

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
First Street Elementary School	31-66951-0000000	October 24, 2024	November 14, 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 First Street Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 First Street Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Our yearly focus is determined by alignment with our district LCAP, our professional commitments, and our district learning initiatives. This year, we will have a focus on providing targeted intervention for all students at all skill levels within the classroom through the use of intervention blocks and designated intervention time. We are providing after school academic clubs and intervention programs to support students in achieving grade level standards. We will also be focused on supporting our students through social-emotional learning with the express intention of increasing student safety and lowering the affective filter for students from trauma backgrounds, which will result in increased access to academics and improved scores in both mathematics and language arts. We will utilize our Title 1 and site supplemental funds to support our campus progress in these areas and meet our student's varied needs.

Educational Partner Involvement

How, when, and with whom did First Street Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Administration sent out the Youth Truth survey in Spring of 2024 to families, staff, and students about the experience they have at First Street School and the improvements they would like to see. In Fall of 2024, administration met with the School Site Council, English Language Advisory Committee, the Parent-Teacher Organization, and school staff with the purpose of reviewing outcomes from the 2023-2024 school year and eliciting feedback on areas of improvement for the 2024-2025 school year. The School Plan for Student Achievement was created based on the feedback received on the initiatives proposed and was aligned with the district commitments prior to being reviewed by all committees and stakeholders in October of 2024 and subsequently adopted in November of 2024.

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.

Chronic Absenteeism: Chronic absenteeism continues to be a concern for our school with approximately 1/4 of our student body showing as chronically absent. While our numbers mirror that of the State of California, it is important to us that all students are in school regularly to gain access to their education. Attendance education will take a primary role on our site this year, which will include parent education, student reinforcements, and supports of students who are struggling academically and social emotionally to encourage more confidence, leading to increased attendance.

English Learner Progress: With fewer than half of our English Learners making progress toward English proficiency, this category will need to be a clear focus on our campus this year. Last year, we ensured that all teachers were trained in integrated and designated ELD supports and began looking at English Learner data. This year, there will be increased accountability and training for implementing ELD supports. Additionally, we will be increasing supports for our English Learner students through the implementation of ELPAC study clubs and targeted intervention for students who are identified as English Language Learners.

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.

In Language Arts, both our English Learners and our Students with Disabilities are scoring significantly lower than the all student population.

English Learners: Considering the fact that we are scoring low in English Learner Progress and that our English Learners are scoring low in Language Arts, it is clear that our focus on supporting English Language Learners is not currently effective. This year we will incorporate more targeted approaches to ensure that our Language Learners are better supported in Tier II and Tier III practices.

Students with Disabilities: In years past, we have not had good structure to ensure that Students with Disabilities are receiving Tier II intervention as well as any Tier III supports that may be designated in their IEP. This year, we have broken our schedule out to ensure that each student has access to the full schedule of Tier I instruction, Tier II intervention, and any Tier III supports designated in their IEP.

Other Needs

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

In Spring of 2024, our students, families, and staff took the Youth Truth Survey. While responses from families and staff were largely positive, the student responses illustrate a disconnect between how the adults feel about our school and how the students feel about our school. Exactly 1/3 of our students reported that they like going to school. Only half our our students feel as though they are challenged or that the things they are learning about are interesting. Even fewer students, 37%, feel like what they are doing in school helps them in their lives. These low reports of engagement and academic challenge are likely closely connected to our high levels of absenteeism. Additionally, adults rate our school culture positively, but only 15% of students agree that students behave in class and 27% of students feel that their classmates stay busy and on task during class. These challenges need to be met with creative solutions to help reengage our students in the learning process. This will directly impact student outcomes as well as attendance numbers.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.79%	1.81%	1.03%	7	7	4
Asian	1.02%	1.3%	1.54%	4	5	6
Filipino	0.77%	0.26%	0.51%	3	1	2
Hispanic/Latino	66.50%	66.32%	64.01%	260	256	249
Pacific Islander	0.26%	0.26%	%	1	1	
White	27.11%	26.42%	28.53%	106	102	111
Multiple/No Response	2.56%	3.11%	3.34%	10	12	13
Total Enrollment				391	386	389

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	46	44	32
Grade 1	49	42	45
Grade 2	58	51	47
Grade 3	90	72	69
Grade 4	80	93	81
Grade 5	68	84	93
Total Enrollment	391	386	389

Conclusions based on this data:

1. Our enrollment has remained relatively consistent in spite of the additions of a TK and an ASD classroom on our campus.
2. Our Hispanic population has dropped slightly and our White population has increased slightly, but our student population remains largely bicultural: 64% Hispanic and 28% White.
3. Cohort enrollment remained relatively stable in last year's 2nd and 5th grade cohorts, but increased greatly in the 3rd and 4th grade cohorts.

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	124	136	123	33.3%	31.7%	31.6%
Fluent English Proficient (FEP)	30	27	28	9.4%	7.7%	7.2%
Reclassified Fluent English Proficient (RFEP)				2.9%		

Conclusions based on this data:

1. English learners continue to make up a large percentage of our community. We are increasing accountability around integrated and designated ELD supports through an ELD focus during classroom walk-throughs this year.
2. We have ensured that all teachers on our campus are trained in integrated and designated ELD practices.

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	91	71	65	91	71	65	91	71	65	100.0	100.0	100
Grade 4	81	91	78	80	91	78	80	91	78	98.8	100.0	100
Grade 5	69	84	94	68	84	94	68	84	94	98.6	100.0	100
All Grades	241	246	237	239	246	237	239	246	237	99.2	100.0	100

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	2399.	2433.	2447.	19.78	28.17	27.69	13.19	19.72	29.23	27.47	28.17	26.15	39.56	23.94	16.92
Grade 4	2511.	2466.	2500.	40.00	28.57	39.74	25.00	18.68	17.95	26.25	17.58	17.95	8.75	35.16	24.36
Grade 5	2493.	2532.	2509.	26.47	28.57	23.40	23.53	40.48	29.79	16.18	11.90	20.21	33.82	19.05	26.60
All Grades	N/A	N/A	N/A	28.45	28.46	29.96	20.08	26.42	25.74	23.85	18.70	21.10	27.62	26.42	23.21

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	13.19	25.35	21.54	59.34	57.75	64.62	27.47	16.90	13.85
Grade 4	28.75	21.98	33.33	61.25	53.85	56.41	10.00	24.18	10.26
Grade 5	23.53	23.81	21.28	60.29	64.29	67.02	16.18	11.90	11.70
All Grades	21.34	23.58	25.32	60.25	58.54	62.87	18.41	17.89	11.81

Writing Producing clear and purposeful writing									
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	14.29	18.31	21.54	48.35	61.97	61.54	37.36	19.72	16.92
Grade 4	30.00	20.88	17.95	57.50	43.96	64.10	12.50	35.16	17.95
Grade 5	17.91	26.19	23.40	49.25	61.90	51.06	32.84	11.90	25.53
All Grades	20.59	21.95	21.10	51.68	55.28	58.23	27.73	22.76	20.68

Listening Demonstrating effective communication skills									
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	8.79	15.49	15.38	69.23	76.06	70.77	21.98	8.45	13.85
Grade 4	18.75	12.09	19.23	73.75	68.13	78.21	7.50	19.78	2.56
Grade 5	11.76	13.10	11.70	69.12	78.57	75.53	19.12	8.33	12.77
All Grades	12.97	13.41	15.19	70.71	73.98	75.11	16.32	12.60	9.70

Research/Inquiry Investigating, analyzing, and presenting information									
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	16.48	16.90	20.00	61.54	64.79	67.69	21.98	18.31	12.31
Grade 4	23.75	21.98	23.08	67.50	60.44	62.82	8.75	17.58	14.10
Grade 5	22.06	25.00	23.40	54.41	61.90	54.26	23.53	13.10	22.34
All Grades	20.50	21.54	22.36	61.51	62.20	60.76	17.99	16.26	16.88

Conclusions based on this data:

- Overall, the number of students who are not meeting the standard is decreasing. When you track the cohort data of 5th graders in 2023-2024, we see that they have made great improvement in language arts decreasing the number of students who did not meet the standards by nearly 13%. This cohort showed improvement in reading, writing, and listening skills from 2021-2022 to present. This could be related to the increased attention we have given to language arts skills, including focused instructional aide attentions during intervention times and an increase of time for these grade levels with an intervention service provider.
- Reading, writing, and listening all showed increased success rates for students overall, with listening being a particular point of success. Fewer than 10% of our students scored below the standard in listening.
- Research and inquiry continues to be an area with little movement. We now have 86% of our teaching staff AVID trained which puts a focus on writing, inquiry, collaboration, organization, and reading. As our teachers grow their skills in AVID, we expect to see our research and inquiry scores grow.

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	91	71	65	91	71	64	91	71	64	100.0	100.0	98.5
Grade 4	81	91	78	80	91	78	80	91	78	98.8	100.0	100
Grade 5	69	84	94	68	84	94	68	84	94	98.6	100.0	100
All Grades	241	246	237	239	246	236	239	246	236	99.2	100.0	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2434.	2450.	2449.	20.88	29.58	20.31	30.77	23.94	43.75	24.18	25.35	18.75	24.18	21.13	17.19
Grade 4	2483.	2477.	2508.	18.75	24.18	34.62	31.25	20.88	25.64	27.50	29.67	26.92	22.50	25.27	12.82
Grade 5	2488.	2504.	2493.	17.65	16.67	22.34	19.12	21.43	12.77	25.00	35.71	26.60	38.24	26.19	38.30
Grade 11															
All Grades	N/A	N/A	N/A	19.25	23.17	25.85	27.62	21.95	25.42	25.52	30.49	24.58	27.62	24.39	24.15

Concepts & Procedures									
Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.08	35.21	21.88	52.75	46.48	64.06	24.18	18.31	14.06
Grade 4	27.50	28.57	38.46	48.75	43.96	44.87	23.75	27.47	16.67
Grade 5	14.71	20.24	19.15	55.88	55.95	50.00	29.41	23.81	30.85
Grade 11									
All Grades	22.18	27.64	26.27	52.30	48.78	52.12	25.52	23.58	21.61

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	20.88	28.17	28.13	54.95	47.89	56.25	24.18	23.94	15.63
Grade 4	22.50	29.67	30.77	56.25	37.36	55.13	21.25	32.97	14.10
Grade 5	11.76	15.48	22.34	51.47	55.95	43.62	36.76	28.57	34.04
All Grades	18.83	24.39	26.69	54.39	46.75	50.85	26.78	28.86	22.46

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
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	21.98	23.94	29.69	52.75	60.56	57.81	25.27	15.49	12.50
Grade 4	27.50	21.98	29.49	47.50	62.64	58.97	25.00	15.38	11.54
Grade 5	7.35	10.71	18.09	63.24	69.05	45.74	29.41	20.24	36.17
All Grades	19.67	18.70	25.00	53.97	64.23	53.39	26.36	17.07	21.61

Conclusions based on this data:

1. While our "not met" numbers remained relatively steady overall in all grades, the 4th grade cohort decreased the number of students who did not meet the standard by 8%.
2. 3rd and 4th grade decreased the number of students below standard by approximately 8% and 19% respectively in the category of problem solving and modeling/data analysis. This mirrors the success we saw in 3rd and 4th grade in overall ELA performance, which potentially could indicate the positive impact of our vocabulary focus on our math scores as well.
3. We saw a slight shift of students from the nearly met category into the met and exceeds category, resulting in a nearly 6% in students who were at or above standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1420.1	1444.1	1396.6	1423.6	1443.0	1405.1	1411.7	1446.6	1376.7	18	24	21
1	1447.7	1416.3	1454.1	1457.9	1423.1	1464.2	1436.8	1409.1	1443.8	20	20	17
2	1485.0	1471.3	1464.3	1495.6	1472.6	1471.4	1474.1	1469.5	1456.5	21	19	18
3	1487.2	1493.6	1490.0	1486.1	1498.8	1487.6	1487.9	1487.9	1491.8	28	20	18
4	1528.9	1511.9	1491.0	1532.2	1522.8	1497.4	1525.0	1500.6	1484.2	20	25	21
5	1495.7	1535.1	1525.6	1500.8	1532.5	1521.8	1489.8	1537.3	1529.1	12	18	20
All Grades										119	126	115

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.56	25.00	0.00	33.33	37.50	23.81	55.56	25.00	57.14	5.56	12.50	19.05	18	24	21
1	10.00	15.00	0.00	40.00	10.00	52.94	40.00	45.00	35.29	10.00	30.00	11.76	20	20	17
2	9.52	5.26	11.11	47.62	52.63	33.33	42.86	26.32	38.89	0.00	15.79	16.67	21	19	18
3	14.29	5.00	11.11	39.29	70.00	50.00	32.14	20.00	38.89	14.29	5.00	0.00	28	20	18
4	25.00	28.00	9.52	50.00	28.00	61.90	20.00	36.00	14.29	5.00	8.00	14.29	20	25	21
5	0.00	27.78	30.00	33.33	44.44	30.00	50.00	22.22	30.00	16.67	5.56	10.00	12	18	20
All Grades	11.76	18.25	10.43	41.18	39.68	41.74	38.66	29.37	35.65	8.40	12.70	12.17	119	126	115

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	11.11	25.00	9.52	27.78	33.33	19.05	55.56	25.00	47.62	5.56	16.67	23.81	18	24	21
1	35.00	15.00	23.53	25.00	35.00	47.06	35.00	25.00	17.65	5.00	25.00	11.76	20	20	17
2	23.81	5.26	16.67	52.38	63.16	44.44	19.05	21.05	27.78	4.76	10.53	11.11	21	19	18
3	28.57	50.00	33.33	50.00	35.00	33.33	7.14	10.00	22.22	14.29	5.00	11.11	28	20	18
4	50.00	40.00	28.57	45.00	44.00	61.90	5.00	8.00	0.00	0.00	8.00	9.52	20	25	21
5	25.00	61.11	45.00	41.67	27.78	40.00	16.67	5.56	10.00	16.67	5.56	5.00	12	18	20
All Grades	29.41	32.54	26.09	41.18	39.68	40.87	21.85	15.87	20.87	7.56	11.90	12.17	119	126	115

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	0.00	16.67	0.00	38.10	37.50	9.52	57.14	37.50	80.95	4.76	8.33	9.52	21	24	21
1	0.00	10.00	0.00	12.00	15.00	29.41	52.00	15.00	41.18	36.00	60.00	29.41	25	20	17
2	3.70	10.53	11.11	55.56	21.05	11.11	33.33	47.37	55.56	7.41	21.05	22.22	27	19	18
3	9.09	0.00	5.56	18.18	20.00	16.67	59.09	65.00	55.56	13.64	15.00	22.22	22	20	18
4	0.00	8.00	0.00	7.14	12.00	19.05	50.00	60.00	52.38	42.86	20.00	28.57	14	25	21
5	4.35	11.11	15.00	21.74	38.89	10.00	65.22	38.89	55.00	8.70	11.11	20.00	23	18	20
All Grades	4.20	9.52	5.22	27.73	23.81	15.65	48.74	44.44	57.39	19.33	22.22	21.74	119	126	115

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	16.67	33.33	4.76	72.22	50.00	71.43	11.11	16.67	23.81	18	24	21
1	30.00	30.00	29.41	65.00	40.00	64.71	5.00	30.00	5.88	20	20	17
2	38.10	15.79	27.78	61.90	78.95	66.67	0.00	5.26	5.56	21	19	18
3	32.14	15.00	22.22	50.00	75.00	72.22	17.86	10.00	5.56	28	20	18
4	60.00	32.00	42.86	40.00	56.00	47.62	0.00	12.00	9.52	20	25	21
5	0.00	27.78	25.00	66.67	66.67	60.00	33.33	5.56	15.00	12	18	20
All Grades	31.93	26.19	25.22	57.98	60.32	63.48	10.08	13.49	11.30	119	126	115

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	11.11	16.67	4.76	72.22	70.83	66.67	16.67	12.50	28.57	18	24	21
1	25.00	15.00	5.88	70.00	55.00	82.35	5.00	30.00	11.76	20	20	17
2	47.62	31.58	38.89	47.62	52.63	44.44	4.76	15.79	16.67	21	19	18
3	53.57	65.00	33.33	32.14	25.00	44.44	14.29	10.00	22.22	28	20	18
4	55.00	68.00	52.38	40.00	24.00	38.10	5.00	8.00	9.52	20	25	21
5	58.33	83.33	80.00	33.33	5.56	10.00	8.33	11.11	10.00	12	18	20
All Grades	42.02	46.03	36.52	48.74	39.68	46.96	9.24	14.29	16.52	119	126	115

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	5.56	20.83	0.00	88.89	66.67	85.71	5.56	12.50	14.29	18	24	21
1	10.00	15.00	0.00	60.00	25.00	70.59	30.00	60.00	29.41	20	20	17
2	9.52	10.53	0.00	76.19	63.16	72.22	14.29	26.32	27.78	21	19	18
3	3.57	0.00	0.00	64.29	60.00	55.56	32.14	40.00	44.44	28	20	18
4	10.00	4.00	0.00	75.00	60.00	66.67	15.00	36.00	33.33	20	25	21
5	0.00	16.67	10.00	50.00	72.22	60.00	50.00	11.11	30.00	12	18	20
All Grades	6.72	11.11	1.74	69.75	57.94	68.70	23.53	30.95	29.57	119	126	115

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	44.44	50.00	19.05	38.89	37.50	71.43	16.67	12.50	9.52	18	24	21
1	10.00	10.00	0.00	80.00	55.00	94.12	10.00	35.00	5.88	20	20	17
2	19.05	15.79	11.11	66.67	68.42	66.67	14.29	15.79	22.22	21	19	18
3	17.86	30.00	16.67	67.86	60.00	77.78	14.29	10.00	5.56	28	20	18
4	30.00	8.00	9.52	60.00	68.00	76.19	10.00	24.00	14.29	20	25	21
5	0.00	22.22	25.00	83.33	72.22	65.00	16.67	5.56	10.00	12	18	20
All Grades	21.01	23.02	13.91	65.55	59.52	74.78	13.45	17.46	11.30	119	126	115

Conclusions based on this data:

1. Our students show more success with overall oral language scores than with overall written language scores, students are getting a lot of practice with oral language with their peers but are not as successful with their reading and writing skills in English.
2. There is very little notable longitudinal progress, even when looking at cohort data. This is not an area that has been specifically targeted on our campus and staff would benefit from instruction around how to specifically target ELPAC growth in the classroom.

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
386	68.1	35.2	1.3
Total Number of Students enrolled in First Street Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	136	35.2
Foster Youth	5	1.3
Homeless	1	0.3
Socioeconomically Disadvantaged	263	68.1
Students with Disabilities	61	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	1.8
Asian	5	1.3
Filipino	1	0.3
Hispanic	256	66.3
Two or More Races	12	3.1
Pacific Islander	1	0.3
White	102	26.4

Conclusions based on this data:

1. The data on our student population for 2022-2023 does not accurately reflect what we now know to be true about our McKinney Vento population. We are making efforts to better identify these families and provide community school supports to these students and their families.
2. With 68% of our population identified as socioeconomically disadvantaged, we are increasing our efforts to provide steady food sources for students. These efforts include the addition of a food closet, adding a supper program for students in our after-school care, and collaborating with the Hub at Lincoln High School to provide weekend bags for families who are experiencing food insecurity.
3. Our MTSS team has started looking at data decision rules around supporting English Learners in making progress on their ELPAC assessment. With 35% of our population made up of English Learners, the long-term success of this group is an important focus. We are applying for a grant to provide designated ELPAC study skills and support to increase the reclassification rate of our students.

School and Student Performance Data

Overall Performance






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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism continues to impact student outcomes at our school and as such, is one of our biggest MTSS focuses this year. Youth Truth survey results show that students are reticent to come to school because they feel behind in their academics and are disconnected from the school environment. This year, we are increasing after-school club opportunities to increase connectedness to the school environment. We are also focusing on warmer connections around attendance concerns.

2. Our English Learner Progress is also unsatisfactory. We are working to implement intervention supports for students to better prepare them for the ELPAC test, as well as increasing the supports for the higher levels of newcomers we have seen over the last couple of years.

School and Student Performance Data

Academic Performance English Language Arts

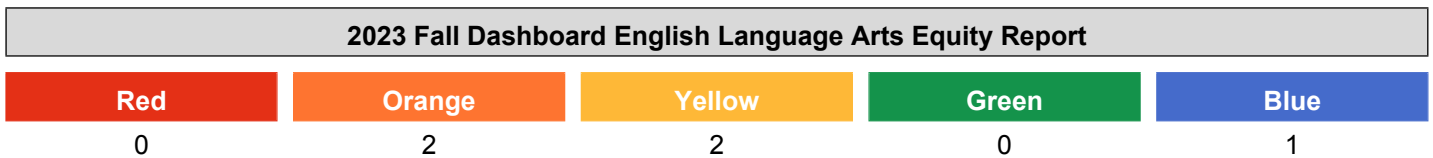
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 8.2 points above standard Increased +4.8 points 243 Students	English Learners  Orange 54 points below standard Decreased -13.3 points 81 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Yellow 24.8 points below standard Increased +8.8 points 157 Students	Students with Disabilities  Orange 52.9 points below standard Maintained -0.6 points 42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased +7.7 points 148 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	 Blue 64.8 points above standard Increased +6 points 73 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
78.3 points below standard Decreased -11.2 points 62 Students	25.5 points above standard Increased +13.4 points 19 Students	40 points above standard Increased +13.1 points 151 Students

Conclusions based on this data:

- Outcomes for our English Language Learners decreased this year, dropping to 78.3 points below the standard. Our focus on integrated and designated ELD last year was not enough to support this group of students. Additional interventionist services will be provided this year to ensure that our English Language Learners are not falling further behind the standard.
- With the exception of our English Language Learners, all subcategories of students either increased or maintained their achievement levels last year. Our Hispanic and White student populations increased at very similar rates, which points to the fact that our Tier I instruction is being accessed equitably, however the spread of nearly 90 points between the average scores of these groups illustrates that there is much work to be done in closing the gap between these two populations.

School and Student Performance Data

Academic Performance Mathematics

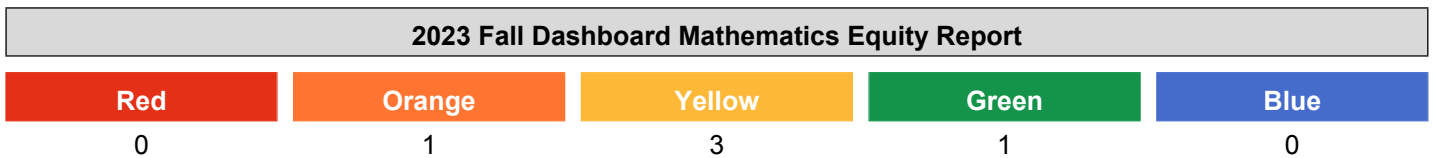
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 7 points below standard Maintained +2.2 points 243 Students	English Learners  Orange 49.1 points below standard Decreased -8 points 81 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 7 Students	Socioeconomically Disadvantaged  Yellow 30.1 points below standard Increased +8.7 points 157 Students	Students with Disabilities  Yellow 59 points below standard Increased +9.8 points 42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 6 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 30.3 points below standard Increased +5.1 points 148 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	 Green 33.5 points above standard Maintained +1.5 points 73 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.7 points below standard Decreased -7.2 points 62 Students	18 points above standard Increased Significantly +16.4 points 19 Students	16.2 points above standard Increased +7.7 points 151 Students

Conclusions based on this data:

- English learners also decreased in their overall math scores. The connection between vocabulary and mathematics is a continued focus for us, and we will continue to focus on shifting mindsets for teachers that designated ELD is not just a support for language arts lessons, but can also benefit our English Learners in mathematics as well.
- Our Hispanic students actually increased their average score more than our White students this year, but there is still a 64 point difference between these two demographics, indicating that our intervention supports are not being implemented in a way that equitably supports students with greater needs.

School and Student Performance Data

Academic Performance English Learner Progress

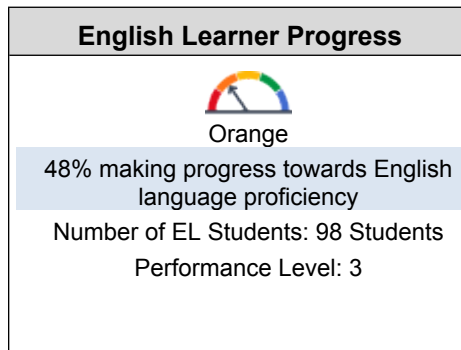
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19	32	2	45

Conclusions based on this data:

1. We maintained in English Learner progress, with only a slight improvement in students decreasing one ELPI level - from 20% last year to 19% this year.
2. Our focus on designated and integrated ELD is not making the impact that we had hoped for last year. This year, we will be providing targeted support on campus for our English Language Learners, providing them with additional practice opportunities ahead of the ELPAC test each year and practice sessions with a bilingual aide.
3. English learners make up over 1/3 of our student population and only half of those students are making progress toward English language proficiency. In addition to increased supports for students, teacher education around support for English Language Learners needs to increase on our campus.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 23.4% Chronically Absent Increased 1.4 402 Students	 Red 24.5% Chronically Absent Increased 5.5 139 Students	Less than 11 Students 7 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
17.6% Chronically Absent 0 17 Students	 Red 26.6% Chronically Absent Maintained 0.4 282 Students	 Red 29.7% Chronically Absent Increased 6.3 74 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 7 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 26.4% Chronically Absent Increased Significantly 3.7 265 Students	14.3% Chronically Absent Declined -10.7 14 Students	Less than 11 Students 1 Student	 Yellow 18.3% Chronically Absent Declined -3.1 109 Students

Conclusions based on this data:

1. Chronic absenteeism increased for nearly every subgroup in our data. While our socioeconomically disadvantaged students maintained, we still have 26.6% of our socioeconomically disadvantaged students who are chronically absent.
2. With nearly 1/4 of our school chronically absent, our Youth Truth survey data helps paint a picture of what might be the root of this issue. Students are feeling disconnected from their teachers, their peers, and their academic involvement. When students do not feel connected to school, they are much less likely to attend regularly.

School and Student Performance Data

Conditions & Climate Suspension Rate

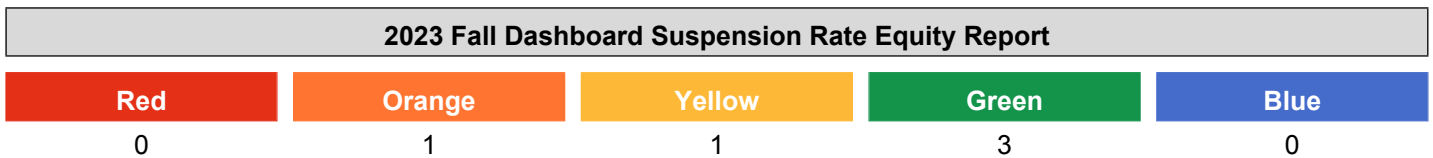
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">2% suspended at least one day</td> </tr> <tr> <td>Maintained 0.1 409 Students</td> </tr> </tbody> </table>	All Students	 Yellow	2% suspended at least one day	Maintained 0.1 409 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Yellow</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.7% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 142 Students</td> </tr> </tbody> </table>	English Learners	 Yellow	0.7% suspended at least one day	Increased 0.7 142 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 7 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 7 Students	
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Declined -1.8 76 Students													

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 1 Student</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 0.7 270 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Green</p> <p>2.7% suspended at least one day</p> <p>Declined -2.3 111 Students</p>

Conclusions based on this data:

1. Our overall suspension rate is at the yellow level. We would prefer that number be very low. In an effort to decrease these numbers, we are supporting students with increased instruction on problem solving skills, self-regulation strategies, and increased supports during unstructured times.

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.

College & Career Readiness

All students will achieve at high levels in English Language Arts and Mathematics through the implementation of targeted intervention at each student's success level, Designated English Language Development supports, and collaborative instructional strategies. We will be utilizing social-emotional supports to help students increase their academic engagement and thus their academic achievement. In addition, through our AVID program, students will begin acquiring necessary knowledge and skills for college readiness.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

Our state assessment data and growth monitoring tools indicate that we continue to have room to grow in English Language Arts and mathematics, particularly in 5th grade. To increase student engagement with academics, we are utilizing Morning Meetings to support students socially-emotionally to create comfortable, safe classrooms that will result in higher academic achievement. We are more actively incorporating AVID strategies to make learning meaningful and accessible to all students, especially those with more kinesthetic learning profiles.

We will continue to build community by holding weekly school-wide assemblies with a social-emotional or character trait focus each week, increasing the student engagement in these assemblies by having students begin to run them each week.

Our schoolwide goals also include growth in the areas of English language development and support. We will be increasing the supports for our English Language learners across campus through increased designated ELD time and targeted ELPAC preparation classes. This will include a focus on developing student understanding of language and vocabulary. This will help students access mathematical terms and concepts as well as reach their reading and writing goals.

Our students with disabilities also need increased support. This year, we have altered our schedule to include separate Tier II and Tier III times, in the hopes that additional intervention opportunities will increase outcomes for our students with disabilities.

We will continue to develop the guaranteed and viable curriculum in mathematics, with a focus this year on creating common assessments to better facilitate conversations around student data. This will allow PLC teams to target the specific needs of their students on shorter feedback loops, thereby increasing the responsiveness to student intervention needs.

Chronic absenteeism continues to negatively affect our school, leading to lower student outcomes. This year we will be creating a greater focus on after school clubs with the goal of increasing student excitement around school, encouraging students to be at school to participate in their preferred clubs. Additionally, we are running a targeted campaign about student attendance, educating families on the benefits of being in school on time each day, and incentivizing students for positive attendance habits.

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
SBAC	3rd grade proficiency - 58% ELA which is an increase of 12% over the previous year & 65% math which is a 12% increase over the previous year; 4th grade proficiency - 58% ELA which is an increase of 11% over the previous year & 61% math which is a 16% increase over the previous year; 5th grade proficiency - 53% ELA which is an decrease of 16% over the previous year & 35% math, which is a 3% decrease over the previous year.	We expect to see 5% gains in all areas at all grade-levels, with a slightly higher increase in 5th grade.
AVID Implementation Checklist	Initial goals met. (See AVID CCI Document)	Continue progress towards new goals. (See AVID CCI Document)
PBIS Progress/Fidelity Indicator	Tier I: 90% which is a decrease of 3% over previous year. Tier II: 77%, no data comparison because this is a new program.	Continue to show steady growth in PBIS Tier I implementation, maintaining our fidelity in the 90% range, while expanding Tier II implementation.
iReady	Overall iReady data Reading: 55% are at grade level, which is a 19% increase over the previous year; 28% are within one grade level from standard, which is a decrease of 1% over the previous year; and 17% are two grade levels or more below the grade level standard, which is an decrease of 17% over the previous year. Math: 48% are at grade level, which is a 22% increase over the previous year; 37% are within one grade level from the standard, which is a decrease of 8% over the previous year; and 14% are two grade levels or more below the grade level standard, which is a decrease of 15% over the previous year.	Overall reading scores will bring 60% of students to grade level, 30% to within one grade level, and 10% are to of more grade levels behind. Overall math scores will bring 55% of students to grade level, 35% are within a grade level, and 10% are two of more grade levels behind.
Summative ELPAC	8% of English Learners (ELs) scored a 4, which is a 10% decrease over the previous year; 43% of ELs scored a 3, which is a 3% increase from the previous year; 37% of ELs scored a 2, which is an 9% increase from the previous year; and 11% scored a 1, which is a 2% decrease from the previous year.	We expect to see a 5% increase in students who score a 3 or 4, and a 10% decrease in students who score a 1 or 2.

California Healthy Kids Survey (CHKS)	<p>Administered to 5th graders in spring 2022, the CHKS indicated that:</p> <ul style="list-style-type: none"> • 74% of students feel connected to school • 44% of students feel like they get to meaningfully participate in school • 95% of students understand school rules • 55% of students feel like their peers are well-behaved 	<p>We will administer the CHKS in spring 2026. Through the continued development of YDI and PBIS we expect to see:</p> <ul style="list-style-type: none"> • 90%% of students feel connected to school • 75% of students feel like they get to meaningfully participate in school • 90% of students understand school rules • 75% of students feel like their peers are well-behaved
Youth Truth Survey	<p>Administered to 3rd-5th graders in spring 2024, the Youth Truth Survey indicated that:</p> <ul style="list-style-type: none"> • 33% of students like coming to school. • 50% of students feel like they are challenged and that the things they are learning about are interesting. • 37% of students feel like what they are doing helps them in their lives. • 15% of students feel like their peers behave in class. • 27% of students feel like their peers remain busy and on task in class. 	<p>We will administer the Youth Truth survey in the Spring of 2025. Through increased focus on AVID and PBIS supports, we expect to see:</p> <ul style="list-style-type: none"> • 50% of students like coming to school. • 60% of students feel like they are challenged and that the things they are learning about are interesting. • 50% of students feel like what they are doing helps them in their lives. • 50% of students feel like their peers behave in class. • 50% of students feel like their peers remain busy and on task in class.

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	(a) First Street School teachers will utilize effective, research-based instructional practices to ensure students meet or exceed grade-level standards. The practices will include, but not be limited to: communicating clear learning objectives; explicitly teaching academic vocabulary and key ideas; providing direct instruction/modeling of new learning; providing guided (gradual release) practice with scaffolds, ample Costas Levels 2 & 3 questions, and frequent checks for understanding; providing relevant independent assignments/projects; providing frequent, targeted feedback to students on their progress; and creating a positive learning environment where students are safe and actively engaged.	All Students	LCFF-Base (District Fund) 4000-4999: Books And Supplies iReady, Quizlet, ESGI and more are used by some of our teachers to monitor and support growth in reading and writing; SeeSaw and Google Classroom are used as a direct instruction delivery tool. 933 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies

<p>(b) First Street School teachers will frequently monitor student data and provide targeted Tier II interventions to students to ensure that essential standards are being met by all students in the classroom.</p> <p>(c) First Street School staff will participate in district coordinated creation of essential standards, guaranteed viable curriculum, and common formative and summative assessments at each grade level that aligns instruction to Common Core State Standards SBAC assessment targets.</p> <p>(d) First Street School will follow a collaboratively built, district wide lesson pacing schedule, guaranteed viable curriculum, and common assessment guide for each grade level.</p> <p>(e) As part of the Professional Learning Community model, the teachers will continue to have weekly opportunities to collaborate in order to develop meaningful and responsive lesson targets to improve student achievement and to plan and discuss lesson delivery based on common formative and summative assessments.</p> <p>(f) We will align AVID, GLAD, and YDI strategies as a means of providing our students with effective first instruction based on the Common Core State Standards. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations and rigor through direct instruction, increased student engagement and ongoing participation in the learning process.</p> <p>(g) First Street School teachers will utilize technology in meaningful ways in order to build student readiness for advancement in their college and career readiness, using programs such as iReady, Google Classroom, RAZ Kids, SeeSaw, FlipGrid, Kami, Pear Deck, robotics, etc.</p> <p>(g) First Street School teachers and staff will participate in data digs to determine the equity gaps and areas for growth among our school campus, facilitating targeted next steps in providing first best instruction.</p> <p>(h) In continued efforts to bolster the physical fitness of our students and add engagement to our physical fitness program, we have again contracted with Sami's Circuit & Starstruck Showcase to offer virtual fitness and student motivation programs.</p> <p>(I) Additional campus supervisor time for extended day kindergarten lunch coverage and TK lunch coverage. Campus supervisors are being used as day long recess coverage to allow for smaller recess breaks.</p>		<p>STEAM instruction through use of programmable robots, drones, 3D printers, coding equipment, etc. 11405 Title I 2000-2999: Classified Personnel Salaries Added campus supervisor time due to support recess breaks 8300 Title I 5000-5999: Services And Other Operating Expenditures Ongoing mental & physical fitness enhancement. Sami's Circuit & Starstruck Showcase 1000 Title I 4000-4999: Books And Supplies Replacement equipment for physical fitness and movement breaks.</p>
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<p>1.2</p>	<p>(a) First Street School teachers, supported by administration, will participate in weekly, collaborative PLC's to analyze common formative assessment data and prescribe targeted interventions for students not making adequate progress toward meeting specified learning targets. Evidence of this work will be documented through PLC agendas and minutes, Performance Matters, and other relevant artifacts.</p> <p>(b) First Street School will implement Tier II intervention time for students not making progress toward meeting the standard in core areas. Teachers will use the iReady diagnostic and other common formative and summative assessments to determine the needs of students and guide the implementation of Tier II interventions.</p> <p>(c) We have hired instructional aides, and ISP's in order to have the staff necessary to deliver targeted intervention to all students at their instructional level.</p> <p>(d) First Street School will use all available resources to implement a multi-tiered system of intervention to support struggling learners. This includes copy and paper costs necessary to implement intervention program.</p> <p>(e) First Street School will provide classroom teachers with the technology and necessary supplemental materials (paper, magazines, etc.) needed for students to access all learning opportunities.</p> <p>(f) First Street School teachers and administration will participate in "Walkthroughs" to identify Best First Instruction taking place and to discuss areas for growth as a school to better support English learners and students with disabilities.</p> <p>(g) First Street School will work closely with the director of supplemental programs & accountability and intervention specialist to ensure that proper intervention services are being provided for all unduplicated students not making adequate progress toward meeting specified learning targets.</p> <p>(h) As part of implementing the Professional Learning Community model, the school will develop a consistent assessment and monitoring system for the English/Language Arts program with particular focus given to the English learner and Students with Disabilities subgroups.</p> <p>(c) Intervention Support Providers and teachers will work with students not making adequate progress toward meeting specified grade-level standards.</p> <p>(i) Align research-based best practices (such as GLAD and AVID strategies) with brain-based lesson design and delivery (such as TESS) as a</p>	<p>All Students/EL's</p>	<p>LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures Teachers will be provided with CCSS aligned materials and services to supplement the core curriculum. 69214 Title I 2000-2999: Classified Personnel Salaries Instructional aides and ISP to support classroom instruction and intervention</p> <p>LCFF-Supplemental (District Fund) 5000-5999: Services And Other Operating Expenditures FSS teachers will use iReady as part of our student monitoring system. 33566 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Instructional aides and ISP to support classroom instruction and intervention 1295 Title I 4000-4999: Books And Supplies Sunday, SIPPS, & Amplify Reading Intervention Training 8000 Title I 4000-4999: Books And Supplies Copy paper & Copy costs to support intervention programs 3300 Title I 5000-5999: Services And Other Operating Expenditures Professional development, off hours planning/collaboration time, substitute costs 3000 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries SST Coordinator - Stipend Position for Jarma Jones 634 LCFF-Supplemental (Site Fund)</p>
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	<p>means of providing our students, and in particular our English learners and Students with Disabilities with effective first instruction. This emphasis will focus on ensuring that our students receive an intentional system of instruction that highlights high expectations through direct instruction, increased student engagement and ongoing participation in the learning process.</p> <p>(j) First Street School staff will research and make decisions regarding best options for supplemental resources for providing integrated and designated ELD to English learners in core areas</p> <p>(k) To better meet the needs and close the achievement gap of our ELL students, we will be working with our district ELL TOSA to better track, train, and inform students on reclassification strategies and to better equip teachers to monitor and instruct their ELL students.</p> <p>(l) First Street School will provide targeted ELPAC preparation support to ensure that students are prepared for the ELPAC and are making progress in their English Language Development goals.</p>		<p>5000-5999: Services And Other Operating Expenditures FSS staff will be supported with research-based training and supplemental resources to provide ELD to our English learners. 8000 Title I 2000-2999: Classified Personnel Salaries Bilingual Aide to support implementation of ELPAC preparation support for students.</p>
<p>1.3</p>	<p>(a) First Street School teachers will continue to participate in Youth Development Institute training when offered by the district.</p> <p>(b) First Street School will implement the youth development supports and opportunities plan that was developed to ensure safety, relationships, engagement, community involvement, and skill building for youth.</p> <p>(c) First Street school will participate in coaching and other supports provided by the district to ensure success in implementing the development supports and opportunities.</p> <p>(d) We are a PBIS school and are working toward revamping our systems to ensure campus wide understanding and connection to our PBIS goals. The purpose of the program is to establish consistent school-wide behavioral expectations and positive reinforcements. It is also a means establishing positive behavioral interventions supports.</p> <p>(e) We are utilizing Morning Meetings as a Tier I social-emotional intervention for students in each classroom, which will require books and other supplies for implementation.</p> <p>(f) EduClimber behavior data tracking program to monitor effective program implementation and areas of need.</p>	<p>All Students</p>	<p>LCFF-Base (District Fund) 5000-5999: Services And Other Operating Expenditures A group of teachers were trained in YDI in the summer of 2015; a second group of teachers were trained in the summer of 2016. Additional teachers and admin were trained in summer of 2022. As additional training is offered, more staff will participate. 53520 Prop 28 2000-2999: Classified Personnel Salaries Addition of art tech to support new art classes across campus 8535 Prop 28 4000-4999: Books And Supplies Training and start up supplies for new art tech 2000 Title I 4000-4999: Books And Supplies A Touch of Understanding Social-Emotional Learning Program 2100</p>

	<p>(g) To fully implement the program, additional training, materials, assemblies, etc. need to be purchased.</p> <p>(h) Student incentive trip for positive behavior and good academic performance.</p> <p>(i) First Street School will implement additional Arts Education opportunities for students to increase engagement, safety, relationships, and skill building for our students, connecting them to the school environment in a more meaningful manner.</p> <p>(j) First Street School is implementing campus wide weekly assemblies for the purpose of celebrating student success, teaching common social-emotional and behavioral language across the campus, and building community as a whole school.</p>		<p>Title I 4000-4999: Books And Supplies Sight Word Busters program for reading intervention 3101 LCFF-Supplemental (Site Fund) 1000-1999: Certificated Personnel Salaries Funds set aside for off-hours Program Lead/Team worktime (PBIS, AVID, School Engagement, GATE, etc.) and grade-level collaboration time. 5000 Prop 28 4000-4999: Books And Supplies Art supplies for all teachers to increase and supplement current art offerings in the classroom</p>
<p>1.4</p>	<p>(a) Attendance by four (4) staff members at the AVID Virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID WICOR practices school-wide.</p> <p>(b) Instructional support materials such as Promethean Boards, headphones, computer mice, etc. will be purchased to support focus during instruction.</p> <p>(c) In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles.</p> <p>(d) 2nd-5th grade AVID college visitation field trips will continue this year.</p> <p>(e) Ongoing professional development through Curriculum Associates to enable staff to better utilize the iReady online program.</p> <p>(f) Additional on-line instructional support materials.</p>	<p>All Students</p>	<p>13200 Title I 4000-4999: Books And Supplies In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles. 8875 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies In accordance with AVID strategies, organizational materials & supplies were purchased for each student based on predetermined grade-level organizational principles. 2281 Title I 5000-5999: Services And Other Operating Expenditures AVID XP virtual Summer Institute and additional AVID trainings throughout the year to continue implementing school-wide AVID strategies; long-term goal is to implement AVID practices school-wide. 10200 Title I</p>

			5000-5999: Services And Other Operating Expenditures Bus Transportation for AVID College Visits and other instructional field trips 13950 Title I 5000-5999: Services And Other Operating Expenditures AVID college visits and other instructional field trips
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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.

We had great success in many areas this year in terms of academic outcomes for students. There are still many areas in which we need to see improvement, including areas where there is an inequity between unduplicated demographic groups. Increased focus on interventions, implementation of AVID strategies, and more structured use of instructional aides has increased student outcomes in nearly all categories.

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

Due to lower costs in other areas, a greater amount of monies were put toward AVID summer institute attendance, resulting in 90% of teachers on campus being AVID trained.

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.

This year, we are increasing the supports for English Language learners in an effort to improve outcomes on the ELPAC. Additional structural changes have been made to the schedule to support outcomes for Students with Disabilities through the implementation of protected Tier II intervention times.

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.

School & Community Engagement

All students will receive instruction in up-to-date and well-maintained environments. All families will have access to frequent and multiple modalities of communication.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families will be actively engaged in learning and in their school communities.

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.

Based on our demographics, communication with our families can sometimes be challenging because of their access to technology and the fact that many have a primary language other than English. Due to that fact, we do everything we can to make information available in multiple ways and in multiple languages. Also, we want to make sure our families have the tools and information necessary to help support their students academically, behaviorally, and socio-emotionally. Our district has purchased licensing for Parent Square as a primary means of reaching families via email, text, phone blast, etc. We also determined that many families don't feel equipped to support their students academically, so we will be adding family math, reading, writing, and science nights to help families support their students at home.

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
Parent Meetings	Participation in parent meetings increased this year, with our PTO growing from a consistent attendance 5 persons per meeting to 10 or more persons per meeting, our ELAC committee growing from 2 persons to 4 regular attendees, and our SSC growing from 0 persons to 1 person in regular attendance.	We would like to continue growing our regular attendance to: PTO : 20 persons per meeting ELAC : 10 persons per meeting SSC : 10 persons per meeting
Youth Truth Survey	Administered in Spring of 2024, parents responded with a 32% response rate and indicated the following about community engagement: <ul style="list-style-type: none"> 78% of respondents said they feel engaged with our school. 67% of respondents said they feel informed about important decisions regarding our school. 	The Youth Truth Survey will be administered in Spring of 2025 and we hope to see a response rate of 50% and: <ul style="list-style-type: none"> 90% of respondents said they feel engaged with our school. 75% of respondents said they feel informed about important decisions regarding our school. 90% of respondents said they feel that parents and

	<ul style="list-style-type: none"> 77% of respondents said they feel that parents and family members are included in planning school activities. 69% of respondents said they feel represented by parent/family groups (i.e. Parent-Teacher Association) at our school. 63% of respondents said they feel empowered to play a meaningful role in decision-making at our school. 	<p>family members are included in planning school activities.</p> <ul style="list-style-type: none"> 80% of respondents said they feel represented by parent/family groups (i.e. Parent-Teacher Association) at our school. 75% of respondents said they feel empowered to play a meaningful role in decision-making at our school.
California Healthy Kids Survey (CHKS)	<p>Parents were administered the parent module of the CHKS in spring, 2024. The results related to feeling engaged with the school community were:</p> <ul style="list-style-type: none"> 37% of parents (district-wide) feel that our schools actively seek parent input before decision-making 61% of parents (district-wide) feel that our schools allow input and other parent contributions 48% of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations 	<p>Parents will be administered the parent module of the CHKS in spring, 2026. Through increased communication and efforts to encourage parent participation, we hope the results will show improvement by at least 10%:</p> <ul style="list-style-type: none"> 45% of parents (district-wide) feel that our schools actively seek parent input before decision-making 70% of parents (district-wide) feel that our schools allow input and other parent contributions 58% of parents (district-wide) feel that our schools encourage parents to be active partners in their students' educations

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>(a) First Street School teachers will be provided with the necessary technology to enable them to provide their students with a 21st century learning environment.</p> <p>(b) First Street School will implement the district standard for technology to ensure all students have equitable access to all areas of the curriculum.</p> <p>(c) Technologies at First Street School will be updated, replaced or added in order of priority.</p>	All Students	<p>1753 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Technology Software Renewals (JupiterEd, Learning A-Z, Pebble Go, etc) 3076 Title I 4000-4999: Books And Supplies Technology Software Renewals (JupiterEd, Learning A-Z, Pebble Go, etc)</p>
2.2	(a) First Street School will continue to implement components of the YDI plan referring to increased	All Students	<p>2101 Title I - Parent Involvement</p>

<p>parent involvement (ie. Sami's Circuit Virtual Family Nights and other school and PTC-sponsored events).</p> <p>(b) First Street School will address the identified needs in the needs assessment survey completed by the school's English Learner Advisory Committee.</p> <p>(d) First Street School will work to make information more available to families through district Parent Square and Peachjar programs, as well as through the implementation of a bilingual school newsletter (Roadrunner Weekly) and Facebook.</p> <p>(e) First St. School will host virtual "Parent Informational Nights" to help keep parents informed on current issues and resources available to support parenting.</p> <p>(f) First Street School will participate in the development of a comprehensive district parent involvement plan that includes tenets for two-way communication.</p> <p>(g) First Street School will continue to provide students with agendas or folders to facilitate two-way communication with our families.</p> <p>(h) First Street School will participate in an end of the year bilingual parent survey to better inform of us of parent needs, interests, and concerns.</p> <p>(i) First Street School will employ Illuminate and other online grading programs to support parents in accessing student learning information online and in communicating with teachers and administration.</p> <p>(j) First St. School will purchase school calendar magnets for family home use.</p> <p>(k) First Street School will work closely with the parent/school/community liaisons to improve communication between school and home.</p> <p>(l) First Street School will be part of a system that collects data around community involvement.</p> <p>(m) First Street School will continue to seek out partnerships with organizations such as SCHOOLS, PAL, Rotary, Lions, Kiwanis, etc. to ensure all students' achievement and success.</p> <p>(n) First Street School will continue to solicit parent volunteers to support student learning and school projects.</p> <p>(o) First Street School will continue holding parent nights in math, reading, writing, art and science, to help parents learn more about how to support their students in school, build communication between</p>		<p>5000-5999: Services And Other Operating Expenditures LiveScan Services to increase parent involvement 2000 Prop 28 5000-5999: Services And Other Operating Expenditures Addition of art assemblies and a family art night 261 Title I 4000-4999: Books And Supplies Supplies for PBIS home-school connection tools and incentives. 4960 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies for student engagement and school pride (School pride shirts, supplies for whole school assemblies, student reinforcers, etc. program implementation materials, assemblies, banners, signs, student incentive cards, etc.) 524 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Supplies for PBIS home-school connection tools and incentives. 8000 Title I 2000-2999: Classified Personnel Salaries We will pay staff to help support our Parent Info Nights so parents learn how to support their students at home with their learning. 450 Title I 4000-4999: Books And Supplies Student agendas and folders to increase successful communication between home and school 549 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures</p>
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	<p>the school and home, and provide families an opportunity to engage in learning together, thus strengthening student bonds to the school environment.</p> <p>(p) First Street School will provide LiveScan vouchers to ensure that families of all demographic groups are able to join our campus to volunteer and support the home-school connection.</p> <p>(q) First Street School will ensure that parents will have translation services in addition to those already provided in English and Spanish.</p> <p>(r) First Street School will utilize open communication tools, PBIS strategies and supports, increased parental involvement and continued art education as means by which to ease the transition of students from early education programs to the school environment.</p>		<p>LiveScan Services to increase parent involvement 700 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Calendar magnets for family home use. 200 LCFF-Supplemental (Site Fund) 5000-5999: Services And Other Operating Expenditures Additional translation services as needed</p>
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Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Our increased attention to parent involvement has increased the feeling of connectedness between families and the school. Our Youth Truth survey results show parent engagement ratings higher than the district average in all categories.

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

There were no major alterations to the actual implementation of expenditures last year.

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.

This year, we are adding in funding for additional translation services on site. We have families who require translation for sign language, Russian, Punjabi, Farsi, and more.

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.

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	\$234,904.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$295,983.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$166,032.00
Title I - Parent Involvement	\$2,101.00

Subtotal of additional federal funds included for this school: \$168,133.00

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

State or Local Programs	Allocation (\$)
LCFF-Supplemental (Site Fund)	\$58,795.00
Prop 28	\$69,055.00

Subtotal of state or local funds included for this school: \$127,850.00

Total of federal, state, and/or local funds for this school: \$295,983.00

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
Title I	166,032	0.00
Title I - Parent Involvement	2,101	0.00
LCFF-Supplemental (Site Fund)	58,795	0.00
Prop 28	96,047	26,992.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	58,795.00
Prop 28	69,055.00
Title I	166,032.00
Title I - Parent Involvement	2,101.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	6,101.00
2000-2999: Classified Personnel Salaries	183,705.00
4000-4999: Books And Supplies	62,662.00
5000-5999: Services And Other Operating Expenditures	43,515.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Supplemental (Site Fund)	6,101.00
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	33,566.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	17,745.00
5000-5999: Services And Other Operating Expenditures	LCFF-Supplemental (Site Fund)	1,383.00

2000-2999: Classified Personnel Salaries	Prop 28	53,520.00
4000-4999: Books And Supplies	Prop 28	13,535.00
5000-5999: Services And Other Operating Expenditures	Prop 28	2,000.00
2000-2999: Classified Personnel Salaries	Title I	96,619.00
4000-4999: Books And Supplies	Title I	31,382.00
5000-5999: Services And Other Operating Expenditures	Title I	38,031.00
5000-5999: Services And Other Operating Expenditures	Title I - Parent Involvement	2,101.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	271,409.00
Goal 2	24,574.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Lyndsay Reynolds	Principal
Tracy Pellegrino	Classroom Teacher
Jarma Jones	Classroom Teacher
Autumn Rowland	Other School Staff
Rebeca Sanchez Rodrigo	Other School Staff
Zoe Jordan	Parent or Community Member
Sela Greenhouse	Parent or Community Member
John Mendivil	Parent or Community Member
Steve Propheter	Parent or Community Member
Rosa Leon	Parent or Community Member
Amanda Rawley	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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


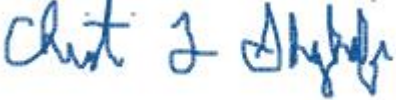
Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Gifted and Talented Education Program Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on November 7, 2023.

Attested:

	Principal, Lyndsay Reynolds on 11/7/2023
	SSC Chairperson, Christine Shaghafi on 11/7/2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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