



Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
School Site (Esperanza)	19-65102-0101543	May 29, 2024	June 18, 2024

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

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

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

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

This plan is being used by School Site (Esperanza) for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Westside's LCAP provides the blueprint for district efforts to continue to build and sustain a strong core instructional program and to provide the support needed for all students to access that program. The Esperanza Elementary site plan is aligned with the district's LCAP goals. The goals and the actions and services which support them are revised annually based on data obtained from the annual site and district needs assessments and feedback from stakeholder groups. The effective use of data, including the identification of high-leverage metrics, is a key goal at the Board, district, and site levels. Much of the district's federal funding supports building the capacity of district staff and stakeholders to use data effectively (Title I, II, III).

Training is provided annually for all School Site Council members. The training addresses the guidelines, requirements, and best practices regarding the use of federal funds. The training also reviews LCAP goals, actions, and services. All School Site Council members, new and returning, are expected to attend this training. All School Plans for Student Achievement are reviewed annually by members of the Director of Special Programs and the Educational Services department for alignment with the Board and district (LCAP) goals before they are approved by the Board of Trustees. Site administrators meet quarterly with the Directors of Special Programs and Fiscal Services to monitor SPSA implementation and the expenditure of funds. All expenditures that are included in the SPSAs are approved by the Director of Special Programs, the Educational Services department, and the Director of Fiscal Services before payment is made to ensure alignment with the LCAP and compliance with programmatic rules and guidelines. SPSA Goals are aligned with Board Goals and include recommendations for improvement through the WASC accreditation progress, and the ongoing action plan.

Additionally, members of the Educational Services staff are supported in their efforts by the State and Federal Programs (SFP) team at the Los Angeles County Office of Education (LACOE). Consistent use of tools provided by LACOE's SFP, DocumentTracking, and TitleCrate assist staff members in monitoring alignment, appropriate use of funding, and fulfilling compliance guidelines and requirements.

The actions and services within the plan support all underachieving student groups noted on the CA Dashboard and through the ATSI identification process.

Educational Partner Involvement

How, when, and with whom did your School Site (Esperanza) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Esperanza utilizes a continuous improvement model. The analysis of data is completed through the needs assessment in which program determinations are based on student progress. The needs assessment is shared with the staff, ELAC, and School Site Council, and ideas and suggestions are gathered to support refinement and additional services for students.

The Site Council, the ELAC, the WASC team, and the PBIS leadership team all provide input on services for underperforming students and English Learners. Throughout the school year, progress is continuously shared with staff and advisory committees to refine services to be implemented. The School Site Council approves the site plan after review, and the plan is approved by the District Board.

Our school has a School Site Council that is comprised of parents, administrators, classified staff, and certificated staff members. The School Site Council met throughout the 23/24 school year (10/25, 11/29, 12/12, 1/31, 5/15, and 5/29) to review, adjust, and provide input to the SPSA. Additionally, input has been solicited from the school's Parent Teacher Association (11/28, 5/8, and 5/15) and the English Language Advisory Council (10/27, 12/8, 4/12 and 5/17) At the School Site Council, PTA, WASC, PBIS and ELAC meetings the principals shared school and district goals, reviewed action items, and solicited feedback from stakeholders.

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 only.

Based on the analysis data points, there is a need to develop a plan to address the inequities of students with disabilities, African American and students who are two or more races. These subgroups failed to meet their anticipated growth in math and or reading on the NWEA and identified on the CA Dashboard as very low academically and very high on the Attendance Indicator. In order to meet the academic needs of underperforming students and to increase the use of evidence-based practices to increase student engagement of underachieving students, additional professional development is needed.

Further analysis of the data reveals a need for continued to increased parental involvement and additional social-emotional training opportunities for teachers, as well as collaborative opportunities for teachers to build teacher efficacy and share best practices. In order to plan targeted lessons to support the needs of underachieving students, teachers will need common planning time to assess data and review student progress. Our underperforming students have reduced rates of family participation. To address this inequity, increased parent involvement opportunities are needed to fully engage families in learning.

***(SED students scored in the red or below the 20th percentile on the NWEA in reading and math for all grade levels except kindergarten on math and SED kinder students performed at the 37th percentile, falling in the below-average range. EL students scored below the 20th percentile in math for grades 2-6 and in reading grades 1-6 were in the red or below the 20th percentile.)

Student performing below grade level have several barriers in accessing academic materials or programs including: Parents lack academic or language knowledge to support students with homework or intervention programs, lack of adult support at home after school (working parents), and inconsistent home stability (foster home placement, split households, changing school enrollments).

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.

All students, grades 3-6, scored in the orange on the 2022-23 CAASPP in English Language Arts. They scored 26.2 points below standard and declined 3.1 points from the prior year. All students, grades 3-6, scored in the orange on the 2022-23 CAASPP in Mathematics. They scored 50.1 points below standard and declined 4 points from the prior year. All students, grades 3-6, scored in the orange on the 2022-23CAASPP in Suspension Rates. 3.3% of 1, 056 students were suspended at least one day. This percentage was maintained (0.1%) from the prior year.

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.

African American and Students with Disabilities scored in the red on the 2022-23 CAASPP in English Language Arts. English Learners, Hispanic, Socioeconomically Disadvantaged and White student groups performed in the orange in English Language Arts on the 2022-23 CAASPP. Students with Disabilities scored in the red on the 2022-23 CAASPP in Mathematics. English Learners, Hispanic, African American and White student groups performed in the orange in Mathematics on the 2022-23 CAASPP.

Two or More Races student group scored in the red on the 2022-23 CAASPP for Chronic Absenteeism. African American, English Learners and Homeless student groups performed in the orange on the 2022-23 CAASPP for Chronic Absenteeism. Asian, English Learners, Hispanic, Two or More Races, and Homeless student groups performed in the orange in on the 2022-23 CAASPP for Suspension Rates.

Other Needs

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

NWEA Data.

All grades had a growth mean of 74%. Overall, we reduced the percentage of students in the red by 10% and had a 5% reduction of students in the orange from Fall 23/24 to Spring 23/24. According to the Spring of 23/24 NWEA Math for achievement 25% of Kindergarten students were in the red and 7% in the orange. 15% of 1st grade students were in the red and 14% in the orange. 29% of 2nd grade students were in the red and 20% were in the orange. 32% of 3rd grade students were in the red and 29% were in the orange. 21% of 4th grade students were in the red and 29% were in the orange. 34% of 5th grade students were in the red and 27% were in the orange. 17% of 6th grade students performed in the red and 27% in the orange.

All grades had a growth mean of 62%. Overall, we reduced the percentage of students in the red for achievement by 8% and maintained the % of students in the orange from Fall 23/24 to Spring 23/24. According to the Spring of 23/24 NWEA Math for achievement 24% of 1st grade students were in the red and 17% in the orange. 33% of 2nd grade students were in the red and 21% were in the orange. 28% of 3rd grade students were in the red and 23% were in the orange. 23% of 4th grade students were in the red and 12% were in the orange. 27% of 5th grade students were in the red and 22% were in the orange. 14% of 6th grade students performed in the red and 33% in the orange.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level School Site (Esperanza). 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	0.22%	0.32%	0.20%	2	3	2
African American	7.13%	7.68%	7.78%	66	73	77
Asian	4.00%	3.89%	3.33%	37	37	33
Filipino	1.62%	1.89%	1.41%	15	18	14
Hispanic/Latino	56.91%	60.63%	62.93%	527	576	623
Pacific Islander	0.22%	0.11%	0.10%	2	1	1
White	24.19%	19.68%	17.27%	224	187	171
Multiple/No Response	5.40%	5.16%	6.87%	50	49	68
Total Enrollment				926	950	990

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	110	152	109
Grade 1	104	119	117
Grade 2	130	116	123
Grade3	129	136	127
Grade 4	150	141	136
Grade 5	146	149	165
Grade 6	157	137	142
Total Enrollment	926	950	990

Conclusions based on this data:

1.

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	90	88	109	8.40%	9.7%	11.0%
Fluent English Proficient (FEP)	70	68	52	7.10%	7.6%	5.3%
Reclassified Fluent English Proficient (RFEP)				24.7%		

Conclusions based on this data:

1. Esperanza continues to have a positive reclassification rate.
2. The number of EL students has declined.

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	131	144	129	130	142	129	130	142	129	99.2	98.6	100
Grade 4	151	151	137	150	151	136	150	151	136	99.3	100.0	99.3
Grade 5	146	159	161	146	159	160	146	159	160	100.0	100.0	99.4
Grade 6	152	138	143	152	137	143	152	137	143	100.0	99.3	100
All Grades	580	592	570	578	589	568	578	589	568	99.7	99.5	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	2393.	2392.	2398.	17.69	14.08	20.16	16.92	23.24	20.16	26.92	23.24	21.71	38.46	39.44	37.98
Grade 4	2473.	2442.	2450.	26.00	16.56	14.71	27.33	22.52	33.82	22.00	20.53	19.12	24.67	40.40	32.35
Grade 5	2491.	2495.	2472.	17.81	19.50	14.38	28.77	33.33	22.50	27.40	18.24	28.13	26.03	28.93	35.00
Grade 6	2482.	2482.	2511.	5.26	9.49	14.69	31.58	21.90	27.27	22.37	32.12	30.07	40.79	36.50	27.97
All Grades	N/A	N/A	N/A	16.61	15.11	15.85	26.47	25.47	25.88	24.57	23.26	25.00	32.35	36.16	33.27

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	13.85	7.75	13.18	56.92	67.61	60.47	29.23	24.65	26.36
Grade 4	15.33	9.93	14.81	74.00	70.86	63.70	10.67	19.21	21.48
Grade 5	18.49	13.21	10.63	61.64	68.55	65.00	19.86	18.24	24.38
Grade 6	10.53	8.76	15.38	47.37	50.36	48.95	42.11	40.88	35.66
All Grades	14.53	10.02	13.40	60.03	64.69	59.61	25.43	25.30	26.98

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	10.77	10.07	10.85	46.92	53.24	52.71	42.31	36.69	36.43
Grade 4	20.67	15.23	12.59	61.33	56.95	57.78	18.00	27.81	29.63
Grade 5	20.55	18.24	12.50	59.59	56.60	60.63	19.86	25.16	26.88
Grade 6	6.62	15.33	16.78	58.28	45.26	57.34	35.10	39.42	25.87
All Grades	14.73	14.85	13.23	56.85	53.24	57.32	28.42	31.91	29.45

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	9.23	7.04	10.85	73.08	73.94	65.12	17.69	19.01	24.03
Grade 4	7.33	9.27	9.63	74.67	74.17	71.85	18.00	16.56	18.52
Grade 5	10.27	16.35	6.25	78.08	72.96	77.50	11.64	10.69	16.25
Grade 6	12.50	10.22	9.09	70.39	70.80	76.92	17.11	18.98	13.99
All Grades	9.86	10.87	8.82	74.05	73.01	73.19	16.09	16.13	17.99

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	13.85	15.49	18.60	61.54	54.93	55.81	24.62	29.58	25.58
Grade 4	18.00	12.58	8.89	70.67	67.55	73.33	11.33	19.87	17.78
Grade 5	10.96	16.98	11.88	72.60	59.12	60.63	16.44	23.90	27.50
Grade 6	5.92	8.03	13.29	68.42	64.23	64.34	25.66	27.74	22.38
All Grades	12.11	13.41	13.05	68.51	61.46	63.49	19.38	25.13	23.46

Conclusions based on this data:

1. We will look at administering interim assessments such as: Smarter Balance IB, quarterly writing benchmarks, and NWEA MAPS assessment to provide ongoing data. We will then use this data to chart progress in ELA and Math
2. We are not making gains in the area of Inquiry. It would be wise to use our AVID strategies in this area to assist us in raising these scores.

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	131	144	129	130	143	129	130	143	129	99.2	99.3	100
Grade 4	151	151	137	150	151	136	150	151	136	99.3	100.0	99.3
Grade 5	146	158	161	146	158	161	146	158	161	100.0	100.0	100
Grade 6	152	138	143	152	137	143	152	137	143	100.0	99.3	100
All Grades	580	591	570	578	589	569	578	589	569	99.7	99.7	99.8

* 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	2401.	2393.	2392.	13.85	6.99	6.98	20.77	26.57	24.81	28.46	23.08	27.91	36.92	43.36	40.31
Grade 4	2459.	2444.	2439.	12.67	9.93	8.82	27.33	19.21	19.12	31.33	42.38	38.97	28.67	28.48	33.09
Grade 5	2475.	2471.	2451.	12.33	10.76	9.32	18.49	18.99	9.94	28.77	27.22	26.71	40.41	43.04	54.04
Grade 6	2478.	2475.	2497.	6.58	10.22	11.89	16.45	12.41	14.69	33.55	29.20	34.97	43.42	48.18	38.46
All Grades	N/A	N/A	N/A	11.25	9.51	9.31	20.76	19.35	16.70	30.62	30.56	31.99	37.37	40.58	42.00

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	13.85	10.49	14.73	52.31	46.85	44.96	33.85	42.66	40.31
Grade 4	16.00	10.60	11.03	54.00	47.68	58.09	30.00	41.72	30.88
Grade 5	7.53	6.96	10.56	57.53	52.53	47.20	34.93	40.51	42.24
Grade 6	5.92	8.76	11.19	48.68	45.26	53.85	45.39	45.99	34.97
All Grades	10.73	9.17	11.78	53.11	48.22	50.97	36.16	42.61	37.26

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	13.08	8.39	14.73	63.08	66.43	60.47	23.85	25.17	24.81
Grade 4	16.00	11.92	11.03	55.33	56.95	56.62	28.67	31.13	32.35
Grade 5	9.59	10.13	6.83	62.33	63.29	58.39	28.08	26.58	34.78
Grade 6	7.24	7.30	7.69	58.55	57.66	69.23	34.21	35.04	23.08
All Grades	11.42	9.51	9.84	59.69	61.12	61.16	28.89	29.37	29.00

Conclusions based on this data:

1. There is a need to identify essential standards, common assessments, and rubrics that will assist us in providing targeted instruction in the area of Math.
2. We will look at administering interim assessments such as: Smarter Balance IB and quarterly writing benchmarks to provide ongoing data. We will then use this data to chart progress in Math
3. There are too many students not meeting standards especially in the areas of problem solving and data analysis. We can use our current math adoption's Performance Tasks to get students thinking and using strategies learned to tackle real world problems, especially in grades 4-6.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1457.9	1424.8	1394.4	1460.3	1419.8	1408.9	1452.5	1436.4	1360.3	11	24	25
1	*	1437.3	*	*	1439.3	*	*	1434.6	*	*	12	10
2	1455.4	*	1441.0	1455.7	*	1445.0	1454.5	*	1436.5	12	6	11
3	1491.6	1472.7	*	1493.0	1478.2	*	1489.7	1466.9	*	14	16	8
4	1494.7	1519.4	1454.2	1510.1	1518.4	1451.8	1478.8	1520.0	1455.9	14	16	13
5	1526.1	1499.3	1512.1	1542.8	1503.9	1517.9	1509.1	1494.2	1505.9	11	15	14
6	1544.7	1526.7	1515.8	1563.9	1540.7	1509.0	1525.4	1512.4	1522.4	14	13	12
All Grades										79	102	93

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	36.36	20.83	4.00	9.09	16.67	32.00	54.55	54.17	36.00	0.00	8.33	28.00	11	24	25
1	*	0.00	*	*	41.67	*	*	33.33	*	*	25.00	*	*	12	*
2	0.00	*	9.09	58.33	*	27.27	25.00	*	27.27	16.67	*	36.36	12	*	11
3	0.00	25.00	*	78.57	25.00	*	21.43	25.00	*	0.00	25.00	*	14	16	*
4	14.29	31.25	7.69	42.86	50.00	38.46	28.57	12.50	23.08	14.29	6.25	30.77	14	16	13
5	9.09	13.33	14.29	36.36	40.00	64.29	54.55	20.00	14.29	0.00	26.67	7.14	11	15	14
6	21.43	7.69	25.00	57.14	53.85	25.00	21.43	30.77	25.00	0.00	7.69	25.00	14	13	12
All Grades	12.66	16.67	11.83	49.37	36.27	34.41	32.91	31.37	27.96	5.06	15.69	25.81	79	102	93

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	27.27	8.33	12.00	27.27	33.33	32.00	27.27	41.67	28.00	18.18	16.67	28.00	11	24	25
1	*	8.33	*	*	41.67	*	*	33.33	*	*	16.67	*	*	12	*
2	16.67	*	36.36	58.33	*	18.18	8.33	*	18.18	16.67	*	27.27	12	*	11
3	14.29	37.50	*	64.29	18.75	*	21.43	25.00	*	0.00	18.75	*	14	16	*
4	42.86	62.50	30.77	42.86	18.75	23.08	7.14	12.50	15.38	7.14	6.25	30.77	14	16	13
5	36.36	40.00	64.29	63.64	33.33	28.57	0.00	6.67	0.00	0.00	20.00	7.14	11	15	14
6	50.00	53.85	25.00	50.00	38.46	41.67	0.00	0.00	8.33	0.00	7.69	25.00	14	13	12
All Grades	30.38	33.33	29.03	53.16	30.39	30.11	10.13	21.57	17.20	6.33	14.71	23.66	79	102	93

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	18.18	20.83	4.00	27.27	8.33	28.00	54.55	54.17	28.00	0.00	16.67	40.00	11	24	25
1	*	0.00	*	*	50.00	*	*	8.33	*	*	41.67	*	*	12	*
2	0.00	*	9.09	50.00	*	18.18	8.33	*	36.36	41.67	*	36.36	12	*	11
3	0.00	6.25	*	14.29	31.25	*	71.43	25.00	*	14.29	37.50	*	14	16	*
4	0.00	6.25	0.00	42.86	43.75	23.08	28.57	31.25	30.77	28.57	18.75	46.15	14	16	13
5	0.00	0.00	0.00	9.09	26.67	28.57	63.64	26.67	64.29	27.27	46.67	7.14	11	15	14
6	0.00	0.00	16.67	14.29	30.77	16.67	78.57	38.46	33.33	7.14	30.77	33.33	14	13	12
All Grades	3.80	6.86	6.45	26.58	30.39	21.51	50.63	33.33	37.63	18.99	29.41	34.41	79	102	93

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	36.36	20.83	16.00	54.55	66.67	60.00	9.09	12.50	24.00	11	24	25
1	*	41.67	*	*	50.00	*	*	8.33	*	*	12	*
2	25.00	*	27.27	58.33	*	54.55	16.67	*	18.18	12	*	11
3	35.71	37.50	*	57.14	43.75	*	7.14	18.75	*	14	16	*
4	64.29	31.25	23.08	28.57	56.25	38.46	7.14	12.50	38.46	14	16	13
5	18.18	46.67	21.43	81.82	33.33	71.43	0.00	20.00	7.14	11	15	14
6	21.43	15.38	25.00	71.43	69.23	41.67	7.14	15.38	33.33	14	13	12
All Grades	36.71	31.37	25.81	55.70	54.90	50.54	7.59	13.73	23.66	79	102	93

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	18.18	4.17	12.00	54.55	58.33	56.00	27.27	37.50	32.00	11	24	25
1	*	8.33	*	*	41.67	*	*	50.00	*	*	12	*
2	33.33	*	18.18	50.00	*	45.45	16.67	*	36.36	12	*	11
3	57.14	37.50	*	42.86	43.75	*	0.00	18.75	*	14	16	*
4	35.71	75.00	38.46	57.14	18.75	23.08	7.14	6.25	38.46	14	16	13
5	90.91	60.00	78.57	9.09	13.33	14.29	0.00	26.67	7.14	11	15	14
6	92.86	76.92	58.33	7.14	15.38	16.67	0.00	7.69	25.00	14	13	12
All Grades	53.16	40.20	32.26	39.24	35.29	38.71	7.59	24.51	29.03	79	102	93

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	18.18	20.83	12.00	81.82	66.67	52.00	0.00	12.50	36.00	11	24	25
1	*	16.67	*	*	41.67	*	*	41.67	*	*	12	*
2	0.00	*	9.09	58.33	*	54.55	41.67	*	36.36	12	*	11
3	0.00	6.25	*	71.43	50.00	*	28.57	43.75	*	14	16	*
4	0.00	0.00	0.00	71.43	81.25	53.85	28.57	18.75	46.15	14	16	13
5	0.00	6.67	7.14	63.64	40.00	78.57	36.36	53.33	14.29	11	15	14
6	7.14	0.00	16.67	78.57	61.54	25.00	14.29	38.46	58.33	14	13	12
All Grades	5.06	9.80	9.68	70.89	56.86	49.46	24.05	33.33	40.86	79	102	93

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	54.55	33.33	16.00	36.36	37.50	48.00	9.09	29.17	36.00	11	24	25
1	*	16.67	*	*	58.33	*	*	25.00	*	*	12	*
2	25.00	*	0.00	41.67	*	63.64	33.33	*	36.36	12	*	11
3	0.00	18.75	*	92.86	62.50	*	7.14	18.75	*	14	16	*
4	14.29	25.00	23.08	71.43	68.75	46.15	14.29	6.25	30.77	14	16	13
5	0.00	20.00	0.00	81.82	46.67	92.86	18.18	33.33	7.14	11	15	14
6	0.00	15.38	25.00	92.86	61.54	50.00	7.14	23.08	25.00	14	13	12
All Grades	15.19	22.55	12.90	70.89	54.90	59.14	13.92	22.55	27.96	79	102	93

Conclusions based on this data:

1.

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
950	62	9.3	2
Total Number of Students enrolled in School Site (Esperanza).	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	88	9.3
Foster Youth	19	2
Homeless	71	7.5
Socioeconomically Disadvantaged	589	62
Students with Disabilities	148	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	7.7
American Indian	3	0.3
Asian	37	3.9
Filipino	18	1.9
Hispanic	576	60.6
Two or More Races	49	5.2
Pacific Islander	1	0.1
White	187	19.7

Conclusions based on this data:

1. Students who identify as socio-economically disadvantaged represent almost half of the student population.
2. Almost half of the student population identify as Hispanic.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Students are not meeting standards in math and ELA.
2. Suspension rates need to decrease.
3. Academic achievement declined in both ELA and math from the prior year.

School and Student Performance Data

Academic Performance English Language Arts

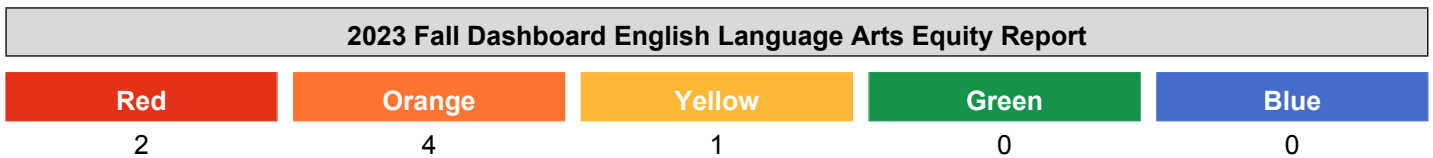
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>26.2 points below standard</p> <p>Decreased -3.1 points</p> <p>545 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>33.4 points below standard</p> <p>Decreased -5.6 points</p> <p>77 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>8 Students</p>
<p>Homeless</p>  <p>Yellow</p> <p>28 points below standard</p> <p>Increased Significantly +22.3 points</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>39.5 points below standard</p> <p>Maintained +0.5 points</p> <p>338 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>116.8 points below standard</p> <p>Decreased -13.6 points</p> <p>98 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 79.7 points below standard Maintained +0.5 points 32 Students	Less than 11 Students 1 Student	28.9 points above standard Decreased Significantly - 15.9 points 21 Students	31 points above standard Decreased Significantly - 26.5 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 27.1 points below standard Maintained +1.1 points 341 Students	47.9 points below standard Decreased Significantly - 46.9 points 26 Students	 No Performance Color 0 Students	 Orange 20.7 points below standard Maintained -2.8 points 109 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
61.6 points below standard Increased Significantly +26.7 points 51 Students	21.8 points above standard Decreased -13.7 points 26 Students	27.4 points below standard Decreased -3.6 points 443 Students

Conclusions based on this data:

1. Students with Disabilities and African American students are performing significantly lower than all other comparable groups in ELA.
2. Students with disabilities are performing below other student groups.
3. English Language Learners and Homeless subgroups made significantly improved in ELA.

School and Student Performance Data

Academic Performance Mathematics

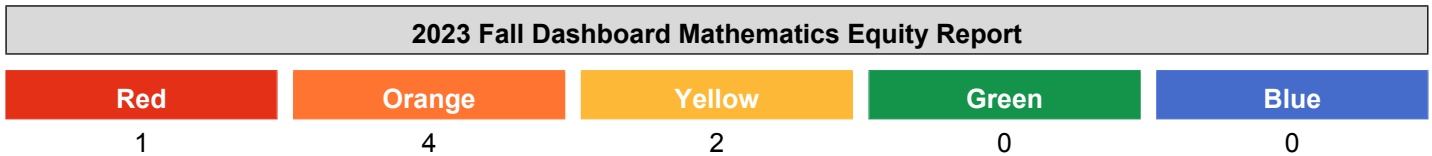
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 50.1 points below standard Decreased -4 points 545 Students	English Learners  Orange 53.7 points below standard Maintained -2.1 points 77 Students	Foster Youth Less than 11 Students 8 Students
Homeless  Yellow 48 points below standard Increased Significantly +15.6 points 34 Students	Socioeconomically Disadvantaged  Yellow 63 points below standard Increased +3.3 points 338 Students	Students with Disabilities  Red 136 points below standard Decreased -10.8 points 98 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 96.3 points below standard Increased Significantly +18.9 points 32 Students	Less than 11 Students 1 Student	4.6 points above standard Decreased -11.3 points 21 Students	4.5 points below standard Decreased Significantly - 43.3 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 54.6 points below standard Maintained -1.5 points 341 Students	59 points below standard Decreased Significantly - 27.9 points 26 Students	 No Performance Color 0 Students	 Orange 36.8 points below standard Decreased -6.4 points 109 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
79.9 points below standard Increased +7.8 points 51 Students	2.2 points below standard Increased +11.5 points 26 Students	50.2 points below standard Decreased -3.9 points 443 Students

Conclusions based on this data:

1. Students with disabilities are severely performing below grade-level expectations.
2. African American students made significant improved in mathematics.
3. Filipino students performance significantly decreased in mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

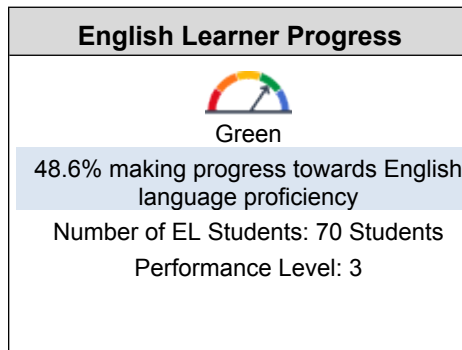
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
15	21	0	34

Conclusions based on this data:

1. English Language Learners are performing above standard and are making good progress towards English language proficiency.
2. Nearly half of English Language Learners progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

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

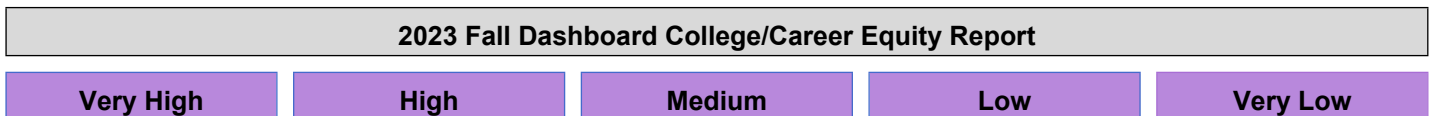
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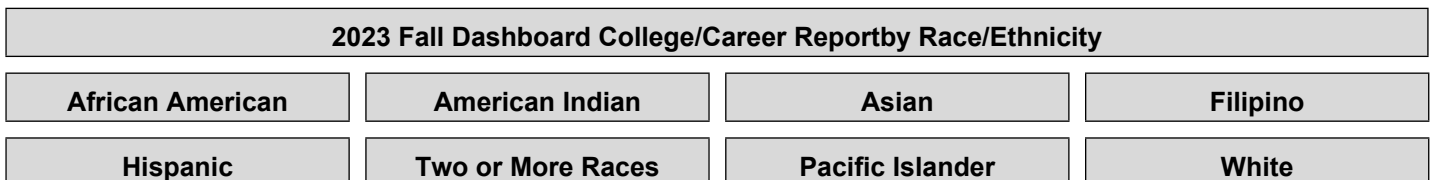
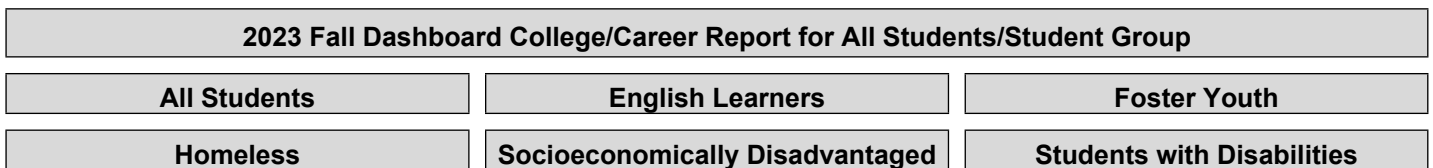
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Lowest Performance	Low	Medium	High	Very High Highest Performance
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This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

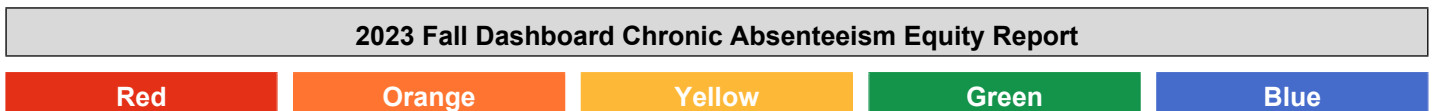
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	21.4% Chronically Absent
26.9% Chronically Absent	28.1% Chronically Absent	Declined -1.9
Declined Significantly -12.1	Declined -9.9	28 Students
1031 Students	114 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange	 Yellow	 Yellow
32.9% Chronically Absent	31.6% Chronically Absent	30.3% Chronically Absent
Declined -16.5	Declined Significantly -13.2	Declined Significantly -24.1
73 Students	648 Students	185 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 30.1% Chronically Absent Declined -9.1 83 Students	Less than 11 Students 3 Students	 Green 8.1% Chronically Absent Declined -9.8 37 Students	11.1% Chronically Absent Increased 4.4 18 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 28.2% Chronically Absent Declined Significantly -14.2 638 Students	 Red 41.1% Chronically Absent Increased 4.9 56 Students	Less than 11 Students 1 Student	 Yellow 22.1% Chronically Absent Declined Significantly -14.2 195 Students

Conclusions based on this data:

- Homeless and English Learner student groups are in the orange and percentage of chronic absenteeism declined from the prior year.
- Two or More Races are significantly chronically absent more than any other race/ethnicity.

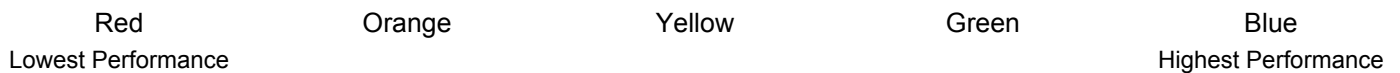
School and Student Performance Data

Academic Engagement Graduation Rate

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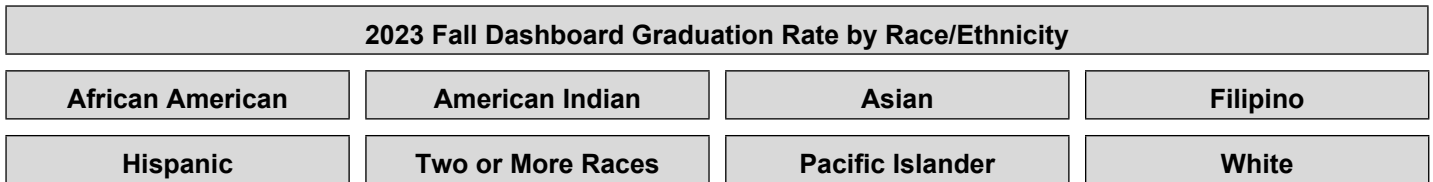
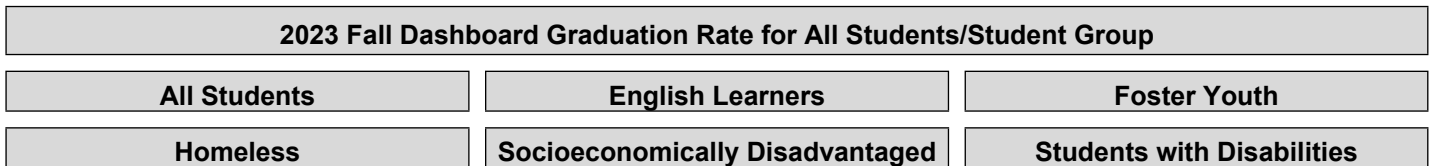
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

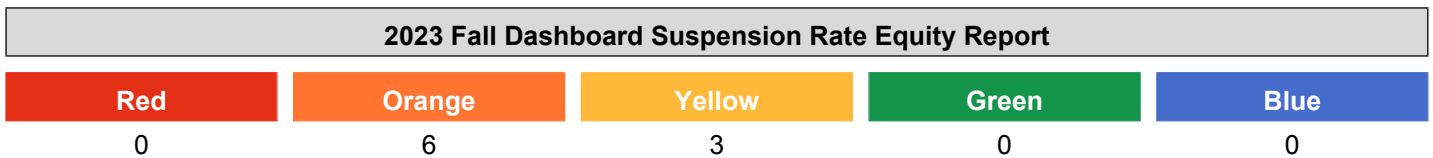
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>3.3% suspended at least one day</p> <p>Maintained 0.1 1056 Students</p>	<p>English Learners</p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 2.5 118 Students</p>	<p>Foster Youth</p> <p>10.7% suspended at least one day</p> <p>Increased 1.3 28 Students</p>
<p>Homeless</p> <p>Orange</p> <p>5.5% suspended at least one day</p> <p>Increased 2.9 73 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined -0.8 659 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>4.3% suspended at least one day</p> <p>Declined Significantly -3.1 186 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 6% suspended at least one day Declined -6.3 83 Students	Less than 11 Students 3 Students	 Orange 2.6% suspended at least one day Increased 2.6 39 Students	5.3% suspended at least one day Increased 5.3 19 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 2.9% suspended at least one day Increased 0.3 652 Students	 Orange 6.5% suspended at least one day Declined -2 62 Students	Less than 11 Students 1 Student	 Orange 2.5% suspended at least one day Increased 1.3 197 Students

Conclusions based on this data:

1. Homeless students are suspended more frequently than all other student group.
2. Two or More Races and Filipino race/ethnicities are suspended more frequently than other student groups.

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.

The staff of Esperanza Elementary School will ensure that all students are well-equipped with the cognitive, linguistic, intrapersonal, and interpersonal skills necessary to be successful in a global society.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1 Improving student achievement for Education for Life and Work: Ensure all students are well equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society.

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.

Esperanza students are underperforming in language arts/reading and math. Students in grades k-6 are performing below grade level in language arts/reading and while many students are growing each quarter, growth made is not at a rate high enough to close the achievement gaps and get students performing at grade level. Students in grades K-6 show the same low achievement/low growth data in math. Therefore, there is a need at Esperanza to provide services and supports to increase student achievement and growth in both reading and math to increase students' meeting/exceeding grade-level 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
NWEA Data: Observed Growth Median Growth Percentiles Median Achievement Percentiles Achievement Percentiles for Severely At-Risk	<p>Spring Growth and Achievement NWEA scores for ALL students as evidenced in the NWEA Growth and Achievement Overview and by Grade Report. (Total number of students per grade level assessed, Median Growth, and Median Achievement comparing Spring achievement 2022-23 to Spring Achievement 2023-24).</p> <p>Math: ALL Grades: 691 Students Median Growth (2024) 59th percentile Median Achievement Spring 22/23 Spring 23/24 35th Percentile 42nd Percentile</p> <p>Spring 22/23 Spring 23/24 1st: Growth (2024) 38th Percentile Median Achievement 64th Percentile 52nd Percentile</p>	<p>In the 24/25 school year, we are expecting to improve student achievement levels in all areas, with a focus on shifting overall students from "Severely at risk" in each grade level, not to exceed 20% based on the school-wide percentage of students in special education. Currently and historically, 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth for all grades in Growth and Achievement percentiles, and work to decrease the overall percentage of students in all grade levels labeled as severely at risk in the area of Achievement to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories</p>

<p>2nd: Growth (2024) Median Achievement 42nd Percentile 3rd: Growth (2024) Median Achievement 45nd Percentile 4th: Growth (2024) Median Achievement 40th Percentile 5th: Growth (2024) Median Achievement 27th Percentile 6th: Growth (2024) Median Achievement 50th Percentile</p> <p>Reading: ALL Grades: 601 Students Median Growth (2024) Spring 23/24 39th Percentile</p> <p>Spring 22/23 1st: Growth (2024) 2nd: Growth (2024) Median Achievement 36th Percentile 3rd: Growth (2024) Median Achievement 40th Percentile 4th: Growth (2024) Median Achievement 49th Percentile 5th: Growth (2024) Median Achievement 40th Percentile 6th: Growth (2024) Median Achievement 43rd Percentile</p> <p>In the 2023-24 school year, we improved student achievement significantly for students in the severely at-risk category in math in all grade levels except 3rd grade. Our overall goal is not to exceed 20% of students in the severely at-risk category in mathematics and reading. In the 23/24 school year we achieved this goal for 1st and 6th grade in math and 6th grade in reading. This is goal based on the school-wide percentage of students in special education. Currently and historically 19% of students enrolled qualify for special education services.</p>	<p>53rd Percentile 36th Percentile 53rd Percentile 28th Percentile 69th Percentile 34th Percentile 57th Percentile 28th Percentile 82nd Percentile 35th Percentile 42nd Percentile</p> <p>Spring 23/24 30th Percentile 52nd Percentile 32rd Percentile 57th Percentile 34th Percentile 64th Percentile 44th Percentile 54th Percentile 39th Percentile 76th Percentile 41st Percentile</p>	<p>in both math and reading. With the ultimate goal of all students performing at 50th percentile for Achievement in both reading and math on the Spring NWEA assessment.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category by the following percentages in the column labeled "2025 Goal" in order to to meet our immediate goal of 20% or less of students performing in the "Severely at Risk" Category in Math and Reading.</p> <p>2025 Math: Spring 2022 2023 2024 Difference GOAL</p> <p>Kinder: 23% 17% 1st Grade: 31% 26% 16% -10% -1% 2nd Grade: 37% 42% 27% -15% -7% 3rd Grade: 45% 33% 34% +1% -10% 4th Grade: 34% 37% 20% -17% -10% 5th Grade: 34% 24% 34% -10% -10% 6th Grade: 34% 37% 15% -22% -1%</p> <p>2025 Reading: Spring 2022 2023 2024 Difference GOAL</p> <p>Kinder: 1st Grade: 32% 38% 2nd Grade: 30% 38% 31% -7% -11% 3rd Grade: 29% 30% 26% -4% -10% 4th Grade: 23% 32% 22% -10% -3% 5th Grade: 33% 25% 29% +4% -10% 6th Grade: 33% 30% 17% -13% -1%</p>
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Teachers and other identified support staff will have the time, resources, and strategies to develop their individual professional practice and team development as it relates to the needs of their students. Professional development will continue for activities such as the implementation of the Response to Intervention programs (RTI) or Multi-Tiered Systems and Supports (MTSS) models in order to regularly analyze the available data, determine areas of need, develop instructional best practices, and provide strategic interventions to meet the needs of all students. Staff at Esperanza will continue to receive ongoing training to address student achievement, Tier 1 instructional practices and strategies, Professional Learning Communities (PLCs), PBIS, and AVID.</p> <p>The activities to develop staff instructional practices can include:</p> <ul style="list-style-type: none"> Professional development at conferences and training specifically related to RTI/MTSS, PBIS, and/or PLC's Professional development related to using online platforms to individualize instructional support for students. Release time to conduct one on one assessments and program monitoring. Release days for team planning or observations. Release time for teacher collaboration Any supplies or materials to support implementation of professional development <p>* Programs, applications, technology and equipment Provide release time to conduct one on one assessments, collect performance data and progress monitoring for PLC, grade level interventions, PBIS, WASC, and vertical alignment. **</p> <ul style="list-style-type: none"> Provide extra duty time for teacher collaboration to create and plan implementation of common formative assessments in math and reading** Provide planning time for teachers to create curriculum based year long pacing plans and common grade-level daily schedules and instructional minutes with attention to common formative assessment timelines.** Provide staff weekly or biweekly time to analyze data and track student progress towards mastery of standards based on common formative assessments.** 	All under-performing student groups which includes students with disabilities, African American and students who are two or more races.	<p>4,500 Title I 1000-1999: Certificated Personnel Salaries Pay for Subs for teacher release 13,297 Title I 1000-1999: Certificated Personnel Salaries Professional Development: conferences/trainings 2,000 Title I 3000-3999: Employee Benefits Certificated Employee Benefits 5,210 Title I 5800: Professional/Consulting Services And Operating Expenditures Consultant fees 3,000 Title I 4000-4999: Books And Supplies Supplies and materials implementation of professional development 500 Title I 2000-2999: Classified Personnel Salaries extra duty for RTI/MTSS,PBIS and/or PLC's trainings and or conferences 500 Title I 3000-3999: Employee Benefits Classified Staff</p>

	**additions based on WASC recommendations 2023/2024 March visit		
1.2	<p>Activity: Schoolwide AVID implementation of evidenced-based strategies to support reading, writing, collaboration, organization, and (WICOR) to maximize student learning.</p> <p>This activity includes:</p> <ul style="list-style-type: none"> • Substitute teachers to provide release time for regular collaboration, AVID walkthroughs, and observations in grade-level classrooms (on and offsite) • Progress monitoring by the AVID Leadership team • Any Supplies or materials necessary to provide strategic intervention programs, and support to promote content mastery and college and career readiness. • Professional development for AVID conferences • Planners and organizers <p>*Technology, equipment, applications, and programs to support TIER 1 supports, AVID implementation, and College and Career readiness skills and strategies.</p>	Under-performing student groups which includes students with disabilities, African American and students who are two or more races.	5,000 Title I 1000-1999: Certificated Personnel Salaries Conferences 3,000 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for release time 3,000 Title I 3000-3999: Employee Benefits Certificated Employee Benefits 5,000 Title I 4000-4999: Books And Supplies Supplies: planners, books, folders for organization 5,000 Title I 5000-5999: Services And Other Operating Expenditures Registration fees 3,000 Title I 5000-5999: Services And Other Operating Expenditures Reimbursement of expenses conference costs: hotel, food, travel 16,000 Title I 4000-4999: Books And Supplies technology, equipment, applications and/or programs
1.3	<p>Esperanza will provide system development and supplemental professional development to enhance the effectiveness of ELD instruction at Esperanza.</p> <p>The activities to develop staff instructional practices can include:</p> <ul style="list-style-type: none"> • Supplemental professional development • Release time for monitoring ELD strategies • Support materials to enhance ELD instructional <p>* Parent university nights * Technology, equipment, applications, and/or programs</p>	English Learners	1,500 Title I 1000-1999: Certificated Personnel Salaries Supplemental Professional Development 3,000 Title I 1000-1999: Certificated Personnel Salaries Sub time for teacher release 1,000 Title I 4000-4999: Books And Supplies Supplies and support materials for ELD instruction

			1,000 Title I 4000-4999: Books And Supplies Technology, equipment, applications and or/programs to support ELL students 500 Title I 3000-3999: Employee Benefits Certificated Employee Benefits
1.4			
1.5			
1.6			
1.7			
1.8			

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.

Esperanza was able to enter into full yearlong implementation of PBIS: Year 1 Tier 1, through LACOE. In addition, we were able to implement professional development and AVID trainings and supports for all new teachers in AVID and were able to provide AVID release time for our AVID site leadership team. In addition we were able to provide access to all new teachers, the AVID leadership team, and site administrators to AVID Summer Institute to train teachers in WICOR, and AVID strategies for College and Career Readiness, and best instructional practices. We continue to grow our staff knowledge through professional development opportunities, grade level planning/PLC's to implement grade level practices to best meet the needs of our student to ensure all students are well equipped with the cognitive, linguistic, interpersonal, and intrapersonal skills necessary to be successful in a global society. We have taken further steps to provide planning and release time for RTI implementation, and common formative assessment to improve schoolwide systems, instructional strategies and teacher focus on improving student achievement. Through these supports for staff, we can see student achievement rising in select grade levels, and are on the way to building stronger systems of supports and a campus culture equipped to meet the needs of our diverse student population.

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

The annual site plan budget had a previous allocation of \$98,297. When the allocation was nearly doubled due to changes in funding, Esperanza reestablished budgets for line items within each goal in the following amounts: Goal 1- Strategy/Action 1: original allocation was \$31,897 and increased to \$33,897 (increase of \$2,000 in G1 A1 L5) In Goal 1 Strategy/Action 2: original allocation was \$25,000 and increased to \$40,000 (increase of \$15,000 in G1 A2 L7) Strategy/Action 3: remained the same at \$7,000.

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.

Additions to actions and services within Goal 1 were made based on WASC Area of Focus #1 "Continue a focused effort to refine a systematic approach to the processes of collection, disaggregation, and analysis of all student-related data with a strong emphasis on common formative assessment data to inform instructional and curricular decisions" from the 2023/2024 March visit and are delineated with **.

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.

The staff of Esperanza Elementary School will provide all students access to a high-quality instructional program and the research-based support necessary for them to engage fully and meaningfully with the program.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL #2 for Improving Student Achievement through Access for All: Provide all students access to a high quality instructional program and the research-based supports necessary for them to engage fully with the program.

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.

The Esperanza student subgroups that are showing significant need for the most support include English Learners, students with disabilities, African American and students who are two or more races. These groups have a trend of being the farthest below the standard in English-Language Arts and Math. Students failed to meet projected growth and achievement percentiles, indicating that these students are below grade level and require additional support to provide equitable access to high-quality programs. There is a need for Esperanza to provide additional support and services and additional support necessary for them to engage fully and meaningfully within those programs.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>NWEA- EL Population</p>	<p>2023/2024 91 EL Students 443 EO Students 3 Bilingual Aides 19 students on IEPs/SDC or Resource Support 44% of EL Students Reclassified or 40/91 35 students RFEP (monitored) 5 students Fully Exited 6 student LTEL</p> <p>ELPAC Classification levels: Level 1 (Minimally Developed): 29 students - 32.2% Level 2 (Somewhat Developed) 28 Students 31.1% Level 3 (Moderately Developed) 30 Students 33.3 % Level 4 (Well Developed) 3 students 3.3%</p> <p>On the CAASPP 2023 our 3-6 grade English Learners performed in the very low range in overall academic performance.</p> <p>English Language Arts Academic Performance Current English Learner Students 52 61.6 points below standard +26.7 points in ELA Reclassified English Learners: 26 21.8 points above standard • 13.7 points in ELA Compared to English Only 443 Students 27.4 points below standard • 3.6 points in ELA</p> <p>Mathematics Academic Performance Current English Learner Students 51 79.9 points below standard +7.8 points in math Reclassified English Learners: 26 2.2 points below standard +11.5 points in math Compared to English Only 443 Students 50.2 points below standard • 3.9 points in math</p>	<p>In the 24/25 school year, we are expecting to improve student achievement levels in all areas, with a focus on shifting overall students from "Severely at risk" in each grade level, not to exceed 20% based on the school-wide percentage of students in special education. Currently and historically, 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth for all grades in Growth and Achievement percentiles, and work to decrease the overall percentage of students in all grade levels labeled as severely at risk in the area of Achievement to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading. With the ultimate goal of all students performing at 50th percentile for Achievement in both reading and math on the Spring NWEA assessment.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category in order to to meet our immediate goal of 20% or less of students performing in the "Severely at Risk" Category in Math and Reading.</p> <p>English Learners: Improve academic performance by 20% in math and reading. Reduce attendance to no more than 15% of EL students being chronically absent in the 24/25 school year, and maintain or suspension rate for our EL population to no more than 3% of EL students being suspended no more than one day.</p>
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	<p>2023 Fall Dashboard English Learner Progress Indicator is in the GREEN/increased significantly or High performance. 48.6% of our 70 EL students are making progress towards English Language proficiency. This is a 14.7% increase from 2022.</p> <p>2023 Fall Dashboard Student English Language Acquisition Results 21.4% ELs who Decreased One ELPI Level 30% who Maintained ELPI Levels 1, 2L, 2H, 3L, or 3H 48.6% WLS Progressed at least one ELPI Level</p> <p>On the Fall Dashboard Chronic Absenteeism for our 118 English Learners was orange and in the very high range with 20.1% or greater chronically absent in the current year, however their attendance declined from the prior year by .5 to 2.9 points.</p> <p>English Learners rated Orange/Medium for Suspensions. 1.1% to 3.0% of our 118 EL students were suspended in the current year which is an increase from the prior year by .3 to 2.0 points.</p>	
<p>CAASPP- Foster Youth</p>	<p>Total Foster Students Enrolled: 19</p> <p>Transitional Kindergarten: 2 Kindergarten: 1 1st Grade: 1 2nd Grade: 4 3rd Grade: 3 4th Grade: 5 5th Grade: 2 6th Grade: 1</p> <p>On the CAASPP 2023 our 3-6 grade Foster Youth population was too small therefore no data is available for English Language Arts or Mathematics.</p> <p>On the CAASPP 2023 our 3-6 grade Foster Youth population for Chronic Absenteeism was too small therefore no data is available.</p> <p>On the CAASPP 2023 our 3-6 grade Foster Youth population for Suspension was too small therefore no data is available.</p> <p>Spring 2024 NWEA scores for Foster Students unable to access NWEA data</p>	<p>In the 24/25 school year, we are expecting to improve student achievement levels in all areas, with a focus on shifting overall students from "Severely at risk" in each grade level, not to exceed 20% based on the school-wide percentage of students in special education. Currently and historically, 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth for all grades in Growth and Achievement percentiles, and work to decrease the overall percentage of students in all grade levels labeled as severely at risk in the area of Achievement to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading. With the ultimate goal of all students performing at 50th percentile for Achievement in both reading and math on the Spring NWEA assessment.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk"</p>

	<p>since it is now considered protected information.</p>	<p>category in order to to meet our immediate goal of 20% or less of students performing in the "Severely at Risk" Category in Math and Reading.</p> <p>Foster Youth: Improve academic performance by 20% in math and reading. Reduce chronic absenteeism rates to no more than 10% for Foster Youth and reduce suspensions to no more than 3% of Foster students being suspended no more than one day.</p>
<p>CAASPP: Socioeconomically Disadvantaged</p>	<p>On the CAASPP 2023 our 3-6 grade Socioeconomically Disadvantaged students performed in the low range in English Language Arts Academic Performance improving by .5 points (maintaining from the prior year) and performing -5.1 to -70.0 below points below standard. 338 Students 39.5 points below standard</p> <p>On the CAASPP 2023 our 3-6 grade Socioeconomically Disadvantaged students performed in the yellow/Low range in Mathematics Academic Performance increasing their performance by nearly 3 points. 338 Students 63 points below standard</p> <p>On the Fall Dashboard Chronic Absenteeism for Socioeconomically Disadvantaged was in the yellow or VERY HIGH with 648 students chronically absent 31.6% of the time. The rate of chronic absenteeism declined significantly from the previous year with a decrease by -13.2 percentage points.</p> <p>Socioeconomically Disadvantaged students rated in the yellow or HIGH for Suspensions. Out of 659 students 3.3% were suspended at least one day. This a decrease of 0.8% from the prior year.</p> <p>Spring 2024 NWEA scores for Low-Income (FRL) population, unable to access NWEA data since this category is now considered protected information.</p>	<p>In the 24/25 school year, we are expecting to improve student achievement levels in all areas, with a focus on shifting overall students from "Severely at risk" in each grade level, not to exceed 20% based on the school-wide percentage of students in special education. Currently and historically, 19% of students enrolled qualify for special education services.</p> <p>We will work to support student growth for all grades in Growth and Achievement percentiles, and work to decrease the overall percentage of students in all grade levels labeled as severely at risk in the area of Achievement to make sure that 80% of our student population is shifted to achieving in the below average, average and above-average categories in both math and reading. With the ultimate goal of all students performing at 50th percentile for Achievement in both reading and math on the Spring NWEA assessment.</p> <p>We will work to reduce the percentage of students in the "Severely at-risk" category in order to to meet our immediate goal of 20% or less of students performing in the "Severely at Risk" Category in Math and Reading.</p> <p>Socioeconomically Disadvantaged students: Improve academic performance by 20% in math and reading. Reduce chronic absenteeism rate to no more than 10% and reduce suspensions to no more than 2% of Socioeconomically Disadvantaged students being suspended no more than one day.</p>

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	<p>Esperanza will provide TIER 2 support and strategic interventions within the school day for underperforming student groups.</p> <p>The activities to support this include:</p> <ul style="list-style-type: none"> • Online Supports, programs, and interventions including but not limited to ESGI, Read Naturally, IXL, Lexia, Sprig Math, etc. • Extra Duty for classified staff to support small group leveled instruction • Professional development related to classroom management and small group interventions • Any supplies or materials necessary to provide TIER 2 <p>*Technology and devices for access to intervention programs</p>	All under-performing student groups which includes students with disabilities, African American, students who are two or more races, and English Learners.	1,500 Title I 3000-3999: Employee Benefits Classified Employee Benefits 4,000 Title I 4000-4999: Books And Supplies programs and subscriptions for intervention programs 1,000 Title I 3000-3999: Employee Benefits Certificated Staff 1,000 Title I 1000-1999: Certificated Personnel Salaries extra duty for professional development related to small group interventions 12,000 Title I 2000-2999: Classified Personnel Salaries Intervention Support 8393 Title I 4000-4999: Books And Supplies Chromebox lab, headphones, mice, and wireless keyboards
1.2	<p>Strategic interventions need to be provided outside of the school day for all underperforming students. These should include intervention and enrichment opportunities. Esperanza will provide time for the planning of interventions. Staff will focus on Reading and Math data for support and interventions, with supplemental and enrichment programs/opportunities that will address additional content areas.</p> <p>These activities and the support needed for the interventions can include:</p> <ul style="list-style-type: none"> • Extra duty for Classified staff for before/after school interventions, enrichment, or literacy programs • Extra duty for Certificated staff for before/after school interventions and enrichment and planning time 	All under-performing student groups which includes students with disabilities, African American, students who are two or more races, and English Learners.	7,500 Title I 4000-4999: Books And Supplies supplies, materials, technology, devices, equipment, or programs for implementation of before/after school interventions and enrichment programs 5,500 Title I 1000-1999: Certificated Personnel Salaries extra duty to support before/after school interventions and enrichment 3,050 Title I

	<ul style="list-style-type: none"> • Additional support staff after campus hours to support teachers in providing interventions to students in need. • Additional hours for librarians for Reading intervention groups, and extended literacy programs. • Any supplies, materials, equipment, technology, devices, programs for implementation of intervention and enrichment programs • Provide release time to conduct one on one assessments, collect performance data and progress monitoring for PLC, grade level interventions, PBIS, WASC, and vertical alignment.** • Provide Release days for team planning or observations. • Provide extra duty time for teacher collaboration to create and plan implementation of common formative assessments in math and reading** • Purchase Programs, applications, technology and equipment • Provide staff weekly or biweekly time to analyze data and track student progress towards mastery of standards based on common formative assessments.** 		<p>2000-2999: Classified Personnel Salaries extra duty to support before/after school interventions and enrichment 500.00 Title I 4000-4999: Books And Supplies AVID Materials 1,500 Title I 3000-3999: Employee Benefits Certificated Employee Benefits 1,050 Title I 3000-3999: Employee Benefits Classified Employee Benefits</p>
<p>1.3</p>	<p>Program services implemented for all English learners to meet rigorous content standards</p> <p>*Supplemental professional development is provided on the use of ELlevation *Supplemental professional development may be provided to support evidence-based language acquisition strategies to increase academic achievement for ELs and Long-Term English Learners *Progress monitoring is conducted by both teachers and administrators for all EL and RFEP students not meeting grade level standards *All EL students receive both integrated and designated ELD as part of the Structured English Immersion Program *Goals for EL students are developed and documented in the ELlevation program *EL students participate in intervention programs to support social emotional development, behavior, and academic achievement *Students meeting reclassification requirements are recognized for their achievement *EL students have access to the standard instructional program *Provide parent and student homework and curricular support (during and after school) *Extra duty for bilingual aides for Tier 1 and Tier 2 support groups (during and after school)</p> <ul style="list-style-type: none"> • Purchase Programs, applications, technology and equipment for EL 	<p>All English Learners</p>	<p>3,000 Title I 2000-2999: Classified Personnel Salaries extra duty for before, during, and/or after school interventions to support ELL students 1,050 Title I 3000-3999: Employee Benefits Classified Employee Benefits</p>

	students and families to engage fully in school activities, meetings and events. **		
1.4	<p>Increase parent engagement and participation of parents of students that are English Learners</p> <p>*Parents of EL students are invited to all English Language Advisory Committee meetings (ELAC)</p> <p>*Parents of EL students are invited to all English Language Literacy Site (Eagles' Club) and District (Parent English Class) programs.</p> <p>*Growth in academic achievement and progress is regularly communicated to parents at parent/teacher conferences and through academic progress reports and report cards</p> <p>*The annual needs assessment is shared with the ELAC to gather feedback and input in order to improve services provided to EL students</p>	All English Learners	
1.5			
1.6			
1.7			
1.8			

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.

During the 2023/2024 school year, Esperanza was able to increase intervention and enrichment programs for targeted students. The district continued to fund afterschool intensive reading intervention programs (CORE Reading/Read 180) which addressed the need for reading intervention in lower elementary students, allowing us to focus on programs and supports for readers who needed support in foundational reading skills, reading comprehension, and reading fluency and homework support for EL students. In addition we were able to purchase licenses for reading and math programs to assist our targeted students. We continued with school wide TIER 2 school wide leveled intervention (SOAR TIME), as well as a TIER 3 intensive targeted interventions through breakfast club, SPRING MATH, Homework club (for ELL) provided by trained teachers and instructional aides, and implemented before and during the school day. We created intervention programs after school to provide access to remediation and enrichment learning opportunities including ART, GARDENING, and ROBOTICS. Enrichment Programs were full in each session. In addition we were able to continue the literacy program: BATTLE of the BOOKS, and WE READ programs. Overall interventions and programs demonstrated growth in student performance in both reading and math. We can see

that the grade levels that implemented the research based programs with most fidelity showed the largest gains overall. Battle of the Books targeted 3rd-6th grade students, and engaged over 20 teams in Semester 2 literacy programs. EL homework club was a well attended afterschool support, targeting EL students with additional support for homework, projects, parent connections to school performance and Language acquisition.

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

The annual site plan budget had a previous allocation of \$98,297. When the allocation was nearly doubled due to changes in funding, Esperanza reestablished budgets for line items within each goal in the following amounts:
Goal 2-Strategy/Action 1: original allocation was \$7,500 and increased to \$52,747 (Increase of \$45,247 in G2A2, lines 1, 5 and 6) to fund additional classified support staff hours for interventions, and to create the Chromebox lab, headphones, mice, and wireless keyboards to build the intervention and support lab for targeted students in the learning lab. (Line 1 increase of \$1400, Line 5 Increase of \$11,600, Line 6 increase of \$32,247)

Goal 2 Strategy/Action 2: original allocation was \$10,100 and increased to \$19,100 (Increase of \$9050.00 in G2 A2 Lines 1,3 and 6) Line 1 increase of \$5,000 Line 3 increase of \$3,050, and Line 6 increase of \$1,000

Goal 2 Strategy/Action 3: original allocation was \$ 0 and increased to \$4050

We Added Line 1 (\$3000) and line 2 (\$1050) to Strategy 3 to include classified salary and classified benefits for afterschool homework and tutoring help for ELL students as outlined in Goal 2 Action 3.

Strategy/Action 4: remained at \$0

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.

While Goal 2 remains the same for the 2024/2025 school year, we have revised our site needs in response to updated student performance data and program analysis. We have added additional activities within the plan to mirror recommendations from the WASC Action Plan Item #6 "Utilize PLC time for data analysis, grade-level articulation, and calibration of instructional time in core content areas to increase access and equity of curriculum and instruction for all students." These additions are delineated with **/ We will continue to increase parent engagement with our EL families through ELAC, Latino Literacy, Homework club, and bilingual support at events, and in parent meetings. In addition, based on input from our ELAC committee we have added the service/activity within 1.3: • Purchase Programs, applications, technology and equipment for EL students and families to engage fully in school activities, meetings and events. **

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.

Esperanza Elementary School will promote active and responsible citizenship by developing and implementing programs that support students' academic, behavioral, and social-emotional growth and success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

GOAL #3 for Improving Student Achievement through Active and Responsible Citizenship: Develop and implement programs that support students' academic, behavioral, and social-emotional growth and success.

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.

Esperanza students parents are reconnecting with their school. Data from sources such as the CA Healthy Kids Survey, A2A attendance reports, and PowerSchool Discipline data, and reveals and increase in parent and student participation in school activities. This shift indicates a significant change in the campus climate compared to previous years when access to on-campus events and activities was limited. Consequently, Esperanza needs to continue developing schoolwide systems, behavioral support programs, student leadership opportunities, and initiatives to enhance connectedness and communication with all stakeholders. This will ensure cohesive efforts to improve student attendance, engagement from both students and parents, and reduce disciplinary incidents.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

<p>A2A Attendance</p>	<p>Total Students Enrolled in 2023-24: 1007</p> <p>2023-24 School Year by Grade Level:</p> <p>Preschool: Total Students:7 Excellent: 7 - 100% Satisfactory: 0 Manageable: 0 Chronic: 0 Severe Chronic: 0</p> <p>Transitional Kindergarten: Total Students: 65 Excellent: 3 - 5% Satisfactory: 6 - 9% Manageable: 23 - 35% Chronic: 27 - 42% Severe Chronic: 6 - 9% Chronic & Severe: 33 - 51%</p> <p>Kindergarten: Total Students: 116 Excellent: 2 - 2% Satisfactory: 34 - 29% Manageable: 43 - 37% Chronic: 26 - 22% Severe Chronic: 11 - 9% Chronic & Severe: 27 - 23%</p> <p>1st Grade: Total Students: 121 Excellent: 8 - 7% Satisfactory: 53 - 44% Manageable: 34 - 28% Chronic: 24 - 20% Severe Chronic: 2 - 2% Chronic & Severe: 26 - 21%</p> <p>2nd Grade: Total Students: 132 Excellent: 7 - 5% Satisfactory: 58 - 44% Manageable: 37 - 28% Chronic: 22 - 17% Severe Chronic: 8 - 6% Chronic & Severe: 30 - 23%</p> <p>3rd Grade: Total Students: 129 Excellent: 11 - 9% Satisfactory: 59 - 46% Manageable: 38 - 29% Chronic: 15- 12% Severe Chronic: 6 - 5% Chronic & Severe: 21 - 16%</p> <p>4th Grade: 127 Total Students: Excellent: 13 - 10% Satisfactory: 60 - 47%</p>	<p>Improved attendance rates in all grade levels, reducing percentage of students Chronic and Severely chronic by 5%</p>
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	<p>Manageable: 30 - 24% Chronic: 22 - 17% Severe Chronic: 2 - 2% Chronic & Severe: 24 - 19%</p> <p>5th Grade: Total Students: 161 Excellent: 24 - 15% Satisfactory: 74 - 46% Manageable: 39 - 24% Chronic: 18 - 11% Severe Chronic: 6 - 4% Chronic & Severe: 24 - 15%</p> <p>6th Grade: Total Students: 141 Excellent: 22 - 16% Satisfactory: 66 - 47% Manageable: 34 - 24% Chronic: 14 - 10% Severe Chronic: 5 - 4% Chronic & Severe: 19 - 13%</p> <p>Most absences occur on Mondays and Fridays, and more on Mondays than Fridays. December has the highest number of days of above average attendance (12 out of 16). August and September have the best attendance.</p> <p>4th grade and 6th grade have the best overall attendance with both grades at 94.4%. TK has the worst overall attendance with an average of 89.1%.</p> <p>5th and 6th grade has the least percentage of students with chronic and severely chronic absenteeism. Transitional Kindergarten's percentage of Chronic and Severely Chronic absenteeism is significantly higher than all other grade levels.</p>	
<p>Parent Connectivity (Power school, Dojo, FInalsite CHKS data)</p>	<p>NEEDS to be UPDATED..... </p> <p>Format Parent Access</p> <p>Class Dojo Parents Connected: 1743 Class Dojo Mgs sent wkly (average) 1250</p> <p>Phone Dialers Delivered 886/901 96.1% Dialers Not delivered 35/901 3.9%</p>	<p>Parent engagement in our school has increased through continued and improved communication, on campus events and program opportunities to build connections to partner parents with student academics. We will continue to increase the number of parents involved in SSC, PTA, ELAC, and Classroom volunteers by 10%.</p>

	<p>Emails Delivered 882/958 92.1%</p> <p>Emails not Delivered 76/958 7.9%</p> <p>Parents w/ PS accounts 879/1001 87.8%</p> <p>2023-24 Parent Healthy Kids Survey Completed 0</p> <p>Average Parent Attendance ELAC: 8</p> <p>Average Parent Attendance PTA: 10</p> <p>Averaged Parent Attendance at Coffee with the Principals 2</p> <p>Average Views of Coffee with the principals/Data Presentations online presentation 150</p> <p>Parent/Family Attendance of Literacy Night/Parent University 237</p> <p>Regular on campus Parent Volunteers: 28</p>	
California Healthy Kids Survey	<p>2023-24 California Healthy Kids Survey Completed:</p> <p>5th grade 21/164 13%</p> <p>6th Grade 33/141 23%</p> <p>Total Students in grades 5/6: 305</p> <p>Feel connected to school:</p> <p>5th grade 72%</p> <p>6th grade 59%</p> <p>Academic Motivation (want to do well):</p> <p>5th grade 89%</p> <p>6th grade 73%</p> <p>Feel they Participate Meaningfully in school:</p> <p>5th grade 42%</p> <p>6th grade 24%</p> <p>Do students know what the rules are?</p> <p>5th grade 6th grade</p> <p>No, never 5% 15%</p>	Our goal is to increase student connectivity and leadership to our campus through groups such as Student Council, and to increase student engagement by 10% through incentive programs and supports.

	Yes, some of the time	33%	
	18%		
	Yes, most of the time	38%	
	39%		
	Yes, all of the time	24%	
	27%		
	Students at School Well Behaved		
	5th grade	6th grade	
	No, never	19%	
	19%		
	Yes, some of the time	52%	
	59%		
	Yes, most of the time	29%	
	22%		
	Yes, all of the time	0%	
	0%		
	Do you feel like you are part of this school?		
	5th grade	6th grade	
	No, never	5%	9%
	Yes, some of the time		24%
	42%		
	Yes, most of the time		29%
	27%		
	Yes, all of the time		43%
	21%		
	Are you given a chance to help decide school activities or rules?		
	5th grade	6th grade	
	No, never	29%	
	45%		
	Yes, some of the time	33%	
	36%		
	Yes, most of the time	24%	
	12%		
	Yes, all of the time	14%	
	6%		
	Do the teachers and other grown-ups at school ask you about your ideas?		
	5th grade	6th grade	
	No, never	25%	
	28%		
	Yes, some of the time	45%	
	59%		
	Yes, most of the time	15%	
	6%		
	Yes, all of the time	15%	
	6%		
	Do the teachers and other grown-ups give you a chance to solve school problems?		
	5th grade	6th grade	

	<p>No, never 29% 19%</p> <p>Yes, some of the time 24% 34%</p> <p>Yes, most of the time 29% 31%</p> <p>Yes, all of the time 19% 16%</p> <p>Student Truancy Data 5th grade 6th grade</p> <p>I did not miss any days of school in the past 30 days 71% 48%</p> <p>1 day 19% 27%</p> <p>2 days 10% 12%</p> <p>3 or more days 0% 12%</p>	
Discipline Data from Power school and Merit trackers	<p>NEEDS to be UPDATED.....</p> <p>Student attendance to quarterly Merit Events (3rd-6th Grade)</p> <p>3rd grade 4th grade 93% 5th grade 97% 6th grade 91%</p> <p>NEEDS to be UPDATED.....</p> <p>Discipline events by grade level: Kindergarten: 1 or more Suspensions: 7 Defiance or disrespect 3 School rule violations 3 Incidents of Class Disruption: 2 Incidents of Fighting: 0 Incidents off Hands off Violation: 30 Incidents of Profanity: 0 Incidents of threats: 0 1st Grade: 1 or more Suspensions: 3 3 or more incidents of Defiance 0 School rule violations 3 Incidents of Class Disruption: 2 Incidents of Fighting: 0</p>	We will decrease student discipline incidents in all grade levels by 20% with emphasis in a decrease in hands-off violations

	Incidents off Hands off Violation: 30	
	Incidents of Profanity: 0	
	Incidents of threats: 0	
	2nd Grade:	
	1 or more Suspensions: 6	
	3 or more incidents of Defiance 2	
	School rule violations 7	
	Incidents of Class Disruption: 2	
	Incidents of Fighting: 3	
	Incidents off Hands off Violation: 19	
	Incidents of Profanity: 2	
	Incidents of threats: 0	
	3rd grade:	
	1 or more Suspensions: 8	
	3 or more incidents of Defiance 0	
	School rule violations 1	
	Incidents of Class Disruption: 2	
	Incidents of Fighting: 6	
	Incidents off Hands off Violation: 12	
	Incidents of Profanity: 7	
	Incidents of threats: 4	
	4th Grade:	
	1 or more Suspensions: 3	
	3 or more incidents of Defiance 0	
	School rule violations 0	
	Incidents of Class Disruption: 0	
	Incidents of Fighting: 3	
	Incidents off Hands off Violation: 1	
	Incidents of Profanity: 1	
	Incidents of threats: 2	
	5th Grade:	
	1 or more Suspensions: 4	
	3 or more incidents of Defiance 5	
	School rule violations 2	
	Incidents of Physical Injury: 1	
	Incidents of Class Disruption: 0	
	Incidents of Fighting: 4	
	Incidents off Hands off Violation: 6	
	Incidents of Profanity: 3	
	Incidents of threats: 1	
	6th Grade:	
	1 or more Suspensions: 6	
	3 or more incidents of Defiance: 8	
	School rule violations: 5	
	Incidents of Physical Injury: 3	
	Incidents of Class Disruption: 3	
	Incidents of Fighting: 7	
	Incidents off Hands off Violation: 6	
	Incidents of Profanity: 4	
	Incidents of threats: 3	

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	<p>Learning interpersonal and intrapersonal social skills enables students to collaborate and work with their peers and adult staff while communicating effectively. Without these skills, students can struggle to meet academic standards. This activity will build and promote caring, supportive relationships between students and staff.</p> <p>Activities to support this may include:</p> <ul style="list-style-type: none"> • A structured behavior social-emotional program to motivate engaging and collaborative behaviors • Professional development for staff related to program implementation • PBIS consultation • Increased guidance lessons from counselor to address high social emotional needs of students • Parent workshops to increase social-emotional awareness • Student Recognition program for social-emotional growth and citizenship • Implementation of a schoolwide RTI behavior intervention program • Assemblies • Attendance awards, Achievement awards, Character awards • Parent University/engagement opportunities • Parent open forum with Administration • Develop a vision statement that aligns with the school mission statement. • Refine the student learner outcomes and identify data points that will be used to monitor student progress. ** • Create a system to track and monitor progress towards student learner outcomes. ** • Provide teachers and staff with training in documentation and monitoring student learner outcomes. ** • Provide staff access to Online Supports, programs, and progress monitoring and tracking systems. ** • Provide Extra duty or release days for Certificated staff document, track, and analyze student learner outcome data. ** • Provide Extra duty or release days for classified staff document, track, and analyze student learner outcome data. ** 	All students working below grade level standards.	<p>1,000 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent outreach and staff training 500 Title I Part A: Parent Involvement 3000-3999: Employee Benefits Certificated Employee Benefits 2,000 Title I 4000-4999: Books And Supplies Brag Tags, certificates, character traits program, schoolwide banners, spirit sticks, and incentives 2,000 Title I 5000-5999: Services And Other Operating Expenditures Assemblies 5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures PBIS Consultation 500 Title I 2000-2999: Classified Personnel Salaries Facilitating Parent Engagement/PBIS trainings 500 Title I 3000-3999: Employee Benefits Classified Employee Benefits</p>

<p>1.2</p>	<p>Chronic absence adversely impacts student academic achievement. Esperanza will work to improve school attendance through the implementation of a strategic attendance intervention program, promoting parent and student knowledge and accountability for attendance. This strategic intervention attendance program will monitor and encourage attendance at school.</p> <p>Activities and the support needed for this program may include:</p> <ul style="list-style-type: none"> • Implementation of schoolwide Attendance program (incentives, recognitions) • Motivating activities and incentives for students to regularly attend school • Frequent contact to parents of students with irregular attendance • Counseling support for students to set attendance goals • Saturday School Attendance Retrieval opportunities (if available) • Additional hours for support staff (certificated/classified) after school and/or on Saturdays to support Esperanza students with credit retrieval. 	<p>All students working below academic standards.</p>	<p>500 Title I 4000-4999: Books And Supplies Certificates/Pencils 500 Title I 1000-1999: Certificated Personnel Salaries Extra duty: Saturday School/Credit retrieval program 500 Title I 2000-2999: Classified Personnel Salaries Extra duty: Saturday School/Credit retrieval program 300 Title I 3000-3999: Employee Benefits Extra duty: Saturday School/Credit retrieval program</p>
<p>1.3</p>	<p>Esperanza will work to increase parent and student engagement to build strong relationships with all stakeholders to align staff parents, students, and community members in a shared vision and focus on student growth necessary for success in a global society.</p> <p>These activities and the support needed for these may include:</p> <ul style="list-style-type: none"> • Additional hours for support staff (certificated/classified) during and after school to support Esperanza in providing Parent University Nights and Literacy Nights, that include topics such as Google classroom, attendance, digital tools, PowerSchool, AVID, reading, math strategies, PBIS, etc. • Any supplies and materials necessary to facilitate stakeholder involvement in school programs and Parent University nights • Scholarship monies designated for Parent fingerprinting costs to support parent engagement and volunteering within classrooms and on campus to provide additional support to improve targeted instruction. • Creation of student organizations such as the Student Council to increase student leadership and engagement on campus. • Supplies, equipment, technology, programs, books, and materials for 	<p>All Students</p>	<p>2,000 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries Parent nights, Student Council, Battle of the Books 3,200 Title I 2000-2999: Classified Personnel Salaries Parent nights, Student Council, Battle of the Books 4,000 Title I 4000-4999: Books And Supplies Supplies, equipment, technology, programs, books, and materials 500 Title I 3000-3999: Employee Benefits Classified Benefits 500 Title I 5000-5999: Services And Other Operating Expenditures Registration fees or program costs for student enrichment/intervention/leadership programs 300</p>

	<p>implementation of Student leadership groups.</p> <ul style="list-style-type: none"> • Student merit activities and events to promote positive student behaviors, attendance, and connectivity. • Additional hours for support staff (certificated/classified) before, during and after school to support Esperanza in providing student leadership activities and opportunities such as student council and Battle of the Books. 		<p>Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Fingerprinting cost scholarships 500 Title I 3000-3999: Employee Benefits Certificated Benefits</p>
1.4			
1.5			
1.6			

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.

Almost all activities and programs listed within Goal 3 were implemented with the exception of funding Saturday School for credit retrieval. While this did not happen in the 23/24 school year, we will work to implement regular credit retrieval and Saturday school into the 24/25 school year. Attendance conferences were held regularly with parents of students who had poor attendance, however the biggest impact on student attendance were the incentive program, and student of the month recognitions which increased the overall attendance rate by 2%. The school counselor and school psychologist provided support for students which proved helpful in extinguishing negative behaviors and replacing the behavior with positive behaviors and worked with a Parent group to implement CALM and KIND a parent program for managing behaviors at home. Student achievement was acknowledged in semester awards in grade 3-6 and in monthly awards for K-2. Students were highly motivated with the school wide implementation of Golden Eagle Feather rewards program which shifted to classroom distribution through the PBIS team to impact a larger group of students., acknowledgingschool wide learner outcomes of Self Control, On Task, Achievement and Respect. Our counseling department made contact with parents weekly to support student/parent socio-emotional supports, and to provide resources such as SBMH referrals. We implemented Parent University in combination with a book fair and literacy event , to present on topics such as Power School, student intervention programs, AVID, literacy and robotics. We increased overall parent engagement on campus and have grown our PTA memberships from roughly 220 to 586.

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

The annual site plan budget had a previous allocation of \$98,297. When the allocation was nearly doubled due to changes in funding, Esperanza reestablished budgets for line items within each goal in the following amounts: Strategy/Action 1: original allocation of \$10,500 which increased to 11,500 in G3A1L3

(Increase of \$1,000 in G3A1 Line 3) The otehr areas Strategy/Action 2: \$1,800 Strategy/Action 2: \$4,000 remained the same.

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.

During the 23/24 school year, We will conitinue to support our goal to include schoolwide systems, increased opportunities for student and parent engagement and additional programs to recognize improvement in attendance, behaviors, and academics. We will expand our communication and parent outreach to connect witht he new upcoming distrcit commuincation tool: Parent Square to ensure that all campus information is shared among a single platform. In addition, we will conduct additional parent workshops and administratfve open forums in combination with school wide events/programs to increase parent connectivity with the campus, and increase attendance. In addition, we have included recommneded additions within goal 3 to align with WASc Action plan #5 "Develop and refine the school's vision and system to implement measurable schoolwide learner outcomes and identify the data points that will be used to monitor student progress". The additions within strategy 1 are delinated with **.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1			
1.2			
1.3			
1.5			
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1			
1.4			
1.5			

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	\$151,350.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,350.00
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	\$147,550.00
Title I Part A: Parent Involvement	\$3,800.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$151,350.00

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: \$151,350.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Title I	147,550.00
Title I Part A: Parent Involvement	3,800.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	40,297.00
2000-2999: Classified Personnel Salaries	22,750.00
3000-3999: Employee Benefits	14,400.00
4000-4999: Books And Supplies	52,893.00
5000-5999: Services And Other Operating Expenditures	10,800.00
5800: Professional/Consulting Services And Operating Expenditures	10,210.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	37,297.00
2000-2999: Classified Personnel Salaries	Title I	22,750.00
3000-3999: Employee Benefits	Title I	13,900.00
4000-4999: Books And Supplies	Title I	52,893.00
5000-5999: Services And Other Operating Expenditures	Title I	10,500.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	10,210.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	3,000.00
3000-3999: Employee Benefits	Title I Part A: Parent Involvement	500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	76,007.00
Goal 2	51,043.00
Goal 3	24,300.00

School Site Council Membership

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

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

Name of Members	Role
Kathryn Conner	Principal
Rozanne Galaviz	Classroom Teacher
Tessa Campbell	Classroom Teacher
Juliana Maldonado	Classroom Teacher
Lorena Aguilar	Other School Staff
Jessica Sherlock	Parent or Community Member
Amanda Goodell	Parent or Community Member
Tiffany Parker	Parent or Community Member
Joseph Harbaugh	Parent or Community Member
Erica Meadows	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
	Other:

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 December 12, 2023.

Attested:

	Principal, Kathryn Conner on 5/29/24
	SSC Chairperson, Amanda Goodell on 5/29/24

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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