School Year: 2024-25

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Crowell Elementary School	50757396053151	05/17/24	06/04/24

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> Dashboard 2023

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

Plan Description

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

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

› Schoolwide Program
› Additional Targeted Support and Improvement
Dashboard 2023

Crowell Elementary School meets ESSA requirements in alignment with: School Site Council, School Leadership Team, English Learner Advisory Council, Professional Learning Communities, Stanislaus County Office of Education, and Solution Tree.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Timeline
Date   Who   Activity
11/30/23   SSC Members   The Incoming School Site Council was provided training in regard to SPSA - data and opportunity to give feedback.
8/2023   Site Leadership   Prepared Principal Summit/Data Analysis
5/8//24   ELAC   Parent Input/Needs
4/2024   Principal PLC   SPSA Development
10/23/2   Staff   SBAC Staff Presentation
10/25/23   SSC Letter   Distributed School wide letter for SSC nominations/Ballot
1/15/24   Site Leadership   2023 Crowell Dashboard Data Presentation
1/22/24   Principal   2023 Crowell Dashboard Presentation to Staff
2/26/24   District Admin   Board Achievement and Accountability Workshop
5/18/23   SSC Members   The outgoing School Site Council was provided with data and an opportunity to give feedback, and SPSA approval.
8/23-5/24   PBIS Members   Monthly Site Data Meetings and Other District-Level Meetings/Trainings throughout the school year.

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.

No resource inequities.

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.

Red: English Language Arts, Mathematics, Orange: English Learner Progress Indicator

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.

ELA - Red: ELs, SED, Orange: Hispanic, SWD, White, Math - Red: ELs, Hispanic, SED, SWD, Orange - White, Chronic Absenteeism - Orange: SWD

Other Needs

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

Overall SBAC Met/Exceeded for ELA and mathematics: ELA - 23.17% Met/Exceeded, Math - 10.63% Met/Exceeded

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	1.6%	1.68%	1.34%	10	11	9
African American	4.5%	4.43%	3.27%	29	29	22
Asian	5.2%	5.80%	6.25%	33	38	42
Filipino	%	%	0%			0
Hispanic/Latino	61.8%	60.15%	62.35%	396	394	419
Pacific Islander	0.5%	0.46%	0.89%	3	3	6
White	24.0%	24.12%	23.07%	154	158	155
Multiple/No Response	1.4%	1.37%	0.89%	9	9	6
			Total Enrollment	641	655	672

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	111	107	106
Grade 1	80	95	105
Grade 2	88	82	106
Grade3	97	85	84
Grade 4	98	100	80
Grade 5	84	96	99
Grade 6	83	90	90
Grade 7			2
Total Enrollment	641	655	672

Conclusions based on this data:

1. 2022-23 site Hispanic Latino population has increased by 23 students and remains the largest subgroup at over 62%.

2. Site has remained consistent with enrollment in American Indian, African American, Asian, Pacific Islander, and White populations over the course of three years up to 2022-23.

3. As of 2022-23, enrollment has increased by 31 students over the past 3 school years.

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	226	235	234	35.30%	35.1%	34.8%
Fluent English Proficient (FEP)	42	41	37	6.60%	6.3%	5.5%
Reclassified Fluent English Proficient (RFEP)	19	4	23	8.4%	1.7%	3.40%

Conclusions based on this data:

1. Over a 3 year span, English learners consistently remain a significant population subgroup at 34.8%.

2. In 2022-23 Fluent English Proficient remains relatively steady, with a very slight decline, at 5.5%.

3. Reclassification doubled from 2021-22 to 2022-23.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	82	82	89	76	78	88	76	78	91.8	92.7	95.1
Grade 4	94	101	82	87	101	76	87	100	76	92.6	100.0	92.7
Grade 5	86	89	104	80	84	102	80	84	102	93.0	94.4	98.1
Grade 6	86	88	86	84	85	85	83	85	85	97.7	96.6	98.8
All Grades	363	360	354	340	346	341	338	345	341	93.7	96.1	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2340.	2358.	2366.	7.95	9.21	12.82	11.36	13.16	14.10	17.05	28.95	24.36	63.64	48.68	48.72
Grade 4	2390.	2389.	2394.	10.34	8.00	6.58	6.90	14.00	18.42	18.39	17.00	23.68	64.37	61.00	51.32
Grade 5	2440.	2439.	2394.	6.25	9.52	4.90	15.00	23.81	9.80	25.00	17.86	8.82	53.75	48.81	76.47
Grade 6	2477.	2458.	2472.	1.20	5.88	5.88	26.51	16.47	22.35	30.12	29.41	25.88	42.17	48.24	45.88
All Grades	N/A	N/A	N/A	6.51	8.12	7.33	14.79	16.81	15.84	22.49	22.90	19.94	56.21	52.17	56.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	7.95	7.89	14.10	46.59	53.95	51.28	45.45	38.16	34.62
Grade 4	6.90	9.00	3.95	58.62	57.00	67.11	34.48	34.00	28.95
Grade 5	6.25	9.52	4.90	63.75	59.52	46.08	30.00	30.95	49.02
Grade 6	7.23	5.88	5.88	55.42	40.00	51.76	37.35	54.12	42.35
All Grades	7.10	8.12	7.04	55.92	52.75	53.37	36.98	39.13	39.59

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Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	2.27	3.95	6.41	39.77	46.05	39.74	57.95	50.00	53.85
Grade 4	1.15	4.00	3.95	44.83	44.00	46.05	54.02	52.00	50.00
Grade 5	3.75	8.33	5.88	41.25	45.24	28.43	55.00	46.43	65.69
Grade 6	0.00	9.41	7.06	49.40	38.82	44.71	50.60	51.76	48.24
All Grades	1.78	6.38	5.87	43.79	43.48	39.00	54.44	50.14	55.13

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Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	6.82	6.58	6.41	63.64	73.68	67.95	29.55	19.74	25.64
Grade 4	3.45	4.00	3.95	74.71	62.00	68.42	21.84	34.00	27.63
Grade 5	5.00	8.33	4.90	77.50	73.81	57.84	17.50	17.86	37.25
Grade 6	9.64	5.88	7.06	65.06	75.29	64.71	25.30	18.82	28.24
All Grades	6.21	6.09	5.57	70.12	70.72	64.22	23.67	23.19	30.21

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Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	4.55	5.26	10.26	53.41	57.89	50.00	42.05	36.84	39.74
Grade 4	9.20	4.00	6.58	59.77	69.00	56.58	31.03	27.00	36.84
Grade 5	8.75	14.29	4.90	61.25	45.24	46.08	30.00	40.48	49.02
Grade 6	7.23	5.88	15.29	68.67	61.18	58.82	24.10	32.94	25.88
All Grades	7.40	7.25	9.09	60.65	58.84	52.49	31.95	33.91	38.42

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Conclusions based on this data:

1. Participation in testing remained roughly the same with a very slight increase from 2022-2022, from 96.1% to 96.3%.

2. Overall average achievement in ELA was down 1.76% from 2022 to 2023.

3. Overall achievement in ELA decreased slightly from 24.93% meeting or exceeding the standard in 21-22 to 23.17% meeting or exceeding the standard in 22-23.

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.

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	97	82	82	89	80	81	88	80	81	91.8	97.6	98.8
Grade 4	94	100	82	87	100	80	87	100	80	92.6	100.0	97.6
Grade 5	86	89	104	80	83	102	80	82	102	93.0	93.3	98.1
Grade 6	86	88	86	83	86	85	83	85	85	96.5	97.7	98.8
All Grades	363	359	354	339	349	348	338	347	348	93.4	97.2	98.3

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2339.	2369.	2354.	1.14	2.50	4.94	7.95	23.75	13.58	21.59	27.50	22.22	69.32	46.25	59.26
Grade 4	2376.	2388.	2378.	3.45	0.00	0.00	3.45	15.00	7.50	27.59	28.00	31.25	65.52	57.00	61.25
Grade 5	2412.	2414.	2392.	1.25	1.22	2.94	7.50	3.66	2.94	17.50	26.83	14.71	73.75	68.29	79.41
Grade 6	2429.	2441.	2443.	2.41	2.35	3.53	7.23	11.76	8.24	21.69	23.53	28.24	68.67	62.35	60.00
All Grades	N/A	N/A	N/A	2.07	1.44	2.87	6.51	13.54	7.76	22.19	26.51	23.56	69.23	58.50	65.80

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Concepts & Procedures Applying mathematical concepts and procedures								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	2.27	8.75	7.41	27.27	41.25	33.33	70.45	50.00	59.26
Grade 4	3.45	2.00	1.25	22.99	34.00	25.00	73.56	64.00	73.75
Grade 5	2.50	1.22	1.96	27.50	32.93	18.63	70.00	65.85	79.41
Grade 6	3.61	3.53	3.53	27.71	35.29	34.12	68.67	61.18	62.35
All Grades	2.96	3.75	3.45	26.33	35.73	27.30	70.71	60.52	69.25

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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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	4.55	5.00	8.64	34.09	50.00	30.86	61.36	45.00	60.49
Grade 4	2.30	2.00	1.25	34.48	38.00	40.00	63.22	60.00	58.75
Grade 5	0.00	1.22	2.94	32.50	42.68	25.49	67.50	56.10	71.57
Grade 6	3.61	2.35	1.18	33.73	34.12	47.06	62.65	63.53	51.76
All Grades	2.66	2.59	3.45	33.73	40.92	35.34	63.61	56.48	61.21

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Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	1.14	10.00	7.41	55.68	56.25	60.49	43.18	33.75	32.10
Grade 4	1.15	4.00	5.00	48.28	46.00	41.25	50.57	50.00	53.75
Grade 5	0.00	1.22	2.94	63.75	58.54	44.12	36.25	40.24	52.94
Grade 6	1.20	3.53	3.53	53.01	57.65	54.12	45.78	38.82	42.35
All Grades	0.89	4.61	4.60	55.03	54.18	49.71	44.08	41.21	45.69

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Conclusions based on this data:

1. Participation overall was 98.3% for Math in 2022-23, up 1.1% from the previous year.

2. Overall achievement standard met or exceeded for math was 10.63% in 2022-23, a decrease of 4.35% from the previous year.

3. Concepts and procedures remains the area of greatest need with 69.25% of students below standard in 2022-23.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1387.9	1411.3	1403.3	1406.1	1431.4	1424.4	1345.0	1364.3	1353.5	42	35	36
1	1401.6	1433.9	1437.9	1418.4	1438.1	1445.1	1384.4	1429.0	1430.2	26	34	30
2	1437.1	1440.8	1453.7	1437.4	1447.4	1454.5	1436.2	1433.6	1452.4	30	30	43
3	1441.1	1465.4	1458.6	1454.1	1466.1	1454.6	1427.7	1464.1	1461.9	32	33	31
4	1456.3	1483.2	1474.4	1466.3	1483.2	1469.6	1445.9	1482.8	1478.7	32	38	30
5	1508.1	1489.5	1497.4	1502.6	1494.6	1489.2	1513.1	1483.9	1505.1	30	32	48
6	1516.9	1531.8	1530.3	1512.7	1541.8	1534.3	1520.8	1521.4	1525.9	29	33	29
All Grades										221	235	247

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	8.57	2.78	21.43	28.57	41.67	33.33	48.57	38.89	35.71	14.29	16.67	42	35	36
1	0.00	9.09	0.00	23.08	27.27	30.00	26.92	42.42	43.33	50.00	21.21	26.67	26	33	30
2	0.00	3.33	4.65	40.00	30.00	34.88	33.33	36.67	34.88	26.67	30.00	25.58	30	30	43
3	6.45	6.25	6.45	25.81	25.00	19.35	35.48	31.25	41.94	32.26	37.50	32.26	31	32	31
4	0.00	5.26	13.33	37.50	42.11	20.00	37.50	18.42	26.67	25.00	34.21	40.00	32	38	30
5	13.33	6.25	12.50	30.00	15.63	27.08	40.00	56.25	35.42	16.67	21.88	25.00	30	32	48
6	17.24	24.24	13.79	34.48	33.33	55.17	34.48	30.30	20.69	13.79	12.12	10.34	29	33	29
All Grades	6.82	9.01	7.69	30.00	29.18	32.39	34.55	37.34	34.82	28.64	24.46	25.10	220	233	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.90	8.57	13.89	30.95	51.43	41.67	28.57	28.57	27.78	28.57	11.43	16.67	42	35	36
1	11.54	18.18	0.00	26.92	18.18	63.33	30.77	45.45	16.67	30.77	18.18	20.00	26	33	30
2	16.67	10.00	16.28	36.67	40.00	30.23	26.67	30.00	37.21	20.00	20.00	16.28	30	30	43
3	19.35	15.63	12.90	29.03	34.38	45.16	29.03	28.13	22.58	22.58	21.88	19.35	31	32	31
4	21.88	28.95	20.00	53.13	34.21	23.33	9.38	21.05	30.00	15.63	15.79	26.67	32	38	30
5	26.67	12.50	20.83	46.67	56.25	37.50	16.67	21.88	22.92	10.00	9.38	18.75	30	32	48
6	31.03	51.52	48.28	48.28	27.27	41.38	6.90	15.15	6.90	13.79	6.06	3.45	29	33	29
All Grades	19.55	21.03	18.62	38.64	37.34	39.68	21.36	27.04	24.29	20.45	14.59	17.41	220	233	247

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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**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.76	2.86	0.00	9.52	11.43	8.33	28.57	48.57	61.11	57.14	37.14	30.56	42	35	36
1	0.00	6.06	0.00	15.38	30.30	26.67	19.23	27.27	40.00	65.38	36.36	33.33	26	33	30
2	3.33	3.33	2.33	26.67	13.33	30.23	36.67	40.00	27.91	33.33	43.33	39.53	30	30	43
3	0.00	3.13	6.45	16.13	15.63	3.23	35.48	25.00	38.71	48.39	56.25	51.61	31	32	31
4	0.00	0.00	10.00	12.50	21.05	16.67	40.63	34.21	10.00	46.88	44.74	63.33	32	38	30
5	6.67	0.00	6.25	23.33	9.38	10.42	30.00	34.38	41.67	40.00	56.25	41.67	30	32	48
6	6.90	12.12	6.90	17.24	9.09	31.03	48.28	48.48	31.03	27.59	30.30	31.03	29	33	29
All Grades	3.18	3.86	4.45	16.82	15.88	17.81	34.09	36.91	36.44	45.91	43.35	41.30	220	233	247

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Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.90	8.57	19.44	64.29	80.00	72.22	23.81	11.43	8.33	42	35	36
1	15.38	36.36	23.33	53.85	54.55	70.00	30.77	9.09	6.67	26	33	30
2	16.67	23.33	18.60	63.33	50.00	65.12	20.00	26.67	16.28	30	30	43
3	25.81	25.00	16.13	48.39	46.88	61.29	25.81	28.13	22.58	31	32	31
4	18.75	28.95	26.67	65.63	52.63	33.33	15.63	18.42	40.00	32	38	30
5	16.67	9.38	20.83	60.00	59.38	56.25	23.33	31.25	22.92	30	32	48
6	17.24	21.21	24.14	65.52	60.61	68.97	17.24	18.18	6.90	29	33	29
All Grades	17.27	21.89	21.05	60.45	57.94	61.13	22.27	20.17	17.81	220	233	247

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Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.52	5.71	5.56	57.14	80.00	61.11	33.33	14.29	33.33	42	35	36
1	3.85	3.03	0.00	61.54	69.70	70.00	34.62	27.27	30.00	26	33	30
2	6.67	13.33	18.60	66.67	63.33	69.77	26.67	23.33	11.63	30	30	43
3	25.81	25.00	19.35	45.16	46.88	61.29	29.03	28.13	19.35	31	32	31
4	40.63	28.95	16.67	43.75	42.11	63.33	15.63	28.95	20.00	32	38	30
5	60.00	68.75	37.50	40.00	18.75	39.58	0.00	12.50	22.92	30	32	48
6	58.62	72.73	68.97	27.59	18.18	27.59	13.79	9.09	3.45	29	33	29
All Grades	28.64	30.90	23.89	49.09	48.50	55.87	22.27	20.60	20.24	220	233	247

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Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.38	5.71	0.00	42.86	60.00	77.14	54.76	34.29	22.86	42	35	35
1	3.85	12.12	6.67	19.23	48.48	36.67	76.92	39.39	56.67	26	33	30
2	13.33	6.90	13.95	53.33	41.38	30.23	33.33	51.72	55.81	30	29	43
3	0.00	3.13	6.45	32.26	31.25	25.81	67.74	65.63	67.74	31	32	31
4	0.00	2.63	13.33	43.75	52.63	26.67	56.25	44.74	60.00	32	38	30
5	13.33	6.25	8.33	50.00	28.13	39.58	36.67	65.63	52.08	30	32	48
6	10.34	12.12	10.34	41.38	30.30	34.48	48.28	57.58	55.17	29	33	29
All Grades	5.91	6.90	8.54	40.91	42.24	39.02	53.18	50.86	52.44	220	232	246

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Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	11.43	11.11	38.10	31.43	44.44	47.62	57.14	44.44	42	35	36
1	7.69	0.00	10.00	38.46	66.67	56.67	53.85	33.33	33.33	26	33	30
2	0.00	6.67	4.65	46.67	50.00	69.77	53.33	43.33	25.58	30	30	43
3	6.45	6.25	9.68	58.06	59.38	54.84	35.48	34.38	35.48	31	32	31
4	3.13	5.26	6.67	65.63	57.89	43.33	31.25	36.84	50.00	32	38	30
5	6.67	0.00	10.42	73.33	68.75	60.42	20.00	31.25	29.17	30	32	48
6	17.24	21.21	13.79	68.97	63.64	68.97	13.79	15.15	17.24	29	33	29
All Grades	8.18	7.30	9.31	55.00	56.65	57.49	36.82	36.05	33.20	220	233	247

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The total number of students who participated in ELPAC was increased by 12 students between 2022 and 2023.

2. 40.08% of all students tested scored a Level 3 or 4 in Overall Language in 22-23, a slight improvement.

3. 8.54% of students were well developed in Reading Domain in 22-23, a slight increase from the previous year. Continues to be an area of focus.

School and Student Performance Data

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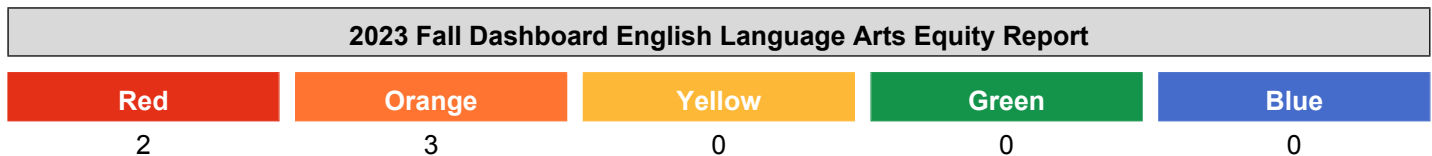
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
672	**82.7**	**34.8**	**0.4**
Total Number of Students enrolled in Crowell Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	234	34.8
Foster Youth	3	0.4
Homeless	9	1.3
Socioeconomically Disadvantaged	556	82.7
Students with Disabilities	123	18.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	22	3.3
American Indian	9	1.3
Asian	42	6.3
Hispanic	419	62.4
Two or More Races	6	0.9
Pacific Islander	6	0.9
White	155	23.1

Conclusions based on this data:

1. 82.7% of Crowell's population are considered socioeconomically disadvantaged in 22-23.

2. English learners comprise 34.8% or our student population in 22-23.

3. Hispanic students represent our largest student group with 394 students or 62.4% in 22-23.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall performance level: ELA and Math are both at the Very Low Level in 22-23. This continues to be a focus.

2. Chronic Absenteeism continues to be in the Very High Level in 2022-23 yet it declined significantly from the previous year, indicating chronic absenteeism remains an area of concern but it is improving.

3. Suspension rate is in the Medium Level in 2022-23, reflecting the implementation of ongoing counseling, PBIS, and Restorative Practices that are working to support scholars and families.

School and Student Performance Data

Academic Performance
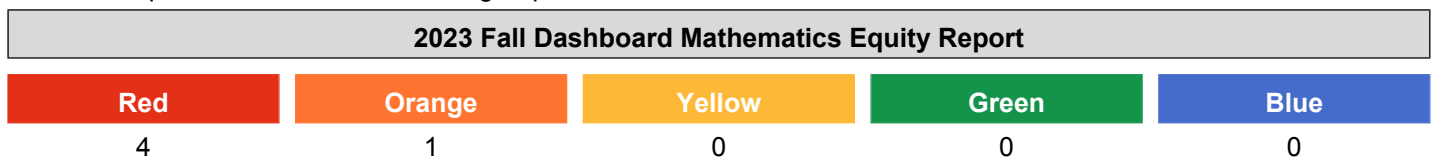### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	Less than 11 Students
74.6 points below standard	98.4 points below standard	3 Students
Decreased -5 points	Decreased -9 points	
319 Students	134 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
4 Students	76.7 points below standard	110 points below standard
	Decreased -3.7 points	Increased +6.5 points
	287 Students	58 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
64.9 points below standard	Less than 11 Students	95.2 points below standard	No Performance Color
Increased Significantly +38.9 points		Decreased Significantly -57.8 points	
11 Students	5 Students	22 Students	0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	Less than 11 Students	Less than 11 Students	Orange
76.1 points below standard			62.3 points below standard
Increased +5.8 points	3 Students	2 Students	Decreased -14.6 points
202 Students			67 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**
113 points below standard	27.1 points above standard	62.2 points below standard
Decreased -8 points	Increased Significantly +40.9 points	Decreased -3.3 points
120 Students	14 Students	168 Students

Conclusions based on this data:

1. Site ELs, Students with Disabilities, and Socioeconomically Disadvantaged continue to perform below the site average in 22-23.

2. Hispanic and White students are the only significant subgroups at our site in 2022-23.

3. Reclassified ELs scored 89.3 points higher on average than English Only students in 2022-23.

School and Student Performance Data

Academic Performance
Mathematics

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
4	1	0	0	0

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	English Learners	Foster Youth
Red	Red	Less than 11 Students
104 points below standard	122.1 points below standard	
Decreased -10.3 points	Decreased Significantly -15.1 points	3 Students
319 Students	134 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
	105.4 points below standard	146.3 points below standard
4 Students	Decreased -11 points	Decreased -8.4 points
	287 Students	58 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
97.3 points below standard	Less than 11 Students	122.1 points below standard	No Performance Color
Increased Significantly +51.6 points	5 Students	Decreased Significantly -28.7 points	0 Students
11 Students		22 Students	

Hispanic	Two or More Races	Pacific Islander	White
Red	Less than 11 Students	Less than 11 Students	Orange
111 points below standard	3 Students	2 Students	79.4 points below standard
Decreased -11.1 points			Decreased -9.2 points
202 Students			67 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
131.8 points below standard	39.4 points below standard	95.1 points below standard
Decreased -7.9 points	Decreased Significantly -17.3 points	Decreased -8.9 points
120 Students	14 Students	168 Students

Conclusions based on this data:

1. EL's, Socioeconomically Disadvantaged, and Students with Disabilities fell below the site average in 2022-23.

2. Hispanic students are 31.6 points below their White counterparts, and make up two thirds the amount of students in 2022-23.

3. Reclassified ELs outperformed, by two times, all other students in 2022-23.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
44% making progress towards English language proficiency
Number of EL Students: 182 Students
Performance Level: 2
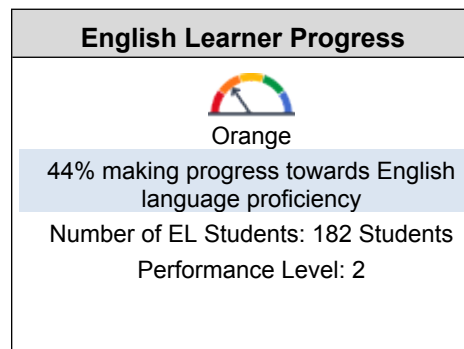
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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**
41	61	1	78

Conclusions based on this data:

1. 78% of ELs progressed at least one ELPI level toward English Language Proficiency in 2022-23.

2. 41% ELs Decreased One ELPI level in 2021-22.

3. Overall 182 ELs performed at level 2 in 2022-23.

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

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.
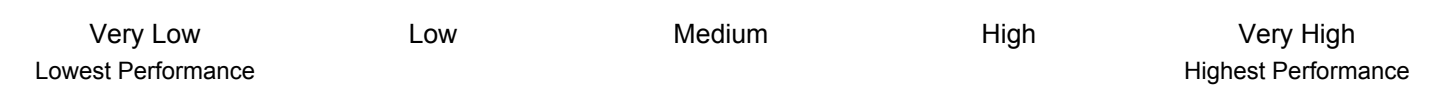
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:
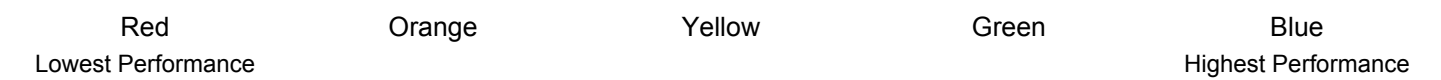
1. N/A

2. N/A

3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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	Yellow	Less than 11 Students
39.7% Chronically Absent	32.8% Chronically Absent	
Declined Significantly -17.6	Declined Significantly -16	3 Students
735 Students	271 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Orange
	41.2% Chronically Absent	43.9% Chronically Absent
10 Students	Declined Significantly -17	Declined -21.1
	646 Students	139 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
50% Chronically Absent	Less than 11 Students	Green	No Performance Color
Declined -36.7		8.5% Chronically Absent	0 Students
26 Students	9 Students	Declined -18.2	
		47 Students	

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	15.8% Chronically Absent	Less than 11 Students	Yellow
46.6% Chronically Absent	Declined -45.7		33.1% Chronically Absent
Declined Significantly -16.7	19 Students	6 Students	Declined Significantly -12.7
459 Students			169 Students

Conclusions based on this data:

1. Students with Disabilities are Very High on Chronic Absenteeism in 2022-23.

2. All Race/Ethnicities declined in Chronic Absenteeism in 2022-23.

3. African Americans have the highest percentage of Chronic Absenteeism at 50% in 2022-23.

School and Student Performance Data

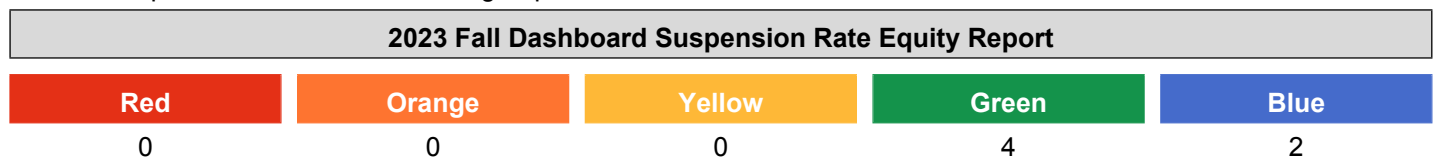## Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	4	2

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	Less than 11 Students
1.6% suspended at least one day	0.7% suspended at least one day	3 Students
Declined Significantly -2.1	Declined Significantly -1.2	
764 Students	281 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Green
10 Students	1.6% suspended at least one day	2.1% suspended at least one day
	Declined Significantly -1.8	Declined -0.7
	671 Students	144 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
7.4% suspended at least one day Increased 4.2 27 Students	Less than 11 Students 9 Students	Blue 0% suspended at least one day Maintained 0 48 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 1.1% suspended at least one day Declined Significantly -3.1 475 Students	0% suspended at least one day Declined -3.4 19 Students	Less than 11 Students 6 Students	Green 2.8% suspended at least one day Declined -0.6 180 Students

Conclusions based on this data:

1. 2.1% of Students with Disabilities were suspended at least one day, having the highest suspension rate in 2022-23.

2. Students with Disabilities were below the site average for suspension in 2022-23.

3. Overall suspension rates reflect the efforts of the staff and students scholars schoolwide mitigation strategies in 2022-23.

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.

> **Student achievement**
> Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement and social-emotional learning to enhance student success and well-being, and to promote college and career readiness among all students.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement and social-emotional learning to enhance student success and well-being, and to promote college and career readiness among all students.

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

> Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	23.17% of the students in grades 3 through 6 met or exceeded standards in the area of Overall Achievement in 2022-23.	Increase of 3 points meeting or exceeding standard.
SBAC Math	10.63% of the students in grades 3 through 6 met or exceeded standards in the area of Overall Achievement in 2022-23.	Increase of 3 points meeting or exceeding standard.
Dashboard ELA Indicator	The 2023 CA Dashboard Indicated that overall all students scored 74.6 points below standard.	Increase of 3 points meeting or exceeding standard.
Dashboard Math Indicator	The 2023 CA Dashboard Indicated that overall all students scored 104 points below standard.	Increase of 3 points meeting or exceeding standard.
Dashboard English Learner Progress Indicator	The 2023 CA Dashboard Indicated that 44% of English Learner students are making progress toward English language proficiency.	Increase of 5% English Learners making progress toward English language proficiency.
Summative ELPAC	The 2023 CA Dashboard Indicated 0.6% of English Learner students maintained ELPI Level 4 on the summative ELPAC.	Increase of 5% of English Learners scoring an overall level 4 on the ELPAC.

iReady Reading	2023-2024 iReady Reading Final Diagnostic indicated 430 students are reading at or above grade level.	Increase of 70 students scoring at or above grade level on the iReady Reading Diagnostic.	
Reclassification Rates	The 2023 CA Dashboard Indicated 1.7% of the students met reclassification criteria.	Increase of 5% of English Learners reclassifying in 2023-24.	
California Science Test	The 2023 CA Dashboard indicates13.86% of students met or exceeded the standard.	Increase by 5% meeting or exceeding the standard.	
iReady Math	2023-2024 iReady Math Final Diagnostic indicated 436 students are performing at or above grade level.	Increase of 50 students scoring at or above grade level on the iReady Math Diagnostic.	
Physical Fitness Test	2023-24: Averaged 96% completion.	Increase to 99% students completing the PFT.	
California Healthy Kids Survey	2023-24 Survey Data: 56 of 87 students took the survey with a 64% response rate. School Connectedness 67%, Caring Adults in School 71%, Parents Involved in School 78%, Social Emotional Learning Supports 76%, Frequent Sadness 27%, Alcohol/Drug Use 4%, Cigarette Use 0%, School Safety 77%.	Increase School Connectedness to 85%, School Safety to 95%, Caring Adult to 95%, Social Emotional Learning Supports to 85% based on the 2024-25 CHKS data.	
Attendance Rate	2023-24 Attendance Rate: 92%	Increase Attendance Rate to 96% for the 2024-25 school year.	
Social-Emotional Health	During 2023-24: Counseling Referrals = 97; CARE Referrals = 12	Decrease the number of counseling referrals to 85 while increasing the number of students participating in PBIS and RP activities.	

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	Enrichment	All Students	10,000 Title I Materials and Supplies 10,000 ESS Enrichment Club Leadership
1.2	Math, Reading, and EL Intervention Programs	All Students	2,000 Title I Materials and Supplies 63,500 Title I Classified Support Two 6-hr intervention Paras 40,000 Title I Classified Support One 6-hr ELD Para 10,544

				ESS Materials and Supplies
1.3	Intervention After School Support	All Students	14,179 Title I Certificated Extra Duties 1,000 Title I Materials and Supplies	
1.4	ELPAC Testing Support	English Learners	5,000 General Education Classified Support ELPAC Testing	
1.5	School Counselor	All Students	5,372 Mandated Costs Materials and Supplies	
1.8	Supports and Materials	Special Education Students	2,000 General Education Materials and Supplies 5,000 Title I Materials and Supplies 9,273 SPED-LCAP Goal 3/Action 26 Substitutes IEP Paperwork and assessments 10,000 ESS Materials and Supplies	

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.

Actions and strategies/activities were implemented successfully in support of the goal. Enrichment activities were well-received by students, intervention supports both in for form of after school support as well as targeted reading and math intervention increased student achievement significantly.

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

Budget expenditures were appropriately used to implement the strategies/activities to meet the goal. Materials were purchased, extra hours were paid for academic tutoring before and after school, and programs were implemented to increase student engagement and achievement. There were 55 students who received before and/or after school tutoring services in the 5th and 6th grades.

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.

After the second year of targeted intervention and supports were implemented, program data has shown increases in student achievement in the Reading and Math intervention programs. The Intervention teachers and administration considered a few changes to continue to provide the strategic supports with the funding available. The site will support one Reading and one Math intervention para to work with the Intervention teachers with small groups as well as push-in support to work with students needing help accessing the grade level ELA /Math curriculum. We will continue to focus on students who are needing this Tier 2/Tier 3 support to increase achievement. The ELD para will work with the ELD teacher, providing pull-out support to students who are Long Term English Learners as well as push-in support to our TK/K Newcomers, working together to support all of our English Learners. Our iReady Reading scores indicate 430 students are reading at or above grade level. Our iReady Math scores indicate we have 436 students at or above grade level.

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.

Equity & Access: Create equitable practices and experiences for all students and staff to mitigate social inequalities and embrace human diversity.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices and experiences for all students and staff to mitigate social inequalities and embrace human diversity.

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.

Equity & Access: Create equitable practices and experiences for all students and staff to mitigate social inequalities and embrace human diversity.

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
Healthy Kids Survey	2023-24 Survey Data: 56 of 87 students took the survey with a 64% response rate. School Connectedness 67%, Caring Adults in School 71%, Parents Involved in School 78%, Social Emotional Learning Supports 76%, Frequent Sadness 27%, Alcohol/Drug Use 4%, Cigarette Use 0%, School Safety 77%.	24-25 Expected Outcome: 85% feel connected at school, 95% of students feel safe at school, 95% know a caring adult at school
Discipline Referrals	2023-2024: Total number of referrals = 712	24-25 Expected Outcome: Decrease total number of discipline referrals by 5%
Suspension Rates	2023-2024: 7 students suspended, for 10 incidents, for 16 total days with a rate of 1.6%.	24-25 Expected Outcome: Decrease number of students suspended by 50%
Chronic Absenteeism	2023-24 Outcome: 39.7% of all students Chronically Absent (Very High)	24-25 Expected Outcome: Decrease by 10%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Group Collaboration to update and improve site initiatives.	All Students	1,500 Title I Materials and Supplies 5,000 Title I Certificated Extra Duties
2.2	Clerical Support	All Students	32,772 General Education Clerical Data Entry Sec I additional hours (53% - 8 hours daily)
2.3	Study Trips	All Students	2,000 General Education Student Study Trips 10,000 Title I Student Study Trips 1,000 General Education Classified Support 5372 Study Trips LCAP Goal 3/Action 11 Professional Service Contracts Bus Transportation
2.4	Technology	All Students	9,819 General Education Technology Equipment Devices and Supplies 14,000 Title I Online Programs and Software Lexia English

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.

Implementation of TOOLBOX Social Emotional program and character development is expected to continue to improve positive character, reduce office referrals, and educate stakeholders in supporting the use of the tools. The TOOLBOX program has been an excellent addition to our students and staff. The program promises to support student self-regulation during difficulty. Additionally, the PBIS team continues to create and communicate site supports for students in crisis. Additionally, increased emphasis on student study trips seeks to engage students in learning experiences that focus them on real applications of academic learned in the classroom.

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

Overall the implementation of site initiatives went as planned. The funding for study trips was not allocated from the correct budget sources, leaving some discrepancies in expenditures from Title 1. Crowell had 6 of 12 study trips in 23-24 that were paid by the site budget.

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.

Based on the full implementation of SWIS as well as the addition of a Teacher on Special Assignment half way through the year to focus on student needs and supports, we will continue implementing changes to our instructional day to support the social and emotional growth of our students. The site has now progressed through the first full year of implementation of the use of SWIS data collection system to further identify and address student behaviors and needs both in and outside the classroom and how that impacts student safety and attendance.   Our chronic absenteeism decreased by 17.7% though we remain in the very high level, we declined significantly. Our CHKS data indicated we decreased slightly in the the areas of feeling safe, knowing a caring adult on campus, and feeling connected. Our suspension rate decreased by 2.1%, with an overall medium level and significantly declined. 459 students participated in study trips to enhance and provide unique extended learning opportunities.

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.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials and effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials and effective instructional practices to implement standards.

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

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

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
District iReady Reading Diagnostic Indicator	430 students in grades K-6 are reading at or above grade level.	24-25 Desired Outcome: Increase of 70 students in first to sixth grade who are reading below benchmark.
Appropriate Assignment of Staff	*Williams Report	24-25 Desired Outcome: 100% of staff appropriately assigned.
Student Access to Instructional Materials	*Williams Report	24-25 Desired Outcome: 100% of students have access to appropriate materials.
Educational Rounds	22-23 Outcome: Monthly Ed Rounds Completed.	24-25 Desired Outcome: 180 observations of staff using district adopted curriculum.
Access to Professional Development	22-23 Outcome: Two PD days districtwide.	24-25 Desired Outcome: 100% staff participation in Professional Development.
Dashboard ELA Indicator	The 2023 CA Dashboard Indicated that overall all students scored 74.6 points below standard.	Increase of 3 points meeting or exceeding standard.
Dashboard Math Indicator	The 2023 CA Dashboard Indicated that overall all students scored 104 points below standard.	Increase of 3 points meeting or exceeding standard.
English Learner Progress Indicator	The 2023 CA Dashboard Indicated that 44% of English Learner students are making progress toward English language proficiency.	Increase of 5% English Learners making progress toward English language proficiency.

SBAC ELA	23.17% of the students in grades 3 through 6 met or exceeded standards in the area of Overall Achievement in 2022-23.	Increase of 3 points meeting or exceeding standard.
SBAC Math	10.63% of the students in grades 3 through 6 met or exceeded standards in the area of Overall Achievement in 2022-23.	Increase of 3 points meeting or exceeding standard.
Summative ELPAC	The 2023 CA Dashboard Indicated that 44% of English Learner students are making progress toward English language proficiency.	Increase of 5% of English Learners scoring an overall level 4 on the ELPAC.
Physical Fitness Test	2023-24: Averaged 96% completion.	Increase to 99% students completing the PFT.
California Science Test	The 2023 CA Dashboard indicates13.86% of students met or exceeded the standard.	Increase by 5% meeting or exceeding the standard.

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
3.1	Grade Level Collaboration	All Students	7,917 Site Collaboration PLC Collaboration Cafeteria
3.2	Instructional Leadership	All Students	5,000 ESS Substitutes Leadership Meetings
3.3	Interventions/SSTs/504s/IEPs	All Students	25,000 Title I Substitutes Substitutes for Interventions, SSTs, 504s, and IEPs
3.4	Instructional Support - Literacy & Manipulatives	All Students	15,000 Title I Other Books Library 5,000 ESS Materials and Supplies Library/Class Library supplies
3.5	ELD Supports	English Learners	5,000 Title I Materials and Supplies

5,000 ESS Materials and Supplies

1,000 Title I Classified Support ELD Instructional Support |

			1,000 Title I Professional Service Contracts Translator/Interpreter
3.6	Duplication and Postage	All Students	2,000 Title I Duplicating 1,000 ESS Duplicating 3,000 Title I Postage
3.7	21st Century Classroom	All Students	10,000 ESS Materials and Supplies 24,529 General Education Materials and Supplies 10,000 ESS Service Contracts and Professional Services 5632 Title I Materials and Supplies 10,000 Title I Service Contracts and Professional Services
3.8	Professional Development	All Students	15,000 Title I Professional Development 7,000 ESS Professional Development 30,000 General Education Substitutes

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.

Strategies and activities were implemented as described and effectiveness was largely successful. Teachers took advantage of increasing their classroom library and instructional supports.

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

Intended implementation and actual implementation of budget expenditures was consistent. ELD support was enhanced through site budget supporting a 6 hour ELD paraprofessional to work with the District ELD teacher as well as funding for Lexia English. The ELD para served 8 Long Term English Learners and pushed in to serve 19 newcomers at Level 1 in TK and Kindergarten.

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.

Due to Dashboard Indicators of achievement gaps in ELA (declined 5 points on the Dashboard) the site will continue to implement the SIPPS reading intervention programs as well as the math intervention program to support students' needs in Math (declined 10.3 points on the Dashboard). We will continue to focus on enrichment for all student groups while supporting the great need for ELA and Math intervention at all grade levels. We will work on using our data in a meaningful and targeted manner to support our academic growth, and to measure the effectiveness of programs or methods used to attain academic goals.

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.

Parent Engagement: Expand opportunities to increase parent and family involvement to support district initiatives.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent and family involvement to support district initiatives.

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.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

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
School Site Council	23-24 total number of meetings: 5. Total number of participants: 11.	24-25 Desired Outcome: Maintain or increase number of meetings and number of participants.
Agendas and Sign-In sheets documenting parent participation in site ELAC, SSC, PTA	23-24 Outcome: Parent involvement has increased as our efforts to provide information to support our families has increased. Still, approximately only 5% of families participate in parent activities and opportunities.	24-25 Desired Outcome: Increase parent participation by 5 percent.
Social Media Engagement	23-24 Outcome: Instagram, Facebook, and teachers/staff utilize Parent Square.	24-25 Desired Outcome: Increase parent participation by 10 points.
School Communication/Newsletter(s)	23-24 Outcome: Newsletters are digitally provided and posted on Social Media.	24-25 Desired Outcome: Newsletters and Parent Square messages/alerts sent home weekly.
Number of Family Link Accounts	23-24 Outcome: 682 students have a parent with at least 1 account.	24-25 Desired Outcome: Increase family link accounts by 40 families
English Learner Advisory Committee	23-24 total number of meetings: 5. Total number of participants: 6.	24-25 Desired Outcome: maintain or increase number of meetings and increase number of participants.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent engagement opportunities: Parent Square, Letters Home, Coffee with the Principal, Back To School Night, PTA membership, Parent Teacher Conferences, Parent Information Nights (Toolbox, No Bully, Understanding Reclassification, Progress Reports, Report Cards, Online Resources, State Testing, TUSD Adult Classes), Open House, LCAP Parent Survey, STEM Expo, Music Performances, Dr. Seuss Family Literacy Night, Holiday Craft night, School Site Council (SSC), Volunteer Opportunities, Fall Carnival, Home-School Connection Newsletter, Latino Literacy Program, Reclassification Celebration, DELAC Representation, ELAC Participation, Annual Parent Notification, TK/K Registration.	All Students	1,000 Title I Certificated Extra Duties Extra hours to support Parent Engagement 500 Title I Duplicating 3,000 General Education Materials and Supplies 1,000 ESS Materials and Supplies 600 Title I Classified Support Extra hours to support Parent Engagement 3,891 Title I - Parental Involvement Materials and Supplies
4.2	Increase English Learner Achievement by providing opportunities to increase literacy in parents to support students.	English Learners	500 Title I Materials and Supplies Latino Literacy Books 3,481 Title I Classified Support
4.3	Community Liaison to provide interpretation and translation to parents throughout the school day, and at parent engagement nights.	All Students	59,878 Title I Community Liaison

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.

Parent engagement has continued to increase this year. The community Liaison reaches out to families personally to remind them of character assemblies and family engagement opportunities. Communication between the site and the families we serve has increased as well. Programs such is PIQE, Coffee w/ the Principal, and Latino Literacy have enjoyed great success. 28 parents consistently participated in the PIQE classes and 16 of them graduated. There were

multiple requests to have PIQE again next year, with a different focus. Parent Square has been very effective to communicate and quickly provide information to our entire campus or particular classes or groups both by the site and the district.

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

The implementation of the goal went as planned. The role of the Community Liaison has changed and focused on chronic absenteeism as well as food distribution among many family connection/outreach opportunities. Crowell's Liaison has made connections and provided various levels of support to our families, including working with local organizations leading up to and through the Winter holiday break, connecting 56 Crowell families with support and gifts. The C.L.also attended the 5 ELAC meetings to interpret for parents attending and shared upcoming events. The C.L. sent out daily perfect attendance notifications, along with monthly news, to all families via Parent Square messages as well as sending paper copies home. Additionally the C.L. contacted our 3 Foster/Homeless families 2 times monthly throughout the year to check in and help with resources/support.

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.

The plan will remain largely unchanged in the new year, continuing to work with our Community Liaison to increase parent engagement opportunities and open lines of communication with our families through more site activities, recognition, and various opportunities to participate on campus. The C.L. made 100 phone calls to Chronic Absentee students' families to support them in improving school attendance and provide resources. During the 23-24 school year the C.L. participated in the twice monthly District food distribution and supported 4 Crowell families twice a month, by bringing food back to the school site for them to pick up due to their lack of transportation. The expectation is for this to continue or increase in 24-25.

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.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe and secure environment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe and secure environment.

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.

Uphold policies, procedures, & maintain facilities that reflect a safe and secure environment.

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
California Healthy Kids Survey	23-24 Outcome: 72% felt connected to school, 81% of students felt safe at school, 75% knew a caring adult at school	24-25 Expected Outcome: 85% feel connected at school, 95% of students feel safe at school, 95% know a caring adult at school.
Monthly Practice Drills	23-24 Outcome: Monthly Drill Completed and Data Shared at Safety Meetings	24-25 Expected Outcome: Monthly Drills Completed and information recorded in Safety Committee minutes.
Monthly and Annual Site Inspections	23-24 Outcome: Unknown	24-25 Desired Outcome: 100% Completion Rate
Safety Training Participation	23-24 Outcome: 97% Completion Rate	24-25 Desired Outcome: 100% Completion Rate
Suspension Rate	23-24 Outcome: 7 students suspended, for 10 incidents, for 16 total days with a rate of 1.6%.	24-25 Expected Outcome: Decrease number of students suspended by 50%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Bell-to-Bell Campus Supervision	All Students	9,630 LCAP Security Classified Support Before, during, and after school supervision.

			Additional .5 hour for 3 Crossing Guards
5.2	Health & wellness programs and activities such as Say Hello, Red Ribbon Week, Go-Green Week, PBIS	All Students	5,000 General Education Materials and Supplies Awards, Incentives, Decorations 5,300 ESS Materials and Supplies Awards, Incentives, Decorations 2,686 Clerical-LCAP Goal 3/Action 10/C Classified Support Clerical Duty Extra Hours
5.3	Safety Training Meetings	All Students	1000 General Education Additional Hours for Campus Supervisors Site Safety Meetings/Training
5.4	Health Technician	All Students	25,156 ESS Classified Support Extra hours for Health Tech (40% of 6.5 hours/daily)

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.

Before school and after school security/crossing guards is designed to keep students, staff, and campus safe.

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

With the 8 hour campus supervisor, we are able to provide extra support before, during, and after school to ensure student safety. There were 0 incident referrals reported before or after the school bell rang for the 23-24 school year.

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

The addition of the MTSS Site Specialist for 2024-25 will provide a better team approach to student safety. Administrators, counselors, campus supervisors, and other staff will work together with the classroom teachers and paras to provide support and responses through the District PBIS and Restorative Practices lenses. Campus supervisors, not previously PRO-ACT trained, will be provided opportunities to receive the training and support students with de-escalation strategies. The number of suspensions decreased for the 23-24 school year and the suspension rate reduced to 1.6%.

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	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$580,031.00
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	$314,770.00

Subtotal of additional federal funds included for this school: $314,770.00

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 ($)
Clerical-LCAP Goal 3/Action 10/C	$2,686.00
ESS	$105,000.00
General Education	$116,120.00
LCAP Security	$9,630.00
Mandated Costs	$5,372.00
Site Collaboration	$7,917.00
SPED-LCAP Goal 3/Action 26	$9,273.00
Study Trips LCAP Goal 3/Action 11	$5,372.00
Title I - Parental Involvement	$3,891.00

Subtotal of state or local funds included for this school: $265,261.00

Total of federal, state, and/or local funds for this school: $580,031.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	15222	-299,548.00

Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	2,686.00
ESS	105,000.00
General Education	116,120.00
LCAP Security	9,630.00
Mandated Costs	5,372.00
Site Collaboration	7,917.00
SPED-LCAP Goal 3/Action 26	9,273.00
Study Trips LCAP Goal 3/Action 11	5,372.00
Title I	314,770.00
Title I - Parental Involvement	3,891.00

Expenditures by Budget Reference

Budget Reference	Amount
Additional Hours for Campus Supervisors	1,000.00
Certificated Extra Duties	20,179.00
Classified Support	152,053.00
Clerical Data Entry	32,772.00
Community Liaison	59,878.00
Duplicating	3,500.00
Enrichment	10,000.00
Materials and Supplies	121,268.00
Online Programs and Software	14,000.00
Other Books	15,000.00
PLC Collaboration Cafeteria	7,917.00

Postage	3,000.00
Professional Development	22,000.00
Professional Service Contracts	6,372.00
Service Contracts and Professional Services	20,000.00
Student Study Trips	12,000.00
Substitutes	69,273.00
Technology Equipment	9,819.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	Clerical-LCAP Goal 3/Action 10/C	2,686.00
Classified Support	ESS	25,156.00
Duplicating	ESS	1,000.00
Enrichment	ESS	10,000.00
Materials and Supplies	ESS	46,844.00
Professional Development	ESS	7,000.00
Service Contracts and Professional Services	ESS	10,000.00
Substitutes	ESS	5,000.00
Additional Hours for Campus Supervisors	General Education	1,000.00
Classified Support	General Education	6,000.00
Clerical Data Entry	General Education	32,772.00
Materials and Supplies	General Education	34,529.00
Student Study Trips	General Education	2,000.00
Substitutes	General Education	30,000.00
Technology Equipment	General Education	9,819.00
Classified Support	LCAP Security	9,630.00
Materials and Supplies	Mandated Costs	5,372.00
PLC Collaboration Cafeteria	Site Collaboration	7,917.00
Substitutes	SPED-LCAP Goal 3/Action 26	9,273.00
Professional Service Contracts	Study Trips LCAP Goal 3/Action 11	5,372.00

Certificated Extra Duties	Title I	20,179.00
Classified Support	Title I	108,581.00
Community Liaison	Title I	59,878.00
Duplicating	Title I	2,500.00
Materials and Supplies	Title I	30,632.00
Online Programs and Software	Title I	14,000.00
Other Books	Title I	15,000.00
Postage	Title I	3,000.00
Professional Development	Title I	15,000.00
Professional Service Contracts	Title I	1,000.00
Service Contracts and Professional Services	Title I	10,000.00
Student Study Trips	Title I	10,000.00
Substitutes	Title I	25,000.00
Materials and Supplies	Title I - Parental Involvement	3,891.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	187,868.00
Goal 2	81,463.00
Goal 3	188,078.00
Goal 4	73,850.00
Goal 5	48,772.00

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

2 Other School Staff

5 Parent or Community Members

Name of Members	Role
Vicki Kyte	Principal
Elizabeth Rodriguez	Other School Staff
Donna Feldman	Classroom Teacher
Emily DeLay	Classroom Teacher
Carmen Sims	Classroom Teacher
Robin Swartz	Other School Staff
Kasey Ferreria	Parent or Community Member
Justin Ferreria	Parent or Community Member
Aaron Lobato	Parent or Community Member
Laura Avila	Parent or Community Member
Nicole Aviles	Other School Staff

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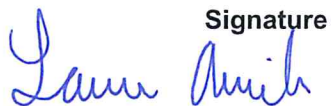
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 05/17/24.

Attested:

	Principal, Vicki Kyte on 5/17/24
	SSC Chairperson, Kasey Ferreria on 5/17/24