



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Osborn Two-Way Immersion Academy	50757396053185	May 14, 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 Osborn Two-Way Immersion Academy 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

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 Osborn Two-Way Immersion Academy 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

Osborn Two-Way Immersion Academy meets ESSA requirements in alignment with: School Site Council, School Leadership Team, English Learner Advisory Council, and Professional Learning Communities.

Educational Partner Involvement

How, when, and with whom did Osborn Two-Way Immersion Academy consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

September 1, 2023- Title I presentation during first Coffee with the Principal parent meeting
October 9, 2023 - Staff Meeting CAASPP Data Presentation, focused on Dashboard Indicators. SPSA reviewed. Shared Data Summit presentation that included progress of significant subgroups.
October 24, 2023 (SSC members) The School Site Council was provided overview in regard to SPSA. They were provided data and opportunity to give feedback.
October 24, 2023 (SSC members) Reviewed of CAASPP and ELPAC Data.
October 2023 -- April 2024 (ELAC members) Provided with updates on data and SPSA implementation. Members provided input for the 2024-2025 SPSA.
October 2023-April 2024 - Coffee with the Principal monthly meetings allowed for parent input on SPSA, LCAP, CA Dashboard, and site priorities.
December 5, 2023 - SSC meeting included presentation of Osborn CA Dashboard results.
January 22, 2024 - Staff Meeting review of Osborn CA Dashboard. Input provided on SPSA and site priorities.
April 22, 2024 (Staff) PLC Leads provide input on activities supporting SPSA goals
May 14, 2024 (SSC members) Reviewed and approved the 2024-2025 SPSA
PIQE Partnership - Every Tuesday from 1/30/2024 though 5/28/2024.
Monthly PBIS Site Level Meetings (9 total), in addition to monthly reports during Staff Meetings (9 total)

Resource Inequities

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

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

No resource inequities at Osborn at this time.

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.

No, no overall performance area is measured in the "Red" or "Orange" levels on the 2023 CA 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.

Students with disability are in orange for attendance, in red for ELA and Math on the CAASPP performance indicators. English Learners and Social Economically Disadvantage students are in the "Orange" category for ELA and Math.

Other Needs

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

We will continue to focus on the needs of our English Learners on academic achievement indicators. As a site, 27.7% of Osborn students met or exceeded ELA standards, while 20.1% of students met or exceeded standards in Math.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Osborn Two-Way Immersion Academy. 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	0.2%	0.37%	0.37%	2	3	3
African American	0.2%	0.12%	0.12%	2	1	1
Asian	0.4%	0.49%	0.61%	3	4	5
Filipino	%	%	0%			0
Hispanic/Latino	92.0%	93.12%	93.27%	769	758	762
Pacific Islander	0.1%	%	0%	1		0
White	5.6%	4.30%	3.92%	47	35	32
Multiple/No Response	0.50%	0.49%	0.86%	4	4	7
Total Enrollment				836	814	817

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	159	167	175
Grade 1	136	142	137
Grade 2	133	129	139
Grade3	140	128	123
Grade 4	124	131	115
Grade 5	144	117	119
Total Enrollment	836	814	808

Conclusions based on this data:

1. Since 2020-2021, 92% or more of the students at Osborn are Hispanic/Latino.
2. Since 2020-2021, the second highest subgroup is White at between 4% and 6%.
3. Enrollment at Osborn Two-Way Immersion Academy has steadily decreased, due in part to the growth of Wakefield's immersion program and parents removing students from Osborn's program during the pandemic. Compared to 2020-2021 when Osborn had an enrollment of 836, Osborn enrollment has decreased to 808 in 2022-2023.

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)	430	413	384	51.40%	50.7%	47.5%
Fluent English Proficient (FEP)	69	58	73	8.30%	7.1%	8.9%
Reclassified Fluent English Proficient (RFEP)	19	26	23	2.2%	3.1%	2.80%

Conclusions based on this data:

1. Since 2020-2021, the number of ELs has decreased by 46 students, or by 3.9% of total enrollment.
2. Compared to 2020-2021 when Osborn had 19 total Reclassified Fluent Proficient (RFEP) students, Osborn now has 42 total RFEP students in 2023-2024.
3. As of April 22, 2024, Osborn has 42 total reclassified students, accounting for 5.1% of our total enrollment.

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	138	124	123	137	123	123	136	123	123	99.3	99.2	100.0
Grade 4	123	126	115	121	125	114	121	125	114	98.4	99.2	99.1
Grade 5	142	118	119	139	117	117	139	117	117	97.9	99.2	98.3
All Grades	403	368	357	397	365	354	396	365	354	98.5	99.2	99.2

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	2352.	2366.	2381.	4.41	9.76	12.20	8.09	13.82	19.51	29.41	22.76	21.95	58.09	53.66	46.34
Grade 4	2385.	2402.	2415.	3.31	3.20	11.40	12.40	17.60	13.16	18.18	19.20	21.05	66.12	60.00	54.39
Grade 5	2443.	2424.	2432.	10.07	3.42	5.98	19.42	13.68	20.51	18.71	23.08	18.80	51.80	59.83	54.70
All Grades	N/A	N/A	N/A	6.06	5.48	9.89	13.38	15.07	17.80	22.22	21.64	20.62	58.33	57.81	51.69

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Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.88	8.13	11.38	49.26	55.28	56.10	44.85	36.59	32.52
Grade 4	5.79	1.60	10.53	55.37	69.60	55.26	38.84	28.80	34.21
Grade 5	10.79	5.98	7.69	57.55	64.96	55.56	31.65	29.06	36.75
All Grades	7.58	5.21	9.89	54.04	63.29	55.65	38.38	31.51	34.46

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.21	6.50	11.38	41.91	44.72	54.47	55.88	48.78	34.15
Grade 4	0.83	3.20	3.51	42.50	49.60	53.51	56.67	47.20	42.98
Grade 5	7.19	1.71	6.84	42.45	45.30	52.14	50.36	52.99	41.03
All Grades	3.54	3.84	7.34	42.28	46.58	53.39	54.18	49.59	39.27

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	5.88	8.13	6.50	72.79	67.48	69.92	21.32	24.39	23.58
Grade 4	2.48	8.00	7.89	76.86	71.20	68.42	20.66	20.80	23.68
Grade 5	4.32	4.27	5.13	76.98	70.09	68.38	18.71	25.64	26.50
All Grades	4.29	6.85	6.50	75.51	69.59	68.93	20.20	23.56	24.58

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Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.47	6.50	10.57	66.91	53.66	58.54	31.62	39.84	30.89
Grade 4	2.48	3.20	7.02	66.12	72.00	71.05	31.40	24.80	21.93
Grade 5	10.07	5.13	5.98	56.83	53.85	57.26	33.09	41.03	36.75
All Grades	4.80	4.93	7.91	63.13	60.00	62.15	32.07	35.07	29.94

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Conclusions based on this data:

1. Overall Achievement in English Language Arts increased 8.25% from 19% meeting or exceeding in 2021 to 27.69% meeting or exceeding in 2023.
2. 5th grade had a 13% drop from 2021 to the 2024 ELA CAASPP, Osborn 5th grade experienced a 9.3% growth in ELA.
3. From 2021 to 2023, 3rd grade experienced a 22.1% increase in the number of students meeting or exceeding overall on the ELA CAASPP.

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.

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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	138	124	123	137	123	122	137	123	122	99.3	99.2	99.2
Grade 4	123	126	115	121	125	114	121	125	114	98.4	99.2	99.1
Grade 5	142	118	119	139	117	117	139	117	117	97.9	99.2	98.3
All Grades	403	368	357	397	365	353	397	365	353	98.5	99.2	98.9

* 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	2362.	2383.	2397.	2.19	3.25	7.38	11.68	16.26	26.23	27.74	34.15	27.87	58.39	46.34	38.52
Grade 4	2388.	2407.	2417.	1.65	2.40	5.26	7.44	9.60	14.04	24.79	37.60	31.58	66.12	50.40	49.12
Grade 5	2418.	2398.	2416.	2.16	0.00	1.71	7.19	1.71	5.13	23.02	15.38	24.79	67.63	82.91	68.38
All Grades	N/A	N/A	N/A	2.02	1.92	4.82	8.82	9.32	15.30	25.19	29.32	28.05	63.98	59.45	51.84

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.92	10.57	15.57	43.80	42.28	51.64	53.28	47.15	32.79
Grade 4	3.31	2.40	5.26	21.49	40.80	35.09	75.21	56.80	59.65
Grade 5	1.44	0.85	2.56	28.06	19.66	39.32	70.50	79.49	58.12
All Grades	2.52	4.66	7.93	31.49	34.52	42.21	65.99	60.82	49.86

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.65	5.69	9.84	42.34	43.90	52.46	54.01	50.41	37.70
Grade 4	3.31	1.60	6.14	38.02	40.80	43.86	58.68	57.60	50.00
Grade 5	2.88	0.00	2.56	45.32	28.21	39.32	51.80	71.79	58.12
All Grades	3.27	2.47	6.23	42.07	37.81	45.33	54.66	59.73	48.44

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	3.65	8.13	9.02	60.58	60.16	66.39	35.77	31.71	24.59
Grade 4	2.48	4.80	7.02	40.50	51.20	53.51	57.02	44.00	39.47
Grade 5	5.04	0.00	0.00	58.27	41.03	43.59	36.69	58.97	56.41
All Grades	3.78	4.38	5.38	53.65	50.96	54.67	42.57	44.66	39.94

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Conclusions based on this data:

- From 2022 to 2023, 3rd grade experienced a 14.1% increase in the number of meeting or exceeding on the MATH CAASPP.
- From 2022 to 2023, 5th grade experienced a 5.13% increase on the MATH CAASPP.
- Overall, Osborn 3rd-5th graders increased by 8.87% on the number of students performing at or above grade level on the Math CAASPP.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1410.5	1398.0	1397.2	1435.6	1415.5	1413.1	1351.9	1356.9	1360.1	71	64	88
1	1435.4	1402.3	1410.5	1463.6	1433.4	1426.3	1406.9	1370.8	1394.1	63	70	51
2	1464.6	1458.7	1454.8	1477.0	1459.9	1469.4	1451.7	1457.2	1439.6	77	57	66
3	1490.2	1474.2	1492.8	1493.3	1471.7	1498.9	1486.7	1476.2	1486.4	82	69	57
4	1508.4	1500.2	1512.2	1511.1	1496.0	1516.7	1505.2	1504.0	1507.3	70	68	62
5	1530.6	1507.3	1534.1	1540.1	1502.1	1535.7	1520.7	1512.0	1532.1	66	59	63
All Grades										429	387	387

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	8.45	4.69	4.55	25.35	28.13	30.68	47.89	39.06	40.91	18.31	28.13	23.86	71	64	88
1	11.11	2.86	1.96	26.98	8.57	17.65	34.92	45.71	37.25	26.98	42.86	43.14	63	70	51
2	9.09	3.51	9.09	38.96	38.60	33.33	36.36	36.84	30.30	15.58	21.05	27.27	77	57	66
3	10.98	7.25	17.54	34.15	23.19	36.84	45.12	47.83	36.84	9.76	21.74	8.77	82	69	57
4	14.29	8.82	14.52	40.00	39.71	46.77	40.00	38.24	35.48	5.71	13.24	3.23	70	68	62
5	21.21	10.17	33.33	48.48	40.68	28.57	24.24	35.59	34.92	6.06	13.56	3.17	66	59	63
All Grades	12.35	6.20	13.18	35.66	29.20	32.56	38.46	40.83	36.18	13.52	23.77	18.09	429	387	387

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.72	10.94	13.64	38.03	31.25	34.09	32.39	34.38	27.27	9.86	23.44	25.00	71	64	88
1	34.92	14.29	13.73	25.40	25.71	25.49	30.16	40.00	35.29	9.52	20.00	25.49	63	70	51
2	23.38	19.30	19.70	37.66	33.33	43.94	29.87	29.82	21.21	9.09	17.54	15.15	77	57	66
3	30.49	13.04	38.60	43.90	37.68	42.11	19.51	34.78	14.04	6.10	14.49	5.26	82	69	57
4	30.00	32.35	41.94	48.57	30.88	43.55	17.14	26.47	12.90	4.29	10.29	1.61	70	68	62
5	57.58	25.42	49.21	33.33	50.85	42.86	4.55	15.25	4.76	4.55	8.47	3.17	66	59	63
All Grades	32.17	19.12	28.68	38.23	34.63	38.76	22.38	30.49	19.38	7.23	15.76	13.18	429	387	387

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.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.82	1.56	1.14	2.82	9.38	7.95	61.97	56.25	60.23	32.39	32.81	30.68	71	64	88
1	1.59	2.86	1.96	19.05	5.71	9.80	22.22	11.43	17.65	57.14	80.00	70.59	63	70	51
2	6.49	0.00	4.55	22.08	33.33	22.73	33.77	35.09	30.30	37.66	31.58	42.42	77	57	66
3	2.44	1.45	5.26	24.39	14.49	22.81	47.56	52.17	45.61	25.61	31.88	26.32	82	69	57
4	2.86	4.41	6.45	25.71	26.47	17.74	45.71	33.82	51.61	25.71	35.29	24.19	70	68	62
5	4.55	5.08	11.11	13.64	15.25	26.98	57.58	47.46	41.27	24.24	32.20	20.63	66	59	63
All Grades	3.50	2.58	4.91	18.18	17.05	17.57	44.99	39.02	42.89	33.33	41.34	34.63	429	387	387

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.13	12.50	19.32	74.65	68.75	54.55	4.23	18.75	26.14	71	64	88
1	49.21	25.71	25.49	42.86	64.29	60.78	7.94	10.00	13.73	63	70	51
2	12.99	22.81	25.76	77.92	61.40	62.12	9.09	15.79	12.12	77	57	66
3	32.93	30.43	40.35	52.44	55.07	54.39	14.63	14.49	5.26	82	69	57
4	34.29	48.53	27.42	55.71	48.53	64.52	10.00	2.94	8.06	70	68	62
5	22.73	10.17	39.68	68.18	77.97	57.14	9.09	11.86	3.17	66	59	63
All Grades	28.44	25.58	28.94	62.24	62.27	58.66	9.32	12.14	12.40	429	387	387

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.49	25.00	13.64	60.56	45.31	60.23	23.94	29.69	26.14	71	64	88
1	20.63	11.43	9.80	66.67	48.57	60.78	12.70	40.00	29.41	63	70	51
2	36.36	15.79	31.82	50.65	66.67	43.94	12.99	17.54	24.24	77	57	66
3	36.59	26.09	45.61	57.32	44.93	42.11	6.10	28.99	12.28	82	69	57
4	54.29	27.94	51.61	41.43	48.53	46.77	4.29	23.53	1.61	70	68	62
5	83.33	50.85	73.02	12.12	37.29	23.81	4.55	11.86	3.17	66	59	63
All Grades	40.79	25.84	36.69	48.48	48.32	46.77	10.72	25.84	16.54	429	387	387

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	1.56	1.14	69.01	65.63	70.45	30.99	32.81	28.41	71	64	88
1	4.76	8.57	9.80	41.27	18.57	35.29	53.97	72.86	54.90	63	70	51
2	10.39	3.51	6.06	59.74	75.44	51.52	29.87	21.05	42.42	77	57	66
3	3.66	1.45	7.02	56.10	42.03	47.37	40.24	56.52	45.61	82	69	57
4	7.14	5.88	3.23	57.14	54.41	59.68	35.71	39.71	37.10	70	68	62
5	10.61	10.17	17.46	59.09	47.46	55.56	30.30	42.37	26.98	66	59	63
All Grades	6.06	5.17	6.98	57.34	49.61	55.04	36.60	45.22	37.98	429	387	387

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	4.23	10.94	14.77	39.44	59.38	38.64	56.34	29.69	46.59	71	64	88
1	6.35	1.43	0.00	41.27	31.43	23.53	52.38	67.14	76.47	63	70	51
2	9.09	10.53	7.58	44.16	47.37	46.97	46.75	42.11	45.45	77	57	66
3	13.41	5.80	8.77	69.51	85.51	77.19	17.07	8.70	14.04	82	69	57
4	8.57	13.24	19.35	80.00	70.59	69.35	11.43	16.18	11.29	70	68	62
5	6.06	8.47	23.81	83.33	76.27	63.49	10.61	15.25	12.70	66	59	63
All Grades	8.16	8.27	12.92	59.67	61.76	52.71	32.17	29.97	34.37	429	387	387

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. On the 2022-2023 ELPAC, 6.2% of Osborn English Learners achieved Level 4 Overall Performance Level on the ELPAC, a decrease from 12.35% in 2020-2021.
2. On the 2021-2022 ELPAC, the domains with the highest percent of students achieving level 4 were speaking and listening, both with 25% of ELs.
3. On the 2021-2022 ELPAC, the domains with the lowest percent of student achieving level 4 was the Reading Domain, with 5% of ELs.

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
817	58.1	48.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Osborn Two-Way Immersion Academy.	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	396	48.5
Foster Youth		
Homeless	1	0.1
Socioeconomically Disadvantaged	475	58.1
Students with Disabilities	73	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
American Indian	3	0.4
Asian	5	0.6
Hispanic	762	93.3
Two or More Races	7	0.9
White	32	3.9

Conclusions based on this data:

- In 2022-2023, 58% of Osborn scholars are considered Socioeconomically Disadvantage, a decrease of 3.8% from the previous year.

2. In 2022-2023, 48.5% of students were classified as English Learners with 4.4% of students redesignated.
3. In 2022-2023, Osborn predominantly serves students identified as Hispanic (93.3%) with those identified as White making up 3.9% of the Osborn enrollment.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- In 2022-2023, Osborn reduced its Chronic Absenteeism to 18.9% from 34.1% in 2021-2022.
- In 2022-2023, Osborn had a .9% suspension rate, measuring in the GREEN level on the Dashboard Indicator.
- In 2022-2023, English Learners reached the Blue level on the Dashboard Indicator, demonstrated high levels of growth on state assessments.

School and Student Performance Data

Academic Performance English Language Arts

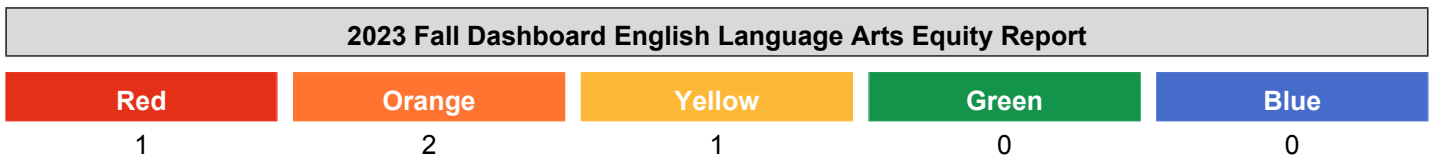
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Orange	 No Performance Color
59.2 points below standard Increased +11.2 points	74.5 points below standard Increased +7.8 points	0 Students
350 Students	204 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Orange	 Red
	74.8 points below standard Increased +9.3 points	105.6 points below standard Decreased Significantly -17 points
	256 Students	48 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.8 points below standard Increased +10.9 points 323 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	17.6 points below standard Increased Significantly +21.7 points 19 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
92.5 points below standard Increased +5.3 points 175 Students	34.1 points above standard Increased Significantly +24.1 points 29 Students	44.4 points below standard Increased +5.9 points 120 Students

Conclusions based on this data:

1. Current English Learners continue to struggle on state assessments, with on average, ELs scoring 92.5 points below standard on the 2022-2023 ELA CAASPP, although it was an improvement of 5.3 points over the same time frame
2. English Learner group, increase of 7.8 points from the previous year.
3. Compared with 2021-2022 CAASPP data, Students with Disability significantly decreased by an average of 17 points on the ELA CAASPP.

School and Student Performance Data

Academic Performance Mathematics

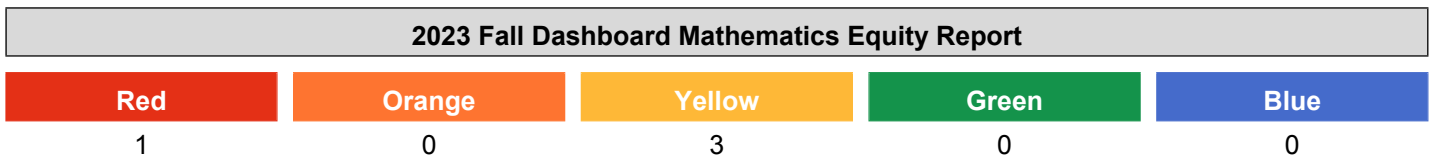
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 72.2 points below standard Increased +13 points 349 Students	<p>English Learners</p>  Yellow 89.1 points below standard Increased +5.3 points 203 Students	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p> <p>Less than 11 Students 1 Student</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 83.4 points below standard Increased Significantly +17.8 points 256 Students	<p>Students with Disabilities</p>  Red 96.4 points below standard Decreased -3.7 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 2 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 74.7 points below standard Increased +14.4 points 322 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	41.6 points below standard Increased +4.2 points 19 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
100.2 points below standard Maintained +2.4 points 174 Students	22.2 points below standard Increased Significantly +23.3 points 29 Students	54.2 points below standard Increased Significantly +17.8 points 120 Students

Conclusions based on this data:

1. In 2022-2023, All Students, on average, scored 72.2 points below grade level on the Math CAASPP, an increase of 13 points on average from the previous year.
2. Students with Disabilities improved from an average score of 96.4 below standard, a decrease of 3.7 points.
3. In 2022-2023 All English learners increased by an average of 5.3 points from the previous year; Reclassified students increased by an average of 23.3 points, surpassing the growth of English Only students that saw a 17.8 average point gain.

School and Student Performance Data

Academic Performance English Learner Progress

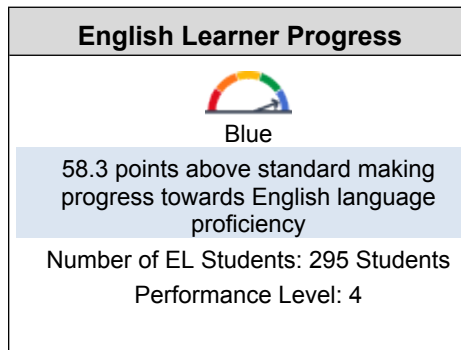
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2023 Fall Dashboard English Learner Progress Indicator



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
40	83	3	169

Conclusions based on this data:

1. In 2023, 41.6% of ELs are maintained or decreased on the ELPI, compared to 71.7% of Osborn ELs who maintained or decreased their ELPI level from 2022.
2. In 2023, 58.3% of ELs either remained at the highest level, or progressed at least 1 ELPI level.
3. Overall, EL progress reached the Blue Level on the Dashboard Indicator.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow	 Yellow	 No Performance Color
19.4% Chronically Absent	22.9% Chronically Absent	0 Students
Declined Significantly -14.7	Declined Significantly -13.7	
831 Students	407 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Orange
2 Students	23% Chronically Absent	26.6% Chronically Absent
	Declined Significantly -15.1	Declined -7.8
	599 Students	94 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 19.9% Chronically Absent Declined Significantly -15.6 774 Students	0% Chronically Absent Declined -7.7 14 Students	 No Performance Color 0 Students	 Yellow 15.2% Chronically Absent Declined -4.3 33 Students

Conclusions based on this data:

- Osborn's Chronic Absenteeism declined significantly from the previous year, with 19.4% in 2022-2023 from 34.1% in 2021-2022.
- In 2022-2023, all significant subgroups significantly improved their chronic absenteeism rate.
- Although Students with Disability experienced an improvement of 7.8% in Chronic Absenteeism, the groups had a 7.2% higher Chronic Absenteeism rate than the school average.

School and Student Performance Data

Conditions & Climate Suspension Rate

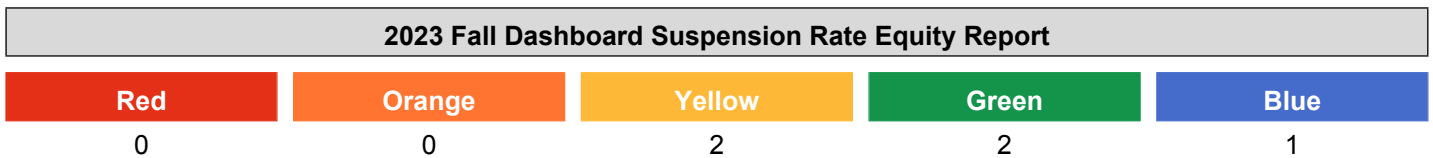
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained -0.1 840 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained 0.1 409 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students 2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined -0.5 604 Students</p>	<p>Students with Disabilities</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 94 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 6 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.8% suspended at least one day Maintained -0.1 782 Students	0% suspended at least one day Maintained 0 14 Students	 No Performance Color 0 Students	 Yellow 2.9% suspended at least one day Maintained 0.2 34 Students

Conclusions based on this data:

1. According to the most recent Dashboard data provided, 0.8% of the Osborn student enrollment were suspended at least once in 2022-2023, .01% lower than the previous year.
2. According to the most recent Dashboard data provided, zero percent of Special Education students were suspended during the 2022-2023 school year.
3. According to the most recent Dashboard data provided, 7 of the 840 students enrolled at Osborn were suspended at least once in the 2022-2023 school 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
English Language Arts The 2023 SBAC will be used to measure student progress in ELA achievement.	On the spring 2023 SBAC ELA 28% of students met or exceeded standard. Level 1 (not met): 52% Level 2 (nearly met): 21% Level 3 (met): 18% Level 4 (exceeded): 10%	Goal ELA: On the spring 2024 California Dashboard, the number of students Meeting (3) or Exceeding (4) standards in ELA will improve by 5% from the previous year.
Mathematics The 2023 SBAC will be used to measure student progress in Mathematics achievement.	On the spring 2023 SBAC Mathematics 20% of students met or exceeded standard. Level 1 (not met): 52% Level 2 (nearly met): 29% Level 3 (met): 15% Level 4 (exceeded): 5%	Goal Mathematics: On the spring 2024 California Dashboard, the number of students Meeting (3) or Exceeding (4) standards in Mathematics will improve by at least 5% compared to the 2023 Dashboard.
On Site Counseling Referrals	A total of 139 counseling referrals were submitted through the digital platform. The outcome of the 139 referrals were as followed: Tier 1: 62 Tier 2: 25 Tier 3: 49	Reduce the number of referrals by 50.

Social-Emotional Learning The California Healthy Kids Survey will be used to measure students' social-emotional well-being at school.	Fall 2023 California Healthy Kid Survey Student Key Indicators 1. School connectedness 78% 2. Caring adults in school 73% 3. Feel safe at school 72%	On the Fall 2024 CHKS, the number of students feeling "safe" while at school will increase by 5%.
English Language Proficiency The 2023 Summative ELPAC assessment will be used to measure student progress in gaining English language proficiency.	2022-2023 Summative ELPAC assessment 16.5% were proficient. Level 1 (minimally developed) 20.33% Level 2 (somewhat developed) 29.4% Level 3 (moderately developed) 33.77% Level 4 (well developed) 16.5%	Goal English Language Proficiency: The percent of students scoring level 4 on the ELPAC will increase by 5%
EL Reclassification	RFEP 2023-2024 A total of 23 students were reclassified.	Increase the number of students reclassified (RFEP) by 5 students in 2024-2025
Chronic Absenteeism	2023 CA Fall Dashboard - Chronic Absenteeism rate of 19.4% for the 2022-2023 school year.	Improve chronic absenteeism rate by 10% in 2023-2024. Reduce Chronic Absenteeism below 10% in 2023-2024. Improve average daily attendance above 95% by 2024-2025 school year.
i-Ready Reading Diagnostic	In 2023-2024, Diagnostic #2 Projected Proficiency, with typical growth, projected 30% of students reaching proficiency on the state test. In 2023-2024, Diagnostic #2 11% scored at or above grade level in Math.	In Diagnostic #2 in 2025, increase the percentage of students projected to score proficiency by 5%.
i-Ready Math Diagnostic	In 2023-2024, Diagnostic #2 11% scored at or above grade level in Math.	In 2023-2024, increase the percentage of students at or above grade level by 5% on each diagnostic test from 2022-2023 school year.
California Science Test	On the Spring 2023 CAST test, 13.67% of Osborn 5th graders reached Standard Met or Exceeded.	The percentage of 5th graders Meeting or Exceeding on the CAST will increase by 5%

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	Literacy Intervention/Supports (Spanish and/or English) using leveled reading materials, guided reading, Daily 5 instructional practices, etc.	All Students	8000 ESS Materials and Supplies Supplemental literacy intervention and enrichment materials 5,000 ESS Duplicating Duplication of adopted and supplemental literacy materials 13250 General Fund

			<p>Duplicating Duplication requests related to intervention and supplemental materials 5776 ESS Professional Development PD provided at site level, contracting with local expert in literacy and language development 7000 General Fund Materials and Supplies Supplemental materials that align with curriculum and standards. Manipulatives and supplies. 0 District Funded Certificated Salaries Two Reading Intervention teachers</p>
1.2	Mathematics Enrichment opportunities for all learners, Math intervention for a targeted group of students.	All students	<p>5000 ESS Materials and Supplies Supplemental mathematics intervention and enrichment materials 2185 General Fund Duplicating Duplication request for Math related intervention materials or supplemental. 1520 ESS Duplicating Duplication of adopted and supplemental mathematics materials 5000 General Fund Materials and Supplies Math manipulatives and supplies 0 District Funded Certificated Staff for Math Support Math Intervention Teacher for grades 3rd-5th 7000 General Fund Certificated Extra Duties Pay teachers extra hours for professional development</p>
1.3	Teacher collaboration time	All students	<p>10262 Site Collaboration Professional Development</p>

			Pay teachers extra hours for collaboration 2970 SPED-LCAP Goal 3/Action 26 Certificated Extra Duties SPED case managers sub coverage for collaboration and paperwork purposes
1.4	Positive Behavioral Interventions and Supports (PBIS)	All students	1500 General Fund Materials and Supplies Purchase of PBIS materials 1500 ESS Materials and Supplies Purchase of materials and incentives to support PBIS
1.5	Student access to technology to support academic achievement	All students	6,000 ESS Online Programs and Software For example, Istation, Discovery, SeeSaw, etc. 5,000 ESS Technology Equipment For example, headphones, mice, chromebooks, etc.
1.6	Utilize the school-based counselor & TUSD C.A.R.E. program to provide tiered social-emotional support to students.	All students, with a focus on most at-risk students based on need.	0 District Funded Certificated Salaries CARE Clinician and Counselor

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.

Site actions were implement to achieve the articulated goal. Tier I instruction and supports supported student learning, addressing the needs of ELs and struggling learners. SST process was clarified and provided a clear path to Tier II and Tier 2 supports. Intervention program, supported by our Math and Reading Specialists, serviced over 120 students with targeted supports. PBIS efforts, in conjunction with our attendance team, significantly reduced chronic absenteeism. Social Emotional Learning was supported by the Toolbox program, various initiatives, and support provided by the school counselor and the mental health clinicians.

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 1 for 2023-2024 were implemented, with both positive results and others that require additional attention. Although Chronic Absenteeism rates significantly dropped and suspension rates remain low, the academic achievement level of English Learners and SPED students are anticipated to be well below the school average. As a site, 28% of students met or exceeded ELA Standards, while 15% of ELs and 11% of SPED students met or exceeded standards.

Growth in ELA and Math is expected with both English Learners and SPED students. To support students, we utilized our Intervention Specialists to provide pull out services during grade level designated intervention times; students progress was closely monitored while receiving TIER III services, with SSTs being scheduled for students who lacked progress while in Tier III. Teacher PLC efforts focused on teaching essential standards, focusing on ELs making progress towards grade level proficiency.

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 growth shown on the iReady Diagnostic tests, improvements in attendance and discipline related data, we do not intend to substantially alter our goals. For 2024-2025, we intend to provide training and support for our teachers in the delivery of TIER II, in class, interventions and supports.

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 to high levels of instruction and systems of supports

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 Average Daily Attendance Summary	During the 2022-2023 school year the Aeries Average Daily Attendance Summary was 93.31%.	During the 2024-2025 school year the Aeries Average Daily Attendance Summary will be at least 95%.
Suspension Rate	Osborn as a 0.8% suspension rate during the 2022-2023 school year.	During the 2023-2024 school year, Osborn will decrease the total number of students suspended.
Certificated Staff Demographic Data	The number () and percent of teachers in each category: American Indian .5% Asian .5% Black/African America .3% Hispanic 92.7% White 4%	Diversified staff that reflects student body composition.
2022-2023 California Healthy Kids Survey (CHKS)	CHKS Student Key Indicators 1. School connectedness 72% at 2022 and 78% in 2023 2. Caring adults in school 72% in 2022 and 73% in 2023 3. Feel safe at school 80% in 2022 and 72% in 2023	Increase by at least 5% each of the Student Key Indicators on the next administration of the California Healthy Kid Survey.
Expulsion Rate	Osborn, as of 5/10/2023, has an expulsion rate of zero percent for the current school year.	Maintain a 0% expulsion rate.

Chronic Absenteeism	On the CA Dashboard, Chronic Absenteeism at Osborn was 18.4% in 2022-2023, a significant reduction from the previous year.	Reduce chronic absenteeism schoolwide below 5% of the overall student population.
English Learner indicator	On the 2023 CA Dashboard, 58% of our English Learners are making progress towards English Language Proficiency, an increase of 30.1% from the previous year.	Increase the number of English Learners making progress towards English Language proficiency by a total of 10%, as measured on the 2024 CA Dashboard indicator.
Students with Disabilities	On the 2023 CA Dashboard, Students with Disabilities scored on average 105.6 points below standard, a decline of 17 points from the previous year.	Improve by an average of 30 points (75 points below standard) in the area of points removed from standard met, as measured on the 2024 CA Dashboard indicator.
Student Referrals	As of May 17, 2024, 275 student office disciplinary referrals have been submitted.	Reduce the number of disciplinary office referrals 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
2.1	Increase parent engagement offerings and attendance	All Students	43371 Title I Community Liaison 75% of Salary to support with all aspects of parent engagement and support 18595 General Fund Classified Support 37.5% of Secretary I salary (Attendance Clerk)
2.2	School Attendance Review Team (SART) will identify students at risk for chronic absenteeism, meet with parents, develop and implement an action plan to support attendance.	All students with a narrow focus on students at risk for chronic absenteeism.	8000 ESS Clerical Data Entry Provide extra hours to staff to support with attendance calls, letters, and scheduling of meetings. Use part of funds for mailing to support with parent communication. 18595 General Fund Classified Support Attendance Clerk supporting will all items attendance related. 37.5% of salary.
2.3	Provide Study Trip opportunities to enhance student learning experience for all students.	All students	6165 Study Trips LCAP Goal 3/Action 11 Student Study Trips Ensure the universal experience as outlined by TUSD

			3000 General Fund Student Study Trips Support of student study trip experiences
2.4	Promotion of a positive and safe school climate with the implementation of: Positive Behavior Intervention Support (PBIS) No Bully Toolbox Lions Pride Assemblies Daily Morning Openings Red Ribbon Week Student Council ROAR Behavior Expectations lessons ROAR Bucks Incentive program with daily ROAR Store Lunch Time Activities & Clubs	All Students	4000 ESS Materials and Supplies Purchase materials to support a safe school environment and promote positive behaviors 704 ESS Certificated Extra Duties Extra hours to support with after school activities and events 0 District Funded Certificated Salaries Counselor to help meet the social emotional needs and development of students. 2000 General Fund Postage Postage for parent communication that promotes parent engagement efforts 500 Title I - Parental Involvement Postage Mailings to parents
2.5	IEP and Student Study Team (SST) process to ensure a timely solution oriented approach to addressing the needs of individual students.	At risk students	6000 General Fund Substitutes Provide substitutes for IEP and SST meetings

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.

Ongoing PBIS efforts supported progress towards achievement of articulated goals. School Attendance Review Team, community liaison, school counselor, and outreach from teachers enhanced the effectiveness of improving attendance, student discipline, and student well-being. School intervention team discussed site data, subgroups, and individual students to develop action items that supported student learning and progress within our program. Teachers utilize 15-minutes of each day towards Social Emotional learning and/or building a healthy school environment.

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

There were no major differences between the intended implementation and budgeted expenditures to implement the activities to meet the articulated goal. This current year (2023-2024), we were not able to continue the success we had

with teachers receiving extra hours for purposes of introducing and maintaining school club that we experienced during the previous year. Next year, we intend to work with our counselor to offer a school club that promotes an inclusive school climate. Despite growth in many areas, on the CHKS we experienced a 8% decrease in the number of students feeling unsafe on campus; this will be an area of focus for 2024-2025.

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 for the 2024-2025 school year. We will, instead, focus on maintaining social-emotional and behavior supports to support our students. PBIS will continue to have monthly meeting and share at staff meeting. Our school intervention team will continue meeting every two weeks to refine and improve our MTSS. We have applied to receive the gold medal for next school year given the work the PBIS team has completed.

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
Appropriate assignment of credentialed staff as reported on the School Accountability Report Card (SARC).	100% of staff appropriately assigned in compliance of the Williams Act.	100% of staff will continue to be fully credentialed and appropriately assigned, in compliance with the Williams Act.
Student access to state-approved and district-adopted instructional materials as reported on the School Accountability Report Card (SARC).	As reported on the 2022-2023 Osborn School Accountability Report Card (SARC), all students have been assigned adopted instructional materials for Reading/Language Arts, Mathematics, Science, and History/Social Science.	2024-2025 Goal Instructional materials will continue to be provided to 100% of students in compliance with Williams Act.
Turlock Unified School District (TUSD) Educational Rounds (EdRounds)	Site administration team visiting on average one classroom per day, conducting one EdRound.	2024-2025 Goal: During the 2024-2025 school year, site administration will conduct daily educational rounds to measure the effectiveness of instruction provided to students. Data will be reported to the TUSD Educational Services Department, and support provided to teachers to assist them in providing effective instruction that addresses the needs of all students.
English Learner Academic Progress	On the spring 2023 CAASPP ELA 8.22% of English Learners met or exceeded standard.	2024-2025 Goal English Learner Progress in ELA:

The 2023 CAASPP will be used to measure English Learner progress in ELA .	Level 1 (not met): 68.54% Level 2 (nearly met): 16.29% Level 3 (met): 14.61% Level 4 (exceeded): 0.56%.	On the 2024 California Dashboard, the Distance From Standard in English Language Arts will improve by at least 10 points and the number of ELs meeting or exceeding will increase by 5%.
Students With Disabilities Academic Progress The 2023 CAASPP will be used to measure English Learner progress in English.	On the spring 2023 CAASPP ELA 11.36% of Students with Disabilities met or exceeded standard. Level 1 (not met): 72.73% Level 2 (nearly met): 15.71% Level 3 (met): 2.27% Level 4 (exceeded): 9.09%.	2024-2025 Goal Students with Disabilities in ELA: On the 2024 California Dashboard, the Distance From Standard in ELA will improve by at least 10 points and the number of ELs meeting or exceeding will increase by 5%.
English Learner Academic Progress The 2023 CAASPP will be used to measure English Learner progress in mathematics achievement.	On the spring 2023 CAASPP Mathematics 5.48% of English Learners met or exceeded standard. Level 1 (not met): 64.97% Level 2 (nearly met): 28.81% Level 3 (met): 5.08% Level 4 (exceeded): 1.13%.	2024-2025 Goal English Learner Progress in Mathematics:: On the 2024 California Dashboard, the Distance From Standard in Math will improve by at least 10 points and the number of ELs meeting or exceeding will increase by 5%.
Students With Disabilities Academic Progress The 2023 CAASPP will be used to measure Students with Disability progress in Math .	On the spring 2023 CAASPP Math 12.12% of Students with Disabilities met or exceeded standard. Level 1 (not met): 61.36% Level 2 (nearly met): 15.91% Level 3 (met): 13.64% Level 4 (exceeded): 9.09%	2024-2025 Goal Students with Disabilities Progress in Mathematics: On the 2024 California Dashboard, the Distance From Standard in Math will improve by at least 10 points and the number of ELs meeting or exceeding will increase by 5%.
CA Physical Fitness Tests (PFT)	In 2022-2023, 100% of 5th graders participated in the California Physical Fitness Test.	2024-2025 Goal: Maintain 100% participation rate on the CFT.
Summative ELPAC	On the 2022-2023 Summative ELPAC, 13.18% of English Learners scored a 4 (Well Developed).	On the 2024 Dashboard, reflect a 5% growth of English Learners achieving a score of 4 overall on the 2023 ELPAC.
CAST (CA Science Test - 5th Grade)	On the Spring 2023 CA Science Test (CAST), 13.67% of students Met or Exceeded state standards.	By the 2025 CAST, 5th grade class will reach 20% Met or Exceed.

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	Intervention and Supports for Math, Science, and Language Development.	Students identified as at risk in academic achievement	10000 ESS Professional Development Conferences for teachers leaders 3187 Title I Classified Support

			<p>Extra hours for Paras to provide additional support as needed 10000 General Fund Professional Service Contracts Contract for site provided professional development related to TWBI program and overall delivery multi tier instruction 5,000 ESS Materials and Supplies Materials to support intervention and before or after school tutoring</p>
3.2	Paraprofessionals to support literacy specialists and grade level teacher teams in providing Literacy, Mathematics, & ELD intervention	Students identified as at risk in academic achievement	<p>51250 ESS Classified Support Paraprofessional Salaries 57826 Title I Classified Support Paraprofessionals Salary 2000 ESS Classified Support Paraprofessional extra hours</p>
3.3	Implementation of Integrated and Designated English Language Development (ELD)	English Learners	<p>6000 ESS Materials and Supplies Purchase materials to support English Language Development intervention 7045 Title I Materials and Supplies Purchase materials to support English Language Development intervention</p>
3.4	Extra hours provided for Special Education teachers to provide extra support for students, assess students, develop IEP goals and strategies, and meet with parents and other professionals.	Student With Disabilities	<p>2418 SPED-LCAP Goal 3/Action 26 Certificated Extra Duties Provide substitute or extra hours to support case manager is developing & monitoring IEP's 1000 Title I Materials and Supplies Purchase materials to support the academic needs of special education students</p>
3.5	Provide academic enrichment opportunities including, but not limited to: Study Trips Classroom Music Multicultural Theme	All Students	<p>3,000 ESS Materials and Supplies Enrichment materials and/or activities</p>

	Maintaining One-to-One Technology		1000 ESS Materials and Supplies Musical instruments & supplies
3.6	Increase the amount of reading materials available to students	All Students	5000 ESS Other Books Library Books & Classroom Books

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. Teachers met in PLCs weekly, several grade levels meeting afterschool and in the summer for planning purposes. Our SPED staff used the SPED funds to test students and work on IEP paperwork. We continue to implement and explore best practices for effectively utilizing three intervention specialist, paraprofessionals, school counselor, and a part time mental health clinician to support this goal. Grade level teams working in professional learning communities identified essential standards in mathematics, taught students those standards, assessed students, and provided intervention as needed to support student learning. Paraprofessionals supported student learning with push-in support, as well as to provided additional ELD support to newcomers and students at-risk of becoming LTELs.

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

There were no major differences in the intended implementation of goals and budgeted expenditures to implement the strategies and activities outlined to meet this goal. We ensured that all students were provided with access to the district adopted curriculum and supplemental learning platforms. Additionally, Administration visited classroom, on average, 1 time per month, with an exception in April and May due to state testing. Our SST data did point to an increase in the number of students being placed on an SST, which was in large part due to our increase focus on data and developing comprehensive action plans for addressing the needs of struggling learners. A total of 112 SST forms were submitted by parents and staff, which accounts to 14.5% of students. Currently, we have a total of 94 students in our Two-Way Immersion Program that receive Special Education services, which accounts to 11.5%. The increase in Special Education students has led to Osborn acquiring a 60% part-time resource teacher, in an addition to our full time resource teacher.

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 for 2024-2025 school year. Teachers will use district adopted curriculum and focus on essential standards. iReady digital platform was successfully implemented, with all scholars taking the Math and ELA diagnostic test, and utilizing the individualized learning platform to address academic areas of need. Next year we intend to add Istation for Spanish Language Development, utilizing it in a similar capacity to iReady for English. The additional paraprofessional supports outlined in Goal 3, has led to an increase in EL performance on state standardize tests. A decrease in Title I funds will reduce the number of Paraprofessional support, shifting our focus to maximizing current resources and prioritizing site needs for additional support.

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
PIQE Outreach Efforts	Osborn partnered with PIQE to offer three different parent classes: Literacy Development in Home Setting: 80 participants Social Emotional Learning: 40 participants Parent Leadership: 12 participants PIQE also trained 50 staff members on methods to improve parent outreach efforts.	Increase the number of parents attending monthly activities by at least 10%
Latino Literacy Project (Cuentos)	Community Liaison facilitates weekly classes that support parent efforts to aid their children in reading development. In 2023-2024, 30 parents participated in the Cuentos program.	Maintain high attendance with a maximum number of parent participants, 20, reached for each offering of sessions. Increase offering to include an evening option for our parents.
Number of Community Liaison home visits	Although the need for our site to conduct a home visit is low, our Community Liaison participated in 8 home visits.	Continue to conduct home visits as needed.
Parent Social Media Engagement	As of May 15, 2024, Osborn has: <ul style="list-style-type: none"> Facebook - 955 accounts that have liked Osborn on Facebook Instagram - 1062 followers on Instagram. 	Osborn gained 260 additional followers on Instagram and 45 additional "likes" on Facebook during the 2023-2024 school year. Number of followers on social media will increase by 10% during the 2024-2025 school year.

		YouTube will also be used to continue highlighting school successes and programs, with ParentSquare utilized to share links to post and attachments to emails with key information. Information is translated.
Community Events	<p>Dozens of events held that included parent guests. Key events include:</p> <ul style="list-style-type: none"> • Monthly Coffee with Principal (9 total) w/average 23 parents attending • ELAC Meetings (5 total) w/average of 12 parents attending • Monthly Awards Assemblies (9 total) w/average of 120 parents each month • Dia de los Muertos Cultural Event - estimated 400 guests • Osborn 30th Year Celebration - estimated 450 guests • Open House - Estimated 670 guests • Back to School Night - Estimated 750 guests • Parent Teacher Conferences - Estimated 90% of families participate in in-person conferences with teachers. 	Continue building on successes related to parent involvement for school events. Increase average attendance of guests by 10% per type of event and post videos for those not able to attend events in person.
ELAC Meetings	Five SSC meetings were held in 2023-2024 with an average attendance of 16 parents per meeting.	During 2023-2024 school year, increase the number of ELAC parents by 5 per meeting.
School Site Council	<p>Five School Site Council Meeting held during 2023-2024</p> <p>October - 8 attendees December - 12 attendees February - 14 attendees March - 10 attendees May - 11 attendees</p>	Increase the number of attendees, non SSC members, by an average of 5 per meeting.

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	<p>Schoolwide actions to encourage parent involvement will include, but not be limited to, the following:</p> <p>Back to School Night Open House Monthly Cafecito PTA sponsored events (e.g., Dr. Seuss Night, Dia del Nino, Fun Run, etc.)</p>	All Students	<p>4000 General Fund Certificated Extra Duties Extra hours for support services to prepare and conduct parent meetings outside of contractual hours 1000</p>

	School Site Council LCAP Survey Parent Classroom Volunteers Lion's Pride Assemblies		Title I - Parental Involvement Parent Engagement Books and materials for parent outreach efforts 2000 ESS Duplicating Duplications of materials to support parent engagement
4.2	Support and Outreach for Parents of English Learners, including but not limited to, the following: Cuentos Familiares English Learner Advisory Committee Redesignation to Fluent English Proficient recognition and celebration DELAC representations Interpretation and Translation PIQE	English Learners	5000 General Fund Parent Engagement Materials to support engagement of the parents of English Learners. Duplicating and mailing included. 1,000 ESS Parent Engagement Materials to support engagement of the parents of English Learners 1144 Title I - Parental Involvement Parent Engagement Travel and Conference for parents 1093 Title I - Parental Involvement Classified Support Child care provided for night functions 3083 Clerical-LCAP Goal 3/Action 10/C Classified Support Clerical support with parent outreach and communication
4.3	Use school website, social media, newsletters, flyers, Blackboard Communications, Aeries Family Link, and other means to facilitate parent communication.	All Students	2,000 ESS Parent Engagement Support the distribution of fliers and/or electronic means of communication, mailing when beneficial.

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. Engagement of parents continues to serve as a site priority. Parent attendance for all inperson events during the day remain high. Team will explore ways to increase evening offerings to parents.

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 implemented as intended. Our Community Liaison was key in communicating effectively with parents regarding events and site updates. The allocated site funds on this plan were able to provide child care for parents during evening PIQE classes, which was key in maintaining high levels of parent participation. Funds also supported with the implementation of Cuentos (Latino Literacy Project), which provided parents with resources to better support their children's journey through our Dual Language Program. A total of 30 parents participated in the Cuentos program; our goal is to offer two sessions, with both having 20 parent participants, increasing the total number of participants by 33%.

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. Our efforts will focus on continuing to strengthen our partnership with our families through parent empowerment activities, site visitations, PIQE, the Latino Literacy Project, parent communications, and effectively utilizing an additional part time community liaison. Additional parent and student surveys will collect additional parent input and priorities. Based on parent feedback, we plan to offer more night informational meetings.

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
Safety Team Meetings	Key Members of the Safety Team meet monthly, before and after each drill.	Continue monthly meetings with key members of safety team.
Facility Inspection Tool (FIT)	100% completion of comphtly & annual site inspections.	Facility Inspection Tool rating will be "Good Repair". 100% completion of monthly & annual site inspections
Discipline Distribution Report	Emphasis made to document major student behaviors. As of 5/15/2024, 275 major incidents were submitted, a reduction of 42 from the previous school year, with similar time frame. 108 of the incidents were for the following behaviors: Bullying, Aggressive Behaviors, Hostile Language, or Threats.	All metrics in the Aeries Discipline Distribution Report for 2023-2024 will decrease by at least 10% from the 2023-2024 report.
Monthly Safety Practice Drills	100% participation by staff and students during each drill.	Maintain 100% participation of students and staff during drills.
CA Healthy Kids Survey	On the November 2023 CHKS, 72% of 5th graders indicated that they felt safe at school, a decrease of 8% from the previous year.	Increase the number of 5th grade students reporting feeling safe at school 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
5.1	Schoolwide Social Emotional Supports Initiatives: Positive Behavior Intervention Supports (PBIS) No Bully Clinical Assessment Resources Engagement (CARE Program) Student support clinicians Counselor Lions Pride Assemblies Toolbox School Clubs Lunch Time activities - 100% engagement efforts	All Students	5000 General Fund Materials and Supplies Materials to support Social-Emotional Learning and PBIS initiatives 6165 Mandated Costs Materials and Supplies Purchase items to promote school pride, support PBIS, and engage students.
5.2	Incentives and awards for positive attendance and character.	All Students	3000 ESS Materials and Supplies Incentives, certificates, and awards to support our PBIS program.
5.3	"Bell to Bell" campus supervision. Staff members assist with organization of lunch time activities.	All Students	11052 Safety LCAP Goal 2/Action 7 Additional Hours for Campus Supervisors Extra hours for Campus Supervisors during times of need, before, during, and after school.
5.4	Respond to student health needs	All Students	13794 General Fund Classified Support 33.33% of Health Tech Salary + Bilingual Stipend
5.5	Replacement of damaged equipment or replacement of contracts	All Students	16001 General Fund Equipment Contracts Renewal of contracts and replacement of equipment and leases

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 site actions were implemented during the 2023-2024 school year to achieve Goal 5. Having monthly PBIS team meetings were effective and allowed for a proactive approach to addressing concerns and implementing plans of improvement. Our new school counselor helped with deliver Toolbox lessons in classrooms and reminders through our Daily Opening video. PBIS has met the criteria for GOLD Level implementation.

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

The number of suspensions is expected to decrease from 2022-2023 by 75% from 8 total students suspended to 2 students suspended. Our PBIS created behavior expectation lessons and videos, which were delivered by many teachers. Expectation reminders were also provided through assemblies and the daily opening video. The addition of our ROAR Store helped reinforce positive behaviors school wide. Extra supervision helped reduce incidents during unstructured times.

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 goal or outcomes for the 2024-2025 school year. We do plan to increase the number of lunchtime activities to help further support student behavior and provide students with positive experience during a time of day that typically has a fair amount of negative student behaviors. We will continue to have our new eight hour campus supervisor check gates and make sure classroom doors remain locked at all times. With the addition of a new parking lot, our safety team will also look to enhance our plan for student arrival and dismissal that prioritizes student safety.

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	\$93,466.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$437,951.00
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	\$112,429.00

Subtotal of additional federal funds included for this school: \$112,429.00

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	\$3,083.00
District Funded	\$0.00
ESS	\$141,750.00
General Fund	\$137,920.00
Mandated Costs	\$6,165.00
Safety LCAP Goal 2/Action 7	\$11,052.00
Site Collaboration	\$10,262.00
SPED-LCAP Goal 3/Action 26	\$5,388.00
Study Trips LCAP Goal 3/Action 11	\$6,165.00
Title I - Parental Involvement	\$3,737.00

Subtotal of state or local funds included for this school: \$325,522.00

Total of federal, state, and/or local funds for this school: \$437,951.00

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	3,083.00
District Funded	0.00
ESS	141,750.00
General Fund	137,920.00
Mandated Costs	6,165.00
Safety LCAP Goal 2/Action 7	11,052.00
Site Collaboration	10,262.00
SPED-LCAP Goal 3/Action 26	5,388.00
Study Trips LCAP Goal 3/Action 11	6,165.00
Title I	112,429.00
Title I - Parental Involvement	3,737.00

Expenditures by Budget Reference

Budget Reference	Amount
Additional Hours for Campus Supervisors	11,052.00
Certificated Extra Duties	17,092.00
Certificated Salaries	0.00
Certificated Staff for Math Support	0.00
Classified Support	169,423.00
Clerical Data Entry	8,000.00
Community Liaison	43,371.00
Duplicating	23,955.00
Equipment Contracts	16,001.00
Materials and Supplies	69,210.00
Online Programs and Software	6,000.00

Other Books	5,000.00
Parent Engagement	10,144.00
Postage	2,500.00
Professional Development	26,038.00
Professional Service Contracts	10,000.00
Student Study Trips	9,165.00
Substitutes	6,000.00
Technology Equipment	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Classified Support	Clerical-LCAP Goal 3/Action 10/C	3,083.00
Certificated Salaries	District Funded	0.00
Certificated Staff for Math Support	District Funded	0.00
Certificated Extra Duties	ESS	704.00
Classified Support	ESS	53,250.00
Clerical Data Entry	ESS	8,000.00
Duplicating	ESS	8,520.00
Materials and Supplies	ESS	36,500.00
Online Programs and Software	ESS	6,000.00
Other Books	ESS	5,000.00
Parent Engagement	ESS	3,000.00
Professional Development	ESS	15,776.00
Technology Equipment	ESS	5,000.00
Certificated Extra Duties	General Fund	11,000.00
Classified Support	General Fund	50,984.00
Duplicating	General Fund	15,435.00
Equipment Contracts	General Fund	16,001.00
Materials and Supplies	General Fund	18,500.00
Parent Engagement	General Fund	5,000.00

Postage	General Fund	2,000.00
Professional Service Contracts	General Fund	10,000.00
Student Study Trips	General Fund	3,000.00
Substitutes	General Fund	6,000.00
Materials and Supplies	Mandated Costs	6,165.00
Additional Hours for Campus Supervisors	Safety LCAP Goal 2/Action 7	11,052.00
Professional Development	Site Collaboration	10,262.00
Certificated Extra Duties	SPED-LCAP Goal 3/Action 26	5,388.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	6,165.00
Classified Support	Title I	61,013.00
Community Liaison	Title I	43,371.00
Materials and Supplies	Title I	8,045.00
Classified Support	Title I - Parental Involvement	1,093.00
Parent Engagement	Title I - Parental Involvement	2,144.00
Postage	Title I - Parental Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	86,963.00
Goal 2	110,930.00
Goal 3	164,726.00
Goal 4	20,320.00
Goal 5	55,012.00

School Site Council Membership

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

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

Name of Members	Role
Agustin Arreola	Principal
Luci Hinojosa	Other School Staff
Sandra Diaz	Classroom Teacher
Anaid Alvarado	Parent or Community Member
Alma Lyzz Guzman	Parent or Community Member
Meshell Alcantar	Parent or Community Member
Lucia Loera	Parent or Community Member
Elizabeth Rojas	Parent or Community Member
Angelica Cortes	Other School Staff
Cristina Perez	Classroom Teacher

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 14, 2024.

Attested:



Principal, Agustin Arreola on May 14, 2024



SSC Chairperson, Meshell Alcantar on May 20, 2024