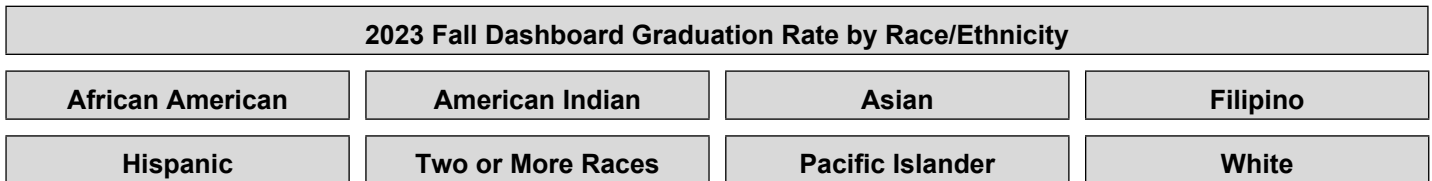
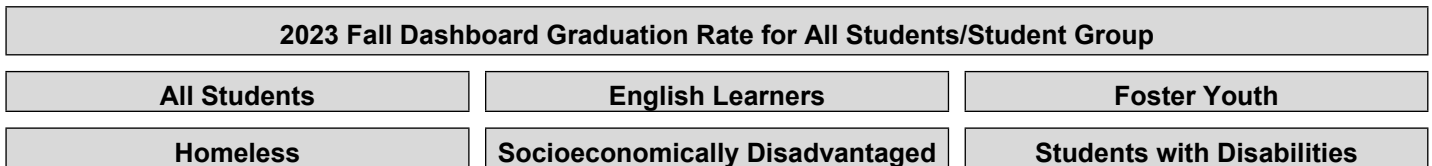
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



This section provides information about 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

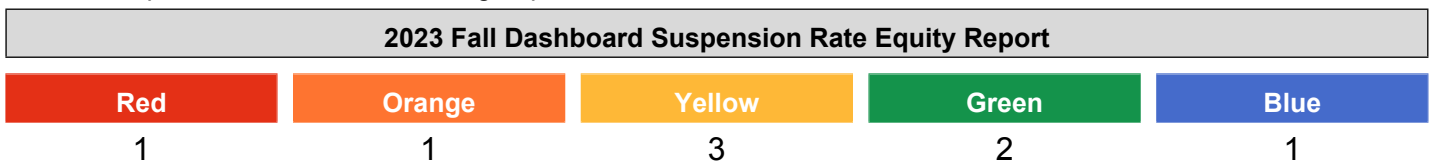
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>4.2% suspended at least one day</p> <p>Declined Significantly -1.2</p> <p>737 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1% suspended at least one day</p> <p>Maintained -0.1</p> <p>97 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>3.4% suspended at least one day</p> <p>Declined -2.1</p> <p>29 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>5.8% suspended at least one day</p> <p>Declined Significantly -1.5</p> <p>467 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>6.9% suspended at least one day</p> <p>Declined -3.8</p> <p>87 Students</p>

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

African American	American Indian	Asian	Filipino
 Red 13.4% suspended at least one day Increased 3.6 82 Students	 No Performance Color 0 Students	 Blue 0% suspended at least one day Maintained 0 52 Students	0% suspended at least one day Maintained 0 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.3% suspended at least one day Declined Significantly -1.1 399 Students	 Green 1.6% suspended at least one day Declined -4.6 61 Students	Less than 11 Students 3 Students	 Yellow 5.1% suspended at least one day Declined -2.9 118 Students

**Conclusions based on this data:**

1. Suspension rates have begun to slightly go down, but continued work is needed in this area.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 1

Goal 1: All students will show growth towards meeting or exceeding standards in ELA.

## Identified Need

CAASPP scores for students in grades 3-8 showed a decline and the need to focus on academic performance for all student groups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percentage of Grade 3-8 Students Meeting or Exceeding Standards	Grade 3 - 43% Grade 4 - 30% Grade 5 - 32% Grade 6 - 38% Grade 7 - 34% Grade 8 - 39% 2023-2024	Grade 3 - 53% Grade 4 - 40% Grade 5 - 42% Grade 6 - 48% Grade 7 - 44% Grade 8 - 49% 2024-2025
Percentage of Grades 1st-8th students Proficient/Above iReady ELA (Data reflects the number of students who were actually assessed, not total number of students enrolled in each grade level in the average, high average, and high percentage ranges.)	ELA iReady Grade 1 - 13% Grade 2 - 18% Grade 3 - 52% Grade 4 - 58% Grade 5 - 73% Grade 6 - 85% Grade 7 - 89% Grade 8 - 96%  Fall 2024 iReady	Grade 1 - 23% Grade 2 - 28% Grade 3 - 62% Grade 4 - 68% Grade 5 - 83% Grade 6 - 95% Grade 7 - 99% Grade 8 - 100% Spring 2025
ELPAC - Percentage of students in grades K-8 earning a score of a 4	Grade K - 09% (11 students) Grade 1 - 00% (10 students) Grade 2 - 08% (08 students) Grade 3 - 00% (05 students) Grade 4 - 11% (09 students) Grade 5 - 71% (07 students) Grade 6 - 09% (11 students)	ELs Earning a 4 on ELPAC - 40% 2024-2025



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 7 - 67% (03 students) Grade 8 - 67% (03 students)  12 (or 18%) of students out of 67 scored an overall score of 4 2023-2024 ELPAC	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1.1 Continue implementation of Wonders (K-5) and Study Sync (6-8) curricula. Utilize technology to enhance ELA experience (Wonders online resources, Study Sync online resources, Renaissance Place, etc.). Utilize small group instruction during ELA block based on skill level. Administer CAASPP interim assessments in grades 3-8. Purchase supplemental materials and supplies to engage students in ELA in grades TK-8. Provide updated reading materials for students for practice at their instructional levels, and literacy based activities that can be done remotely such as literature circles for comprehension and repeated reading for fluency practice (novels, Readers Theater, etc.)

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000.00

Source(s)

Title I Part A: Allocation

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

#### Strategy/Activity

1.2 Support professional development opportunities (through in-person, webinars, articles, and book studies) in ELA curriculum and instructional strategies.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000.00

Source(s)

Title I Part A: Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students reading below grade level.

Strategy/Activity

1.3 Provide Tier 2 and Tier 3 intervention support, small group support for students. Conduct ongoing progress monitoring using iReady, DIBELS, and other measures. Provide primary language support and intervention support using supplemental materials and corresponding materials in native language as needed. Interventions and support will be provided by Title I teacher, Intervention teacher, Classroom teacher, an paraprofessionals.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,763

Source(s)

Title I Part A: Allocation

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Update classroom libraries with literature that meets student's interests, reading level, and promotes cultural awareness.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,500

Source(s)

Title I Part A: Allocation

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL Students

Strategy/Activity

Continue to embed ELD practices into daily master schedule in all grades and provide tutoring catered to students 'specific needs surrounding ELD standards ( as analyzed on iReady and other

classroom assessments), as well as, purchase supplemental instructional materials to support language acquisition.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I Part A: Allocation

### **Strategy/Activity 6**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Through the LUSD LEAP initiative, we began the curriculum and assessment alignment process. And to provide opportunities for additional collaboration time and any supplemental materials.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000

Title I Part A: Allocation

### **Strategy/Activity 7**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Supplemental resources, materials, and hands-on experiences to supplement core learning across content areas to be throughout the year. Renew technological applications such as, Vocabulary A-Z, Vocabulary Class, Spelling A-Z, and Renaissance Place (AR) to support reading comprehension and motivation.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000

Title I Part A: Allocation

### **Strategy/Activity 8**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students with an emphasis on English Learners

Strategy/Activity

Provide enrichment opportunities surrounding English Language Development.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Lottery: Instructional Materials

# Annual Review

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 deleted.

## ANALYSIS

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

The implementation of the strategies and activities of the 2023-2024 school year was impacted by continued chronic absenteeism. Students in grades 1st-8th made growth in ELA on the iReady from Fall 2024 to Spring 2024. Students in grades 2-5 and 8th grade realized an increase in Reading and Language Arts district assessment, while students in grade 6 realized a slight decrease. When comparing the last reporting date, CAASPP data increased significantly across all grade levels. 6th grade realized a 10-point increase, 7th grade a 6-point increase, and 8th grade increased by 3 points. Mable Barron has been faced with unique staffing challenges that have impacted the educational program.

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

Professional development opportunities were mostly offered through the district. Substitute shortage prevented teachers from attending professional development that was offered through various sources during school hours.

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.

Mabel Barron is collaborating with the LEA on developing consistent instructional practices that are standards based.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

## Goal 2

Goal 2: All students will show growth towards meeting or exceeding standards in Mathematics

## Identified Need

CAASPP scores for students in grades 3-8 are significantly low and students in grades 3,-5 and 7th grade showed a decline and the need to focus on academic performance for all student groups.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - Percentage of Grade 3-8 students meeting or exceeding standards. (Unavailable by Demographic groups)	Math Grade 3 - 34% Grade 4 - 36% Grade 5 - 23% Grade 6 - 37% Grade 7 - 17% Grade 8 - 20% Fall 2024	Grade 3 - 44% Grade 4 - 46% Grade 5 - 33% Grade 6 - 47% Grade 7 - 27% Grade 8 - 30% Spring 2025
Percentage of Grade 4-8 students Proficient/Above iReady Math (Percentages reflect the number of students who were actually assessed, not enrolled and scored in the average, High Average, and High ranges)	iReady Math Grade 1 - 28% Grade 2 - 41% Grade 3 - 46% Grade 4 - 35% Grade 5 - 39% Grade 6 - 33% Grade 7 - 17% Grade 8 - 06% Fall 2024	Grade 1 - 38% Grade 2 - 51% Grade 3 - 56% Grade 4 - 45% Grade 5 - 49% Grade 6 - 43% Grade 7 - 27% Grade 8 - 16% Spring 2025

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

2.1 Use curricular assessments to guide instruction. Differentiate instruction/grouping according to skill level (grades 5-8). Administer CAASPP interim assessments in grades 5-8. Purchase supplemental materials and supplies to engage students in math (which may include individual sets of manipulatives)

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Title I Part A: Allocation

**Strategy/Activity 2****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

2.2 Support professional development and collaboration centered on developing understanding of math standards and new curriculum adoption.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

Title I Part A: Allocation

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

**Strategy/Activity**

2.3 Provide after-school math tutoring and support in multiple grades to groups of struggling students catered to their specific needs as diagnosed in needs assessments such as iReady, classroom assessments, etc. Offer STEM-related tutoring and activities to promote student interest and engagement in science, technology, engineering, and mathematics. Provide supplemental math resources, technology, and manipulatives to assist students in learning.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000	Title I Part A: Allocation

## Annual Review

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 deleted.

### ANALYSIS

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

The analysis of overall implementation was impacted by chronic absenteeism and an overwhelming need in the area of social emotional learning. Students in grades 4-8 realized an increase in CAASPP data, while students in grade 3 realized a decrease in performance. LUSD adopted a new math curriculum that is being implemented in 24-25 school year.

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

Although there was more teacher participation in the form of after-school tutoring, we continued to lack equitable tutoring opportunities across all grade levels.

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.

Funds for supplemental math resources and technology was added back to the plan this year to help support students if there is minimal tutoring available. This addition can be seen in activity 3.



# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

## Goal 3

Goal 3: To understand and meet the needs of all students, and to provide a learning environment that is supportive, rigorous engaging, and appropriate for all students and their families.

## Identified Need

To decrease chronic absenteeism and to increase attendance rates for all students, specifically Hispanic, ELs, African-American students, SWD; to decrease suspension rates both school-wide and within certain subgroups (Els, SWD, SED, African-American students)

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - suspension rates, both whole-school and within specific subgroups (Els, SWD, SED, African-American students)	<p>2023 Suspension Rate:                      School-Wide = 4.2%                      (suspended at least 1 day)                      African-American students = 13.4% (Number of Students 82)                      Two or More Races - 1.6%                      (Number of Students: 61)                      Socio-Economically Disadvantaged students (SED) = 5.8% (Number of Students 467)                      Students with Disabilities (SWD) = 6.9% (Number of Students: 87)</p>	Dashboard suspension rates will decline by 50%
Attendance Rates	<p>2023 Chronic Absenteeism Rate:                      (Chronic: Absent at least 10% of the total days enrolled in school)</p> <p>Schoolwide:                      35.8% Chronically Absent                      64.2% Not Chronically Absent</p> <p>Subgroups:</p>	Chronic Absenteeism rates will decline by 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>African-American - 46.3% (Number of Students: 80)  Asian - 23.5% (Number of Students: 51)  Hispanic - 40.0% (Number of Students: 390)  White - 22.2% (Number of Students: 117)</p> <p>EL - 36.8% (Number of Students: 95)  Socio-Economically Disadvantaged Students (SED) - 42.6% (Number of Students: 462)  Students with Disabilities - 36.9% (Number of Students 84)</p>	
Youth Truth Survey Results	<p>Youth Truth Key Measures:</p> <p>Elementary-  Engagement - 86%  Academic Challenge - 31%  Culture - 78%  Belonging - 18%  Relationships 83%  Instructional Methods - 56%  2024</p> <p>Middle School-  Engagement - 59%  Relationships - 50%  Culture - 51%  Academic Challenge - 56%  Belonging - 70%  2024</p>	Youth Truth Measures rates will increase by 50%

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

**Strategy/Activity 1**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.1 Positive Behavior Intervention & Support (PBIS) program support: continue the implementation of the Pioneer PBIS system. The purpose of the PBIS system is to explicitly teach students expected behaviors and positively reinforce them (through the use of incentives, verbal praise, special activities, assemblies/presentations in order to generate observable and consistent positive behavior patterns and a positive school climate and culture.

The core values of Mable Barron School are: Try until we succeed, Own our own actions, Do the right thing even when no one is looking. Teachers will collaborate after-school to develop practices that embed the Mable Barron Way throughout campus routines.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.18

Title I Part A: Allocation

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.2 Truancy Outreach: Site administrators, site counselors, and the district's Community Liaison personnel will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism using the District's tiered Attendance Intervention Plan. The principal, AP, attendance clerk, and counselors will identify chronically absent students. Site administrators and teachers continue to identify chronically absent students and conduct regular attendance and ongoing meetings (phone calls, SART, SARB, etc.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000.00

Title I Part A: Allocation

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

3.3 Career Day: The site counselors host Career Day for all grades 4-8 students. The purpose of Career day is to a) teach students the value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future. Pre-Career Day preparation sessions are conducted by counselors with all individual classes/students to teach/reinforce interview strategies, professional etiquette, and general business engagement techniques.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3,000

Title I Part A: Allocation

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.5 Focus Center Fridays with middle schoolers: Throughout the year, our counselors, and school administrators, meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Phone calls are made to the parents of at-risk students, and individual parent conferences, SSTs, and/or SARTs are held.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000

Title I Part A: Allocation

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide counseling services for students with a counselor.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

26,470.00

Title I Part A: Allocation

## Strategy/Activity 8

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ongoing social emotional learning and character-building resources for students to increase self-awareness, social interactions, and positive behaviors in the classroom through presentations and or other programs. Counselors will engage with individual students, as well as, in the classroom, and in small group settings. SEL activities and resources will be purchased to assist teachers in embedding SEL throughout lessons and professional development will be available to teachers as well. SEL PD will be made available to lead teachers who will present to colleagues.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19,685

Title I Part A: Allocation

### Strategy/Activity 9

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Allocation

### Strategy/Activity 10

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide learning experiences outside of the classroom and/or school campus that would engage students and enrich content and concepts learned in class, build self-awareness, promote problem-solving, and collaborative team work amongst students .

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

25,000

Title I Part A: Allocation

### Strategy/Activity 11

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support students with executive functioning skills and coping strategies. Students 6-8th grade will have the opportunity to work with a dedicated mentor through FACES (Faith in the Education System through extraordinary educational services) program. Specific focus will be determined by student survey and youth truth data. Our mentorship program will help address feelings of anxiety in many of our students and the Youth Truth Survey that shows a need for a sense of relationships, belonging and inclusion. .

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
65,409.82	Title I Part A: Allocation
2000	Unrestricted

## Annual Review

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 deleted.

### ANALYSIS

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

Suspension and expulsion rates have increased slightly in comparison to the previous school year. Chronic Absenteeism continues to be a challenge for students due to anxiety, and social emotional challenges. Although all Youth Truth measures increased, some areas, such as, engagement, academic challenge, culture, emotional and mental health, and inclusion slightly increased, showing a need for further focus in those areas.

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

SEL was taught to students by school a counselor in classroom circles and small groups. Because of the high SEL needs amongst students, it was a challenge for all student needs to be met in this area. An SEL curriculum was decided upon but was not purchased and employed in tiime to meet the overwhelming amount of social emotional needs, during the 23-24 school year. Our campus has increased our counseling staff to two, thus, there will be an increase of SEL work done across all grade levels.

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.

Provide learning experiences outside of the classroom and/or school campus that would engage students and enrich content and concepts learned in class was also added to address this goal as well and can be found in strategies 1 and 9. Mentorship and presentations that would address the needs of engagement, culture, emotional and mental health, and inclusion were also added and can be found in strategies 11 and 12.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

## Goal 4

Goal 4: Provide increased opportunities for engagement and participation of parents and families.

## Identified Need

Research shows students have more success when families are involved in their learning.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Measures	Youth Truth Key Measures - Families Engagement - 64% Relationships - 83% Culture - 75% Communication & Feedback - 81% Resources - 71% School Safety - 61%	Key Measures will increase by at least 10% for the 2024-2025 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Involve parents in planning, review and involvement of programs (ELAC, PTSA, SSC meetings, posted agendas, parent resource newsletters, Principal's Cafe, surveys, etc.) Work with parents to amend the home-to-school impact each year, describing responsibilities of parents, the school, and students during parent conferences. Purchase materials and supplies to engage parents in supporting their child's learning.

### Proposed Expenditures for this Strategy/Activity



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation
2393	Title I Part A: Parent Involvement

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part A: Parent Involvement

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Title I Part A: Parent Involvement

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I Part A: Parent Involvement

**Annual Review**

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 deleted.

**ANALYSIS**

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

Parent participation in parent-teacher conferences decreased. The interest in serving on the SSC increased slightly while ELAC interest remained at a level of low participation. The diversity in our SSC continues to grow in a positive way.

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

Parent participation increased in volunteering, and PTSA continues to grow in numbers of participants.

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.

Purposeful phone calls were added to engage English Learner families and other families when communicating meetings and resources.

# Budget Summary

## Funds Budgeted to the School by Funding Source

<b>Funding Source</b> This dropdown should be populated manually.	<b>Funding Allocation</b> This data field should be populated manually.	<b>Funds Remaining to be Allocated</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	21,2328	0.00
Title I Part A: Parent Involvement	2,393.00	0.00
Unrestricted	2000	0.00
Comprehensive Support and Improvement (CSI)		

**Total Funding Allocation:** 202,864

This field is auto calculated by DTS and manual entries will be overwritten automatically

## Expenditures by Funding Source From SPSA Goals

<b>Funding Source</b> This field is auto calculated by DTS and manual entries will be overwritten automatically	<b>Amount</b> This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	212,328.00
Title I Part A: Parent Involvement	2,393.00
Unrestricted	2,000.00

**Total SPSA Allocated** (This field is auto calculated by DTS and manual entries will be overwritten automatically):  
216,721.00

# 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
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jeff Fleak	Principal
Monica Riccard	Classroom Teacher
Shannen Vasquez	Parent or Community Member
Jason Stickland	Parent or Community Member
Briana Slape	Parent or Community Member
Howard Maddox	Parent or Community Member
Jessica Gagaza	Parent or Community Member
Leidi Charo Prado	Parent or Community Member
Delia Vasquez	Other School Staff
Kerry Midura	Classroom Teacher

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
	Other: Teacher

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 10/17/2024.

Attested:



Principal, Jeff Fleak on
SSC Chairperson, Monica Ricard on

# Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the 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: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

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

## Identified Need

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

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

## Strategies/Activities

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



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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

## **Annual Review**

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

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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