

School Year: 2024-25



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Mariposa Elementary School	56-72553-6120117	December 19, 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 La Mariposa Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program  
La Mariposa School has not been identified for these interventions and programs.

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

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# Plan Description

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

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

Schoolwide Program

La Mariposa School has not been identified for these interventions and programs.

## Educational Partner Involvement

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

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

La Mariposa involves all educational partners in the planning process of the SPSA. Teachers and parents review data at the School Site Council meetings. Decisions are made based on a careful review of the data. Student input is considered by reviewing climate surveys. We also include the input and insight from our English Learner Advisory Committee to ensure that we provide a voice for English learners and ensure that their needs are addressed in order for them to achieve and thrive academically and social-emotionally. The SPSA is also reviewed at site leadership meetings with teachers.

## 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 state indicators with an overall performance in red or orange identified.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Students with disabilities fell in "orange" in language arts and mathematics.

### Other Needs

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

Review of CAASPP and local climate surveys

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0%	0%	%	0	0	
African American	2.38%	1.62%	1.88%	12	9	11
Asian	14.26%	12.97%	12.31%	72	72	72
Filipino	4.16%	3.06%	2.91%	21	17	17
Hispanic/Latino	34.65%	37.12%	37.95%	175	206	222
Pacific Islander	0.20%	0.36%	0.34%	1	2	2
White	36.63%	35.5%	36.24%	185	197	212
Multiple	7.72%	9.37%	8.38%	39	52	49
<b>Total Enrollment</b>				505	555	585

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	105	117	74
Grade 1	82	94	80
Grade 2	77	84	101
Grade3	96	85	96
Grade 4	73	98	93
Grade 5	72	77	99
<b>Total Enrollment</b>	505	555	585

#### Conclusions based on this data:

1. The school enrollment increased by 30.
2. Overall, student enrollment increased by 5%
3. The overall diversity of the school continues to remain similar. There was a slight increase of Hispanic/Latino students and in White students.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	40	34	42	8.50%	7.9%	7.3%
Fluent English Proficient (FEP)	30	31	32	6.20%	5.9%	5.5%
Reclassified Fluent English Proficient (RFEP)	9	2	12	4.5%	23%	29%

### Conclusions based on this data:

1. Our EL population dropped increased from 34 to 42.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	99	86	93	96	85	90	96	85	90	97.0	98.8	96.8
Grade 4	73	98	91	71	93	86	71	93	86	97.3	94.9	94.5
Grade 5	76	76	95	74	74	93	74	74	93	97.4	97.4	97.9
All Grades	248	260	279	241	252	269	241	252	269	97.2	96.9	96.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2479.	2465.	2470.	47.92	38.82	47.78	25.00	27.06	25.56	15.63	20.00	11.11	11.46	14.12	15.56
Grade 4	2512.	2540.	2542.	42.25	61.29	58.14	19.72	19.35	25.58	26.76	10.75	9.30	11.27	8.60	6.98
Grade 5	2593.	2576.	2604.	58.11	54.05	63.44	32.43	25.68	26.88	6.76	14.86	3.23	2.70	5.41	6.45
All Grades	N/A	N/A	N/A	49.38	51.59	56.51	25.73	23.81	26.02	16.18	15.08	7.81	8.71	9.52	9.67

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.46	27.06	25.56	57.29	63.53	63.33	6.25	9.41	11.11
Grade 4	33.80	46.24	41.86	57.75	47.31	56.98	8.45	6.45	1.16
Grade 5	45.95	33.78	50.54	52.70	63.51	46.24	1.35	2.70	3.23
All Grades	38.59	36.11	39.41	56.02	57.54	55.39	5.39	6.35	5.20

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	32.29	31.76	38.89	52.08	52.94	48.89	15.63	15.29	12.22
<b>Grade 4</b>	26.76	35.48	38.37	60.56	60.22	53.49	12.68	4.30	8.14
<b>Grade 5</b>	52.70	36.49	51.61	43.24	63.51	43.01	4.05	0.00	5.38
<b>All Grades</b>	36.93	34.52	43.12	51.87	58.73	48.33	11.20	6.75	8.55

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	18.75	17.65	13.33	73.96	81.18	81.11	7.29	1.18	5.56
<b>Grade 4</b>	16.90	24.73	19.77	70.42	66.67	70.93	12.68	8.60	9.30
<b>Grade 5</b>	28.38	22.97	20.43	67.57	70.27	74.19	4.05	6.76	5.38
<b>All Grades</b>	21.16	21.83	17.84	70.95	72.62	75.46	7.88	5.56	6.69

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	32.29	28.24	32.22	59.38	62.35	60.00	8.33	9.41	7.78
<b>Grade 4</b>	19.72	35.48	33.72	69.01	56.99	62.79	11.27	7.53	3.49
<b>Grade 5</b>	41.89	39.19	46.24	55.41	56.76	48.39	2.70	4.05	5.38
<b>All Grades</b>	31.54	34.13	37.55	61.00	58.73	56.88	7.47	7.14	5.58

**Conclusions based on this data:**

1. Overall achievement in Language Arts increased school wide with mean scale score increases at all three testing grades.
2. 5th grade experienced the highest increase in scores from 80% met or exceeded to 90% met or exceeded.
3. Third grade experienced 8% growth in met or exceeded, and 4th grade experienced 4% growth in met or exceeded.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	99	86	93	96	85	91	96	85	91	97.0	98.8	97.8
<b>Grade 4</b>	73	98	91	71	95	88	71	95	88	97.3	96.9	96.7
<b>Grade 5</b>	76	76	95	74	75	93	74	75	93	97.4	98.7	97.9
<b>All Grades</b>	248	260	279	241	255	272	241	255	272	97.2	98.1	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	2485.	2480.	2477.	45.83	44.71	40.66	28.13	28.24	30.77	14.58	15.29	13.19	11.46	11.76	15.38
<b>Grade 4</b>	2512.	2547.	2538.	35.21	57.89	46.59	25.35	18.95	28.41	28.17	14.74	19.32	11.27	8.42	5.68
<b>Grade 5</b>	2581.	2581.	2598.	52.70	48.00	59.14	22.97	28.00	22.58	20.27	18.67	12.90	4.05	5.33	5.38
<b>All Grades</b>	N/A	N/A	N/A	44.81	50.59	48.90	25.73	24.71	27.21	20.33	16.08	15.07	9.13	8.63	8.82

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	54.17	52.94	42.86	34.38	35.29	48.35	11.46	11.76	8.79
<b>Grade 4</b>	42.25	60.00	51.14	46.48	30.53	38.64	11.27	9.47	10.23
<b>Grade 5</b>	55.41	57.33	63.44	43.24	40.00	29.03	1.35	2.67	7.53
<b>Grade 11</b>									
<b>All Grades</b>	51.04	56.86	52.57	40.66	34.90	38.60	8.30	8.24	8.82

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	40.63	44.71	40.66	45.83	44.71	47.25	13.54	10.59	12.09
<b>Grade 4</b>	29.58	52.63	42.05	54.93	37.89	52.27	15.49	9.47	5.68
<b>Grade 5</b>	36.49	36.00	45.16	56.76	56.00	49.46	6.76	8.00	5.38
<b>All Grades</b>	36.10	45.10	42.65	51.87	45.49	49.63	12.03	9.41	7.72

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	47.92	36.47	37.36	43.75	52.94	50.55	8.33	10.59	12.09
<b>Grade 4</b>	35.21	49.47	45.45	50.70	42.11	48.86	14.08	8.42	5.68
<b>Grade 5</b>	33.78	26.67	47.31	60.81	66.67	48.39	5.41	6.67	4.30
<b>All Grades</b>	39.83	38.43	43.38	51.04	52.94	49.26	9.13	8.63	7.35

**Conclusions based on this data:**

1. Overall student performance remained the similar at 76%
2. Fifth grade increased 6% in met or exceeded from 76% to 82%
3. While fourth grade experienced a slight decrease from 77% to 75% met or exceeded, when looking at cohorts of students, this group increased 2% from the prior year's performance.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1487.0	*	*	1462.7	*	*	1543.3	*	*	13	10	6
<b>1</b>	*	*	*	*	*	*	*	*	*	*	9	*
<b>2</b>	*	*	*	*	*	*	*	*	*	6	4	8
<b>3</b>	*	*	*	*	*	*	*	*	*	5	4	*
<b>4</b>	*	*	*	*	*	*	*	*	*	4	5	6
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	5
<b>All Grades</b>										33	35	31

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	61.54	*	*	23.08	*	*	15.38	*	*	0.00	*	*	13	*	*
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>4</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	48.48	31.43	25.81	36.36	42.86	29.03	15.15	17.14	35.48	0.00	8.57	9.68	33	35	31

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	*	*	38.46	*	*	15.38	*	*	0.00	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	48.48	45.71	35.48	45.45	40.00	38.71	6.06	5.71	12.90	0.00	8.57	12.90	33	35	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	46.15	*	*	23.08	*	*	30.77	*	*	0.00	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	27.27	17.14	3.23	36.36	42.86	41.94	33.33	25.71	29.03	3.03	14.29	25.81	33	35	31

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	38.46	*	*	53.85	*	*	7.69	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.36	45.71	32.26	60.61	42.86	45.16	3.03	11.43	22.58	33	35	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	30.77	*	*	69.23	*	*	0.00	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.58	54.29	41.94	42.42	37.14	48.39	0.00	8.57	9.68	33	35	31

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	61.54	*	*	38.46	*	*	0.00	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	25.71	6.45	54.55	51.43	61.29	6.06	22.86	32.26	33	35	31

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	53.85	*	*	38.46	*	*	7.69	*	*	13	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	39.39	34.29	19.35	57.58	57.14	67.74	3.03	8.57	12.90	33	35	31

**Conclusions based on this data:**

1. The number of students tested fell by 3 from 22/23 to 23/24.
2. English Learner profile has shifted to more level 1 and level 2 students.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
585	25.5%	7.4%	0.0%
Total Number of Students enrolled in La Mariposa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	7.4%
Foster Youth	0	0.0%
Homeless	24	4.1%
Socioeconomically Disadvantaged	149	25.5%
Students with Disabilities	65	11.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	1.9%
American Indian	0	0.0%
Asian	72	12.3%
Filipino	17	2.9%
Hispanic	222	37.9%
Two or More Races	49	8.4%
Pacific Islander	2	0.3%
White	212	36.2%

### Conclusions based on this data:

1. La Mariposa has a diverse population.

2. Our percentage of socioeconomically disadvantaged increased from 22.3% to 25.5%
3. EL population continues to grow year over year with a 1.3% increase over the last year.

# School and Student Performance Data

## Overall Performance

The 2024 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  No Performance Color		

#### Conclusions based on this data:

1. Overall academic performance fell in blue for both language arts and math.
2. Chronic Absenteeism decreased to improved.
3. Suspension rate remained very low.



# School and Student Performance Data

## Academic Performance English Language Arts

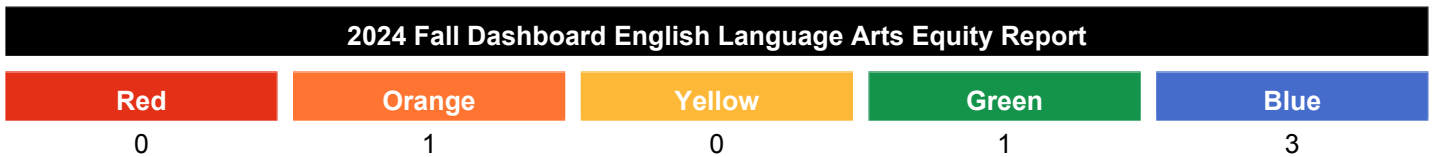
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>67.1 points above standard</p> <p>Increased 9.3 points</p> <p>275 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>34 points above standard</p> <p>Increased 23.7 points</p> <p>26 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>15 points above standard</p> <p>Declined 11.7 points</p> <p>75 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>42.5 points below standard</p> <p>Declined 17.7 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>109.3 points above standard</p> <p>Increased 3.6 points</p> <p>34 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>48.6 points above standard</p> <p>Increased 18.9 points</p> <p>111 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>120.1 points above standard</p> <p>Increased 43.8 points</p> <p>23 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Blue</p> <p>66.5 points above standard</p> <p>Maintained 1.8 points</p> <p>95 Students</p>

**Conclusions based on this data:**

1. Overall academic performance fell in blue for language arts.
2. Hispanic students scored 48.6 points above state level with an increase of 18.9 points.
3. Students with disabilities decreased 17.7 points.

# School and Student Performance Data

## Academic Performance Mathematics

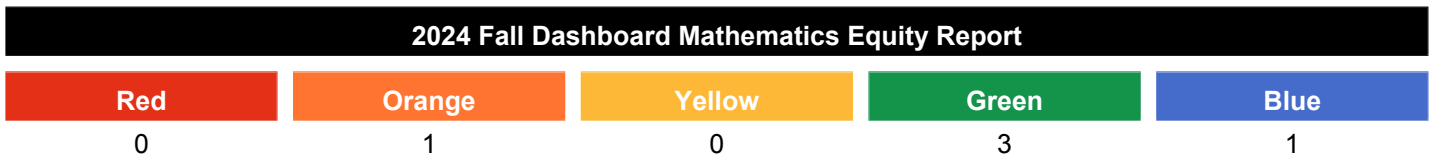
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Blue</p> <p>53.2 points above standard</p> <p>Maintained -1 points</p> <p>276 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>20.8 points above standard</p> <p>Declined 17 points</p> <p>27 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>2.6 points above standard</p> <p>Declined 18.3 points</p> <p>75 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>45.7 points below standard</p> <p>Declined 29.8 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>116.1 points above standard</p> <p>Increased 3.3 points</p> <p>35 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>30.6 points above standard</p> <p>Increased 4.6 points</p> <p>111 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>99 points above standard</p> <p>Increased 17.9 points</p> <p>23 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>46.8 points above standard</p> <p>Declined 5.2 points</p> <p>95 Students</p>

**Conclusions based on this data:**

1. Overall performance of all groups maintained at blue, scoring 53.2 points above standard.
2. Hispanic group increased 4.6 points and now score 30.6 above state average.
3. Students with disabilities declined 29.8 points, scoring at 45.7 points below standard.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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 a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  No Performance Color 40.9% making progress. Number Students: 22 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 31.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 22.7%	<b>Maintained ELPI Level 4</b> 4.5%	<b>Progressed At Least One ELPI Level</b> 36.4%

### Conclusions based on this data:

- 63.6% of students either maintained or progressed one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p>  Green <p>7.3% Chronically Absent</p> <p>Declined 7.4</p> <p>606 Students</p>	<p><b>English Learners</b></p>  Blue <p>2.1% Chronically Absent</p> <p>Declined 8.4</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p>  No Performance Color <p>0 Students</p>
<p><b>Foster Youth</b></p>  No Performance Color <p>0 Students</p>	<p><b>Homeless</b></p>  No Performance Color <p>12.5% Chronically Absent</p> <p>Declined 11.3</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow <p>11.9% Chronically Absent</p> <p>Declined 10.4</p> <p>159 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>14.7% Chronically Absent</p> <p>Declined 9.9</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>8.3% Chronically Absent</p> <p>0</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>2.7% Chronically Absent</p> <p>Declined 5.3</p> <p>75 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 16.7</p> <p>17 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>9.4% Chronically Absent</p> <p>Declined 6.8</p> <p>234 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>6% Chronically Absent</p> <p>Declined 3.6</p> <p>50 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>6.5% Chronically Absent</p> <p>Declined 9.5</p> <p>215 Students</p>

**Conclusions based on this data:**

1. All student groups experienced a decline in absenteeism.
2. Chronic Absenteeism fell by 7.4% from previous year.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

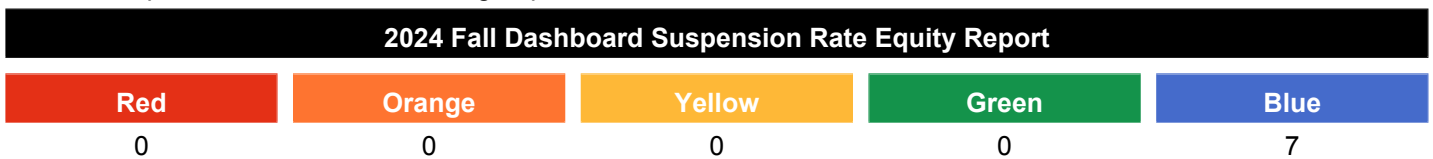
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>610 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>47 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>159 Students</p>



<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>76 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>12 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>75 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>17 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>235 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>51 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>217 Students</p>

**Conclusions based on this data:**

1. There were no suspensions in the 2023/2024 school year. The use of PBIS and Restorative Practices support positive behaviors and addressing behaviors early and consistently.
2. All student groups fell in the blue performance level.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Student Achievement

Maintain or improve academic performance as measured by CAASPP/CAST in mathematics and science.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

### 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.

Mean scores for English Learners, Socioeconomically Disadvantaged, and Students with Disabilities declined in math.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	CAASPP Math baseline is 76% exceeded or met standard	Maintain or improve aggregate school performance as compared to previous CAASPP administration

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Increase student achievement through increased educational opportunities for all students through after school tutoring for mathematics.	4th and 5th grade students	2407 D102 Tutoring/Homework Support 1000-1999: Certificated Personnel Salaries Salary for tutoring hours 535 D102 Tutoring/Homework Support 3000-3999: Employee Benefits Employee benefits for tutoring hours
1.2	Collaborate in PLCs (Professional Learning Communities) to support math outcomes. Develop	All students	0.00 None Specified

	CFAs for essential standards to be used for short term data cycles and identifying students who need intervention and extension.		None Specified Meet weekly in PLCs to create common assessments, review data, plan instruction and share teaching strategies.
<b>1.3</b>	Data team meetings: Principal and grade level team meet to review academic data, discuss next steps including strategies and targeted support needs. Develop individual data sheets for students with disabilities to target needs for individual students.	Kindergarten - 5th grade students	0 D108 Data Days None Specified Centralized District Support. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction.
<b>1.4</b>	Collaborative Success Team meetings held 8 times per year to develop and monitor goals with parent input.	All students identified	0 D204 CST None Specified Centralized District Support. Funds to provide classroom substitute coverage.

# 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.

#### Student Achievement

Maintain or improve performance as measured by CAASPP for ELA standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will increase student academic achievement and academic engagement through a cohesive instructional program centered on high-quality instruction and support.

### 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.

Mean scores for Students with Disabilities and socioeconomically disadvantaged declined.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	Language arts baseline is 82% above or met	Maintain or improve aggregate school performance as compared to previous CAASPP administration

### 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	Provide increased literacy coach supports via direct support in groups.	Students identified through classroom based assessments and IXL data.	0.00 None Specified None Specified District supported.
2.2	Meet weekly in PLCs to determine student needs and create plans for WIN time. Implement WIN (Whatever I Need) time across all grade levels to support reading intervention and extension. Target data for students with disabilities, in addition to writing for all sub groups.	All students	0.00 None Specified None Specified
2.3	Incentivize home reading for all grade levels	all students	1000.00 D203 Belongingness Activities

			4000-4999: Books And Supplies Purchase of reading incentives
<b>2.4</b>	Data team meetings held throughout the year to review and support student academic needs. Two data days planned.	Kindergarten - 5th grade	0 D108 Data Days None Specified Centralized district support. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction.
<b>2.5</b>	Collaborative Success Team meetings held 8 times per year to develop and monitor goals with parent input.	All students identified	0 D204 CST None Specified Centralized support to provide substitute coverage

# 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.

#### Student Connectedness

Research has shown that students are more likely to succeed when they feel connected to the school (Centers for Disease Control and Prevention, 2014). We will help students feel connected to our school by creating a positive, supportive, and engaging school climate.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

PVSD will provide safe, supportive, and inclusive schools that foster a sense of belonging and connectedness for 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.

Students with Disabilities continue to have a high absenteeism rate despite making improvements in this area over the previous year.

### 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
Chronic Absenteeism Dashboard Indicator for all students	7.3% chronically absent	Maintain or reduce number of chronically absent students.

### 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	Implementation of school wide positive behavior incentives - Student of the Week, Pride tickets/prizes	School wide and targeted	1000 D203 Belongingness Activities 4000-4999: Books And Supplies Incentive prizes for pride tickets and small items for Student of the Week recipients
3.2	School wide art instruction provided to TK-5th grade 5 times yearly.	All Students in TK-5th	3,277 Prop 28 Arts 2000-2999: Classified Personnel Salaries

			Cost of Salary 1,191 Prop 28 Arts 3000-3999: Employee Benefits benefits
<b>3.3</b>	Student Leadership - Student leaders in 4th and 5th grade meet monthly to provide input on projects for the school and community to build connectedness and provide service opportunities. Activities include collecting daily house points, leading morning announcements, morning welcome committee on House Days (Thursday), Food drive, Red Ribbon Week, Spirit Days, and House game days.	All students	500 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Stipend for leading student meetings all year long 2x a month, leading house game activities 111 D203 Belongingness Activities 3000-3999: Employee Benefits benefits 1000 D203 Belongingness Activities 4000-4999: Books And Supplies Purchase of shirts for Ron Clark House system
<b>3.4</b>	Club and enrichment opportunities - Spelling Bee, Super Quiz, Red Ribbon Week, Lunch interest Club, Rotary Track, Garden Club, field trips	All students including targeted recruitment for activities for students with disabilities, which is a need indicated through identification for Differentiated Assistance.	2525 D203 Belongingness Activities 1000-1999: Certificated Personnel Salaries Stipends for leading enrichment opportunities 560 D203 Belongingness Activities 3000-3999: Employee Benefits Benefits 6725 D203 Belongingness Activities 5000-5999: Services And Other Operating Expenditures Bussing for school sponsored field trips
<b>3.5</b>	Expand recess options to include a wider variety of resources to address the interest of all students.	All students	2797 D203 Belongingness Activities 4000-4999: Books And Supplies Purchase of new equipment including jump ropes, balls, games
<b>3.6</b>	Implement schoolwide attendance incentive/recognition system. This system includes monthly class incentives and individual incentives earned each trimester.	All students including groups who fell in Very High category on California Dashboard for	400.00 D203 Belongingness Activities

		2023 - Students with Disabilities and Socioeconomically Disadvantaged	4000-4999: Books And Supplies Purchase of monthly class attendance incentive components and individual incentives given three times per year.
<b>3.7</b>	Provide all students access to STEM based activities through Makerspace hands-on learning opportunities.	All Students	500.00 D206 Makerspace 4000-4999: Books And Supplies Purchase of materials for STEM projects
<b>3.8</b>	Offer Saturday Attendance Academy to families. Personally reach out to families with a history of higher absences when the type of absence does not warrant a SARB referral. Include Saturday Academy in SART contracts.	Student groups who fell in Very High category on California Dashboard for 2022 - Students with Disabilities and Socioeconomically Disadvantaged	0 None Specified None Specified District funded Saturday Academy offered to families with absences and included on SART contracts.
<b>3.9</b>	Add social worker to support families who are experiencing chronic absenteeism to help address barriers and provide additional community resources.	Student groups who fell in Very High category on California Dashboard for 2022 - Students with Disabilities and Socioeconomically Disadvantaged	0 None Specified None Specified Centralized district support
<b>3.10</b>	School wide music instruction twice monthly for all grades.	TK-5	26782 Prop 28 Arts 1000-1999: Certificated Personnel Salaries Salary for credentialled music teacher 10253 Prop 28 Arts 3000-3999: Employee Benefits Employee benefits cost
<b>3.11</b>	AMS Prop Instructional supplies and materials to support purchase of music instruments, maintenance of instruments, visual art supplies, and arts curriculum	TK-5	13,367 Prop 28 Arts 4000-4999: Books And Supplies Cost of materials to support arts programming



# Annual Review and Update

**SPSA Year Reviewed: 2023-24**

## Goal 1

Maintain or improve academic performance as measured by CAASPP in mathematics.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Maintain or improve aggregate school performance as compared to previous CAASPP administration	Maintained dashboard indicator of blue at 76% met/exceeded.

## Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Increase student achievement through increased educational opportunities for all students through after school tutoring for mathematics.</p>	<p>Math tutoring provided for targeted group from October through May as planned. Students in 4th and 5th grade identified and provided tutoring two days per week after school.</p>	<p>Salary for tutoring hours 1000-1999: Certificated Personnel Salaries P112 Tutoring 2265</p> <p>Employee benefits for tutoring hours 3000-3999: Employee Benefits P112 Tutoring 504</p>	<p>Salary for tutoring hours 1000-1999: Certificated Personnel Salaries D102 Tutoring/Homework Support 2199</p> <p>Employee benefits for tutoring hours 3000-3999: Employee Benefits D102 Tutoring/Homework Support 489</p>
<p>Collaborate in PLCs (Professional Learning Communities) to support math outcomes. Develop CFAs for essential standards to be used for short term data cycles and identifying students who need intervention and extension.</p>	<p>PLCs regularly held throughout the year, weekly with monthly extended opportunities for deeper collaboration. Principal joined various grade levels throughout the year. Student needs for intervention and extension identified.</p>	<p>Meet weekly in PLCs to create common assessments, review data, plan instruction and share teaching strategies. None Specified None Specified 0.00</p>	<p>Meet weekly in PLCs to create common assessments, review data, plan instruction and share teaching strategies. None Specified 0.00</p>
<p>Data team meetings: Principal and grade level team meet to review academic data, discuss next steps including strategies and targeted support needs.</p>	<p>Two data team meetings held at the end of first and second trimesters. Data reviewed using IXL, IABs, and math module assessments.</p>	<p>Centralized District Support. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction. None</p>	<p>Centralized District Support. Funds are provided for teacher data meetings with the administration to gauge learning and improve instruction. None Specified 0.00</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Specified None Specified 0	

## Analysis

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

Overall implementation of the proposed strategies and activities were completed. CAASPP dashboard results met with a maintenance of overall performance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall strategies were effective to meet academic goal for mathematics. Upon closer review of data, the need to more specifically target the students with disabilities student group is needed for the new SPSA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Budget was almost completely used, with only a slightly lower expenditure to ensure that the budget was not overspent. A couple of after school tutoring sessions needed to be cancelled due to teacher illness.

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.

Strategies will be more defined to include targeted students who are identified as students with disabilities, and who had a decline in achievement from the year prior.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 2

Maintain or improve performance as measured by CAASPP for ELA standards.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP	Maintain or improve aggregate school performance as compared to previous CAASPP administration	Overall met/exceeded rose from 76% to 82%

## Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide increased literacy coach supports via direct support in groups.	Literacy coach targeted support for grades 1-3, with additional rounds for K, 4th and 5th	District supported.  None Specified None Specified 0.00	District supported None Specified 0.00
Meet weekly in PLCs to determine student needs and create plans for WIN time. Implement WIN (Whatever I Need) time across all grade levels to support reading intervention and extension. Target writing as a focus in 3rd grade, with a focus on providing rubrics and writing examples from CAASPP to help students have clarity on expectations of performance.	PLCs regularly held throughout the year, weekly with monthly extended opportunities for deeper collaboration. Principal joined various grade levels throughout the year. Student needs for intervention and extension identified.	None Specified None Specified 0.00	None Specified 0.00
Incentivize home reading for all grade levels	Home reading prizes given to students for every 500 minutes read at home, up to 3000 minutes.	Purchase of reading incentives  4000-4999: Books And Supplies P203 Connectedness 1000.00	Purchase of reading incentives 4000-4999: Books And Supplies D203 Belongingness Activities 945.00
Data team meetings: Principal and grade level team meet to review	Two data team meetings held at the end of first and second trimesters. Data	Centralized district support. Funds are	Centralized district support. Funds are

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
academic data, discuss next steps including strategies and targeted support needs.	reviewed using IXL, IABs, BPSTs, F&P, and ESGI.	provided for teacher data meetings with the administration to gauge learning and improve instruction. None Specified None Specified 0	provided for teacher data meetings with the administration to gauge learning and improve instruction. None Specified 0

## Analysis

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

Overall implementation of the proposed strategies and activities were completed. CAASPP dashboard results met with increase in overall performance going from 76% met/exceeded to 82% met/exceeded.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Overall strategies were effective to meet academic goal for mathematics. Upon closer review of data, the need to more specifically target the students with disabilities subgroup is needed for the new SPSA.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Total purchase for reading incentives fell slightly below budgeted amount.

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.

Strategies will be more defined to include targeted students who are identified as students with disabilities, and who had a decline in achievement from the year prior.

# Annual Review and Update

SPSA Year Reviewed: 2023-24

## Goal 3

Research has shown that students are more likely to succeed when they feel connected to the school (Centers for Disease Control and Prevention, 2014). We will help students feel connected to our school by creating a positive, supportive, and engaging school climate.

## Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Chronic Absenteeism Dashboard Indicator for Students with Disabilities	Minimum improvement of one level	Improved two levels. Indicator went from red to green.

## Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of school wide positive behavior incentives - Student of the Week, Pride tickets/prizes	Implementation of school wide positive behavior incentives - Student of the Week, Pride tickets/prizes. Campus supervisors consistently provided pride tickets at recess for recognizing leadership of expected behaviors for safety and respect.	Incentive prizes for pride tickets and small items for Student of the Week recipients 4000-4999: Books And Supplies P203 Connectedness 800	Incentive prizes for pride tickets and small items for Student of the Week recipients 4000-4999: Books And Supplies D203 Belongingness Activities 780.00
Peer Mentorship program - supported through student leadership group - Older students serve as mentors to students in lower grades, gather monthly for celebrations and games.	Peer Mentorship program - supported through student leadership group - Older students serve as mentors to students in lower grades, gather monthly for celebrations and games. Students in 4th and 5th grade led classroom lessons for character traits.	Stipend for leading mentorship group, organizing games and activities monthly 1000-1999: Certificated Personnel Salaries P205 Mentorship 500  benefits 3000-3999: Employee Benefits P205 Mentorship 114	Stipend for leading mentorship group, organizing games and activities monthly 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 500  benefits 3000-3999: Employee Benefits 111
Student Leadership - Student leaders in 4th and 5th grade meet monthly to provide input on projects for the school and community to build	Student leadership met weekly throughout the year to plan community outreach, spirit days, character trait lessons,	Stipend for leading student meetings all year long 2x a month, leading house game activities 1000-1999: Certificated Personnel	Stipend for leading student meetings all year long 2x a month, leading house game activities 1000-1999: Certificated Personnel

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
connectedness and provide service opportunities. Activities include collecting daily house points, leading morning announcements, morning welcome committee on House Days (Thursday), Food drive, Red Ribbon Week, Spirit Days, and House game days.	and house games activities.	Salaries P203 Connectedness 1000	Salaries D203 Belongingness Activities 1000
		benefits 3000-3999: Employee Benefits P203 Connectedness 222	benefits 3000-3999: Employee Benefits D203 Belongingness Activities 216
		Purchase of shirts for Ron Clark House system 4000-4999: Books And Supplies P203 Connectedness 600	Purchase of shirts for Ron Clark House system 4000-4999: Books And Supplies D203 Belongingness Activities 558
Club and enrichment opportunities - Spelling Bee, Super Quiz, Red Ribbon Week, Lunch interest Club, Rotary Track, Garden Club, field trips	Club and enrichment opportunities - Spelling Bee, Super Quiz, Red Ribbon Week, Lunch interest Club, Rotary Track, Garden Club, field trips	Stipends for leading enrichment opportunities 1000-1999: Certificated Personnel Salaries P203 Connectedness 2550	Stipends for leading enrichment opportunities 1000-1999: Certificated Personnel Salaries D203 Belongingness Activities 2400
		Benefits 3000-3999: Employee Benefits P203 Connectedness 567	Benefits 3000-3999: Employee Benefits D203 Belongingness Activities 520
		Bussing for school sponsored field trips 5000-5999: Services And Other Operating Expenditures P203 Connectedness 6329	Bussing for school sponsored field trips 5000-5999: Services And Other Operating Expenditures D203 Belongingness Activities 10249
Expand recess options to include a wider variety of resources to address the interest of all students.	Expand recess options to include a wider variety of resources to address the interest of all students.	Purchase of new equipment including jump ropes, balls, games 4000-4999: Books And Supplies P203 Connectedness 1400	Purchase of new equipment including jump ropes, balls, games 4000-4999: Books And Supplies D203 Belongingness Activities 1340
Implement schoolwide attendance incentive/recognition system. This system includes monthly class incentives and individual incentives earned each trimester.	Implement schoolwide attendance incentive/recognition system. This system includes monthly class incentives and individual incentives earned each trimester.	Purchase of monthly class attendance incentive components and individual incentives given three times per year. 4000-4999: Books And Supplies P203 Connectedness 700.00	Purchase of monthly class attendance incentive components and individual incentives given three times per year. 4000-4999: Books And Supplies D203 Belongingness Activities 690.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide all students access to STEM based activities through Makerspace hands-on learning opportunities.	Provide all students access to STEM based activities through Makerspace hands-on learning opportunities.	Purchase of materials for STEM projects 4000-4999: Books And Supplies P206 Makerspace Supplies 500.00	Purchase of materials for STEM projects 4000-4999: Books And Supplies D206 Makerspace 500.25
Offer Saturday Attendance Academy to families. Personally reach out to families with a history of higher absences when the type of absence does not warrant a SARB referral. Include Saturday Academy in SART contracts.	Offer Saturday Attendance Academy to families. Personally reach out to families with a history of higher absences when the type of absence does not warrant a SARB referral. Include Saturday Academy in SART contracts.	District funded Saturday Academy offered to families with absences and included on SART contracts. None Specified None Specified 0	District funded Saturday Academy offered to families with absences and included on SART contracts. None Specified 0
Add social worker to support families who are experiencing chronic absenteeism to help address barriers and provide additional community resources.	Add social worker to support families who are experiencing chronic absenteeism to help address barriers and provide additional community resources.	Centralized district support None Specified None Specified 0	Centralized district support None Specified 0

## Analysis

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

Overall, all strategies and activities were fully implemented. Chronic absenteeism fell from 14.3% to 7.3%. Students with disabilities improved two color bands, going from red to yellow.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The combination of Saturday school, the SARB process, and incentivizing attendance through class and individual awards help cut the chronic absenteeism rate in half.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Most items fell just under budget. Costs for field trips were over budget due to higher costs of bussing.

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.

All activities and strategies will be continued. Additional strategy for providing enrichment in the arts will be added to this goal.



# 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	\$N/A
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$74,930.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
D102 Tutoring/Homework Support	\$2,942.00
D108 Data Days	\$0.00
D203 Belongingness Activities	\$16,618.00
D204 CST	\$0.00
D206 Makerspace	\$500.00
None Specified	\$0.00
Prop 28 Arts	\$54,870.00

Subtotal of state or local funds included for this school: \$74,930.00

Total of federal, state, and/or local funds for this school: \$74,930.00



# 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
D102 Tutoring/Homework Support	2942	0.00
D206 Makerspace	500	0.00
D203 Belongingness Activities	16618	0.00
D108 Data Days	0	0.00
D204 CST	0	0.00
Prop 28 Arts	54870	0.00
Centralized Service	0	0.00

## Expenditures by Funding Source

Funding Source	Amount
D102 Tutoring/Homework Support	2,942.00
D108 Data Days	0.00
D203 Belongingness Activities	16,618.00
D204 CST	0.00
D206 Makerspace	500.00
None Specified	0.00
Prop 28 Arts	54,870.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	32,214.00
2000-2999: Classified Personnel Salaries	3,277.00
3000-3999: Employee Benefits	12,650.00
4000-4999: Books And Supplies	20,064.00
5000-5999: Services And Other Operating Expenditures	6,725.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	D102 Tutoring/Homework Support	2,407.00
3000-3999: Employee Benefits	D102 Tutoring/Homework Support	535.00
None Specified	D108 Data Days	0.00
1000-1999: Certificated Personnel Salaries	D203 Belongingness Activities	3,025.00
3000-3999: Employee Benefits	D203 Belongingness Activities	671.00
4000-4999: Books And Supplies	D203 Belongingness Activities	6,197.00
5000-5999: Services And Other Operating Expenditures	D203 Belongingness Activities	6,725.00
None Specified	D204 CST	0.00
4000-4999: Books And Supplies	D206 Makerspace	500.00
None Specified	None Specified	0.00
1000-1999: Certificated Personnel Salaries	Prop 28 Arts	26,782.00
2000-2999: Classified Personnel Salaries	Prop 28 Arts	3,277.00
3000-3999: Employee Benefits	Prop 28 Arts	11,444.00
4000-4999: Books And Supplies	Prop 28 Arts	13,367.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	2,942.00
Goal 2	1,000.00
Goal 3	70,988.00

# School Site Council Membership

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

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

Name of Members	Role
Claudia Stepan	Principal
Osiris Murillo	Classroom Teacher
Sheryl Pearson	Classroom Teacher
Christie Kyriacou	Classroom Teacher
Chris Valenzuela	Parent or Community Member
Claire Hattar	Parent or Community Member
Jessica Wharton	Parent or Community Member
Tan Pham	Parent or Community Member
Hoda Samiee	Parent or Community Member
Dana Yuhasz	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**



**Committee or Advisory Group Name**

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 12/19/24.

Attested:

	Principal, Claudia Stepan on 12/19/24
	SSC Chairperson, Jessica Wharton on 12/19/24