



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Julien Elementary	50757396053177	May 15, 2024	June 4,2024

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 Julien Elementary 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
- Title I Targeted Assisted School

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 Julien Elementary 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  
Title I Targeted Assisted School

Julien Elementary School meets ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs in the following ways: School Site Council, English Learner Advisory Committee, Solution Tree Consultants, Stanislaus County Office of Education, Leadership Team, Grade Level PLC Teams and the Safety Team.

## Educational Partner Involvement

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

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

Date: Activity:  
8/8/23 PTA Meet & Greet  
8/10/23 TK & K Meet & Greet  
8/11/23 Ash Parent Meeting  
8/23/23 Back to School Night  
9/7/23 PBIS Training at DO  
9/12/23 ELAC Meeting  
9/12/23 PTA Meeting  
9/15/23 PTA Movie Night  
9/27/23 Character & Student of the Month Assembly  
10/3/24 PBIS Meeting  
10/6/23 K POD Very Hungry Caterpillar  
10/10/23 PTA Meeting  
10/27/23 PTA Fall Carnival  
11/1/2023 Character & Student of the Month Assembly  
11/2/2024 PBIS Meeting  
11/6/2023 Math Night  
11/7/24 PBIS Meeting  
11/7/2023 School Site Council Meeting  
11/9/23 Scarecrow Show – Barnes  
11/13/23 – 11/17/23 Parent Teacher Conference  
11/14/2023 PTA Meeting  
11/29/23 Character & Student of the Month Assembly  
12/5/24 PBIS Meeting  
12/5/2023 PTA Meeting  
12/7/2023 Craft Fair & Book Fair  
1/9/2024 PBIS Meeting  
1/9/2024 PTA Meeting  
1/18/24 POD Information Night  
1/19/24 Winter Concert  
1/30/24 PIQE  
1/31/24 Character & Student of the Month Assembly  
2/1/24 School Site Council Meeting  
2/6/24 PIQE  
2/8/24 POD Lottery Night  
2/13/24 PBIS Meeting  
2/13/24 ELAC Meeting

2/13/24 PIQE  
 2/13/24 PTA Meeting  
 2/20/24 PIQE  
 2/27/24 PIQE  
 2/28/24 Character & Student of the Month Assembly  
 3/5/24 PIQE  
 3/5/24 PBIS Meeting  
 3/12/24 PIQE  
 3/12/24 PTA Meeting  
 3/19/24 PIQE  
 3/19/24 PBIS Meeting  
 3/26/24 PIQE Graduation  
 3/26/24 School Site Council Meeting  
 3/27/24 Character & Student of the Month Assembly  
 3/28/24 Davis – Tacky the Penguin  
 4/9/24 PBIS Meeting  
 4/16/24 Latino Literacy  
 4/9/24 PTA Meeting  
 4/23/24 Latino Literacy  
 4/24/24 Character & Student of the Month Assembly  
 4/26/24 Jog-a-Thon  
 4/29/24 PBIS Meeting  
 4/30/24 Latino Literacy  
 5/3/24 Talent Show – Evening Performance  
 5/7/24 Latino Literacy  
 5/9/24 GATE STEM Expo  
 5/9/24 POD 50th Anniversary Celebration  
 5/10/24 Spring Concert  
 5/10/24 Family Dance  
 5/10/24 POD – Mother’s Day Celebration  
 5/14/24 PBIS Meeting  
 5/14/24 PTA Meeting  
 5/15/24 School Site Council Meeting  
 5/16/24 Open House  
 5/21/24 Latino Literacy  
 5/28/24 Latino Literacy  
 5/29/24 6th Grade Promotion/Recognition

## 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.

At this time there are 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.

Julien's math indicator was in the orange performance category according to the 2023 Dashboard.

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.

Chronic Absenteeism: ELs & Students with Disabilities; Suspension: Students with Disabilities & White

## Other Needs

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

SBAC ELA 46.87% met or exceeded; SBAC Math 47.42% met or 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 Julien Elementary. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.1%	%	0%	1		0
African American	0.5%	0.96%	0.51%	4	8	4
Asian	2.5%	3.37%	3.72%	20	28	29
Filipino	0.3%	0.24%	0%	2	2	0
Hispanic/Latino	52.3%	54.22%	52.89%	421	450	412
Pacific Islander	0.8%	0.48%	0.13%	6	4	1
White	39.3%	36.99%	38.64%	316	307	301
Multiple/No Response	2.9%	2.65%	3.08%	23	22	24
Total Enrollment				805	830	779

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	94	128	117
Grade 1	109	89	103
Grade 2	102	108	89
Grade3	105	110	112
Grade 4	130	132	116
Grade 5	127	130	120
Grade 6	138	133	121
Total Enrollment	805	830	779

#### Conclusions based on this data:

1. Total enrollment for Julien Elementary School decreased by 51 students for the 2022-2023 school year.
2. The make up of Julien's student groups have been generally consistent over the past three years, based upon data from 2020-2023.
3. The 2022-2023 enrollment in kindergarten has increased by 23 students from two years ago.

# 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)	139	133	121	17.30%	16.0%	15.5%
Fluent English Proficient (FEP)	58	56	51	7.20%	6.7%	6.5%
Reclassified Fluent English Proficient (RFEP)	14	9	28	10.1%	7.2%	3.60%

### Conclusions based on this data:

1. The English Learner population at Julien Elementary School has decreased by 1.8% over the past three years, between 2020-2023.
2. The percent of reclassified students at Julien Elementary School has decreased each year over the past three years, based upon data between 2020-2023.
3. Julien Elementary School's Fluent English Proficient students has decreased each year over the past three years, based upon data between 2020-2023.

# 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	95	106	99	93	103	96	93	103	96	97.9	97.2	97.0
Grade 4	118	125	107	112	121	107	112	121	107	94.9	96.8	100.0
Grade 5	116	121	114	112	117	112	112	117	112	96.6	96.7	98.2
Grade 6	129	133	119	122	128	118	122	128	118	94.6	96.2	99.2
All Grades	458	485	439	439	469	433	439	469	433	95.9	96.7	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2406.	2404.	2424.	15.05	21.36	26.04	22.58	20.39	20.83	33.33	23.30	30.21	29.03	34.95	22.92
Grade 4	2466.	2460.	2450.	26.79	23.97	17.76	23.21	17.36	26.17	18.75	27.27	18.69	31.25	31.40	37.38
Grade 5	2477.	2519.	2507.	16.96	23.93	25.00	23.21	41.03	25.89	23.21	16.24	25.89	36.61	18.80	23.21
Grade 6	2507.	2488.	2525.	14.75	11.72	14.41	25.41	24.22	34.75	30.33	24.22	29.66	29.51	39.84	21.19
All Grades	N/A	N/A	N/A	18.45	20.04	20.55	23.69	25.80	27.25	26.20	22.81	26.10	31.66	31.34	26.10

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.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
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	12.90	17.48	19.79	66.67	61.17	58.33	20.43	21.36	21.88
Grade 4	11.61	17.36	15.89	71.43	64.46	66.36	16.96	18.18	17.76
Grade 5	19.64	22.22	20.54	54.46	68.38	64.29	25.89	9.40	15.18
Grade 6	13.11	11.72	18.64	55.74	52.34	56.78	31.15	35.94	24.58
All Grades	14.35	17.06	18.71	61.73	61.41	61.43	23.92	21.54	19.86

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	10.75	11.65	14.58	49.46	56.31	62.50	39.78	32.04	22.92
Grade 4	19.64	13.22	12.15	50.89	64.46	48.60	29.46	22.31	39.25
Grade 5	22.32	22.22	20.54	40.18	56.41	60.71	37.50	21.37	18.75
Grade 6	16.39	7.81	15.25	50.82	47.66	60.17	32.79	44.53	24.58
All Grades	17.54	13.65	15.70	47.84	56.08	57.97	34.62	30.28	26.33

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	11.83	7.77	10.42	73.12	70.87	76.04	15.05	21.36	13.54
Grade 4	7.14	10.74	12.15	83.93	76.03	71.03	8.93	13.22	16.82
Grade 5	9.82	14.53	17.86	74.11	77.78	63.39	16.07	7.69	18.75
Grade 6	8.20	12.50	13.56	76.23	64.06	81.36	15.57	23.44	5.08
All Grades	9.11	11.51	13.63	76.99	72.07	72.98	13.90	16.42	13.39

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<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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
<b>Grade 3</b>	9.68	14.56	16.67	72.04	63.11	66.67	18.28	22.33	16.67
<b>Grade 4</b>	15.18	14.05	14.95	73.21	72.73	66.36	11.61	13.22	18.69
<b>Grade 5</b>	14.29	23.93	24.11	65.18	60.68	58.93	20.54	15.38	16.96
<b>Grade 6</b>	17.21	10.94	18.64	66.39	65.63	66.10	16.39	23.44	15.25
<b>All Grades</b>	14.35	15.78	18.71	69.02	65.67	64.43	16.63	18.55	16.86

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#### Conclusions based on this data:

1. The percentage of students in grades 3 - 6 who met or exceeded overall standards in ELA during the 2022-2023 school year increased by nearly 2%.
2. The percentage of students in grades 3-6 who performed above or at standards in Research/Inquiry during the 2022-2023 school year increased by nearly 2% as compared to the results from 2021-2022.
3. The percentage of students in grades 3-6 who performed below standards overall in ELA during the 2022-2023 school year has decreased by more than 5.24% as compared to the results from 2021-2022.

# 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		
	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	95	106	99	94	103	97	94	103	97	98.9	97.2	98.0
Grade 4	118	125	107	113	122	107	113	122	107	95.8	97.6	100.0
Grade 5	116	121	114	112	119	113	112	119	113	96.6	98.3	99.1
Grade 6	129	133	119	123	129	118	123	129	118	95.3	97.0	99.2
All Grades	458	485	439	442	473	435	442	473	435	96.5	97.5	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2389.	2410.	2417.	6.38	10.68	9.28	22.34	26.21	38.14	28.72	32.04	21.65	42.55	31.07	30.93
Grade 4	2441.	2457.	2437.	11.50	15.57	7.48	21.24	21.31	19.63	30.97	30.33	39.25	36.28	32.79	33.64
Grade 5	2461.	2497.	2483.	16.07	17.65	15.93	7.14	22.69	14.16	25.00	25.21	26.55	51.79	34.45	43.36
Grade 6	2463.	2474.	2497.	8.94	8.53	12.71	17.07	12.40	18.64	20.33	32.56	28.81	53.66	46.51	39.83
All Grades	N/A	N/A	N/A	10.86	13.11	11.49	16.74	20.30	22.07	26.02	30.02	29.20	46.38	36.58	37.24

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<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
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	6.38	16.50	15.46	57.45	59.22	56.70	36.17	24.27	27.84
Grade 4	12.39	18.85	8.41	45.13	49.18	51.40	42.48	31.97	40.19
Grade 5	15.18	20.17	16.81	39.29	44.54	44.25	45.54	35.29	38.94
Grade 6	5.69	8.53	11.86	39.02	41.86	38.98	55.28	49.61	49.15
All Grades	9.95	15.86	13.10	44.57	48.20	47.36	45.48	35.94	39.54

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<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
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	9.57	16.50	18.56	51.06	52.43	54.64	39.36	31.07	26.80
Grade 4	17.70	16.39	8.41	39.82	52.46	56.07	42.48	31.15	35.51
Grade 5	12.50	17.65	13.27	42.86	53.78	46.90	44.64	28.57	39.82
Grade 6	4.88	4.65	9.32	47.97	48.06	61.02	47.15	47.29	29.66
All Grades	11.09	13.53	12.18	45.25	51.59	54.71	43.67	34.88	33.10

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<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
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	8.51	15.53	15.46	67.02	64.08	59.79	24.47	20.39	24.74
Grade 4	15.04	15.57	10.28	53.10	54.92	55.14	31.86	29.51	34.58
Grade 5	11.61	14.29	14.16	56.25	60.50	56.64	32.14	25.21	29.20
Grade 6	8.94	10.08	11.02	56.91	62.02	66.10	34.15	27.91	22.88
All Grades	11.09	13.74	12.64	57.92	60.25	59.54	31.00	26.00	27.82

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 percentage of students in grades 3 - 6 who met or exceeded overall standards in Math during the 2022-2023 school year remained approximately the same as compared to 2021-2022.
2. The percentage of students in grades 3-6 who performed above or at standards in Concepts & Procedures during the 2022-2023 school year decreased by 3.6% as compared to the results from 2021-2022.
3. The percentage of students in grades 3-6 who performed above or at standards in Problem Solving during the 2022-2023 school year has increased by 1.77% as compared to the results from 2021-2022.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1413.1	1375.7	1404.3	1427.8	1389.4	1408.1	1378.5	1344.2	1395.0	18	19	16
<b>1</b>	1405.9	1398.5	1429.6	1408.0	1422.3	1462.3	1403.5	1374.3	1396.5	14	18	11
<b>2</b>	1489.3	*	1447.0	1505.8	*	1463.6	1472.3	*	1429.8	13	10	21
<b>3</b>	1435.2	1460.9	*	1438.2	1468.7	*	1431.8	1452.7	*	26	20	9
<b>4</b>	*	1500.0	1510.6	*	1496.3	1513.0	*	1503.3	1507.9	10	20	17
<b>5</b>	1468.9	*	1527.8	1466.1	*	1524.6	1471.2	*	1530.6	20	6	19
<b>6</b>	1514.0	1510.6	*	1521.0	1500.3	*	1506.8	1520.4	*	25	19	*
<b>All Grades</b>										126	112	96

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.

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
<b>K</b>	11.11	5.26	18.75	27.78	15.79	31.25	44.44	52.63	12.50	16.67	26.32	37.50	18	19	16
<b>1</b>	15.38	0.00	9.09	15.38	22.22	36.36	15.38	33.33	27.27	53.85	44.44	27.27	13	18	11
<b>2</b>	15.38	*	4.76	46.15	*	33.33	30.77	*	33.33	7.69	*	28.57	13	*	21
<b>3</b>	15.38	5.00	*	38.46	25.00	*	19.23	50.00	*	26.92	20.00	*	26	20	*
<b>4</b>	*	15.00	29.41	*	50.00	11.76	*	25.00	58.82	*	10.00	0.00	*	20	17
<b>5</b>	25.00	*	42.11	25.00	*	26.32	15.00	*	15.79	35.00	*	15.79	20	*	19
<b>6</b>	24.00	15.79	*	36.00	47.37	*	28.00	15.79	*	12.00	21.05	*	25	19	*
<b>All Grades</b>	18.40	10.71	22.92	31.20	31.25	26.04	24.80	31.25	28.13	25.60	26.79	22.92	125	112	96

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.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	22.22	5.26	25.00	33.33	26.32	25.00	33.33	42.11	18.75	11.11	26.32	31.25	18	19	16
<b>1</b>	23.08	5.56	36.36	15.38	33.33	36.36	38.46	38.89	9.09	23.08	22.22	18.18	13	18	11
<b>2</b>	46.15	*	9.52	30.77	*	42.86	15.38	*	38.10	7.69	*	9.52	13	*	21
<b>3</b>	15.38	20.00	*	53.85	50.00	*	7.69	10.00	*	23.08	20.00	*	26	20	*
<b>4</b>	*	35.00	41.18	*	45.00	41.18	*	10.00	17.65	*	10.00	0.00	*	20	17
<b>5</b>	40.00	*	47.37	25.00	*	36.84	5.00	*	5.26	30.00	*	10.53	20	*	19
<b>6</b>	48.00	36.84	*	36.00	31.58	*	0.00	10.53	*	16.00	21.05	*	25	19	*
<b>All Grades</b>	32.00	24.11	32.29	34.40	33.04	36.46	12.80	23.21	17.71	20.80	19.64	13.54	125	112	96

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.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
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
<b>K</b>	5.56	0.00	12.50	5.56	10.53	18.75	66.67	52.63	37.50	22.22	36.84	31.25	18	19	16
<b>1</b>	7.69	0.00	0.00	15.38	0.00	27.27	23.08	33.33	18.18	53.85	66.67	54.55	13	18	11
<b>2</b>	0.00	*	0.00	53.85	*	28.57	30.77	*	28.57	15.38	*	42.86	13	*	21
<b>3</b>	0.00	0.00	*	23.08	15.00	*	38.46	40.00	*	38.46	45.00	*	26	20	*
<b>4</b>	*	0.00	11.76	*	40.00	23.53	*	35.00	29.41	*	25.00	35.29	*	20	17
<b>5</b>	0.00	*	10.53	25.00	*	31.58	30.00	*	31.58	45.00	*	26.32	20	*	19
<b>6</b>	8.00	5.26	*	24.00	15.79	*	28.00	52.63	*	40.00	26.32	*	25	19	*
<b>All Grades</b>	3.20	2.68	6.25	23.20	16.96	27.08	35.20	40.18	30.21	38.40	40.18	36.46	125	112	96

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.

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
<b>K</b>	16.67	10.53	25.00	61.11	63.16	37.50	22.22	26.32	37.50	18	19	16
<b>1</b>	23.08	11.11	54.55	53.85	61.11	27.27	23.08	27.78	18.18	13	18	11
<b>2</b>	23.08	*	9.52	69.23	*	76.19	7.69	*	14.29	13	*	21
<b>3</b>	30.77	25.00	*	46.15	60.00	*	23.08	15.00	*	26	20	*
<b>4</b>	*	50.00	35.29	*	35.00	52.94	*	15.00	11.76	*	20	17
<b>5</b>	20.00	*	21.05	55.00	*	63.16	25.00	*	15.79	20	*	19
<b>6</b>	12.00	15.79	*	64.00	63.16	*	24.00	21.05	*	25	19	*
<b>All Grades</b>	20.80	23.21	28.13	56.00	57.14	53.13	23.20	19.64	18.75	125	112	96

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.

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
<b>K</b>	16.67	5.26	25.00	72.22	57.89	43.75	11.11	36.84	31.25	18	19	16
<b>1</b>	8.33	5.56	36.36	50.00	77.78	36.36	41.67	16.67	27.27	12	18	11
<b>2</b>	61.54	*	23.81	30.77	*	61.90	7.69	*	14.29	13	*	21
<b>3</b>	26.92	45.00	*	46.15	40.00	*	26.92	15.00	*	26	20	*
<b>4</b>	*	35.00	64.71	*	55.00	35.29	*	10.00	0.00	*	20	17
<b>5</b>	60.00	*	78.95	10.00	*	10.53	30.00	*	10.53	20	*	19
<b>6</b>	83.33	57.89	*	4.17	26.32	*	12.50	15.79	*	24	19	*
<b>All Grades</b>	45.53	32.14	47.92	31.71	49.11	36.46	22.76	18.75	15.63	123	112	96

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 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
<b>K</b>	5.56	5.26	12.50	66.67	63.16	56.25	27.78	31.58	31.25	18	19	16
<b>1</b>	15.38	0.00	9.09	23.08	38.89	27.27	61.54	61.11	63.64	13	18	11
<b>2</b>	7.69	*	14.29	69.23	*	42.86	23.08	*	42.86	13	*	21
<b>3</b>	0.00	0.00	*	57.69	40.00	*	42.31	60.00	*	26	20	*
<b>4</b>	*	5.00	11.76	*	65.00	35.29	*	30.00	52.94	*	20	17
<b>5</b>	10.00	*	10.53	50.00	*	63.16	40.00	*	26.32	20	*	19
<b>6</b>	8.00	5.26	*	36.00	36.84	*	56.00	57.89	*	25	19	*
<b>All Grades</b>	6.40	3.57	10.42	49.60	47.32	46.88	44.00	49.11	42.71	125	112	96

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.

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
<b>K</b>	5.56	5.26	31.25	55.56	63.16	31.25	38.89	31.58	37.50	18	19	16
<b>1</b>	8.33	0.00	0.00	50.00	44.44	63.64	41.67	55.56	36.36	12	18	11
<b>2</b>	0.00	*	0.00	76.92	*	66.67	23.08	*	33.33	13	*	21
<b>3</b>	0.00	0.00	*	65.38	90.00	*	34.62	10.00	*	26	20	*
<b>4</b>	*	10.00	11.76	*	70.00	82.35	*	20.00	5.88	*	20	17
<b>5</b>	0.00	*	26.32	60.00	*	52.63	40.00	*	21.05	20	*	19
<b>6</b>	24.00	10.53	*	60.00	73.68	*	16.00	15.79	*	25	19	*
<b>All Grades</b>	7.26	8.93	15.63	59.68	63.39	57.29	33.06	27.68	27.08	124	112	96

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. During the 2022-2023 school year, students who were classified as 'Well Developed' on the speaking domain was 19.79% better than on the listening domain.
2. 48.96% of students performed at a level 3 or 4 in Overall Language on ELPAC assessment during the 2022-2023 school year, which is a 7% increase as compared to 2021-2022 performance.
3. The percentage of students classified as "Well Developed" in the reading domains in 2022-2023 increased by 6.85% each as compared to student performance in 2021-2022.



# 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
779	57.1	15.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Julien Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	121	15.5
Foster Youth		
Homeless	4	0.5
Socioeconomically Disadvantaged	445	57.1
Students with Disabilities	119	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.5
Asian	29	3.7
Hispanic	412	52.9
Two or More Races	24	3.1
Pacific Islander	1	0.1
White	301	38.6

### Conclusions based on this data:

- 57.1% of Julien Elementary School's students are socioeconomically disadvantaged, which is an decrease of 1.3% from the previous year.

2. Hispanic students are the largest student group, at 52.9%, based upon Race/Ethnicity, at Julien Elementary School, which is a slight decrease from the previous year.
3. Students with disabilities comprise 15.3% of the student population at Julien Elementary School, which is an increase of 0.4% from the previous year.

# School and Student Performance Data






## Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Yellow
Mathematics  Orange		
English Learner Progress  Green		

### Conclusions based on this data:

- Chronic Absenteeism is at a yellow level according to the 2023 dashboard, which is an improvement from the 2022 dashboard.
- Mathematic performance is at an orange level according to the 2023 dashboard.

3. English Learner Progress improved from a classification of 'very low performance' according to the 2022 dashboard, with a green indicator according to the 2023 dashboard.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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





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







This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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		
<b>All Students</b>  Yellow 8.3 points below standard Increased +10.4 points 448 Students	<b>English Learners</b>  Yellow 49.3 points below standard Increased +4.1 points 79 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 25.2 points below standard Increased +13.5 points 278 Students	<b>Students with Disabilities</b>  Yellow 66.7 points below standard Increased Significantly +75.5 points 82 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	45.4 points above standard Decreased Significantly - 25.3 points 16 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 24.9 points below standard Increased Significantly +15 points 242 Students	10.1 points above standard Increased Significantly +46.5 points 13 Students	Less than 11 Students  1 Student	 Green 9.4 points above standard Increased +6.6 points 169 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
81.1 points below standard Increased Significantly +31.1 points  56 Students	28 points above standard Increased +10.4 points  23 Students	4.5 points below standard Increased +9.4 points  344 Students

#### Conclusions based on this data:

1. The 79 English Learners who participated in CAASPP at Julien were 49.3 points below standard in English Language Arts, which is a 4.1 point increase from the previous year of testing, according to the 2023 Dashboard.
2. Students with disabilities at Julien were 66.7 points below standard in ELA, which is a 75.5 point increase from the previous year of testing, according to the 2023 Dashboard.
3. The 3rd - 6th grade students who participated in the 2023 CAASPP assessment at Julien were 8.3 points below standard, which is a 10.4 point increase from the previous year of assessments.

# School and Student Performance Data

## Academic Performance Mathematics

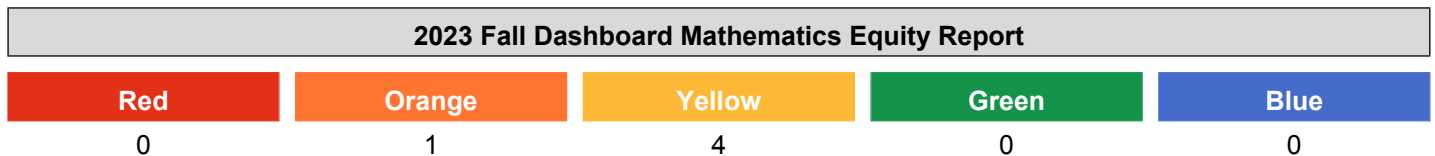
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 42 points below standard Maintained -0.6 points 448 Students	<b>English Learners</b>  Yellow 74.1 points below standard Increased +7.8 points 79 Students	<b>Foster Youth</b> Less than 11 Students 0 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 55 points below standard Increased +3.1 points 278 Students	<b>Students with Disabilities</b>  Yellow 89.8 points below standard Increased Significantly +71.7 points 81 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	 No Performance Color 0 Students	24.6 points above standard Decreased Significantly - 30.1 points 16 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 53.9 points below standard Increased +4.9 points 242 Students	37.6 points below standard Decreased -4 points 13 Students	Less than 11 Students  1 Student	 Orange 32 points below standard Decreased -3.2 points 169 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
94.7 points below standard Increased Significantly +37.5 points 56 Students	23.8 points below standard Maintained -2.6 points 23 Students	38.7 points below standard Decreased -3.6 points 343 Students

#### Conclusions based on this data:

1. The English learners at Julien were 74.1 points below standard in math and improved by 7.8 points from the previous year of testing, according to the 2023 Dashboard.
2. Students with disabilities at Julien were 89.8 points below standard and improved their performance by 71.1 points from the previous year of testing, according to the 2023 Dashboard.
3. The 3rd - 6th grade students who participated in the 2023 CAASPP assessment at Julien were 42 points below standard, which is a decrease in performance of 0.6 points from the previous year of assessments.



# School and Student Performance Data

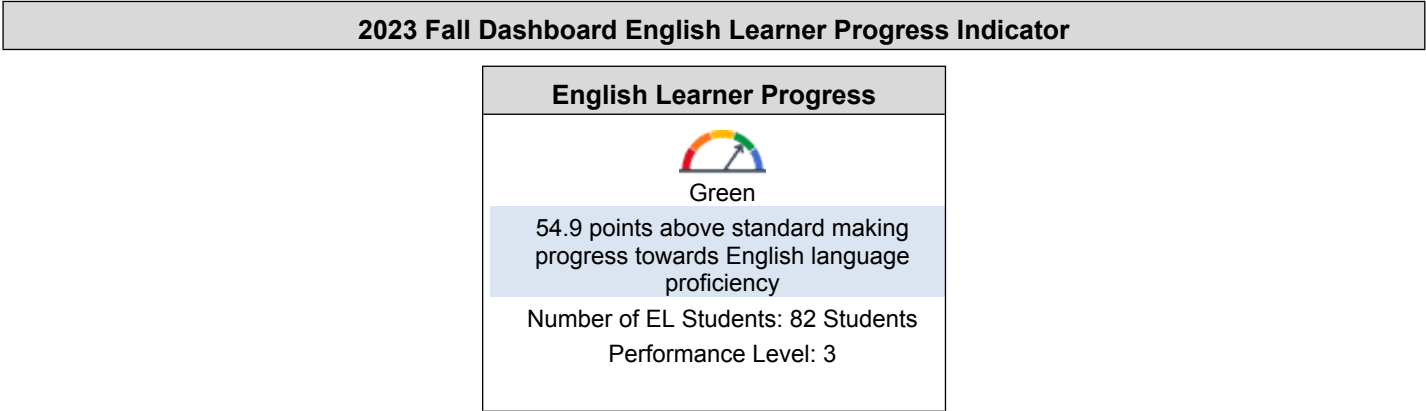
## Academic Performance English Learner Progress

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

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

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

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



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
3	28	5	40

### Conclusions based on this data:

- 48.8% of Julien's English learners progressed at least one ELPI level towards English language proficiency during the 2023 ELPAC administration, which is an increase of 22.6% from the previous year's assessments.
- 40.2% of Julien's English learners maintained their ELPI performance level during the 2023 ELPAC administration.
- 3.6% of Julien's English learners decreased one level during the 2023 assessments.

# School and Student Performance Data

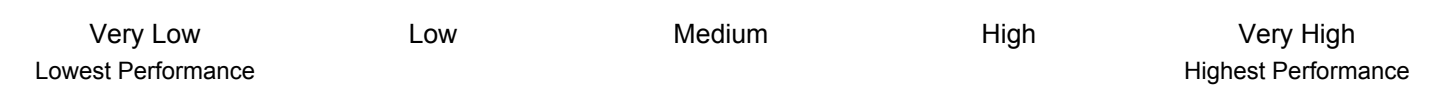
## Academic Performance College/Career Report

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.

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



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.

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.

### 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



22.4% Chronically Absent

Declined Significantly -11.3

803 Students

#### English Learners



33.6% Chronically Absent

Declined -9

128 Students

#### Foster Youth

Less than 11 Students

1 Student

#### Homeless

Less than 11 Students

7 Students

#### Socioeconomically Disadvantaged



29.1% Chronically Absent

Declined Significantly -12.5

506 Students

#### Students with Disabilities








34.3% Chronically Absent

Declined -16.4

143 Students

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

<b>African American</b> Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 20.7% Chronically Absent Increased 1.3 29 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 29.8% Chronically Absent Declined Significantly -11.5 426 Students	<b>Two or More Races</b>  Green 9.1% Chronically Absent Declined -26.4 33 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Yellow 13.6% Chronically Absent Declined Significantly -9.5 309 Students

#### Conclusions based on this data:

- 22.4% of the students at Julien were considered chronically absent, which declined significantly from the previous year of reporting, according to the 2023 Dashboard.
- The English learners at Julien had a chronically absent percentage of 33.6%, which was a decline from the previous year of reporting, according to the 2023 Dashboard.
- The students with disabilities at Julien had a chronically absent percentage of 34.3%, which was a decline from the previous year of reporting, according to the 2023 Dashboard.

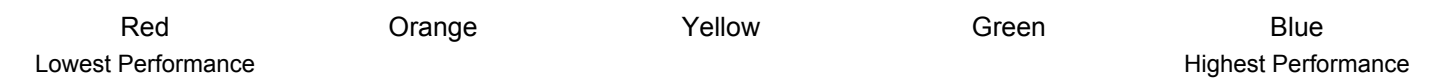
# School and Student Performance Data

## 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.”



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.

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

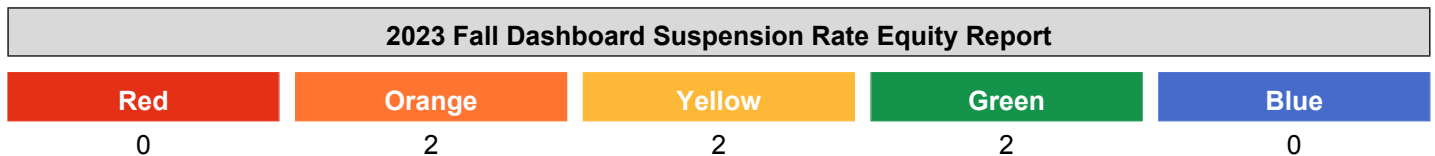
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."








This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 2.2% suspended at least one day Maintained 0 822 Students	<b>English Learners</b>  Green 1.5% suspended at least one day Declined -0.5 135 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Green 2.3% suspended at least one day Declined -0.9 521 Students	<b>Students with Disabilities</b>  Orange 2.1% suspended at least one day Increased 0.7 146 Students

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

<b>African American</b> Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students	<b>Asian</b> 0% suspended at least one day Maintained 0 29 Students	<b>Filipino</b>  No Performance Color 0 Students
<b>Hispanic</b>  Yellow 2.7% suspended at least one day Maintained 0 439 Students	<b>Two or More Races</b>  Yellow 3% suspended at least one day Maintained 0 33 Students	<b>Pacific Islander</b> Less than 11 Students 1 Student	<b>White</b>  Orange 1.6% suspended at least one day Increased 0.4 315 Students

#### Conclusions based on this data:

- 2.2% of Julien's students were suspended during the 2022-2023 school year, which was maintained from the previous reporting year.
- 2.3% of Julien's socioeconomically disadvantaged population were suspended during the 2022-2023 school year, which declined from the previous reporting year.
- 2.1% of Julien's students with disabilities were suspended during the 2022-2023 school year, which was an increase from the previous reporting year.

# 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.

**ela**  
Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & 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 & social-emotional learning to enhance student success & well-being & promote college & 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	Schoolwide CAASPP ELA data for 2022 - 2023: 46.87% of our students met and exceeded standards.	Students' ELA performance for all students will increase by at least 5 points, as indicated by the ELA Dashboard Indicator.
SBAC Math	Schoolwide CAASPP Math data for 2022 - 2023: 47.42% of our students met and exceeded standards.	Students' Math performance for all students will increase by at least 5 points, as indicated by the Math Dashboard Indicator.
ELPAC Reclassification Data	During the 2023-2024 school year, 7 students (8.5%) were reclassified as Fully English Proficient.	The students reclassified during the 2024-2025 school year will increase by 10%.
Chronic Absenteeism Dashboard Indicator	The 2023 Dashboard shows that chronic absenteeism for all students/groups is 22.4%, which is classified as 'yellow'.	The chronic absenteeism dashboard indicator percentage will decrease by 5%.
Attendance Rates (Aeries)	The average student attendance during the 2022-2023 school year was 93%.	The average student attendance will improve by 1% during the 2023-2024 school year.
California Healthy Kids Survey	2023 CHKS Survey: 78% response rate	The percentage of students feeling connected to caring adults on campus will increase by 5%, while the



	76% of students reported yes or most of the time for school connectedness. 76% of students reported yes or most of the time for caring adults in school. 82% of students reported having parent involvement in school. 75% of students reported social emotional supports present in school. 85% of students reported feeling safe in school.	percentage of students feeling safe will increase to 95%, as measured by CHKS.
ELA Dashboard Indicator	The 2023 Dashboard shows ELA performance for all students is 8.3 points below standard, which is classified with a yellow indicator.	Students' ELA performance for all students will increase by at least 5 points, as indicated by the ELA Dashboard Indicator.
Math Dashboard Indicator	The 2023 Dashboard shows Math performance for all students is 42 points below standard, which is classified as 'yellow.'	Students' Math performance for all students will increase by at least 5 points, as indicated by the Math Dashboard Indicator.
Student Support Referrals	172 total Student Support Referrals for Tiers 2 or 3 have been submitted as of 5/13/23 during the 23-24 school year for social-emotional supports.	Student Support Referrals will decrease by 5% during the 2024-2025 school year.
ELPAC Summative Assessment Data	18.75% of students performed at a level 4 Overall on ELPAC assessment according to the 2023 Dashboard.	The percentage of EL students performing at a level 4 on the ELPAC will increase by 5%.
English Learner Progress	The 2023 Dashboard shows that 54.9% of English learners progressed at least one ELPI level or maintained a level 4.	The percentage of EL students progressing at least one ELPI level will increase by 10%.
Suspension Data	The 2023 Dashboard shows that 2.2% of students were suspended, which is classified as 'Yellow'.	The percentage of students suspended will decrease by 0.5%.
i-Ready Reading Diagnostic	2023-2024 Reading diagnostic: Diagnostic #1 to #2 demonstrated overall growth for the student population. There was an increase of 15% of students performing at or above grade level.	The percentage of students performing on or above grade level will increase by 8%.
i-Ready Math Diagnostic	2023-2024 Math diagnostic: Diagnostic #1 to #2 demonstrated overall growth for the student population. There was an increase of 19% of students performing at or above grade level.	The percentage of students performing on or above grade level will increase by 8%.
Tier III Counseling Referrals	46 Tier III counseling referrals have been made for student support as of 5/13/2024, with 24 students receiving Tier III supports	The amount of student referrals for Tier III counseling supports will 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

1.1	Increase student academic achievement by implementing and strengthening our MTSS model, thus mitigating learning loss.	All students	5000 ESS Certificated Extra Duties  8000 ESS Professional Service Contracts Professional Reading 6881 ESS Materials and Supplies  20489 Title I Materials and Supplies  8000 General Education Substitutes  61538 General Education Materials and Supplies  6500 General Education Classified Support
1.2	Identify obstacles towards reclassification for English learners and provide appropriate and necessary supports to help them meet the goal of reclassification.	English Learners	1500 Title I Materials and Supplies  18000 Title I Classified Support ELD Paraprofessional
1.3	Utilize site, district, and community social-emotional resources to provide necessary and appropriate social-emotional supports for all students.	All Students	1500 General Education Materials and Supplies  4000 Title I Materials and Supplies
1.4	Promote positive character development through the implementation and utilization of district and school-wide resources, including, but not limited to, continued/improved PBIS implementation, on-going character recognition, digital citizenship lessons, Toolbox strategy lessons, No Bully teams, site activities, daily SEL lessons with adopted curriculum, etc.	All students	500 ESS Classified Support  1000 Title I Materials and Supplies  3000 General Education Materials and Supplies  1000 ESS Certificated Extra Duties

1.5	Promote college & career readiness and 21st Century skill development through expanded opportunities within and outside the regular school day	All Students	3000 ESS Certificated Extra Duties  1000 General Education Professional Service Contracts  1000 General Education Materials and Supplies  6031 Study Trips LCAP Goal 3/Action 11 Student Study Trips  1500 Title I Student Study Trips  2000 General Education Student Study Trips
1.6	Provide substitutes for teachers to attend IEP, SST, and Intervention Team Meetings to support student academic, behavioral, functional, and social-emotional growth.	Special Education Students and/or Students Requiring a Student Study Team Meeting	10000 Title I 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.

All intended actions and strategies were implemented during the 2023-2024 school year. All teachers on site meet the requirements for highly qualified staff. All staff receive ongoing professional development. All teachers and site administration hold appropriate credentials according to district and state guidelines. All certificated staff meet twice monthly for professional development and staff meetings, in addition to weekly Professional Learning Community meetings. Grade level Professional Learning Community (PLC) meetings are held every Wednesday. In addition, teaching staff attend grade level staff development offered through our district office of Curriculum & Instruction. Five minimum days in November are scheduled to conference with parents regarding their student's academic performance. Standards-based instructional materials have been adopted for English Language Art, Math, and History. The school improvement plan is a cohesive and integrated plan to address state standards, effective instruction, professional learning communities, positive behavior supports, and technology. All English learners who were newcomers worked in a pull-out model with English Language Development teachers and/or paraprofessionals to establish foundational language. A site paraprofessional provides push-in and pull-out supports for long-term ELs & struggling learners. A math intervention teacher and two reading intervention teachers provided supports for students who are not making adequate progress with both Tier I & Tier II supports. They provide Tier III through a pull-out model using a site-based Master schedule. The three tiers of support helped all students mitigate learning loss. Julien's Chronic Absenteeism improved by 11% according to the 2023 Dashboard indicator. Our English Learner Progress Indicator demonstrated that 54.9% of Julien's English learners are making appropriate progress, which is an improvement from the 26.2% during the previous year.

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

All strategies and activities for Goal 1 were implemented as planned throughout the 2023-2024 school year. Efforts were focused on providing effective embedded interventions throughout the instructional day. An Intervention Team met monthly in order to provide recommendations for best-practices and effective interventions for struggling scholars. The PBIS team also met regularly to design an effective plan, which was implemented during the 2023-2024 school year. All classroom teachers provided daily social-emotional lessons utilizing various resources, including Toolbox strategies. Multiple resources have been provided for staff to utilize in teaching meaningful SEL lessons. Targeted supports were provided for students who are reading two or more grade levels below expectation in 1st - 6th grades. SBAC and Dashboard data demonstrated that our efforts were having a positive impact on students in the area of ELA, with an improvement of 10 points according to the 2023 Dashboard. However, our math scores were stagnate. For this reason, we shifted our PLC focus to math, with all 1st - 6th grade classes providing a designated Tier II intervention rotation focused upon essential math standards.

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

We continue to note a critical need for an increased focus upon all of both academic interventions, as well as the social-emotional well-being of students. Assessment data in the 2022-2023 school year demonstrated an increase in student performance in the area of ELA, although performance in math remained stagnate. In addition, scholars continue to struggle with their social-emotional well-being, as demonstrated by the increase in Student Support Referrals during the 2023-2024 school year from 144 to 172 referrals. We will continue to provide Tier III reading intervention supports with two reading intervention teachers, a math intervention teacher, and EL site paraprofessional, as well as an elementary counselor to support identified students during the 2024-2025 school year. In addition, we will continue to implement the PBIS plan for schoolwide expectation lessons and recognitions under Tier I, while working to develop our Tier II supports. We will also be continuing our instructional block schedule to prevent any loss in Tier I instruction for scholars while ensuring increased opportunities for Tier II instruction.

# 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 & experiences for all students & staff to mitigate social inequalities & 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 & experiences for all students & staff to mitigate social inequalities & 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.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & 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
Aeries behavior data	There were 18 students suspended during the 2022-2023 school year.	The total number of suspensions will be reduced by 3.
Aeries attendance data	22.4% of students were classified as chronically absent according to the 2023 Dashboard.	The percentage of students classified as chronically absent will decrease by 8%.
California Healthy Kids Survey (CHKS) data	2023 CHKS Survey: 78% response rate 76% of students reported yes or most of the time for school connectedness. 76% of students reported yes or most of the time for caring adults in school. 85% of students reported yes or most of the time for feeling safe at school.	The percentage of students feeling connected to caring adults on campus will increase by 5%, while the percentage of students feeling safe will increase to 95%, as measured by CHKS.
Significant Subgroup Comparisons	During the 2022-2023 school year: 17% of students receive special education services 14.9% of students are classified as English learners 52.8% of students are Hispanic 39.4% of students are White 46.6% of students are classified as Socio-economically Disadvantaged	Diverse student demographics with services that match the diverse needs.

Office Discipline Referrals	During the 2022-2023 school year, there were 144 discipline referrals to the office.	The amount of discipline office referrals will reduce by 10%.
SWIS Trial Data	During the spring 2024 SWIS trial data implementation referrals: 76% of incidents occurred in the classroom 23% of incidents occurred on the playground 2% of incidents occurred in common areas 15% of referrals were for disruption 24% of referrals were for inappropriate language 10% of referrals were for physical aggression	SWIS referrals will demonstrate a 5% reduction in all behaviors.
2023 Suspension Dashboard	2023 Suspension Dashboard Indicator: Yellow for all students, hispanic, & two or more races; green for English Learners & socio-economically disadvantaged; Orange for students with disabilities & white students 18 students were suspended during the 2022-2023 school year.	Orange and yellow indicators will improve by one color indicator as demonstrated by the 2024 Dashboard. The number of suspensions will reduce by 5% during the 2023-2024 school year.

## Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Review established practices, events, and activities in order to ensure equity and inclusion for all students.	All students	
2.2	Support implementation of programs such as PBIS, No Bully prevention implementation, and Digital Citizenship.	All students	500 ESS Classified Support  1,000 General Education Materials and Supplies
2.3	Provide positive attendance incentives to increase attendance percentages	All Students	500 General Education Materials and Supplies
2.4	Provide additional clerical support in order to maintain accurate data entry.	All Students	500 General Education Clerical Data Entry  3015 Clerical-LCAP Goal 3/Action 10/C Classified Support

2.6	Special Education teachers will be provided additional coverage and time to ensure accurate data and preparation time for student IEPs.	All Students	7440 LCAP SPED support Substitutes
2.7	Provide for general repair/replacement of outdated equipment/materials to ensure a well-operating and safe school setting.	All Students	2,500 General Education Technology Equipment
2.9	Provide for updated library books in the school and classroom libraries, with a focus upon equity, inclusion, and diversity.	All Students	12000 Title I 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.

Most of the strategies/activities were implemented as planned during the 2022-2023 school year. All outdated equipment/materials were replaced as planned, including new panels for the marquee. In addition, all classrooms and the school library were provided additional funds to supplement the books accessible to scholars. A focus was placed upon providing books that promote equity, inclusion, and diversity for the purchased books. Office staff were provided additional hours to support accurate data entry and office support as necessary. Also, the PBIS team meet several times throughout the school year in order to develop a plan and lessons for schoolwide expectations and rewards. All special education case managers had access to substitute coverage to allow them additional time to work on their IEPs.

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

Most of the activities and strategies for Goal 2 were implemented as planned during the 2022-2023 school year, although a Kindness Summit was not held as planned. Due to a lack of staff availability, an EL paraprofessional was not available for student push-in/pull-out for approximately four months of the school year. Although all special education case managers had access to substitute coverage to support their IEP work, not all of them chose to utilize this additional support. All classrooms and the school library were provided additional books, with an increased focus upon diversity, inclusion, and equity. Dashboard data demonstrates some inequities in subgroup academic performance.

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.

Staff will continue to monitor progress towards this goal with both data and stakeholder feedback. The PBIS plan, including explicit classroom lessons, will be implemented during the 2023-2024 school year. Scholar incentives will be purchased during the 2023-2024 school year in order to support the PBIS plan implementation. Additional funds will be provided to supplement classroom libraries, as well as the school library. The focus will remain upon diversity, inclusion, and equity for these supplements. The tiers of support will continue in both academics and social-emotional areas, with a focus upon ensuring equity and access for all scholars. According to the PBIS Tier Fidelity Index, Julien grew from 35% fidelity in the fall of 2023 to 80% in spring of 2024. Julien applied for the Silver PBIS recognition based upon the work of the site's PBIS team.



# 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 & 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 & 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
SBAC ELA	Schoolwide CAASPP ELA score for 2022-2023 provides that 46.87% of our students met or exceeded standards.	Students' ELA performance for all students will increase by at least 5%, as indicated by the ELA Dashboard Indicator.
SBAC Math	Schoolwide CAASPP Math score for 2022-2023 provides that 47.42% of our students met or exceeded standards.	Students' math performance for all students will increase by at least 5%, as indicated by the ELA Dashboard Indicator.
Chronic Absenteeism Dashboard Indicator	The 2022 Dashboard shows that chronic absenteeism for all students/groups is 22.4%, which is classified as 'yellow.'	The chronic absenteeism dashboard indicator percentage will decrease by 5%.
Physical Fitness Test	Overall participation rates for 5th graders on the PFT during the 2022-2023 assessment period was 94.8%.	Participation rates of 5th grade students on the PFT will increase by 3%.
California Healthy Kids Survey (CHKS)	2023 CHKS Survey: 78% response rate 76% of students reported yes or most of the time for school connectedness. 76% of students reported yes or most of the time for caring adults in school. 85% of students reported yes or most of the time for feeling safe at school.	The percentage of students feeling connected to a caring adult on campus will increase by 5%, while the percentage of students feeling safe will increase to 95%, as measured by CHKS.



ELA Dashboard Indicator	The 2023 Dashboard shows ELA performance for all students is 8.3 points below standards, which is identified as 'yellow.'	Students' ELA performance for all students will increase by at least 5 points, as indicated by the ELA Dashboard.
Math Dashboard Indicator	The 2023 Dashboard shows math performance for all students is 42 points below standard, and has a orange color.	Students' math performance for all students will increase by at least 5 points, as indicated by the math dashboard.
Student Support Referrals	172 total Student Support Referrals for Tiers II & III have been submitted during the 2023-2024 school year for social-emotional supports as of 5/13/24.	Student Support referrals for social-emotional supports will decrease by 5% during the 2024-2025 school year.
ELPAC Summative Assessment Data	18.75% of students performed at a level 4 in Overall Language on the ELPAC assessment.	The percentage of EL students performing at a level 4 on the ELPAC will increase by 8%.
Education Rounds	Site administrators visit on average one classroom per day.	The data collected during the 2023-2024 school year will demonstrate at least 100% of classroom visits will meet district priorities and goals.
Student Access to Instructional Materials	100% of students have been provided instructional materials at their grade/level, in compliance with William's Act.	We will maintain 100% of students having access to instructional materials at their grade/level.
CAST	30.1% of students met or exceeded standards on the CAST according to the CERS CAST data in 2022-2023.	The percentage of 5th grade students meeting or exceeding standards will increase by 8%.

## 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	Engage staff in relevant professional development and utilize district-adopted curriculum to ensure student mastery of learning goals.	All students	3000 Title I Materials and Supplies  5000 General Education Materials and Supplies  18369 ESS Materials and Supplies  1000 ESS Service Contracts and Professional Services  9000 General Education Equipment Contracts
3.2	Strengthen staff's understanding of the PLC process and engage in collaboration and the PLC	All Students	1000 ESS Certificated Extra Duties

	process in order to refine instructional practices and focus upon student achievement.		9089 Site Collaboration Certificated Extra Duties
<b>3.3</b>	Classroom teachers will provide NGSS focused lessons with a theme emphasis of Engineering & Design.	All Students	3000 General Education Materials and Supplies
<b>3.4</b>	Provide students with supplementary learning opportunities through study trips and the school garden.	All Students	2000 General Education Student Study Trips  1000 General Education Materials and Supplies  6031 Mandated Costs 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.

During the 2023-2024 school year nearly all intended actions and strategies for Goal 3 were implemented as intended. Julien Elementary School and Turlock Unified School District are committed to being Professional Learning Communities (PLCs) where collaborative teams focus on essential standards and learning and skills. Julien Elementary focuses on the three big ideas of a PLC: 1) Focusing on learning; 2) Working collaboratively on matters related to learning; 3) Being results oriented. Based on individual student performance on essential standards/skills, students were placed in intervention or enrichment groups four days per week. The District and site system of supports (MTSS) provides a systematic support for students to become proficient in essential standards. School plans formulated through the LCAP and other measures are reviewed by the school's Leadership Team and District Office personnel to ensure implementation. Individual student progress is also monitored through regularly scheduled Student Intervention and Student Success Meetings.

All Certificated staff met in weekly PLCs. However, several did not utilize the extra collaboration days. Collaboration funds were not utilized in its entirety. Some special education staff utilized the designated LCAP funds to work on IEPs, though not all utilized this support.

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

Students participated in the CAASPP assessments, ELPAC, and iReady district benchmark assessments, providing progress monitoring data. Certain subgroups in this data, including English Learners and Students with Disabilities, will require a continued focus and emphasis to help them achieve academic success. All grade levels were able to participate in field trips and extended learning opportunities as intended. In addition, all of our students engaged in a variety of engineering focused lessons/projects to supplement our NGSS lessons.

All students were provided with access to the district-adopted curriculum: K-5 ELA: Wonders, 6 ELA: Springboard, K-6 Math: Eureka Math. Additionally, site administration visited, on average, at least one classroom per day to monitor the instruction on campus. Educational rounds were conducted as a means to collect data, which showed that students were

overwhelmingly engaged and supported in the classroom. Fall 2023 Dashboard ELA data demonstrated 3rd - 6th grade scholars were approximately 10 points below standard in the yellow indicator. Fall 2023 Dashboard Math data demonstrated students were 42 points below standard in orange indicator. 2022-2023 SBAC ELA data demonstrated that 46.87% of students met or exceeded standards. 2022-2023 SBAC math data demonstrated 47.42% of students met or exceeded standards.

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.

Given the success of our 2023-2024 action steps and strategies, we do not intend to substantially change our goals or outcomes for 2024-2025 school year. Teachers will continue to use district adopted curriculum and focus on essential standards. This year all students used personalized i-Ready instruction which is an online digital program to support students in math and ELA. We will continue to use this next school year to progress monitor students in reading and math.

We continue to note a critical need for an increased focus upon academic progress and best instructional practices for our students. Assessment data on the 2023 dashboard demonstrated an increase in student performance in the area of ELA. We will continue to ensure all students have enrichment opportunities to supplement their educational experiences.

# 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 & 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 & 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
Parent events held throughout the school year, including Back to School Night, Parent Conferences, and other events.	There were approximately 61 parent involvement events held during the 2023-2024 school year included Back to School Night for all classes, parent conferences for all classes, ELAC meetings, SSC meetings, and PTA meetings, and monthly student recognition assemblies.	Increase opportunities for parent involvement and stakeholder engagement by 5%.
Number of followers on social media	Twitter followers - 199 Instagram followers - 755	Increase stakeholder engagement in social media platforms by 10%.
Community Liaison/Administration Home Visits	The site's Community Liaison and/or site Administration conducted approximately 10 home visits during the 2023-2024 school year.	Increase home visits by 20% during the 2024-2025 school year.
Parent Institute for Quality Education	Ten parents participated in and completed the site offering of PIQE.	Increase parent participation and completion of PIQE during the 2024-2025 school year by 20%.

### 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	Continue to provide opportunities for parent participation in the school community through events/resources such as, but not limited to: Back to School Night Open House Parent Surveys Parent Information Events Principal's Forums Literacy Events Parent Club activities and participation open to all School Site Council Meetings English Learner Advisory Council Meetings Volunteers Parent Conferences Student Support Team Meetings IEP Meetings Social Media (e.g. Instagram & Twitter) Classroom Notification Systems (e.g. Remind, ClassDoJo, ParentSquare, etc) Parent Square Latino Literacy Parent Involvement for Quality Education	All Students	1500 Title I - Parental Involvement Classified Support  2,000 General Education Duplicating  3000 General Education Postage  300 Title I - Parental Involvement Materials and Supplies  500 Title I - Parental Involvement Service Contracts and Professional Services
4.2	Provide supports, as well as interpretation and translation services in order to ensure all families have an opportunity to participate in the school.	All students	3000 ESS Classified Support  22755 Title I Community Liaison  919 Title I - Parental Involvement Classified Support

## 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.

All actions/strategies for Goal 4 were implemented as intended during the 2023-2024 school year. Julien administration & staff work through the School Site Council and English Language Advisory Committee at regularly scheduled intervals to share results and monitor the school site plan and achievement goals. Engagement of parents was a priority for this school year. The community liaison provided vital information to all our EL families in regard to SSC/ELAC/PTA/ DELAC meetings as evidenced by agendas, sign-in sheets, minutes. She attended parent workshops at the district office. She conducted personal phone calls and invited parents to various parent workshops. She completed four home visits and help 171 parent contacts/referrals.

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

The strategies and activities for Goal 4 for 2023-2024 were mostly implemented as intended. Parent volunteers within classrooms and greater school community are an important part of our parent engagement at Julien. Our parent events consistently have good attendance. The majority of our parents/guardians participate in parent-teacher conferences during the fall and attend parent nights as well. We continued to contract with Parent Institute for Quality Education

(PIQE) to provide parent education classes, with this year focused upon the importance of early literacy. Julien's community liaison called and invited every single EL parent to attend PIQE classes as well as the Latino Literacy workshops she conducted in the spring. Ten parents attend the PIQE classes for the 12 weeks. PTA continued to host the successful annual events and activities. We hope that next year we will continue to see increased participation from parents.

Julien's Community Liaison was out on extended leaves throughout the year, resulting in few contacts made for family outreach this year. We are hopeful that we will be able to increase parent outreach and supports with consistent supports from our Community Liaison during the 2024-2025 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.

Given the success of our action steps and strategies for 2023-2024, we do not intend to substantially alter our goals or outcomes. We will, instead, focus on maintaining this high level of parent collaboration and parent satisfaction with our school services for the 2024-2025 school year. 82% of our 5th graders surveyed on the California Healthy Kids Survey responded that parents are involved in their schooling most and all the time. We will continue to have a community liaison which has helped tremendously with parent involvement. Our community liaison will provide workshops at various times throughout the year. We will survey parents at the beginning of the year to obtain preferred times for event and workshop attendance. We will continue to partner with PIQE during the 2024-2025 school year as well.

# 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, 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, 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, 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
Site Safety Meetings	There were 3 site safety meetings during the 2023-2024 school year.	Increase site safety meetings/participation during the 2024-2025 school year.
California Healthy Kids Survey (CHKS) Data	2023 CHKS Survey: 78% response rate 85% of students reported yes or most of the time for feeling safe at school.	The percentage of students feeling safe will increase to 95%, as measured by the 2024 CHKS.

### 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	Provide a safe campus through bell to bell campus supervision and a regular evaluation of safety practices through monthly Campus Supervisor meetings and Safety Committee meetings.	All Students	10811 LCAP Security Classified Support
5.2	Provide a supportive environment by ensuring appropriate health coverage for students during the school day.	All students	12922 General Education Classified Support
5.3	Continue regular safety meetings, trainings, and review of facilities & procedures to ensure a safe environment is provided.	All Students	2000 General Education Classified Support

5.4	Ensure sufficient two-way radios are provided to all classes in order to support student supervision & safety.	Special Day Classes	500 ESS Communication
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## Annual Review

### SPSA Year Reviewed: 2023-24

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

### Analysis

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

All actions were implemented during the 2023-2024 school year to achieve the articulated goal. Having monthly PBIS team meetings added to the effectiveness. Our school counselor helped with Toolbox lessons. Our PBIS team had monthly meetings to promote PBIS practices schoolwide and presented in regular staff meetings. SWIS was implemented for a trial run with certificated staff this spring.

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

The activities and strategies were effective in helping Julien Elementary School to achieve the goal of promoting a positive and safe school environment that supports students in their endeavors to become responsible citizens. Increased Positive Behavior Interventions & Supports (PBIS) meetings were held throughout the school year in order to design a behavior expectations matrix and lessons for explicit instruction. In addition, our PBIS team designed a school store where students are able to redeem their 'Mustang Buck' rewards. . We had an eight hour campus supervisor on campus throughout the year, which supported students and staff, while ensuring a safe learning environment. Student behavior referrals and suspensions were maintained from the previous 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.

During the 2023 administration of the California Healthy Kids Survey we had a 78% response rate from the 5th grade students. 76% of students felt connected to the school, 76% feel there are caring adults at Julien. 85% of students feel safe at school. For the 2024-2025 school year we will focus, using PBIS, to increase the number of students who feeling safe at school to 95%.

Given the success of our previous action steps and strategies, we will continue to provide the previously implemented supports. In addition, we will increase classified staff meetings to occur monthly in order to ensure consistent expectations and regular communication, thus ensuring a safer learning environment for students and workplace for employees. The PBIS behavior expectations will be explicitly taught throughout the school year in a consistent manner, with a reward system utilized across campus. This is expected to reduce student behaviors and improve the safe environment for all students and staff. We will continue to have an eight hour campus supervisor on campus to support students and staff.



# 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	\$82,292.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$317,590.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## 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	\$94,244.00

Subtotal of additional federal funds included for this school: \$94,244.00

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	\$3,015.00
ESS	\$48,750.00
General Education	\$128,960.00
LCAP Security	\$10,811.00
LCAP SPED support	\$7,440.00
Mandated Costs	\$6,031.00
Site Collaboration	\$9,089.00
Study Trips LCAP Goal 3/Action 11	\$6,031.00
Title I - Parental Involvement	\$3,219.00

Subtotal of state or local funds included for this school: \$223,346.00

Total of federal, state, and/or local funds for this school: \$317,590.00

# 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
Clerical-LCAP Goal 3/Action 10/C	3,015.00
ESS	48,750.00
General Education	128,960.00
LCAP Security	10,811.00
LCAP SPED support	7,440.00
Mandated Costs	6,031.00
Site Collaboration	9,089.00
Study Trips LCAP Goal 3/Action 11	6,031.00
Title I	94,244.00
Title I - Parental Involvement	3,219.00

## Expenditures by Budget Reference

Budget Reference	Amount
Certificated Extra Duties	19,089.00
Classified Support	59,667.00
Clerical Data Entry	500.00
Communication	500.00
Community Liaison	22,755.00
Duplicating	2,000.00
Equipment Contracts	9,000.00
Materials and Supplies	151,108.00
Postage	3,000.00
Professional Service Contracts	9,000.00
Service Contracts and Professional Services	1,500.00
Student Study Trips	11,531.00

Substitutes	25,440.00
Technology Equipment	2,500.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	Clerical-LCAP Goal 3/Action 10/C	3,015.00
Certificated Extra Duties	ESS	10,000.00
Classified Support	ESS	4,000.00
Communication	ESS	500.00
Materials and Supplies	ESS	25,250.00
Professional Service Contracts	ESS	8,000.00
Service Contracts and Professional Services	ESS	1,000.00
Classified Support	General Education	21,422.00
Clerical Data Entry	General Education	500.00
Duplicating	General Education	2,000.00
Equipment Contracts	General Education	9,000.00
Materials and Supplies	General Education	77,538.00
Postage	General Education	3,000.00
Professional Service Contracts	General Education	1,000.00
Student Study Trips	General Education	4,000.00
Substitutes	General Education	8,000.00
Technology Equipment	General Education	2,500.00
Classified Support	LCAP Security	10,811.00
Substitutes	LCAP SPED support	7,440.00
Materials and Supplies	Mandated Costs	6,031.00
Certificated Extra Duties	Site Collaboration	9,089.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	6,031.00
Classified Support	Title I	18,000.00
Community Liaison	Title I	22,755.00
Materials and Supplies	Title I	41,989.00

Student Study Trips	Title I	1,500.00
Substitutes	Title I	10,000.00
Classified Support	Title I - Parental Involvement	2,419.00
Materials and Supplies	Title I - Parental Involvement	300.00
Service Contracts and Professional Services	Title I - Parental Involvement	500.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	171,439.00
Goal 2	27,455.00
Goal 3	58,489.00
Goal 4	33,974.00
Goal 5	26,233.00

# 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
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Jenny Henderson	Principal
Allisan Rogers	Classroom Teacher
Christina Agassi	Classroom Teacher
Jacob Been	Classroom Teacher
Minerva Lopez	Other School Staff
Evelyn Sexton	Parent or Community Member
Amy Riedinger	Parent or Community Member
Lauren Bettencourt	Parent or Community Member
Stephanie Hulse	Parent or Community Member
Cindy Garcia	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

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 May 15, 2024.

Attested:

The image shows two handwritten signatures in blue ink. The top signature is for Jenny Henderson, and the bottom signature is for Stephanie Hulse. Both signatures are written in a cursive, flowing style.

Principal, Jenny Henderson on May 15, 2024

SSC Chairperson, Stephanie Hulse on May 15, 2024