

# LINCOLN CROSSING ELEMENTARY



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Western Placer Unified School District	31-66951-0000000	10/8/2024	

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

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

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

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Chronic Absenteeism

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

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# Plan Description

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

This plan is being used by Western Placer Unified School District for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Chronic Absenteeism

Ensuring equity in our school program is a focus for Lincoln Crossing Elementary. Our responsibility to our teachers, our families, and particularly our students is paramount. Our site is proud to integrating technology in meaningful ways for both teachers and students, providing professional development for our staff and ensuring that we have curriculum in place that inspires and excites all students. This enables us to provide top notch first instruction and individually monitor progress for all students in a positive safe environment for learning.

## Educational Partner Involvement

How, when, and with whom did Western Placer Unified School District consult as part of the planning process for this SPSA/Annual Review and Update?

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

We meet as a site through Staff Meetings, Site Leadership Team, Grade Level PLC meetings, School Site Council/English Learner Advisory Committee, Multi-Tiered Systems of Support (MTSS) and Parent Teacher Club to analyze data, both academic and social-emotional wellness. In addition, we share information about our goals and progress with families through regular teacher communication and from the principal in the monthly Colt Communication newsletter and regularly through ParentSquare Blasts. We collect data from our parent community and staff via surveys every other year and parent and staff committees. We are transparent with all of these community partners regarding our progress towards our goals, as we value our partnerships.

## Resource Inequities

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

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

The Every Student Succeeds Act (ESSA) requires state educational agencies to determine school eligibility for Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI). Schools that meet the criteria for TSI and ATSI must collaborate with educational partners to develop and implement a school-level plan to improve student outcomes.

2024-2025

Guaranteed and Viable Curriculum

Current Reality

~Preplanning: During PLCs, Grade levels will plan for specific needs for current Underserved (students below grade level), SPED, EL, & LI students into the grade level G&VC lessons in math.

~ Post lesson: During PLCs, Grade levels will assess if curriculum met the needs and the rigor of the Essential Standards

~During MTSS PLC, Grade Levels will determine Tier I interventions and group Tier II underserved students, develop Tier II ISP SMART Goal for 4 week intervention services

Current Intervention Reality

~Develop & Implement 1st grade intervention program w/TK Teachers

~Develop & Implement MTSS SMART Goal & Monitoring protocol w/ISP

~Develop & Implement the 2nd grade Music Intervention Program w/Music Teacher

Pre-planning: Question #1 What do we want students to learn? (Essential Standard) and Question #4 How will we extend learning to those who demonstrate mastery? (Challenge)

1. Math & Some ELA GVC Process Fully Implement

Math Lesson development in Grade Level PLC, aligned for SPED, EL, SPED, LI, & Challenge students-MTSS team joins every 4 weeks

2. Specific vocabulary & HFW focus continues
3. PLC Agenda & SMART Goal Monitoring (Need to develop 24-25 Google Doc still), more consistent comments from Adm., Increase focus on questions #2 & #3

Continue all Tier II interventions-Refine as needed

- ~Implemented 1st grade intervention program w/TK Teacher
- ~Implemented MTSS SMART Goal & Monitoring protocol w/ISP
- ~Implemented the 2nd grade Music Intervention Program w/Music Teacher

Question #2 How will we know if they have learned it?

1. Continue Data analysis in Grade Level MTSS meetings every 4 weeks
  - ~Underserved, EL, SPED, students
  - ~Weekly SPED Team meetings
2. Continue Student tracking data (Still have to develop the tracking form)
3. Continue Staff Meeting data analysis and comparison to prior results

Question #3 How will we respond when some students do not learn it?

1. Continue Implementing MTSS Tiers

~Tier I: Classroom interventions

~~Whole group reteach

~~Small group interventions

~~Math fluency/automaticity

~Tier II: SMART Goals

~ISP UFLI/Fluency/Comprehension

~MTSS Team Analysis

~~SST/504

~~SPED Assessment

2. Chronic Absenteeism

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Our first academic focus has been mathematics. Monitoring areas of focus based on student outcome data for all essential standards at each grade level throughout the year. Then aligning instructional practices to those standards when taught in the curriculum and providing focused interventions for students needing additional access to given essential standards will support improvement. For 2023 - 2024 Socioeconomically Disadvantaged and Students with Disabilities are in the red for chronic absenteeism.

Socioeconomically disadvantaged are currently in the orange for English Language arts.

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

The only state indicator with student sub groups two or more performance levels below the "all student" performance are Socioeconomically Disadvantage and Students With Disabilities for chronic absenteeism.

Socioeconomically disadvantaged are currently two level behind for English Language arts.

## Other Needs

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

LCE had been trending upward in academics.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.97%	0.44%	0.44%	4	2	2
African American	1.21%	0.44%	0.44%	5	2	2
Asian	4.36%	4.43%	4.18%	18	20	19
Filipino	3.15%	3.77%	3.08%	13	17	14
Hispanic/Latino	21.31%	19.96%	21.98%	88	90	100
Pacific Islander	0%	0%	%	0	0	
White	55.21%	57.65%	57.14%	228	260	260
Multiple/No Response	12.83%	11.53%	10.55%	53	52	48
<b>Total Enrollment</b>				413	451	455

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	110	105	48
Grade 1	51	90	66
Grade 2	82	54	89
Grade3	51	88	57
Grade 4	59	57	88
Grade 5	60	57	61
<b>Total Enrollment</b>	413	451	455

#### Conclusions based on this data:

1. Our enrollment continues to increase each school year. We are nearly at capacity in every grade level, even overflowing some students in some grades to other school with space.
2. We have three teachers assigned to Kinder, 2nd, 3rd, and 5th grade this year.



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	19	28	20	2.7%	4.6%	4.4%
Fluent English Proficient (FEP)	5	9	10	2.2%	1.2%	2.2%
Reclassified Fluent English Proficient (RFEP)	29	28		9.1%	-	

### Conclusions based on this data:

1. Our EL enrollment adjusts widely from year to year so it is an area we must continuously monitor
2. We have small pockets of ELLs in each grade; we work each spring to identify students based on their ELL level and to cluster them in classes with students working at similar skill levels. This supports our teachers efforts to provide appropriate designated and integrated ELD instruction to their students. We rely heavily on iReady data to monitor progress for these students in both math and ELA. Their English growth is evaluated each year through ELPAC and has shown students making great growth as some students have moved from level 1 to level 4 within two years.
3. Instructional tools/strategies like GLAD and AVID are transforming the way we approach instruction with all students, but the real benefits are for our students who are working on language acquisition. We are focusing on how to use visuals, song, dance, speaking, engagement, collaboration, and other tools to fully immerse our ELs in their learning environment (integrated ELA/ELD) and then pre/re-teaching as needed to support the designated ELA/ELD needs.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	53	90	60	53	89	60	53	89	60	100.0	98.9	100
Grade 4	55	58	87	54	58	86	54	58	86	98.2	100.0	98.9
Grade 5	56	60	67	56	58	65	56	58	65	100.0	96.7	97
All Grades	164	208	214	163	205	211	163	205	211	99.4	98.6	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2457.	2452.	2427.	30.19	32.58	25.00	32.08	32.58	20.00	28.30	16.85	26.67	9.43	17.98	28.33
Grade 4	2493.	2488.	2481.	31.48	32.76	30.23	24.07	32.76	24.42	24.07	8.62	25.58	20.37	25.86	19.77
Grade 5	2521.	2513.	2512.	30.36	17.24	21.54	25.00	37.93	30.77	26.79	29.31	30.77	17.86	15.52	16.92
All Grades	N/A	N/A	N/A	30.67	28.29	26.07	26.99	34.15	25.12	26.38	18.05	27.49	15.95	19.51	21.33

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	20.75	25.84	18.33	67.92	60.67	68.33	11.32	13.48	13.33
Grade 4	25.93	31.03	23.26	64.81	55.17	66.28	9.26	13.79	10.47
Grade 5	26.79	22.41	16.92	62.50	68.97	72.31	10.71	8.62	10.77
All Grades	24.54	26.34	19.91	65.03	61.46	68.72	10.43	12.20	11.37

<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>	20.75	20.22	18.33	67.92	60.67	46.67	11.32	19.10	35.00
<b>Grade 4</b>	18.87	13.79	16.28	62.26	63.79	65.12	18.87	22.41	18.60
<b>Grade 5</b>	21.43	10.34	18.46	58.93	72.41	69.23	19.64	17.24	12.31
<b>All Grades</b>	20.37	15.61	17.54	62.96	64.88	61.14	16.67	19.51	21.33

<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>	20.75	14.61	15.00	73.58	76.40	80.00	5.66	8.99	5.00
<b>Grade 4</b>	22.22	22.41	9.30	74.07	65.52	77.91	3.70	12.07	12.79
<b>Grade 5</b>	21.43	15.52	16.92	71.43	70.69	73.85	7.14	13.79	9.23
<b>All Grades</b>	21.47	17.07	13.27	73.01	71.71	77.25	5.52	11.22	9.48

<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>	16.98	22.47	15.00	73.58	61.80	70.00	9.43	15.73	15.00
<b>Grade 4</b>	20.37	22.41	20.93	64.81	58.62	72.09	14.81	18.97	6.98
<b>Grade 5</b>	23.21	10.34	20.00	60.71	74.14	60.00	16.07	15.52	20.00
<b>All Grades</b>	20.25	19.02	18.96	66.26	64.39	67.77	13.50	16.59	13.27

**Conclusions based on this data:**

1. The 2024-2025 school year shows a drop in overall English Language arts for all grades.
2. Both 3rd & 4th grade have shown the most decrease in Exceeded & Standards Met in 2024-2025
3. Writing: Producing clear and purposeful writing for 3rd grade needs improvement

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	53	90	60	52	88	60	52	88	60	98.1	97.8	100
Grade 4	55	58	87	53	58	85	53	58	85	96.4	100.0	97.7
Grade 5	56	60	67	56	58	65	56	58	65	100.0	96.7	97
All Grades	164	208	214	161	204	210	161	204	210	98.2	98.1	98.1

\* 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	2445.	2455.	2446.	19.23	27.27	23.33	36.54	32.95	31.67	30.77	25.00	31.67	13.46	14.77	13.33
Grade 4	2491.	2507.	2479.	20.75	29.31	12.94	33.96	32.76	31.76	39.62	29.31	40.00	5.66	8.62	15.29
Grade 5	2510.	2500.	2533.	23.21	20.69	26.15	21.43	24.14	24.62	26.79	22.41	35.38	28.57	32.76	13.85
Grade 11															
All Grades	N/A	N/A	N/A	21.12	25.98	20.00	30.43	30.39	29.52	32.30	25.49	36.19	16.15	18.14	14.29

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</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>	32.69	32.95	31.67	46.15	54.55	51.67	21.15	12.50	16.67
<b>Grade 4</b>	30.19	37.93	18.82	50.94	51.72	62.35	18.87	10.34	18.82
<b>Grade 5</b>	19.64	18.97	30.77	58.93	55.17	60.00	21.43	25.86	9.23
<b>Grade 11</b>									
<b>All Grades</b>	27.33	30.39	26.19	52.17	53.92	58.57	20.50	15.69	15.24

<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>	23.08	26.14	26.67	61.54	55.68	55.00	15.38	18.18	18.33
<b>Grade 4</b>	16.98	24.14	11.76	67.92	55.17	67.06	15.09	20.69	21.18
<b>Grade 5</b>	21.43	17.24	23.08	57.14	55.17	60.00	21.43	27.59	16.92
<b>All Grades</b>	20.50	23.04	19.52	62.11	55.39	61.43	17.39	21.57	19.05

<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>	25.00	27.27	23.33	65.38	63.64	63.33	9.62	9.09	13.33
<b>Grade 4</b>	24.53	25.86	16.47	60.38	62.07	70.59	15.09	12.07	12.94
<b>Grade 5</b>	16.07	15.52	12.31	58.93	60.34	75.38	25.00	24.14	12.31
<b>All Grades</b>	21.74	23.53	17.14	61.49	62.25	70.00	16.77	14.22	12.86

**Conclusions based on this data:**

1. Overall in math, both 3rd & 4th grade have decreased the percentage of students Exceeding & Meeting standards.
2. Concepts & procedures decreased the percentage of students Exceeding or Meeting standards in both 3rd & 4th grade, but 5th grade showed improvement
3. Problem-solving has improved for all grades, but Communicating Reasoning continues to be a focus

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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>	1415.7	*	*	1435.8	*	*	1368.5	*	*	12	10	4
<b>1</b>	*	*	*	*	*	*	*	*	*	*	7	5
<b>2</b>	*	*	*	*	*	*	*	*	*	4	*	7
<b>3</b>	*	*	*	*	*	*	*	*	*	*	4	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>										22	27	22

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
<b>K</b>	0.00	*	*	66.67	*	*	16.67	*	*	16.67	*	*	12	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	4.55	3.70	22.73	63.64	59.26	27.27	18.18	25.93	40.91	13.64	11.11	9.09	22	27	22

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
K	33.33	*	*	33.33	*	*	16.67	*	*	16.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	18.52	45.45	18.18	48.15	31.82	13.64	25.93	9.09	18.18	7.41	13.64	22	27	22

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
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	3.70	9.09	27.27	44.44	31.82	54.55	29.63	31.82	18.18	22.22	27.27	22	27	22

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
K	33.33	*	*	50.00	*	*	16.67	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	44.44	40.91	50.00	40.74	50.00	13.64	14.81	9.09	22	27	22

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
K	33.33	*	*	41.67	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	18.52	54.55	31.82	62.96	27.27	18.18	18.52	18.18	22	27	22

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	0.00	*	*	75.00	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	7.41	4.55	72.73	66.67	68.18	22.73	25.93	27.27	22	27	22

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	16.67	*	*	58.33	*	*	25.00	*	*	12	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	29.63	13.64	68.18	51.85	63.64	18.18	18.52	22.73	22	27	22

**Conclusions based on this data:**

1. Given the low number of enrolled English Learners the ELPAC data cannot be displayed by grade level due to confidentiality
2. Teachers monitor student growth within their classrooms by developing lessons with strategies that support all students progress
3. It is important to note that these scores do not reflect the same students year to year.





# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>451</b>	<b>20.2</b>	<b>6.2</b>	<b>1.3</b>
Total Number of Students enrolled in Western Placer Unified School District.	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	28	6.2
Foster Youth	6	1.3
Homeless	17	3.8
Socioeconomically Disadvantaged	91	20.2
Students with Disabilities	72	16

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.4
American Indian	2	0.4
Asian	20	4.4
Filipino	17	3.8
Hispanic	90	20
Two or More Races	52	11.5
White	260	57.6

### Conclusions based on this data:

1. We have a relatively small population of ELL, when possible we group them by ELPAC scores in order to ensure teachers have students with similar needs.

2. We continue to monitor students progress as our Low Income, English Learners, and SWD continues to increase.

# School and Student Performance Data

## Overall Performance

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



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Both ELA and Mathematics are Green, but many groups greatly decreased. Monitoring areas of focus based on student outcome data and aligning instructional practices to those standards when taught in the curriculum will support improvement.
2. This community takes a lot of vacations during scheduled school time. To improve this, increasing parents knowledge of how this impacts their child's performance is important

- 
- 
3. Providing perfect attendance incentives, in hopes to improve attendance has been implemented.

# School and Student Performance Data

## Academic Performance English Language Arts

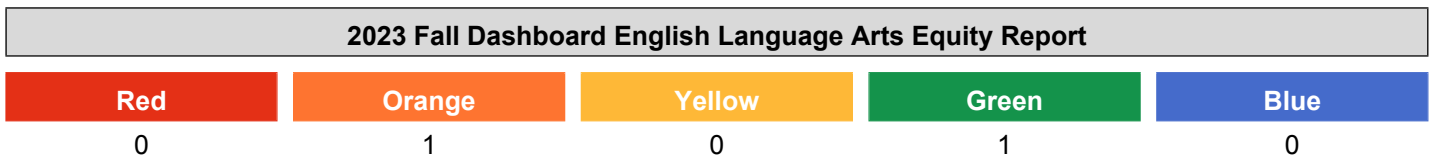
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p style="text-align: center;"><b>All Students</b></p> <div style="text-align: center;">  Green 16.4 points above standard Decreased -7 points 197 Students                 </div>	<p style="text-align: center;"><b>English Learners</b></p> <div style="text-align: center;">                     55.4 points below standard 11 Students                 </div>	<p style="text-align: center;"><b>Foster Youth</b></p> <div style="text-align: center;">                     Less than 11 Students 3 Students                 </div>
<p style="text-align: center;"><b>Homeless</b></p> <div style="text-align: center;">                     Less than 11 Students 8 Students                 </div>	<p style="text-align: center;"><b>Socioeconomically Disadvantaged</b></p> <div style="text-align: center;">  Orange 19 points below standard Decreased Significantly -33.4 points 44 Students                 </div>	<p style="text-align: center;"><b>Students with Disabilities</b></p> <div style="text-align: center;">                     49.1 points below standard Decreased Significantly -45 points 39 Students                 </div>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
24.8 points above standard Decreased Significantly - 23.3 points 34 Students	13.3 points below standard Decreased Significantly -26 points 26 Students	 No Performance Color 0 Students	 Green 19 points above standard Decreased -4.3 points 113 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
Less than 11 Students  9 Students	Less than 11 Students  2 Students	21.7 points above standard Decreased -3.2 points 183 Students

**Conclusions based on this data:**

- Overall, there was a decline in ELA.
- Our Low Income and SWD greatly decreased
- Regarding ethnicity, only our Hispanic and White students can be displayed because the other groups are too few and cannot be tallied due to confidentiality.

# School and Student Performance Data

## Academic Performance Mathematics

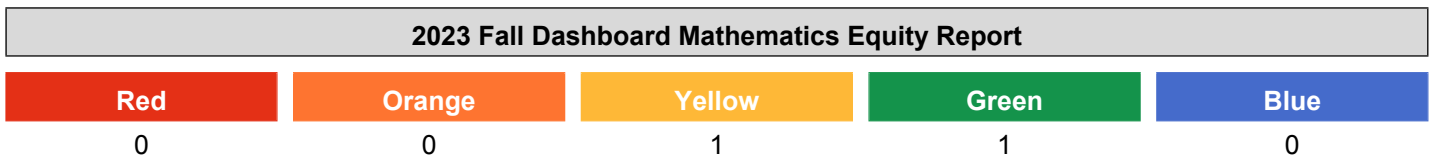
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This section provides number of student groups in each level.





This section provides a view of how well students are meeting grade-level standards on the 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														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">5.8 points above standard</td> </tr> <tr> <td>Increased +7.1 points</td> </tr> <tr> <td style="text-align: center;">196 Students</td> </tr> </tbody> </table>	All Students	 Green	5.8 points above standard	Increased +7.1 points	196 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">23.8 points below standard</td> </tr> <tr> <td style="text-align: center;">11 Students</td> </tr> </tbody> </table>	English Learners	23.8 points below standard	11 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">3 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students	3 Students	
All Students														
 Green														
5.8 points above standard														
Increased +7.1 points														
196 Students														
English Learners														
23.8 points below standard														
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Foster Youth														
Less than 11 Students														
3 Students														
<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Less than 11 Students</td> </tr> <tr> <td style="text-align: center;">8 Students</td> </tr> </tbody> </table>	Homeless	Less than 11 Students	8 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">22.7 points below standard</td> </tr> <tr> <td>Decreased Significantly -19.9 points</td> </tr> <tr> <td style="text-align: center;">44 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Yellow	22.7 points below standard	Decreased Significantly -19.9 points	44 Students	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #cccccc;">Students with Disabilities</th> </tr> </thead> <tbody> <tr> <td style="background-color: #e6f2ff;">36.6 points below standard</td> </tr> <tr> <td style="text-align: center;">Maintained -0.5 points</td> </tr> <tr> <td style="text-align: center;">39 Students</td> </tr> </tbody> </table>	Students with Disabilities	36.6 points below standard	Maintained -0.5 points	39 Students
Homeless														
Less than 11 Students														
8 Students														
Socioeconomically Disadvantaged														
 Yellow														
22.7 points below standard														
Decreased Significantly -19.9 points														
44 Students														
Students with Disabilities														
36.6 points below standard														
Maintained -0.5 points														
39 Students														



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

African American	American Indian	Asian	Filipino
Less than 11 Students  1 Student	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  8 Students
Hispanic	Two or More Races	Pacific Islander	White
23.7 points above standard Increased +3.5 points  34 Students	7.3 points below standard Decreased -10.9 points  26 Students	 No Performance Color  0 Students	 Green 1.9 points above standard Increased +4.4 points  112 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
Less than 11 Students  9 Students	Less than 11 Students  2 Students	8.3 points above standard Increased +9.3 points  182 Students

**Conclusions based on this data:**

1. Mathematics increased this year for All Students, Hispanic, and White groups. An area of focus is with our Low Income students as they decrease by 22.7% and our SWD who maintained
2. .

# School and Student Performance Data

## Academic Performance English Learner Progress

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
29.4% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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
7	5	0	5

#### Conclusions based on this data:

1. We are aware of the students who are coming in at level 1 and 2 and we are actively providing training for our staff with an intentional focus on the ELD practices.
2. We'll continue to monitor teacher instruction, provide feedback that drives discussion and dialogue between teachers and among staff. We are using/developing our skills through GLAD and AVID trainings to support students in EL development.
3. Our English learners are making good progress when looking at students from year to year. This data is skewed some as each year different students enroll who may be at different EL levels so it may look like students declined, but the numbers do not always represent the same students year after year. We monitor the students who are continuously enrolled and we are seeing student make consistent improvement.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

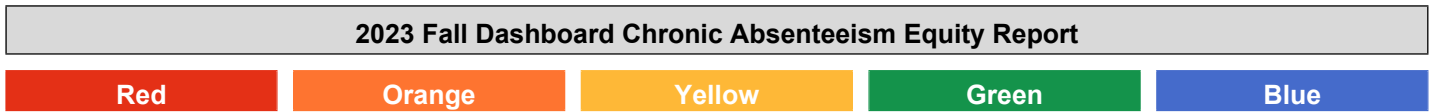
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 15.6% Chronically Absent Declined Significantly -5.2 469 Students	<b>English Learners</b> 13.8% Chronically Absent Declined -17 29 Students	<b>Foster Youth</b> Less than 11 Students 6 Students
<b>Homeless</b> 21.7% Chronically Absent Increased 13.4 23 Students	<b>Socioeconomically Disadvantaged</b>  Red 25.7% Chronically Absent Increased 1.2 109 Students	<b>Students with Disabilities</b>  Red 28.6% Chronically Absent Increased 1.5 84 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
Less than 11 Students  2 Students	Less than 11 Students  2 Students	27.3% Chronically Absent  Increased 16.7  22 Students	29.4% Chronically Absent  Increased 15.1  17 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 19.8% Chronically Absent Declined -5.8  91 Students	 Yellow 16.4% Chronically Absent Declined -3  61 Students	 No Performance Color 0 Students	 Yellow 12% Chronically Absent Declined Significantly -8.3  274 Students

**Conclusions based on this data:**

1. Overall our Chronic Absenteeism did decline from almost 21% to 15.6%, but it is still too high as our goal is to be at least 95%
2. Our student groups impacting this the most are as follows: Low Income at 25.7%, Homeless 21.7%, and SWD 28.6%. All increased this past year
3. The race/ethnicity groups are Asian 27.3%, Filipino 29.4%. Our white group did decline from 20% down to 12%

# School and Student Performance Data

## Conditions & Climate Suspension Rate

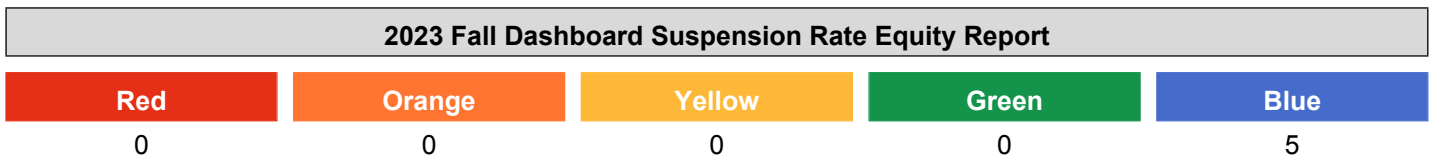
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Blue 0% suspended at least one day Declined -0.9 478 Students	0% suspended at least one day Declined -3.7 29 Students	Less than 11 Students 6 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
0% suspended at least one day Maintained 0 24 Students	 Blue 0% suspended at least one day Declined -2.1 111 Students	 Blue 0% suspended at least one day Declined -1.3 86 Students

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>Less than 11 Students 2 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 24 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 17 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.1 96 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 62 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Blue</p> <p>0% suspended at least one day</p> <p>Declined Significantly -1.2 275 Students</p>

**Conclusions based on this data:**

1. LCE has low suspension rates

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Goal Area 1: Student Achievement

All students will reach high standards in English Language Arts, Mathematics, and Science which provides the foundation of college and career readiness.

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

LCAP goal to which this school goal is aligned.

Goal 1: All students will graduate from high school college and career ready.

### Identified Need

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

We desire to close this gap and ensure students are all at or above grade level. We are implementing a monitoring process through our MTSS process. The MTSS process provides a team at every grade level who develops interventions and adjusts initial instruction during the PLC planning time to address the needs of all students. We will continue to identify areas of need, monitor student success, and develop ways to address the needs both in Tier I (best first instruction, classroom supports & reteaching) and Tier 2 (Push-in & pull-out intervention support) approaches. Currently our plan is based on the data below.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Current SBAC Data monitored against the prior two years of SBAC Data</p>	<p>ELA  2024 State Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 58%  Nearly Met &amp; Not Met, 43%  4th Exceeds &amp; Meets Standards, 44%  Nearly Met &amp; Not Met, 56%  5th Exceeds &amp; Meets Standards, 53%  Nearly Met &amp; Not Met, 47%</p> <p>2024 LCE Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 47%  Nearly Met &amp; Not Met, 53%  4th Exceeds &amp; Meets Standards, 56%  Nearly Met &amp; Not Met, 44%  5th Exceeds &amp; Meets Standards, 52%  Nearly Met &amp; Not Met, 48%</p> <p>2023 LCE Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 64%  Nearly Met &amp; Not Met, 36%  4th Exceeds &amp; Meets Standards, 66%  Nearly Met &amp; Not Met, 34%  5th Exceeds &amp; Meets Standards, 55%  Nearly Met &amp; Not Met, 48%</p> <p>~~~~~  ~~~~~</p> <p>Mathematics  2024 State Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 54%  Nearly Met &amp; Not Met, 46%  4th Exceeds &amp; Meets Standards, 59%  Nearly Met &amp; Not Met, 41%  5th Exceeds &amp; Meets Standards, 65%  Nearly Met &amp; Not Met, 35%</p> <p>2024 LCE Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 57%  Nearly Met &amp; Not Met, 43%  4th Exceeds &amp; Meets Standards, 46%  Nearly Met &amp; Not Met, 54%  5th Exceeds &amp; Meets Standards, 51%  Nearly Met &amp; Not Met, 49%</p> <p>2023 LCE Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 59%  Nearly Met &amp; Not Met, 41%  4th Exceeds &amp; Meets Standards, 62%  Nearly Met &amp; Not Met, 38%  5th Exceeds &amp; Meets Standards, 45%  Nearly Met &amp; Not Met, 55%</p>	<p>Then to increase students at or above proficient by 5% each year thereafter</p> <p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>
<p>iReady (grades K-5)</p>	<p>iReady Final Diagnostic Scores By Year Sitewide. (Percentages adjust</p>	<p>Then to increase students at or above proficient by 5% each year there after</p>



	<p>with enrollment so percentages may not total 100%).</p> <p>2024 Reading: At or Above Standards, 66% Near or Below, 33%</p> <p>2023 Reading: At or Above Standards, 67% Near or Below, 33%</p> <p>~~~~~</p> <p>~~~~~</p> <p>2024 Mathematics: At or Above Standards, 56% Near or Below, 44%</p> <p>2023 Mathematics: At or Above Standards, 52% Near or Below, 48%</p>	<p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>
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## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Professional Development (PD) for staff <ul style="list-style-type: none"> <li>• monthly staff meeting with emphasis on data analysis, collaborative conversations and Professional Development, including social-emotional development</li> <li>• teachers will receive professional development in order to fully understand the format, report structure, and intervention supports of intervention and math supplemental materials, as well as EduClimber so data can be analyzed efficiently</li> <li>• teachers are encouraged to participate in community PD to build their own capacity as a teacher and/or as a teaching team</li> <li>• admin encouraging teachers to observe peer classrooms to see strategies at work or to engage in lesson study and other PLC discussion about best practices and supporting student learning</li> <li>• staff members are encouraged to explore PD opportunities that allow them to learn and implement effective strategies for best first instruction and intervention to meet the needs of various learners (see Goal #2)</li> </ul>	All students performing below grade level or struggle to connect socially	600 LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries Leadership Team Meetings 200 LCFF-Base (Site Fund) 1000-1999: Certificated Personnel Salaries Goals & Objectives Sub
1.2	Intervention Staff & Materials will be provided that allow teachers to monitor student growth and provide intervention for students who are not meeting target expectations	All Students	29,762 Prop 28 1000-1999: Certificated Personnel Salaries

	<ul style="list-style-type: none"> <li>• use of ESGI, STAR (on a limited/by teacher basis), iReady Diagnostic, iReady Reading and Math online intervention, UFLI, Ready Naturally, News 2 You and other tools used to assess and monitor student growth</li> <li>• Math: prodigy, iReady diagnostic and online intervention</li> <li>• ELA: STAR/AR, iReady diagnostic and online intervention</li> <li>• Tier 2 intervention team is streamlining SST process, assessing trends in behavior and academics for individual students and across grade levels, providing small group interventions for academic and behavior</li> <li>• protected and thoughtful Universal Access time and small group instruction in centers/stations and in ELA and math</li> <li>• district funds have been allocated to support science instruction and the integration of NGSS and music into the classroom</li> <li>• district supported our primary teachers with manipulatives to support ELA and math instruction</li> <li>• teachers, with support of admin, will work to ensure all students are making progress in class, and providing Tier I intervention in class to fill knowledge gaps. Administration will monitor and report out on data trends</li> <li>• MTSS Team meets every Monday when in session, to consider needs of students who are struggling academically and behaviorally and recommend/implement interventions to support students</li> <li>• find ways to integrate technology and our 1:1 status to provide real time intervention, meaningful peer collaboration, and effective teacher/student engagement</li> </ul> <p>~VAPA Grant (Prop 28) will enable us to extend out Music program to 5 days a week and utilize enrichment sessions so classroom teachers can offer small group interventions to learn foundational skills</p>		<p>Additional Day a week of music 16,002 Prop 28 2000-2999: Classified Personnel Salaries Art Tech salaries 1,800 Prop 28 2000-2999: Classified Personnel Salaries Art Tech Planning Mondays 200 Prop 28 1000-1999: Certificated Personnel Salaries Planning Day 8,832 Prop 28 4000-4999: Books And Supplies Supplies &amp; Materials for Prob 28 activities</p>
1.3	Annual Supplies	All Students	<p>19,211 LCFF-Base (Site Fund) 4000-4999: Books And Supplies Materials &amp; Supplies: Copier clicks, ink, toner, Riso Copier, Laminator, Postage, Office supplies, Etc. 15,829 LCFF-Supplemental (Site Fund)</p>

			4000-4999: Books And Supplies Materials & Supplies: Copier clicks, paper, toner, Rizo Copier, Planners/Folders, Etc.
1.4	LCE Offers Enrichment Clubs after school utilizing ELOP funding. The clubs vary each year depending on student requests and need. During the 2024-2025 school year the following clubs will be offered: ~Dance Club at two levels ~Additional support during Musical Theater ~Cooking Club ~4th & 5th Grade Tutoring		

# Annual Review

## SPSA Year Reviewed: 2023-24

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

### Analysis

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

Having the opportunity to provide multiple interventions has been a success. Students are closing gaps in their learning. Classroom teachers are focused on support needed during the initial instruction when planning the lesson during their grade level PLC meetings. Then every 4 to 6 weeks monitoring Tier II interventions through MTSS grade level meetings has also been successful. Utilizing UFLI has really proven successful in closing foundational learning gaps. Our next focus is developing more support in mathematics.

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

Having to cut back to one ISP will impact how much support we will be able to provide this year, but our budget could not support having two this year. We will continue to refine each of the interventions and align curriculum that addresses the areas of need.

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.

Increasing a proactive approach by focusing on areas of needed support for each student in a class when developing the initial essential standards lesson during grade level PLC time should be the refinement needed. This will not have an impact on the SPSA as we will do this through PLC agenda monitoring & MTSS monitoring.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Goal Area 2: English Language Acquisition

All students will improve by one level on the ELPAC test each year.

We have 20 ELL this year, 8 are in grades TK/K and 12 are in grades 1-5. The actions for this goal were based on past data. Given this is our first year back we will be collecting new baseline data for next year's SPSA development. Monitoring these actions this year will guide next year's ELL actions and program development.

Pasted data:

Our ELPAC and SBAC data is intermittent due to COVID related school closures. However, one measure that is constant is access to iReady. In examining our ELL student's iReady data, 10 of our ELLs in grades 1-5 have made notable progress on their iReady diagnostic assessment in Math and Reading between the spring 2020 and the fall 2020 (noted by an increase in at least one incremental level on the iReady diagnostic. 4 of our ELLs have maintained or lost traction on their iReady assessment. We will continue to monitor growth on the iReady assessments, and will aim to have our students make a minimum of one year's worth of progress on their iReady diagnostic between the spring 2020 and the spring 2021. Students who do not make incremental growth may be targeted for ISP support or other small group support, and, when needed, will be referred to the SST process in order to engage families and teachers around language development.

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

LCAP goal to which this school goal is aligned.

2 All English learners will make adequate yearly progress toward language proficiency and being reclassified as fluent English proficient.

### Identified Need

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

We have a relatively small ELL population, but we are committed to ensure students are making adequate progress towards EL fluency .

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Progress	Collecting baseline data Past data: 44% level 4; 40% level 3; 12% level 2; 4% level 1	Continue to support students in making one level of growth on the ELPAC per year until redesignating.
EL ELA progress	Collecting baseline data Past data: ELL are 40 points below the standard, but increased by 46 points	Increase levels from baseline by 5% each year
EL Math progress	Collecting baseline data Past data: ELL are 26 points below the standard, but increased by 41 points	Increase levels from baseline by 5% each year

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Monitoring English Learners Teachers having awareness of and explicit teaching of ELD standards, designated and integrated ELD content</p> <ul style="list-style-type: none"> <li>teachers will be informed at the start of the year about if/who their EL cluster includes and what level of EL learners they have in their class</li> <li>all teachers will use effective, researched based instructional practices to ensure English learners meet or exceed grade level standards and provide differentiated instruction as needed. Such practices will include (but are not limited to): communicating clear learning/language objectives, explicitly pre-teaching and teaching academic vocabulary and key ideas, providing direction instruction and modeling of new learning with ample visual cues, color coding and other supports; provide guided practice with scaffolds, provide rigor in instruction and frequent checks for understanding, encouraging ELs to engage in all aspects of the ELA standards (reading, writing, listening and speaking) and to use speaking and listening to process math concepts, providing targeted and specific feedback to ELs on their progress, and creating a positive learning environment</li> <li>all teachers will provide integrated and designated ELD to ELs in their class</li> <li>all teachers with ELL students will receive additional support from district EL support staff if EL students do not show appropriate growth within the year</li> </ul>	English Language Learners (ELLs)	<p>0</p> <p>No funding needed, developing systems that provide monitoring opportunities and instructional supports</p>
2.2	<p>Designated English Language Development (ELD) Teachers will provide designated ELD instruction and small group instruction in both ELA and Math standards to support ELL students</p> <ul style="list-style-type: none"> <li>protected universal access time will provide teachers with EL clusters an opportunity to provide small group designated instruction</li> <li>ELs will have access to interventions like iReady that are designed to support and enhance vocabulary development and application of new skills with a focus on language acquisition</li> <li>administration will monitor classroom instruction for general instruction, but</li> </ul>	English Language Learners (ELLs)	<p>0</p> <p>No funding needed, developing systems that provide monitoring opportunities and instructional supports</p>

	also to specifically identify and offer feedback on designated ELD instruction		
2.3	<p>Monitoring EL Progress &amp; Support Family Engagement</p> <p>Increased effort to engage our ELL families in our school community and dialogues</p> <ul style="list-style-type: none"> <li>translators are provided at meetings such as SSTs, IEPs, attendance, and conferences to ensure parent involvement</li> <li>effort to engage ELL families in our ELAC and our site council.</li> <li>relationship building with district (bilingual) Parent/School/Community liaisons to facilitate communicate with Spanish speaking families</li> <li>weekly newsletter can be translated online into numerous languages; this is stated at the end of every email in a variety of languages common at LCES; there is also the option to have Parent Square emails automatically translated</li> </ul>	English Language Learners (ELLs)	200 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Translations as needed

## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

We are seeing students who were at level 1 only a couple years ago jumping in their language development as many moved to level 3, some even to level 4.

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

There are not budget expenditures for this goal.

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

Furthering the understanding of what students can produce at each EL level and planning for the needed support when developing the initial essential standards lesson during PLC time.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Goal Area 3: College & Career Readiness

Support students with skills, knowledge, and attributes to be successful members of our community and fully engaged in their education.

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

LCAP goal to which this school goal is aligned.

3 All students will graduate from high school college and career ready.

### Identified Need

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

Responsibility to send students to middle school at or above grade level and socially prepared

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Current SBAC Data monitored against the prior two years of SBAC Data</p>	<p>ELA  2024 State Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 58%  Nearly Met &amp; Not Met, 43%  4th Exceeds &amp; Meets Standards, 44%  Nearly Met &amp; Not Met, 56%  5th Exceeds &amp; Meets Standards, 53%  Nearly Met &amp; Not Met, 47%</p> <p>2024 LCE Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 47%  Nearly Met &amp; Not Met, 53%  4th Exceeds &amp; Meets Standards, 56%  Nearly Met &amp; Not Met, 44%  5th Exceeds &amp; Meets Standards, 52%  Nearly Met &amp; Not Met, 48%</p> <p>2023 LCE Overall English Language Arts:  3rd Exceeds &amp; Meets Standards, 64%  Nearly Met &amp; Not Met, 36%  4th Exceeds &amp; Meets Standards, 66%  Nearly Met &amp; Not Met, 34%  5th Exceeds &amp; Meets Standards, 55%  Nearly Met &amp; Not Met, 48%</p> <p>~~~~~  ~~~~~</p> <p>Mathematics  2024 State Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 54%  Nearly Met &amp; Not Met, 46%  4th Exceeds &amp; Meets Standards, 59%  Nearly Met &amp; Not Met, 41%  5th Exceeds &amp; Meets Standards, 65%  Nearly Met &amp; Not Met, 35%</p> <p>2024 LCE Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 57%  Nearly Met &amp; Not Met, 43%  4th Exceeds &amp; Meets Standards, 46%  Nearly Met &amp; Not Met, 54%  5th Exceeds &amp; Meets Standards, 51%  Nearly Met &amp; Not Met, 49%</p> <p>2023 LCE Overall Mathematics:  3rd Exceeds &amp; Meets Standards, 59%  Nearly Met &amp; Not Met, 41%  4th Exceeds &amp; Meets Standards, 62%  Nearly Met &amp; Not Met, 38%  5th Exceeds &amp; Meets Standards, 45%  Nearly Met &amp; Not Met, 55%</p>	<p>Then to increase students at or above proficient by 5% each year thereafter</p> <p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>
<p>iReady ELA &amp; Math Results</p>	<p>iReady Final Diagnostic Scores By Year Sitewide. (Percentages adjust with enrollment so percentages may not total 100%).</p>	<p>Increase students at or above proficient by 5% each year</p>



	<p>2024 Reading: At or Above Standards, 66% Near or Below, 33%</p> <p>2023 Reading: At or Above Standards, 67% Near or Below, 33%</p> <p>~~~~~</p> <p>~~~~~</p> <p>2024 Mathematics: At or Above Standards, 56% Near or Below, 44%</p> <p>2023 Mathematics: At or Above Standards, 52% Near or Below, 48%</p>	<p>Monitor students below grade level and provide interventions to increase their overall scores by 5%</p>
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**Strategies/Activities**

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
<p><b>3.1</b></p>	<p>AVID Program Development of our AVID Plan and Goals; will collect data to support our goal achievement through the AVID CCI. Implement AVID fully in grades 3- 5. Continue to explore/implement AVID strategies and provide exposure to AVID philosophies and strategies for all grades. - focus on WICOR (writing, inquiry, collaboration, organization and reading) strategies</p> <ul style="list-style-type: none"> <li>• focus on focused note taking and interacting with notes to support deeper learning</li> <li>• focus on tangible organization skills (digital and paper; aligned to needs of in person and online learners)</li> <li>• generating college awareness and supporting viability of college or career/technical training as a choice and opportunity to aspire to and look forward to</li> <li>• providing Tier II interventions (including SSTs or referral to AVID in Middle School) to support student success regardless of challenges at ES level</li> <li>• encourage participation in AVID summer institute and PATH/local training through SCOE</li> <li>• encourage participation in AVID year long virtual PD</li> <li>• use AVID strategies in our staff meetings to support discourse and deeper learning</li> <li>• all teachers will use effective, research based instructional practices order to ensure students are prepared for the next grade level and that they develop</li> </ul>	<p>All students, with a focus on underserved students</p>	<p>4,100 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Registration, travel and daily rate for teacher training as summer institute and PATH training at SCOE (approximately \$1000/staff member); site level participation in AVID virtual PD &amp; AVID Collaboration time</p>

	the skills to succeed in middle and high school		
3.2	All day IEPs/SST days are needed to support underserved students in order to support all students who need support (not enough after-school times)	All Underserved Students	2,200 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Substitute/Hourly costs to cover classrooms/hourly wages (11DysX\$200X1sub) 2,400 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Stipend for SST Coordinator
3.3	Developing our MTSS Team process to determine intervention and monitor student progress. Site development of the MTSS process and an Intervention Support Specialist to provide Tier II supports across the site. September-April, T-F and MTSS Mondays	Underserved Students, Students not at Grade Level	800 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries MTSS Team Collaboration ISP Salaries & Benes 27dysX1hrX\$28X1ISP  13,116 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries ISP Salaries & Benes for Intervention Program, T-F

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

LCE became AVID certified last year for implementing the AVID Program 3rd through 5th grade. By implementing AVID it helps students develop academic habits and higher-level thinking skills at a young age. It's part of being College & Career Ready. The systems implemented prepares students for college and other postsecondary opportunities. LCE is implementing the framework called WICOR (Writing to learn, Inquiry, Collaboration, Organization, Reading to learn) to help students develop consistency in their thinking and processing and to equip students with the skills and knowledge needed to be successful, focusing on critical thinking, writing, inquiry, collaboration, organization, and reading (WICOR). AVID helps teachers pivot their approach from instructor to facilitator which engages students in critical thinking and develops more ownership over their own learning. The use of AVID strategies challenges students to think critically, ask questions, and collaborate to create solutions.

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

Our goal is to have all 3rd-5th grade teachers professional trained in implementation of AVID strategies with an understanding of how they specifically support students. When developing the essential standards lessons as a grade level PLC and analyzing current student informal and summative data. This process will build into the lessons intentional

support so all students access the standards at the intended rigor of the standards during the initial instruction. This is an area in development still. An issue that impacts this potentially every year is teacher attrition.

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

We will continue to refine the process utilizing Site Leadership meetings to discover starting points for each grade level to further analyze when in their grade level PLC meetings. This will also be the areas monitored when holding the MTSS meetings. There are no changes to the SPSA,, but more refined and intentional planning and decision making during collaborative team meetings.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Goal Area 4: Culture & Climate

All students will be educated in a learning environment that is safe, drug-free, and conducive to learning and engages the parent community

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

LCAP goal to which this school goal is aligned.

4 All students will be safe and actively engaged at school, 5 All students will receive instruction in up-to-date and well-maintained environments, & 6 All parents will be actively engaged in their child's learning and school community.

### Identified Need

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

Students perform best when their most basic needs of safety and security are met. A huge focus on social emotional needs is being implemented this year given that this is the first year fully on campus for students TK-2nd grade and their behaviors have proven the need to focus in this area. All teachers are implementing Morning Meetings everyday, except for the first Friday of most months when we hold a school-wide assembly focused on character education and rewarding student successes.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
MTSS Monitoring By Grade Level	Collecting data at every meeting and determining progress or concerns. The data is fluid each meeting and students may change each time. Teacher reporting on student's growth is used to determine success of the process, as well as increased assessment data monitored in Goal 1 & 3	Use this data to monitor student progress when receiving interventions, adjusting interventions as needed or exiting students when successful.
Parent Survey	Parents Results: Back-to-School 92.2% Conferences: 97.1% Open House: 93.2% Safe Environment: 97.1% Inspires Learning: 98.1% Child Feels Connected: 96.1%	Encourage parent engagement and to partner to address student needs
Staff Survey	Classified & Certificated Staff Results: Involved In Decisions: 76.5% Motivated: 88.3% Principal Considerate of Outside Life: 88.2% Confidence In Principal: 88.2% School Managed Well: 100% Opportunities To Improve: 100%	Partner with staff to provide resources and to develop our interventions & PD program

	Treated With Respect: 100% Staff Involved In Implementation Decisions: 94%	
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### Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>MTSS and PBIS Program Increase our Tier I and II interventions to support most students in making great choices at school &amp; provide Student Leadership opportunities to increase leadership skills and connecting to their school.</p> <ul style="list-style-type: none"> <li>our student leadership programs will continue to be supported; these include leadership ambassadors, morning greeters, and special projects run by groups of ambassadors or individual students with support from staff and parents</li> <li>students have opportunities to engage in their classroom community through leadership and class jobs, and in the bigger community through VAPA performances, art, choir, drama, book clubs, etc...)</li> <li>our MTSS team is meeting on Mondays to evaluate data and make recommendations; Tier 1 is focused on big picture change and positive reinforcement</li> <li>we continue to refine our documentation process; we will consider how to create an online documentation process</li> <li>we are becoming familiar with documentation tools like EduClimber through the district</li> <li>our MTSS team is looking at behavioral and academic interventions, as well as collecting data from iReady, and grade level assessments; this team assesses trends by grade and by student</li> <li>develop tools for teaching and learning (i.e. school rules ppt, videos of what to do/not to do, positive tickets, reward systems, etc...)</li> <li>encouraging healthy habits through guest speakers focused on developing a healthy mindset and healthy body choices</li> </ul>	All students, with a focused approach on student	<p>1,000 LCFF-Base (Site Fund) 4000-4999: Books And Supplies Colt Ticket Rewards 1,000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Colt Ticket Rewards</p>
4.2	<p>Start Up District Days Providing proactive resources and reactive supports for students by training staff on the site's yearly focus</p> <ul style="list-style-type: none"> <li>psychologist is hosting small groups to work on skills like social/emotional</li> </ul>	Sitewide Behavior & Focus	<p>2,577 LCFF-Base (Site Fund) 2000-2999: Classified Personnel Salaries Back to School Classified PD 760</p>

	<p>health and anxiety and anger management</p> <ul style="list-style-type: none"> <li>• psychologist is going into classrooms to provide mindfulness and zones of regulation training</li> <li>• site administration is providing training to reinforce skills like stop, walk, talk</li> <li>• encourage staff wellness that then trickles to our students - EAP, district wellness funds, wellness committee</li> <li>• funding provided to help staff develop skills in mindfulness and growth mindset</li> </ul>		<p>LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Student Leadership Coordinator</p>
4.3	<p>School Safety (physical)</p> <ul style="list-style-type: none"> <li>• our supervisor team all attend health/supervisor trainings at district days and on short school days</li> <li>• our district nurse is brought to campus to provide medical training as needed</li> <li>• we are implementing a school safety protocol (Standard Response Protocol; iloveyouguys.org) with guidance from the district</li> <li>• monthly safety drills are implemented; we will continue working with our school safety committee to evaluate our safety plans</li> </ul> <p>~Regular Campus Supervisor meetings to collaborate about needs ~ Back-to-School classified staff salaries to plan the year</p> <ul style="list-style-type: none"> <li>• all staff have evacuation bags to use during classroom evacuations; all staff received a barracuda and an emergency toilet bucket</li> <li>• We have 16 two-way radios for school-wide communications between office, administration, teachers, campus supervisors, and custodians.</li> <li>• we currently have 10 security cameras on campus (we add about 2 more each year - currently they face our blacktop/play area, our back gate, our front gate and our main walkway) - our PTC is a financial supporter of this project</li> </ul> <p>This school year Extended Kindergarten was implemented which allows us to not only address kindergarteners that have not met standards, but also support the social emotional transition from home instruction to classroom expectations. Additional supervision was needed across campus to address the social emotional needs of students this year, both in and out of the classroom as students transition back and are learning how to interact with others. Additional Aides were assigned to TK-1st grade, supported by the district, to help all primary students with this transition as we return from the COVID isolated home structure. Many of these students have never been in school.</p>	All students	<p>675 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Campus Supervisor Collaboration Meetings 1,000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Salary for classified to attend Safety Meetings</p>

	<p>Given that approximately a third of our school has not been in school because of COVID, we are training teachers, Aides and Campus Supervisors on Zones of Regulations so students receive a consistent behavioral approach in and outside the classroom. To support social emotional learning an additional Campus Supervisor was also brought on to lower the adult to student ratio, giving us the opportunity to utilize "teachable moments" on the playground, in the cafeteria, and in the classroom to prevent escalation of physical behaviors. It is difficult for students to learn academic content when they are emotionally upset from an interaction outside of the classroom.</p>		
4.4	<p>Continue to engage families in an educational format to build their capacity</p> <ul style="list-style-type: none"> <li>the principal provides a report to the PTC at most meetings to keep them apprised of needs and to solicit input</li> <li>developing a SSC and ELAC team in order to solicit more involvement from parents</li> </ul> <p>Communication with families regarding school activities, events, expectations and academic progress</p> <ul style="list-style-type: none"> <li>Parent Square Conference Scheduling Web Program</li> <li>monthly Colt Connection</li> <li>specialized event communications through Parent Square</li> <li>providing options for translation of our Colt Connection (through Smore) and our emails to families (through Parent Square)</li> </ul>	Parents of students	2,000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Roving subs for parent meetings & special field trips
4.5	<p>Families and older students are encouraged to engage in our school community</p> <ul style="list-style-type: none"> <li>our Parent Teacher Club (PTC) hosts evening activities to engage families and bring them onto campus</li> <li>traditionally, students from our local middle and high schools regularly volunteer on campus in classrooms, as tutors, and at PTC events</li> <li>opportunities for parents to participate in school leadership through SSC and ELAC</li> <li>opportunities for parents to engage in the school by participating in Back to School Night, Open House, parent info nights, parent/teacher conferences (live or virtually)</li> <li>we encourage students giving back to LCES through Scouts (Eagle and Silver Award projects).</li> </ul>	All students	0
4.6	<p>Monitor and communicate with families whose students have chronic absence issues</p>	All students with chronic absentee issues	0



	<ul style="list-style-type: none"> <li>we will continuously monitor our attendance records and send letters to families who have exceeded the expectations regarding attendance and tardies; this year we will also be examining engagement in learning, particularly for online learners - we are using interactive and color coded spreadsheets to assess engagement and work completion along with family communication regarding any gaps in participation</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

Implementing PBIS & MTSS has increased students connectedness to the school. Our assemblies highlight students who show intentional growth in each month's PBIS character trait and students receive certificates and a reward while being celebrated by the other students and staff. Holding a second chance drawing for Colt Tickets increases opportunities for more students to be recognized as well.

MTSS has provided a laser focus on specific skills for specific students and is closely monitored. It has also increased all staff's awareness of exactly what students need to either access the initial instruction of an essential standard or in closing gaps that students have. Staff have experienced the success of their students and are becoming more and more confident in being able to provide the support their students need to reach success.

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

Continued implementation of PBIS and MTSS protocols, adjusted for current students' needs each year as each cohort may have different needs. Changing the model to include having the ISP teacher join our Monday MTSS Meeting with each grade level allows for specific needs of specific students, to be discussed directly with each teacher instead of through a grade level representative has provided for direct communication and collaborative planning.

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

Refinement of procedures as needed, but no major changes.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Goal Area 5: Learning Environment

All students will receive instruction in up-to-date and well-maintained environments.

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

LCAP goal to which this school goal is aligned.

5

### Identified Need

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

Our campus is over a decade old, and is beginning to show the effects of supporting thousands of students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
digital devices to support 21st century learning	7 chromebook carts and 3+ individual chromebooks in each class	increase individual chromebooks to one per student
MPR AV usage	AV system is used regularly for small scale needs (assemblies and inside lunch recess) and large scale productions (VAPA performances)	continue to build our AV capacity to support needs of all programs hosted by our school and to meet need of community organizations using our space/facilities

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.2			
5.3	Improvements to support school safety <ul style="list-style-type: none"> <li>plan to store food/water in each room for long term lock down</li> <li>price and install safety film on large exterior windows (STAR)</li> <li>consider pricing and installing infrared system that alerts if someone goes over the fence (in or out)</li> <li>continue implementation and training around the district's SRP program</li> </ul>	all students	Parent Teacher Association (PTA)

	<ul style="list-style-type: none"> <li>• examine all classroom and storage spaces in order to ensure alignment with the fire marshal's requirements</li> <li>• becoming more familiar with implementation of communication tools like School Messenger, Alertus and Parent Square - in addition to tools like social media and our app</li> </ul>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### Goal Area 6: Parent Involvement

Parents and guardians will be involved and participate in the decision-making process as related to the educational programs of students.

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

LCAP goal to which this school goal is aligned.

1, 2 & 5

### Identified Need

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

Community engagement in our school is an important part of our culture and we want to increase engagement in various arms of our campus (social, individual student growth, site decision making).

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PTC meeting participation	3 parents/meeting in attendance	7 parents/meeting in attendance
Site Council Development/participation	host SSC outside of PTC (formerly PTC was a crutch)	3 SSC meetings annually with established membership and leadership
ELAC Development/participation	host ELAC outside of PTC (formerly PTC was a crutch)	3 ELAC meetings annually with established membership and leadership
parent teacher conferences	85% participation in conferences	90% participation in conferences; 100% meet by year end
parent education	large group parent ed nights	continue and add specialized training targeting sub groups of families

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Increase opportunities for parent engagement in activities that support parent education about student experiences/needs	all families/students	LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

	<ul style="list-style-type: none"> <li>• offering parenting courses like Love and Logic and Happy Families will be offered on site.</li> <li>• our weekly newsletter regularly features tools designed to help families talk with their children about pressing issues like peer pressure, bullying, drugs, etc...</li> <li>• we will offer 3 parent education nights in addition to our Back to School Night, Open House and parent/teacher conference events. We will transition to virtual offerings this year.</li> <li>• we would like to consider providing a literacy, math and/or science night</li> </ul>		materials for parent education nights
6.2	<p>Provide parents with consistent and clear communication regarding LCES activities and policies</p> <ul style="list-style-type: none"> <li>• Parents will receive weekly email communication from the school, "Colt Connection" using Smore (district funded). Dates of upcoming events will be placed in the communication, along with important information about topics of interest. Parents often respond to the principal regarding these emails and engage in two-way communication; communication is done through a newsletter that can be self translated into dozens of languages and there is a reminder of how to translate at the end of each email communication to all families.</li> <li>• Monthly PTC meetings which include parents and teachers.</li> <li>• School Site Council Meetings throughout the year, including parents and staff.</li> <li>• Monthly PBIS Team Meetings including parent and staff.</li> <li>• All parents will have a parent/teacher conference with their child's teacher.</li> <li>• Multiple after school events scheduled throughout the school year including families and staff.</li> <li>• Access to district (bilingual) Parent/School/Community liaisons to communicate with Spanish speaking families</li> <li>• revisit and refine our parent feedback survey that looks to provide feedback around topics like how welcoming our staff/teachers/facility is, the perceived quality of our programs, interventions, and behavior strategies, the caliber of our school wide events, the role of our PTC, etc... The survey will be crafted with support from our PTC, SSC and Leadership Team, with input from teachers and staff. We will use our various platforms (FB, App, newsletter, website) to solicit feedback. The survey</li> </ul>	all families/students	

	will be generated using google forms. Feedback from the survey will be shared with stakeholders (as appropriate).		
<b>6.3</b>	<p>Increase our compliance with district policies regarding volunteer requirements</p> <ul style="list-style-type: none"> <li>• all parent volunteers will have current TB tests on file at the school; our health clerk is verifying and communicating with volunteers as TB tests expire.</li> <li>• all parent volunteers will sign in at the office and participate in emergency drills when the volunteer time coincides with a scheduled drill.</li> <li>• in 2019-20, we hosted 4 live scan clinics at each Back to School Night, Playground Night and Boo Bash to encourage Live Scan compliance; in 2020-21, we will be unable to offer this service</li> </ul>	all students	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

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

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

# Goals, Strategies, & Proposed Expenditures

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

## Goal 7

### Title and Description of School Goal

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

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

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$41,901.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$124,264.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF-Base (Site Fund)	\$23,588.00
LCFF-Supplemental (Site Fund)	\$44,080.00
Prop 28	\$56,596.00

Subtotal of state or local funds included for this school: \$124,264.00

Total of federal, state, and/or local funds for this school: \$124,264.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	44,080	0.00
LCFF-Base (Site Fund)	23,588	0.00
Prop 28	56,596	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF-Base (Site Fund)	23,588.00
LCFF-Supplemental (Site Fund)	44,080.00
Prop 28	56,596.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	38,122.00
2000-2999: Classified Personnel Salaries	36,170.00
4000-4999: Books And Supplies	45,872.00
5800: Professional/Consulting Services And Operating Expenditures	4,100.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF-Base (Site Fund)	800.00
2000-2999: Classified Personnel Salaries	LCFF-Base (Site Fund)	2,577.00
4000-4999: Books And Supplies	LCFF-Base (Site Fund)	20,211.00



1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	7,360.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	15,791.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	16,829.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	4,100.00
1000-1999: Certificated Personnel Salaries	Prop 28	29,962.00
2000-2999: Classified Personnel Salaries	Prop 28	17,802.00
4000-4999: Books And Supplies	Prop 28	8,832.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,436.00
Goal 2	200.00
Goal 3	22,616.00
Goal 4	9,012.00

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Denise Parnell	Principal
Jen Marsh	Other School Staff
Donna Warren	Classroom Teacher
Pam Cook	Classroom Teacher
Shelly Adams	Classroom Teacher
Jenna Rivera	Classroom Teacher
Kaitlyn Pineau	Parent or Community Member
Bernice Weilberg	Parent or Community Member
Felisha Gayton	Parent or Community Member
Lynn Bergmann	Parent or Community Member
Bal Bains	Parent or Community Member
Andra Consulo	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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 10/8/2024.

Attested:



Principal, Dr. Denise Parnell on 10/8/2024



SSC Chairperson, Jennifer Marsh on 10/8/2024

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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



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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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



## Appendix C: Select State and Federal Programs

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

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

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