

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scott M. Leaman Elementary	31-66951-0000000	October 30, 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 Scott M. Leaman Elementary 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 Scott M. Leaman Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Leaman Elementary is the districts STEAM elementary school. Leaman believes in teaching to the whole child through positive supports and high academic standards. Since Leaman has opened students have done well in academics, have had hands on STEAM learning for all learners, and created a positive environment for all.

Educational Partner Involvement

How, when, and with whom did Scott M. Leaman Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In order to create our SPSA input comes from different stakeholders. This includes the school's leadership team, the school site council, staff meetings (classified and certificated) and alignment with LCAP goals. In working with the district, Scott Leaman Elementary School will continue to have a STEAM focus. The district supported this through adding technology through Chromebooks, training and science supplies through PLTW, and a learning focus around STEAM. The teams embraced the ideas of STEAM learning and also want the principles of YDI through positive relationships to be a focus at Leaman Elementary. In connection with this, staff would like funding to support these relationships through money to support clubs and other activities that build this culture. Leaman also has a PBIS behavior system to support all learners on campus. Staff members meet regularly to evaluate the needs of the school. The focus here has been creating the structures to have an efficient school that is safe for all stakeholders. This is the fifth school year that Leaman Elementary has been open, and we are increasing our focus on community involvement and developing traditions that provide participation opportunities for the community.

Resource Inequities

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

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

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.

Students with Disabilities are in the red for Chronic Absenteeism with a rate of 27.9%

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.

Students with disabilities score two levels below the all student group for Chronic Absenteeism.

Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities all score two levels below the all student group for English Language Arts

Other Needs

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

Students with disabilities decreased the most in math as a subgroup at SLES.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Scott M. Leaman Elementary. 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	0.42%	0.19%	0.18%	2	1	1
African American	1.88%	2.08%	1.83%	9	11	10
Asian	4.58%	4.34%	6.03%	22	23	33
Filipino	3.13%	3.21%	2.74%	15	17	15
Hispanic/Latino	18.96%	22.45%	23.77%	91	119	130
Pacific Islander	0.42%	0.75%	0.91%	2	4	5
White	59.38%	54.72%	51.55%	285	290	282
Multiple/No Response	11.04%	11.7%	10.60%	53	62	58
Total Enrollment				480	530	547

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten			44
Kindergarten	85	92	69
Grade 1	82	75	79
Grade 2	81	85	76
Grade 3	82	91	88
Grade 4	87	98	90
Grade 5	63	89	101
Total Enrollment	480	530	547

Conclusions based on this data:

1. White students make up the majority of the population at SLES at 51.55%
2. Hispanic students make up the next largest subgroup at 23.77%
3. The 5th grade is the largest class at SLES.

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	20	24	29	4.3%	4.2%	5.3%
Fluent English Proficient (FEP)	9	11	9	1.4%	1.9%	1.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

Conclusions based on this data:

1. While overall EL enrollment is relatively low at SLES, there is a need to ensure that all families are able to access school resources and have a strong sense of connections to the school.
2. EL enrollment has increased by 1% during the last school year.

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	90	90	89	90	88	89	90	88	88	100.0	97.8	100
Grade 4	86	100	90	85	97	90	85	97	90	98.8	97.0	100
Grade 5	63	86	102	63	86	101	63	86	101	100.0	100.0	99
All Grades	239	276	281	238	271	280	238	271	279	99.6	98.2	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	2432.	2441.	2446.	26.67	27.27	28.41	26.67	27.27	34.09	22.22	29.55	20.45	24.44	15.91	17.05
Grade 4	2499.	2492.	2501.	36.47	38.14	44.44	25.88	23.71	16.67	25.88	17.53	16.67	11.76	20.62	22.22
Grade 5	2541.	2549.	2514.	36.51	37.21	26.73	31.75	32.56	34.65	19.05	19.77	12.87	12.70	10.47	25.74
All Grades	N/A	N/A	N/A	32.77	34.32	32.97	27.73	27.68	28.67	22.69	22.14	16.49	16.81	15.87	21.86

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	24.44	29.55	22.73	63.33	55.68	61.36	12.22	14.77	15.91	
Grade 4	29.41	29.90	32.22	64.71	57.73	55.56	5.88	12.37	12.22	
Grade 5	36.51	25.58	22.77	55.56	66.28	64.36	7.94	8.14	12.87	
All Grades	29.41	28.41	25.81	61.76	59.78	60.57	8.82	11.81	13.62	

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	17.78	17.05	26.14	53.33	60.23	56.82	28.89	22.73	17.05
Grade 4	21.18	12.37	26.67	63.53	70.10	51.11	15.29	17.53	22.22
Grade 5	25.40	34.88	22.77	63.49	54.65	60.40	11.11	10.47	16.83
All Grades	21.01	21.03	25.09	59.66	61.99	56.27	19.33	16.97	18.64

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	14.44	13.64	13.64	71.11	70.45	73.86	14.44	15.91	12.50
Grade 4	18.82	14.43	16.67	76.47	78.35	73.33	4.71	7.22	10.00
Grade 5	14.29	19.77	12.87	71.43	69.77	72.28	14.29	10.47	14.85
All Grades	15.97	15.87	14.34	73.11	73.06	73.12	10.92	11.07	12.54

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	17.78	17.05	19.32	68.89	71.59	64.77	13.33	11.36	15.91
Grade 4	18.82	24.74	28.89	75.29	64.95	62.22	5.88	10.31	8.89
Grade 5	20.63	25.58	24.75	71.43	68.60	59.41	7.94	5.81	15.84
All Grades	18.91	22.51	24.37	71.85	68.27	62.01	9.24	9.23	13.62

Conclusions based on this data:

1. Performance in ELA over the the past three years is mixed; while Grades 3 and 4 show some improvement, Grade 5 has experienced a decline, particularly in 23-24.
2. Writing is the greatest area of need as indicated by the increase in students not meeting standards in Grades 4 and 5.

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.

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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	90	90	89	90	88	88	90	88	88	100.0	97.8	98.9
Grade 4	86	100	90	84	97	90	84	97	90	97.7	97.0	100
Grade 5	63	86	102	63	86	101	63	86	101	100.0	100.0	99
All Grades	239	276	281	237	271	279	237	271	279	99.2	98.2	99.3

* 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	2451.	2450.	2452.	25.56	25.00	26.14	31.11	36.36	37.50	24.44	19.32	22.73	18.89	19.32	13.64
Grade 4	2490.	2508.	2498.	25.00	35.05	28.89	23.81	24.74	34.44	34.52	28.87	23.33	16.67	11.34	13.33
Grade 5	2517.	2533.	2518.	30.16	33.72	27.72	14.29	20.93	21.78	30.16	24.42	29.70	25.40	20.93	20.79
Grade 11															
All Grades	N/A	N/A	N/A	26.58	31.37	27.60	24.05	27.31	30.82	29.54	24.35	25.45	19.83	16.97	16.13

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	31.11	29.55	28.41	51.11	52.27	54.55	17.78	18.18	17.05
Grade 4	25.00	40.21	34.44	50.00	43.30	48.89	25.00	16.49	16.67
Grade 5	23.81	36.05	22.77	55.56	43.02	50.50	20.63	20.93	26.73
Grade 11									
All Grades	27.00	35.42	28.32	51.90	46.13	51.25	21.10	18.45	20.43

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	26.67	32.95	30.68	53.33	47.73	57.95	20.00	19.32	11.36
Grade 4	23.81	31.96	21.11	54.76	53.61	60.00	21.43	14.43	18.89
Grade 5	26.98	20.93	18.81	42.86	61.63	57.43	30.16	17.44	23.76
All Grades	25.74	28.78	23.30	51.05	54.24	58.42	23.21	16.97	18.28

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	28.89	19.32	32.95	56.67	67.05	60.23	14.44	13.64	6.82
Grade 4	27.38	28.87	31.11	57.14	60.82	56.67	15.48	10.31	12.22
Grade 5	23.81	25.58	21.78	60.32	58.14	64.36	15.87	16.28	13.86
All Grades	27.00	24.72	28.32	57.81	61.99	60.57	15.19	13.28	11.11

Conclusions based on this data:

- Overall, the data indicates a slight decline in the percentage of students who exceeded or met standards in math.
- A general trend shows an increase in the percentage of students exceeding standards from 2021–22 to 2022–23 but a decrease in 2023–24 across most grades.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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	*	*	*	*	*	*	*	*	*	*	4	7
1	*	*	*	*	*	*	*	*	*	4	5	4
2	*	*	*	*	*	*	*	*	*	4	4	5
3	*	*	*	*	*	*	*	*	*	5	4	*
4	*	*	*	*	*	*	*	*	*	4	4	5
5		*	*		*	*		*	*		*	7
All Grades										19	22	30

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	26.32	9.09	3.45	26.32	45.45	41.38	36.84	18.18	34.48	10.53	27.27	20.69	19	22	29

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*		*	*
All Grades	47.37	18.18	20.69	26.32	40.91	34.48	10.53	18.18	27.59	15.79	22.73	17.24	19	22	29

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	0.00	0.00	3.45	26.32	31.82	17.24	42.11	36.36	48.28	31.58	31.82	31.03	19	22	29

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	42.11	22.73	24.14	47.37	63.64	65.52	10.53	13.64	10.34	19	22	29

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	52.63	18.18	20.69	36.84	50.00	55.17	10.53	31.82	24.14	19	22	29

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	10.53	9.09	0.00	63.16	54.55	68.97	26.32	36.36	31.03	19	22	29

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5		*	*		*	*		*	*		*	*
All Grades	15.79	18.18	10.34	68.42	45.45	68.97	15.79	36.36	20.69	19	22	29

Conclusions based on this data:

- Over the past three years, the number of EL students has increased. Newly enrolled students have a varying level of English Language Proficiency.

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
530	18.3	4.5	0.9
Total Number of Students enrolled in Scott M. Leaman Elementary.	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	24	4.5
Foster Youth	5	0.9
Homeless	2	0.4
Socioeconomically Disadvantaged	97	18.3
Students with Disabilities	64	12.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.1
American Indian	1	0.2
Asian	23	4.3
Filipino	17	3.2
Hispanic	119	22.5
Two or More Races	62	11.7
Pacific Islander	4	0.8
White	290	54.7

Conclusions based on this data:

1. With a diverse student body, Scott M. Leaman will continue focus on fostering an inclusive environment that respects diverse backgrounds and needs.

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.

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Academic performance relatively strong.
2. Suspension rates are very low at Scott M. Leaman.
3. Chronic absenteeism is an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

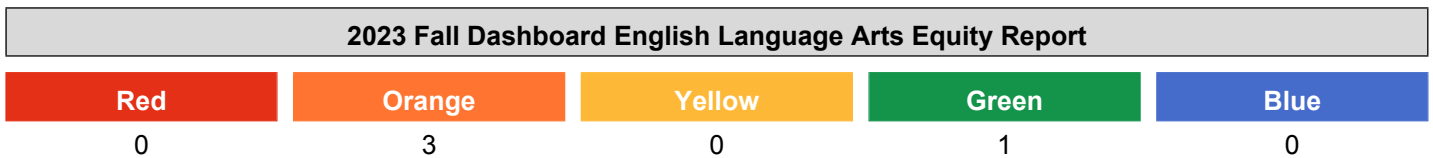
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>25.1 points above standard</p> <p>Increased +5.9 points</p> <p>268 Students</p>	<p>English Learners</p> <p>6.1 points above standard</p> <p>Increased Significantly +22.9 points</p> <p>17 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>4 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>12.3 points below standard</p> <p>Decreased -7.8 points</p> <p>57 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>57.7 points below standard</p> <p>Decreased Significantly -16.4 points</p> <p>48 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	31.4 points above standard 11 Students	78.2 points above standard Increased Significantly +42.5 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 11.7 points below standard Decreased Significantly - 19.6 points 49 Students	13.7 points above standard Maintained +1.3 points 32 Students	Less than 11 Students 2 Students	 Green 33.4 points above standard Increased +11 points 158 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 8 Students	25.8 points above standard Increased +4.6 points 246 Students

Conclusions based on this data:

1. Performance in ELA showed a decline in several subgroups including Hispanic students, students with disabilities, and socio economically disadvantaged students.
2. Hispanic students showed the largest decline in ELA in comparison to other subgroups.

School and Student Performance Data

Academic Performance Mathematics

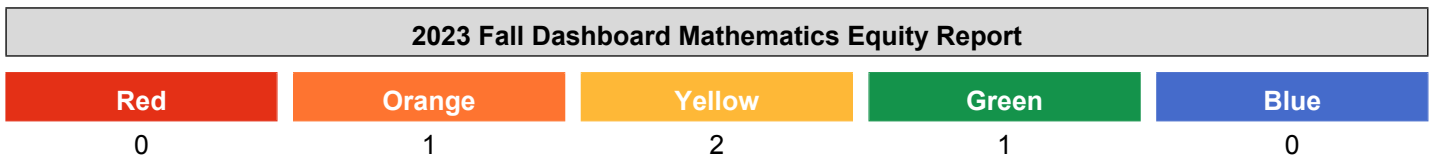
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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






This section provides number of student groups in each level.



This section provides 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  Green 15.6 points above standard Increased +11.8 points 268 Students	English Learners 11.2 points below standard Increased Significantly +16.1 points 17 Students	Foster Youth Less than 11 Students 4 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 25.2 points below standard Increased +4.5 points 57 Students	Students with Disabilities  Orange 75.5 points below standard Decreased Significantly -23.8 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	11.5 points above standard 11 Students	67.9 points above standard Increased Significantly +31.7 points 11 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.6 points below standard Decreased -3 points 49 Students	11.1 points above standard Increased Significantly +23.4 points 32 Students	Less than 11 Students 2 Students	 Green 23.6 points above standard Increased +11.7 points 158 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 9 Students	Less than 11 Students 8 Students	16.4 points above standard Increased +12 points 246 Students

Conclusions based on this data:

1. Performance is lower among subgroups in relation to overall math scores.
2. Socioeconomically disadvantaged and students with disabilities indicate the highest needs.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
33.3% making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

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

Conclusions based on this data:

1. EL students and Leaman Elementary are making limited progress toward proficiency.
2. The majority of our EL students have maintained their level. We need to work at better pushing these students to the next level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 17.4% Chronically Absent Declined -2.8 545 Students	English Learners 14.8% Chronically Absent Declined -2.6 27 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged Orange 27.4% Chronically Absent Declined -8.7 106 Students	Students with Disabilities Red 27.9% Chronically Absent Increased 3.9 86 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
27.3% Chronically Absent	Less than 11 Students	24% Chronically Absent	27.8% Chronically Absent
0	1 Student	Declined -9.3	Increased 2.8
11 Students		25 Students	18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange	 Yellow	Less than 11 Students	 Yellow
17.7% Chronically Absent	18.2% Chronically Absent	4 Students	15.9% Chronically Absent
Maintained 0.2	Declined -9.2		Declined -2.5
124 Students	66 Students		296 Students

Conclusions based on this data:

1. Chronic absenteeism among students with disabilities increased from the previous school year, and this is the largest subgroup of students who are chronically absent.
2. Socioeconomically Disadvantaged have a high rate of Chronic Absenteeism, but declined by 8.7% moving in the right direction.
3. SLES needs to continue to work to decrease the amount of Chronic Absenteeism across the campus.

School and Student Performance Data

Conditions & Climate Suspension Rate

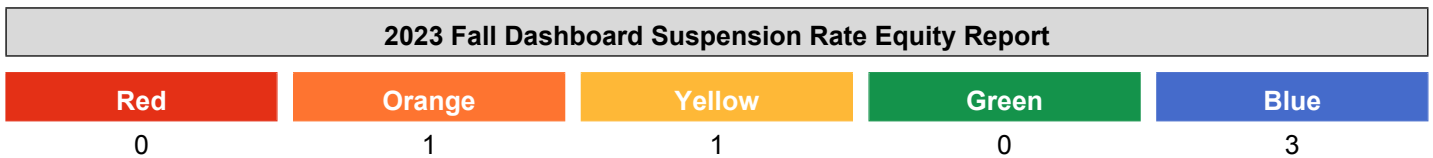
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.4% suspended at least one day Maintained 0.2 554 Students	English Learners 0% suspended at least one day Maintained 0 27 Students	Foster Youth Less than 11 Students 6 Students
Homeless Less than 11 Students 5 Students	Socioeconomically Disadvantaged  Blue 0% suspended at least one day Maintained 0 112 Students	Students with Disabilities  Orange 1.2% suspended at least one day Increased 1.2 86 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>11 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>0% suspended at least one day</p> <p>Maintained 0 26 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 18 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 125 Students</p>	 <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 71 Students</p>	<p>Less than 11 Students 4 Students</p>	 <p>Yellow</p> <p>0.7% suspended at least one day</p> <p>Increased 0.3 298 Students</p>

Conclusions based on this data:

- Suspension rates are low in all subgroups with the exception of students with disabilities.

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

Students will meet or exceed standards in core academic areas.

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. (LCAP Goal #1)

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.

In the 23-24 school year, CAASPP data indicates that 61.65% of students in grades 3-5 met or exceeded ELA standards while 58.42% of students in grades 3-5 met or exceeded Math standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Smarter Balanced Assessments	<p>ELA - 61.65% met/exceeded standard, 16.49% at standard nearly met, and 21.86% at standard not met.</p> <p>MATH - 58.42% met/exceeded standard, 25.45% at standard nearly met, and 16.13% at standard not met.</p>	For both ELA and MATH, 70% of students will meet/exceed standards, 20% will be nearly met, and 10% will be at not met standard, on the SBAC assessment.
iReady Diagnostic Results	<p>Math - Beginning of the Year Reading Diagnostic Results: 24% at grade level, 59% are one grade-level below, and 16% are two or more grade levels below (Grades 1-5).</p> <p>ELA- Beginning of the Year Reading Diagnostic Results: 38% at grade level, 44% are one grade-level below, and 19% are two or more grade levels below (Grades 1-5).</p>	The End of year iReady Diagnostic outcome: 70% students will meet grade level standards in both math and ELA, with 20% at one grade level below and 10% at two or more grade levels below.

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	ISP - Teacher/Staff Instructed Intervention Groups	Lower Performing Students in ELA/Math	20000

			<p>LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Provide school day intervention groups taught by an Intervention Services Provider. Targeted intervention for students demonstrating need in areas of Reading and Math will address specific needs and assist in conceptual understanding and progress toward grade-level standards with an emphasis on primary grades and phonics instruction. 500 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Purchase supplemental curriculum for intervention. Targeted curriculum will enhance intervention instruction to better meet student needs.</p>
1.2	Audiobooks	Students with identified reading deficit	<p>3000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Access to audiobooks for struggling readers in all grades to be used for students with an identified reading deficit.</p>
1.3	Professional Development	All Students	<p>3000 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures Provide opportunities for teachers to improve hands-on STEAM learning strategies and ELA/Math instruction. We will have an increased focus on ELA strategies, specifically with instruction in phonics with the UFLI curriculum implementation in grades K-2.</p>
1.4	Teacher Learning/Tech Supplies	All Students	<p>4000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies</p>

			Provide teachers with technology/printing supplies to support curriculum needs for students. This will enable additional materials to be available for student learning needs.
1.5	After School Tutoring/Intervention	Students needing ELA/Math intervention	3000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Certificated or classified staff provide intervention for identified students after school in ELA and Math.
1.6	Arts Programs	All Students	60000 Prop 28 2000-2999: Classified Personnel Salaries Art/music programs to enhance various arts creation and performing skills. Funding will be used to support an art technician, dance programs, and a school musical.
1.7	MTSS Team	All Students	2000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries MTSS Members and SST Coordinator
1.8	STEAM support in the classroom	All Students	8671 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies STEAM support for the classroom so all students can better meet the challenges of STEAM curriculum.

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.

Students have overall scored well at SLES. We need to focus on our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities which are scoring lower than other groups in both Language Arts and Mathematics.

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

No major differences have occurred in the plan.

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.

No changes have occurred.

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 be engaged and participate in school activities and create a positive school culture.

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.

Scott M. Leaman Elementary is the newest elementary school in the district. Students, staff, and families are continuing to build a culture that is rooted in connection, relationship building, and strong traditions.

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
Youth Truth Data	<p>Student Survey</p> <p>Does your teacher ask you to keep trying when the works gets hard- 52%</p> <p>Are students friendly to you - 45%</p> <p>Does your teacher give you extra help if you need it? - 48%</p> <p>Staff Survey</p> <p>Students treat staff with respect - 50%</p> <p>Families treat staff with respect - 55%</p> <p>Discipline in this school is fair - 45%</p> <p>My school communicates a clear direction for the future - 64%</p> <p>Family Survey</p> <p>I feel empowered to play a meaningful role in decision-making at my school - 58%</p> <p>I feel valued at my school - 79%</p> <p>I feel comfortable approaching the administration at my school - 87%</p>	Overall SLES scores well in this category. SLES strives to increase these numbers and continue to build a healthy culture for all stakeholders at SLES.
Chronic Absenteeism	<p>All Students - 17.4%</p> <p>Students with Disabilities - 27.9%</p> <p>Hispanic - 17.7%</p>	SLES goal is to decrease all groups by 10% in chronic absenteeism.

	Socioeconomically Disadvantaged - 27.4% Two or more races - 18.2% White - 15.9%	
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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
2.1	PBIS and Positive Award System	All Students	5000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies The PBIS Team will continue to develop school wide systems to create a safe learning environment for all students. The funding will be utilized for trainings, incentives, and systems implementation.
2.2	Student Club Support	All Students	4000 LCFF-Supplemental (Site Fund) 2000-2999: Classified Personnel Salaries Provide staff and supply support for student clubs on campus to help build positive contributions/connections and encourage YDI strategies around campus and the community.
2.3	PE Equipment	All Students	1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies Purchase PE equipment to encourage participation from all students and support additional unit opportunities.
2.4	Art Docent Supplies	All Students	5000 Prop 28 4000-4999: Books And Supplies Purchase art supplies for art classes, musical, and dance performances.
2.5	Guest Presentation Assemblies	All Students	3000 LCFF-Supplemental (Site Fund) 5800: Professional/Consulting Services And Operating Expenditures

			Assemblies to promote positive behavior, anti-bullying, anti-drug, good choices, etc. This will enhance school spirit and positive life choices for students.
2.6	Attendance Incentives	All Students	1000 LCFF-Supplemental (Site Fund) 4000-4999: Books And Supplies School wide systems to support increased attendance with a targeted focus on reducing numbers of chronically absent students.

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Leaman's goal is for all students and families to be actively engaged with the school. Based on our Youth Truth data we are doing well in this area. In almost all metrics we score about the national average. One major area of concern is the attendance rates at our site. SLES needs to continue to create positive incentives to increase attendance, while supporting families that need extra support through the SARB process as needed.

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

No major differences in the expenditures of this plan.

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.

SLES added attendance and Youth Truth metrics to better monitor this goal.

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	\$46,112.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,171.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF-Supplemental (Site Fund)	\$58,171.00
Prop 28	\$65,000.00

Subtotal of state or local funds included for this school: \$123,171.00

Total of federal, state, and/or local funds for this school: \$123,171.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Supplemental (Site Fund)	58,171	0.00
Prop 28	116,641	51,641.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Supplemental (Site Fund)	58,171.00
Prop 28	65,000.00

Expenditures by Budget Reference

Budget Reference	Amount
2000-2999: Classified Personnel Salaries	89,000.00
4000-4999: Books And Supplies	28,171.00
5800: Professional/Consulting Services And Operating Expenditures	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF-Supplemental (Site Fund)	29,000.00
4000-4999: Books And Supplies	LCFF-Supplemental (Site Fund)	23,171.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Supplemental (Site Fund)	6,000.00
2000-2999: Classified Personnel Salaries	Prop 28	60,000.00
4000-4999: Books And Supplies	Prop 28	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
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Goal 1

104,171.00

Goal 2

19,000.00

School Site Council Membership

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

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

Name of Members

Role

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

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

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

This SPSA was adopted by the SSC at a public meeting on 10/05/23.

Attested:



Principal, Cinnamon Johnsrud on 11/08/23



SSC Chairperson, Marilu Sanchez-Okusako on

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023