



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
George Shirakawa Sr. Elementary School	43-69450-6115943	April 10, 2024	6/25/2024

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

Schoolwide Program
 Additional Targeted Support and Improvement
 Shirakawa is identified for ATSI for Students with Disabilities in Academics (ELA, Math) and Chronic Absenteeism.

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.

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement	7
Resource Inequities	7
Comprehensive Needs Assessment Components	8
California School Dashboard (Dashboard) Indicators.....	9
Other Needs.....	10
School and Student Performance Data	12
Student Enrollment.....	12
CAASPP Results.....	15
ELPAC Results	21
California School Dashboard	26
Overall Performance	28
Goals, Strategies, & Proposed Expenditures.....	39
Goal 1.....	39
Goal 2.....	46
Goal 3.....	51
Budget Summary	56
Budget Summary	56
Other Federal, State, and Local Funds	56
Budgeted Funds and Expenditures in this Plan	57
Funds Budgeted to the School by Funding Source.....	57
Expenditures by Funding Source	57
Expenditures by Budget Reference	57
Expenditures by Budget Reference and Funding Source	57
Expenditures by Goal.....	59
School Site Council Membership	60
Recommendations and Assurances	61
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	62

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

Schoolwide Program

Additional Targeted Support and Improvement

Shirakawa is identified for ATSI for Students with Disabilities in Academics (ELA, Math) and Chronic Absenteeism.

Shirakawa's School Plan for Student Achievement will effectively meet the Every Student Succeeds Act requirements through our collaboratively developed goals and the implementation of our goals through instruction, professional learning, and leadership practice.

Shirakawa is grounded in our ABC's of Academic Excellence, Building Culture and Community, and Collaboration. Teachers will support academic achievement through their instruction of phonics, oral reading fluency, and phonemic awareness, personalized learning and review of data through Next Step Guided Reading Assessment (NSGRA), Lexia, Lexia English, Fastbridge Math, Dynamics Indicators of Basic Literacy Skills (DIBELS) and STAR Renaissance Reading/Math.

As a school community, we maintain a positive school environment through the implementation of a positive school-wide positive behavior support program which includes continued support for the effective, location specific practice of SHARK expectations, implementation of a bully-free campaign with assemblies, lunchtime activities, and ongoing classroom presentations, implementation of the 2nd Step SEL program, and building student-teacher rapport so all students feel the support of trusted adults.

We will build instructional practices through our participation in the District Multi-Tiered System of Support (MTSS) and guided MTSS, Tier 1 classroom literacy strategies, grade level collaboration (GLC), lessons and strategies to implement District adopted curriculum, sharing and integrating best practices in grade level and vertical Professional Learning Communities (PLC), differentiating through Universal Design for Learning, tiered instruction based on individual student needs, and both pull-out and push-in intervention for Grades PK-8 and Multi Language Learner (ML/EL) Newcomers to reach our student learning goals.

To support professional learning, administration will provide support structures for teachers and staff through professional development, instructional coaching, PLC collaboration, dedicated time for data analysis, and adequate resources/access to various school/district adopted curricula and programs. During teacher collaboration, teachers will focus and support student achievement through MTSS Tier 1 and 2 implementation, ongoing data analysis, flexible and targeted student interventions and instructional planning. The Multi Tiered Systems of Support (MTSS) and Instructional Leadership (ILT) teams will meet regularly to reflect and provide feedback, monitor progress through data analysis, and keep the school focused on achieving its vision and mission, as well as our annual, student-centered goals.

To increase our positive school culture, safe/inclusive school environment and improve the conditions of learning, administration will provide professional development, coaching, and collaboration time to ensure all staff receives training and resources to implement a school-wide positive discipline plan and shared, location-specific behavior expectations, as we implement the third year of MTSS - Multi-Tiered Systems of Support - and increase programming to meet the social-emotional needs of students and staff.

To increase parent engagement and support and improve the conditions of learning, administration will provide parent workshops and parent support to help families build capacity to support their child's learning, along with opportunities to help families learn effective communication strategies and support their child's academic, behavioral, and social/emotional growth. The ELAC and SSC will meet regularly to encourage input from all stakeholders, monitor and reflect on progress through data analysis, and provide feedback for modifications and revisions of practices.

Lastly, through leadership practice, administration will execute the following:

- Provide designated grade level planning days to discuss and collaborate on best instructional practices;
- Ensure resources are available and provided for teachers to support all levels of student instruction;
- Provide professional development based upon staff feedback and identified areas of need;

- Provide, review, discuss and apply student data to develop effective instructional practices and strategies during grade level planning days and PLCs;
- Observe classroom instruction to provide instructional coaching and feedback on instructional practices, student engagement, and academic outcomes.

Shirakawa's School Plan for Student Achievement meets ESSA (Every Student Succeeds Act) requirements by aligning with the Franklin-McKinley Local Control and Accountability Plan (LCAP) and other federal, California state, and local programs through the following key elements:

Data-Informed Goals and Strategies:

The plan starts with a comprehensive analysis of student data, including academic performance, attendance, and other relevant metrics. This data informs the setting of specific goals and strategies aligned with ESSA priorities, LCAP objectives, and state/local program requirements.

Inclusive Educational Partner Engagement:

The development of this plan involved the collaboration with teachers and staff, parents/families, students, and community members. This ensures that the plan reflects the needs and priorities of the entire Shirakawa community.

Evidence-Based Practices and Interventions:

Our SPSA incorporates evidence-based instructional practices and interventions that have demonstrated effectiveness in improving student outcomes. This includes differentiated instruction, targeted support for at-risk student groups, and the use of data to drive decision-making.

Resource Allocation and Integration:

Equitable Resource Allocation: Our plan prioritizes equitable distribution of instructional materials, supplies, and technology resources based on identified student needs and curriculum requirements. District approved curricula is distributed equitably, and instructional supply provisioning is centralized through our school Instructional Leadership Team (ILT) to provide equity and continuity in access to learning materials. The equitable access to instructional materials will support increased achievement in our students with disabilities subgroup.

Professional Development and Support: We invest in ongoing professional development for teachers and staff to ensure effective utilization of available resources and promote inclusive practices. Shirakawa teachers in grades K - 2 are currently participating in intensive training in reading support strategies through the Reading League, with a focus on phonics, phonemic awareness, and fluency. Training for implementation of a new diagnostic tool, the Dynamic Indicators of Basic Early Literacy (DIBELS) is nearly complete at this time, and teachers will be able to analyze the results of this assessment to target reading support and deepen or commitment to early literacy. These initiatives will support our Students with Disabilities through more effective literacy instruction, and academic interventions to address gaps and increase achievement.

Expanded Access to Support Services: We implement initiatives to increase access to counseling, academic intervention, and other support services for students who require additional assistance. As part of the Community Schools Grant, Shirakawa has added a School Linked Services Specialist who is helping families provide for basic needs and encourage family partnerships in literacy. These initiatives will support our Students with Disabilities through increased home to school communication and support, and academic interventions to address gaps and increase attendance and achievement.

Facility Improvements and Maintenance: We advocate for and allocate resources towards improving and maintaining school facilities to create a conducive learning environment for all students. Shirakawa staff is working closely with state and District facilities teams to implement a comprehensive school site modernization in 2025, with planned upgrades to school security and appearance planned for summer of 2024. Improving our facilities and maintenance will increase student safety and improve our learning environment for our students with disabilities, contributing to increased attendance and improved achievement.

Through the implementation of these targeted strategies, Shirakawa is committed to addressing resource inequities and promoting equitable opportunities for student success. The SPSA serves as a roadmap for systematically closing gaps and ensuring that every student receives the necessary resources and support to thrive academically and socially. This approach reflects our dedication to achieving educational excellence and equity within our school community.

Resources from federal, state, and local programs are strategically integrated into the SPSA to maximize impact and sustainability. This includes leveraging Title I funding, professional development opportunities, and support services for students with specific needs. The strategic use of these resources will support an increased sense of belonging in our

students with disabilities while building confidence and self efficacy, contributing to improved attendance and higher achievement in our students with disabilities.

By incorporating these elements, Shirakawa's SPSA not only meets ESSA requirements but also fosters a comprehensive approach to improving student outcomes that is responsive to the unique needs and contexts of our school community. Each of these elements will support our students with disabilities through responsive and effective actions to build a sense of belonging, increase attendance, and support higher achievement.

Increasing attendance and achievement for students with learning disabilities requires a comprehensive and supportive plan that addresses both academic and non-academic factors affecting their educational experience.

Shirakawa will implement the following multi-step plan:

1. ****Identify Barriers****:

Understand the specific challenges that students with disabilities face in attending school regularly. Common barriers may include transportation issues, health-related concerns, accessibility problems, or lack of support.

2. ****Engage Stakeholders****:

Involve key stakeholders such as parents/guardians, teachers, counselors, special educators, and disability service providers in developing strategies. Seek insights into the challenges faced and potential solutions.

3. ****Establish Communication Channels****:

Maintain open lines of communication between school staff, parents/guardians, and students. Regularly update families on attendance progress and collaborate on strategies to improve attendance.

4. ****Develop Individualized Plans****:

Create personalized attendance plans and goals within the IEPs for each student with disabilities. These plans should be based on their unique needs and challenges. Consider factors like assistive technology, transportation support, and health accommodations. Student Individualized Education Plans (IEPs) should outline specific academic goals, accommodations, and support services needed to address each child's unique learning needs. Develop goals to address academic improvement as well as chronic absenteeism when needed.

2. ****Specialized Instruction****:

Provide specialized instruction tailored to each student's learning profile. Use evidence-based teaching methods and assistive technologies to enhance comprehension and engagement.

3. ****Multi-tiered Systems of Support (MTSS)****:

Implement MTSS frameworks to provide targeted interventions and support. Offer different levels of support based on individual needs, including academic tutoring, behavioral interventions, and social-emotional counseling.

4. ****Accessible Learning Materials****:

Ensure all learning materials are accessible and adapted to accommodate various learning styles and disabilities. Utilize audiovisual resources, adaptive technologies, multimodal delivery of content, and alternative formats as needed.

5. ****Positive Behavior Support****:

Implement positive behavior support strategies to foster a supportive and inclusive classroom environment. Recognize and reinforce positive behaviors to enhance motivation and engagement.

6. ****Collaborative Team Approach****:

Foster collaboration among educators, specialists, parents/guardians, and related service providers. Regularly communicate and share progress updates to ensure alignment to our District LCAP and continuity of support.

7. ****Parent/Guardian Involvement****:

Engage parents/guardians as active partners in their child's education. Provide resources, training, and workshops to empower families to support learning and monitor progress at home.

8. ****Social-Emotional Learning (SEL)****:

Integrate SEL curriculum to develop social skills, self-regulation, and resilience among students with learning disabilities. Create opportunities for peer interaction and inclusion.

9. ****Data-Driven Decision Making****:

Use data to monitor attendance, academic progress, and the effectiveness of interventions. Analyze trends and adjust

strategies based on insights to optimize outcomes.

10. **Professional Development**:

Offer ongoing professional development for educators on inclusive practices, universal design for learning, and effective support strategies for students with learning disabilities.

11. **Celebration of Achievements**:

Recognize and celebrate students' achievements, progress, and efforts. Build a culture of success and resilience to motivate continuous improvement.

12. **Community Partnerships**:

Collaborate with community resources, health providers, transportation resources, disability advocacy organizations, and local agencies to expand support networks and access additional services for students with learning disabilities.

13. **Continuous Evaluation and Improvement**:

Regularly monitor and evaluate the effectiveness of the plan and make adjustments based on feedback and outcomes. Continuously strive for improvement in attendance and academic achievement outcomes.

By implementing these strategies collectively and collaboratively, schools can create a nurturing and inclusive environment that promotes attendance and empowers students with learning disabilities to achieve their academic potential. Tailor interventions and supports to meet individual needs while fostering a culture of equity, inclusion, and continuous improvement.

1. **Assess Current Situation**:

Conduct a detailed assessment of the existing attendance data for students with disabilities. Identify trends, patterns, and reasons for absenteeism.

2. **Identify Barriers**:

Understand the specific challenges that students with disabilities face in attending school regularly. Common barriers may include transportation issues, health-related concerns, accessibility problems, or lack of support.

3. **Engage Stakeholders**:

Involve key stakeholders such as parents/guardians, teachers, counselors, special educators, and disability service providers in developing strategies. Seek insights into the challenges faced and potential solutions.

4. **Develop Individualized Plans**:

Create personalized attendance plans for each student with disabilities. These plans should be based on their unique needs and challenges. Consider factors like assistive technology, transportation support, and health accommodations.

5. **Provide Support Services**:

Offer comprehensive support services such as counseling and tutoring to address the specific needs of students with disabilities and help them overcome barriers to attendance.

6. **Implement Attendance Incentives**:

Develop positive reinforcement strategies to motivate students with disabilities to attend school regularly. This could include recognition programs, rewards for good attendance, or special privileges.

7. **Establish Communication Channels**:

Maintain open lines of communication between school staff, parents/guardians, and students. Regularly update families on attendance progress and collaborate on strategies to improve attendance.

8. **Training and Awareness**:

Conduct training sessions for teachers and staff on inclusive practices and disability awareness. Equip educators with the skills and knowledge to effectively support students with disabilities in the classroom.

9. **Monitor and Adjust**:

Continuously monitor the effectiveness of the attendance improvement plan. Collect feedback from students, parents,

and staff to identify areas for improvement and make necessary adjustments.

10. ****Community Partnerships**:**

Collaborate with community organizations, advocacy groups, and local agencies to access additional resources and support for students with disabilities.

By implementing these steps systematically, schools can create a supportive and inclusive environment that promotes regular attendance and enhances the overall educational experience for students with disabilities. Each student's journey toward improved attendance will be unique, and ongoing collaboration with stakeholders is key to success.

Educational Partner Involvement

How, when, and with whom did George Shirakawa Sr. 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

Current school year's SPSA is available for families, staff, and community to review on our school website.

At our annual Back to School Night, parents are informed of the current year's goals and Title 1 initiatives.

In the spring, stakeholder meetings are held to review and update goals for the following year based upon various surveys and data points.

During the 2023-2024 Academic Year, updates of current year's goals were provided to staff, the community, School Site Council, and our English Learners Advisory Committee members regularly throughout the year. Preliminary discussions on adjusting and developing the goals for 24/25 took place during this time. Our proposed Title 1 Budget allocations for 2024 -2025 were approved by our SSC/ELAC at our meeting on March 7, 2024. The proposed draft 24-25 AY SPSA goals were discussed with families and community at our School Site Council and English Language Advisory Committee meeting on April 10, 2024. Staff members were consulted on April of 2024, during staff meeting time, collaboration time and ILT meetings. Students in Grades 6-8 were consulted and had the opportunity to provide feedback during Student Leadership meetings the week of April 22, 2024.

Shirakawa is a community based school. We enjoy active partnerships with the Family Resource Center, CORAL after-school program, and Pacific Clinics. Supporting our academics, we have partnerships with San Jose Jazz, Starting Arts, and Audacity to provide music, dance, instrumental music, and theater arts experiences. In 2024, we entered a partnership with Mr. Tyson Amir, a Bay area educator and activist, to implement his innovative BLACK curriculum (Building Leaders and Activists with Community Knowledge) curriculum with our 4th through 8th grade students who identify as African American.

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.

In addressing the Additional Targeted Support and Improvement (ATSI) Planning Requirements, Shirakawa has conducted a thorough needs assessment to identify resource inequities impacting student success. Through this assessment, specific resource gaps at both the LEA (Local Education Agency) and school levels have been identified and are being strategically addressed within our Single Plan for Student Achievement (SPSA). Shirakawa has been identified for ATSI in Students with Disabilities subgroup for Academic (ELA and math) and Chronic Absenteeism.

The identified resource inequities include:

Disparate Allocation of Instructional Materials and Supplies:

Disparities were found in the distribution of instructional materials and supplies across different classrooms and grade levels, impacting the quality and consistency of resources available to students.

Varied Access to Technology:

Discrepancies exist in the availability and accessibility of technology resources (e.g., computers, software, internet connectivity) among students, affecting their ability to engage in digital learning and research.

Differences in Staffing and Support Services:

Inequities were noted in staffing ratios and access to support services (e.g., counselors, special education staff, intervention specialists) based on student needs and demographics.

Facility and Infrastructure Disparities:

Variances were observed in the condition and adequacy of school facilities, including classroom spaces, equipment, and maintenance, impacting the overall learning environment.

To address these resource inequities, our SPSA outlines targeted strategies and actions:

Equitable Resource Allocation: Our plan prioritizes equitable distribution of instructional materials, supplies, and technology resources based on identified student needs and curriculum requirements. District approved curricula is distributed equitably, and instructional supply provisioning is centralized through our school Instructional Leadership Team (ILT) to provide equity and continuity across grade levels and subgroups in access to learning materials. This increased access to resources will support our students with disabilities to greater achievement.

Professional Development and Support: We invest in ongoing professional development for teachers and staff to ensure effective utilization of available resources and promote inclusive practices. Shirakawa teachers in grades K - 2 are currently participating in intensive training in early literacy strategies through the Reading League, with a focus on phonics, phonemic awareness, and fluency. Training for implementation of a new diagnostic tool, the Dynamic Indicators of Basic Early Literacy (DIBELS) is nearly complete at this time, and teachers will be able to analyze the results of this assessment to target students needs in reading support and deepen our commitment to early literacy. This training will impact our Students with Disabilities with targeted support to address gaps and increase achievement.

Expanded Access to Support Services: We implement initiatives to increase access to counseling, academic intervention, and other support services for students who require additional assistance. As part of our Community Schools Grant, Shirakawa has added a School Linked Services Specialist who is helping families provide for basic needs and encourage family partnerships in literacy. These initiatives will support our Students with Disabilities through increased home to school communication and support, and academic interventions to address gaps and increase achievement.

Facility Improvements and Maintenance: We advocate for and allocate resources towards improving and maintaining school facilities to create a conducive learning environment for all students. Shirakawa staff is working closely with state and District facilities teams to implement a comprehensive school site modernization in 2025, with additional planned upgrades to school appearance and site security planned for summer of 2024. These facilities upgrades will support our students with disabilities to feel more safe and comfortable within their learning environment and increase their achievement.

Through the implementation of these targeted strategies, Shirakawa is committed to addressing resource inequities and promoting equitable opportunities for student success. The SPSA serves as a roadmap for systematically closing gaps and ensuring that every student receives the necessary resources and support to thrive academically and socially. This approach reflects our dedication to achieving educational excellence and equity within our school community.

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.

Shirakawa's state indicators show our overall performance rated in the "Red" category for chronic absenteeism among our Students With Disabilities student subgroup. Among the nine academic indicators tracked by the CA Department of Education, we have only one indicator in the "Orange" performance category, Chronic Absenteeism. This is especially an issue among our English Learner and White student subgroups. We need to focus on monitoring and reducing absenteeism in 2024 -2025.

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.

We have been identified as ATSI for Students with Disabilities (SWD) in Chronic Absenteeism and Academics (ELA and Math):

RED: Students with Disabilities -- Chronic Absenteeism

RED: Students with Disabilities -- Academics (ELA and Math)

The chronic absenteeism of our Students With Disabilities (SWD) subgroup is two or more levels below our "All Students" absenteeism. Students with Disabilities are also two or more levels below All Students in achievement in both ELA and math.

Additionally, the suspension rate for Students with Disabilities is two or more levels below that of All Students.

ORANGE: English Learners and White student subgroups -- Chronic Absenteeism

To effectively address the needs of students with disabilities experiencing high chronic absenteeism, Shirakawa's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

To effectively address the needs of students with disabilities experiencing low academic performance in ELA and Math, Shirakawa's plan includes targeted and comprehensive student support strategies aligned with ESSA requirements and FMSD LCAP priorities.

Data Analysis and Identification:

Through our ILT and grade level PLC teams, analyze student academic performance data specifically focusing on students with disabilities who exhibit high chronic absenteeism and are low performing in ELA and/or Math. Through root cause analysis we identified trends and specific areas of need to better support our students with disabilities. On-going progress monitoring is conducted through 6-8 week cycles to check the fidelity of the identified intervention and ensure target interventions are effective.

Targeted Interventions:

The Individualized Educational Plans (IEPs) of students with disabilities are regularly reviewed to incorporate targeted interventions to improve attendance and/or academic performance in ELA and Math. This includes:

- -Attendance Monitoring and Supports: Implementing attendance tracking systems and providing personalized interventions for students with disabilities who are chronically absent. This may involve home visits, mentorship programs, or family engagement initiatives. Teachers will be implementing a script developed by District School Social Workers to use for the first warm welcome call when students are absent.
- -Specialized Instructional Strategies: Utilizing evidence-based instructional practices specifically designed for students with disabilities in ELA and Math. This may involve differentiated instruction, individual tutoring, small group instruction, assistive technology, and accommodations based on Individualized Education Programs (IEPs).
- -Collaborative Support Teams:

We establish collaborative support teams consisting of teachers, special education staff, counselors, administrators, social worker, parents/guardians and our school linked services staff to regularly review progress, adjust interventions, and provide ongoing support to students with disabilities.

- -Resource Allocation:

Our plan leverages resources from federal, state, and local programs to support these targeted interventions. This includes utilizing Title I funding for additional academic support, professional development for staff, interpretation to facilitate and increase family participation, and access to specialized services and resources.

- **-Family and Community Engagement:**

We prioritize family and community engagement by providing workshops, resources, and support networks for parents/guardians of students with disabilities. Our partnerships with the Family Resource Center, Rebekah Children's Services, and Parents Helping Parents support us in building parent support and effective home - school communications. This collaborative approach ensures that families are partners in the educational process and can reinforce strategies at home.

By implementing these targeted student support strategies, Shirakawa is actively pursuing improved attendance rates and increased academic outcomes for students with disabilities, ultimately promoting equitable access to quality education and fostering inclusive learning environments.

Other Needs

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

Our most recent Panorama Survey revealed a significant need to increase student perceptions of sense of belonging/school connectedness. One of our lowest scores on the most recent Panorama Survey was, "Do you feel people care about you at this school?" Although this score increased 3% over the same question on the prior Panorama survey, it was still one of our lowest areas at 62%.

Increasing our students' school connections and sense of belonging is crucial for their academic success and overall well-being. Our plan to achieve this will include:

1. ****Create Inclusive Classroom Environments****

- ****Diverse Representation****: Ensure classroom materials, books, and posters reflect diverse cultures, backgrounds, and abilities.
- ****Celebration of Differences****: Encourage students to share their unique traditions, languages, and experiences with classmates.

2. ****Implement Community-Building Activities****

- ****Morning Meetings****: Start each day with a structured time for sharing thoughts, feelings, or stories.
- ****Group Projects****: Assign collaborative projects that require teamwork and respect for each other's contributions.

3. ****Promote Positive Teacher-Student Relationships****

- ****One-on-One Time****: Schedule regular check-ins with each student to discuss their interests, challenges, and goals.
- ****Empathy and Understanding****: Show genuine caring and interest in students' lives outside of school.
- ****Increase Student Voice****: Increase student voice, student choice, and deepen student participation in class, also increasing oral language production among our Multi Language Learners.

4. ****Offer Supportive Peer Interactions****

- ****Buddy Systems****: Pair older and younger students to foster mentoring relationships.
- ****Conflict Resolution Training****: Teach students how to resolve conflicts respectfully and learn from disagreements.
- ****Restorative Practices** - Facilitate restorative practices as a response to student conflict.

5. ****Engage Families in School Activities****

- ****Family Nights****: Host events where families can participate in activities and connect with teachers and staff.
- ****Parent Workshops****: Offer workshops on understanding school culture and ways to support children's education at home.

6. ****Provide Student Leadership Opportunities****

- ****Student Council****: Allow students to participate in decision-making processes within the school.
- ****Classroom Responsibilities****: Assign roles like classroom helpers or peer mediators to empower students.

7. ****Address Bullying and Exclusion****

- ****Bully-Free Policy****: Implement the Stop-Walk-Talk Bully-Free policy against bullying and discrimination.
- ****Peer Mediation Programs****: Model and train students to mediate conflicts among their peers.

8. ****Cultivate a Sense of Pride and Ownership****

- ****Student Showcases****: Organize exhibitions where students can display their work and talents.
- ****School Spirit Events****: Plan fun events like spirit weeks or themed assemblies to boost school pride.

9. ****Evaluate and Adjust****

- ****Feedback Support****: Regularly seek feedback from students, parents, and teachers about the school climate.
- ****Continuous Improvement****: Use feedback to make ongoing adjustments and improvements to your sense of belonging initiatives.

10. ****Professional Development for Staff****

- ****Cultural Competence Training****: Provide training for teachers and staff on recognizing and embracing cultural diversity.
- ****Social-Emotional Learning (SEL) Workshops****: Equip staff with tools to support students' social and emotional development.

By implementing these strategies, we will create a nurturing environment where our Shirakawa students will feel valued, respected, and connected, leading to a stronger sense of belonging and improved academic and attendance outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for George Shirakawa Sr. 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	0.25%	0.47%	0.39%	2	3	2
African American	1.39%	2.05%	2.70%	11	13	14
Asian	32.91%	28.75%	32.37%	261	182	168
Filipino	4.67%	3.79%	3.47%	37	24	18
Hispanic/Latino	51.83%	54.82%	51.64%	411	347	268
Pacific Islander	%	0.16%	0.77%		1	4
White	5.42%	5.69%	4.82%	43	36	25
Multiple/No Response	3.15%	4.11%	3.66%	25	26	19
Total Enrollment				793	633	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	46	33
Grade 1	73	66	48
Grade 2	65	65	55
Grade3	80	63	57
Grade 4	100	73	62
Grade 5	87	84	68
Grade 6	97	73	85
Grade 7	110	66	58
Grade 8	117	97	53
Total Enrollment	793	633	519

Conclusions based on this data:

- Shirakawa's total school enrollment spiked in 2021 - 2022, and has now leveled down close to pre-Pandemic enrollment numbers.

2. Our Asian student subgroup enrollment declined steadily for the last three years, from 33% of our total enrollment to 29%, while the Latino student subgroup has increased by approximately the same amount during the same timeframe.
3. With the declining enrollment in the primary grades, class projections are trending toward having fewer classes and teachers at Shirakawa.

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	301	262	225	31.00%	38.0%	43.4%
Fluent English Proficient (FEP)	196	138	106	29.10%	24.7%	20.4%
Reclassified Fluent English Proficient (RFEP)				11.7%		

Conclusions based on this data:

- Over the past three years, our percentage of MLs has increased by 10% as our enrollment has declined.
- Over the past three years, the number of Fluent English proficient (FEP) students has declined.
- Over the past three years, the number of students testing FEP has declined. However, we experienced a significant increase in students who were Reclassified for Fluent English Proficiency (RFEP) in 2024.

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	75	78	69	0	55	62	0	55	62	0.0	70.5	89.9
Grade 4	68	98	75	0	95	65	0	94	65	0.0	96.9	86.7
Grade 5	79	88	85	0	80	79	0	80	79	0.0	90.9	92.9
Grade 6	94	87	75	0	81	66	0	81	66	0.0	93.1	88.0
Grade 7	97	112	69	0	98	64	0	97	64	0.0	87.5	92.8
Grade 8	92	111	110	0	101	91	0	101	91	0.0	91.0	82.7
All Grades	505	574	483	0	510	427	0	508	427	0.0	88.9	88.4

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		
	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		2423.	2419.		27.27	19.35		23.64	25.81		18.18	22.58		30.91	32.26
Grade 4		2458.	2466.		24.47	33.85		19.15	18.46		19.15	15.38		37.23	32.31
Grade 5		2444.	2499.		13.75	29.11		13.75	24.05		25.00	13.92		47.50	32.91
Grade 6		2498.	2487.		12.35	7.58		24.69	24.24		25.93	37.88		37.04	30.30
Grade 7		2555.	2537.		15.46	17.19		41.24	34.38		20.62	18.75		22.68	29.69
Grade 8		2547.	2546.		7.92	12.09		40.59	32.97		26.73	27.47		24.75	27.47
All Grades	N/A	N/A	N/A		16.14	19.67		28.15	26.93		22.83	22.72		32.87	30.68

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.64	14.52		54.55	58.06		21.82	27.42
Grade 4		15.96	21.54		62.77	61.54		21.28	16.92
Grade 5		8.75	17.72		61.25	62.03		30.00	20.25
Grade 6		13.58	9.09		50.62	51.52		35.80	39.39
Grade 7		21.65	17.19		61.86	56.25		16.49	26.56
Grade 8		13.86	15.38		63.37	56.04		22.77	28.57
All Grades		15.94	15.93		59.65	57.61		24.41	26.46

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

Writing 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		20.00	19.35		45.45	54.84		34.55	25.81
Grade 4		11.96	29.23		56.52	41.54		31.52	29.23
Grade 5		11.25	17.72		40.00	55.70		48.75	26.58
Grade 6		9.88	10.61		55.56	57.58		34.57	31.82
Grade 7		27.84	26.56		51.55	50.00		20.62	23.44
Grade 8		21.43	16.48		51.02	56.04		27.55	27.47
All Grades		17.30	19.67		50.50	52.93		32.21	27.40

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

Listening 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		12.73	11.29		72.73	77.42		14.55	11.29
Grade 4		15.96	4.62		69.15	76.92		14.89	18.46
Grade 5		7.50	12.66		68.75	70.89		23.75	16.46
Grade 6		12.35	1.52		70.37	84.85		17.28	13.64
Grade 7		13.40	17.19		73.20	62.50		13.40	20.31
Grade 8		9.90	12.09		72.28	72.53		17.82	15.38
All Grades		12.01	10.07		71.06	74.00		16.93	15.93

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.

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		21.82	12.90		50.91	67.74		27.27	19.35
Grade 4		14.89	20.00		62.77	58.46		22.34	21.54
Grade 5		15.00	21.52		57.50	56.96		27.50	21.52
Grade 6		13.58	12.12		62.96	68.18		23.46	19.70
Grade 7		18.56	15.63		67.01	67.19		14.43	17.19
Grade 8		16.83	16.48		74.26	62.64		8.91	20.88
All Grades		16.54	16.63		63.78	63.23		19.69	20.14

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. Our overall Writing score of 19.67% above standard is a significant increase from the prior year's overall score of 17.34%.
2. Our current 8th, 7th, and 6th grade students had the fewest number of students exceeding Reading standards last year, particularly our current 7th grade students, 39% of whom did not meet Reading standards last year.
3. As we receive our current year scores, we will be looking closely at the performance of our SWD, Latino, Filipino, White, and Two or More races subgroups.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	75	78	69	0	58	64	0	58	64	0.0	74.4	92.8
Grade 4	68	98	76	0	96	72	0	95	72	0.0	98.0	94.7
Grade 5	79	89	85	0	81	81	0	79	81	0.0	91.0	95.3
Grade 6	94	86	75	0	78	71	0	78	71	0.0	90.7	94.7
Grade 7	97	112	69	0	100	65	0	100	65	0.0	89.3	94.2
Grade 8	92	111	109	0	102	94	0	102	94	0.0	91.9	86.2
All Grades	505	574	483	0	515	447	0	512	447	0.0	89.7	92.5

* 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		
	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		2422.	2416.		12.07	12.50		31.03	25.00		22.41	31.25		34.48	31.25
Grade 4		2454.	2464.		17.89	22.22		23.16	19.44		27.37	30.56		31.58	27.78
Grade 5		2433.	2491.		7.59	29.63		10.13	16.05		22.78	17.28		59.49	37.04
Grade 6		2508.	2484.		21.79	14.08		10.26	12.68		25.64	28.17		42.31	45.07
Grade 7		2519.	2528.		14.00	21.54		27.00	13.85		25.00	26.15		34.00	38.46
Grade 8		2493.	2509.		7.84	18.09		15.69	11.70		26.47	20.21		50.00	50.00
All Grades	N/A	N/A	N/A		13.48	19.91		19.34	16.11		25.20	25.06		41.99	38.93

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.

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		18.97	14.06		53.45	57.81		27.59	28.13
Grade 4		20.00	26.39		45.26	40.28		34.74	33.33
Grade 5		11.54	24.69		30.77	38.27		57.69	37.04
Grade 6		19.23	12.68		35.90	42.25		44.87	45.07
Grade 7		20.20	23.08		47.47	32.31		32.32	44.62
Grade 8		9.80	13.83		47.06	44.68		43.14	41.49
All Grades		16.47	19.02		43.33	42.51		40.20	38.48

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.

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		22.41	14.06		43.10	56.25		34.48	29.69
Grade 4		16.84	18.06		49.47	51.39		33.68	30.56
Grade 5		7.59	28.40		35.44	40.74		56.96	30.86
Grade 6		19.23	8.45		46.15	50.70		34.62	40.85
Grade 7		13.00	20.00		56.00	46.15		31.00	33.85
Grade 8		11.76	17.02		49.02	44.68		39.22	38.30
All Grades		14.65	17.90		47.27	47.87		38.09	34.23

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.

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		15.52	17.19		62.07	57.81		22.41	25.00
Grade 4		17.89	22.22		57.89	51.39		24.21	26.39
Grade 5		2.53	17.28		43.04	49.38		54.43	33.33
Grade 6		16.67	11.27		48.72	56.34		34.62	32.39
Grade 7		12.00	21.54		66.00	55.38		22.00	23.08
Grade 8		7.84	15.96		56.86	52.13		35.29	31.91
All Grades		11.91	17.45		56.05	53.47		32.03	29.08

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. Last year, 92.5% of our student participated in the CAASPP Math assessment. This represents an increase of nearly 3% over the prior year's participation rate of 89.7% in 2021 - 2022.
2. Our current 7th grade students had a large percentage of students not meeting the standards overall in Reading and Math, 39% and 47% respectively, on last year's SBAC exams.
3. In Overall Achievement for all grades in Math, the percentage of students who exceeded the standard showed a 6.43% improvement, an significant increase over the prior year (6.43%)

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1439.3	1403.3	1456.7	1426.1	1412.2	1441.3	1469.7	1382.3	1492.7	23	32	23
1	1428.0	1425.6	1429.2	1430.6	1453.0	1432.6	1424.9	1397.6	1425.3	18	28	36
2	1483.3	1493.0	1431.5	1480.0	1495.5	1438.0	1486.1	1490.2	1424.3	27	21	26
3	1479.7	1487.1	1480.8	1480.9	1477.3	1469.0	1478.1	1496.5	1492.1	29	33	26
4	1497.5	1505.9	1490.1	1500.4	1502.7	1469.0	1494.2	1508.6	1510.6	30	36	27
5	1543.3	1516.6	1503.4	1555.3	1523.3	1488.1	1530.7	1509.4	1518.2	27	35	33
6	1514.5	1541.9	1520.1	1507.2	1538.0	1523.2	1521.4	1545.4	1516.5	24	29	32
7	1560.8	1528.4	1557.9	1553.3	1518.9	1568.1	1567.7	1537.5	1547.3	22	31	21
8	1542.3	1552.6	1504.2	1546.0	1541.9	1499.6	1538.2	1562.8	1508.5	25	23	32
All Grades										225	268	256

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	3.13	34.78	17.39	37.50	30.43	26.09	37.50	21.74	21.74	21.88	13.04	23	32	23
1	5.56	3.57	8.57	44.44	39.29	34.29	33.33	39.29	34.29	16.67	17.86	22.86	18	28	35
2	11.11	19.05	19.23	40.74	52.38	23.08	44.44	19.05	26.92	3.70	9.52	30.77	27	21	26
3	3.45	27.27	19.23	41.38	15.15	30.77	41.38	36.36	23.08	13.79	21.21	26.92	29	33	26
4	10.00	11.11	11.11	33.33	55.56	44.44	40.00	22.22	18.52	16.67	11.11	25.93	30	36	27
5	29.63	20.00	21.21	44.44	31.43	30.30	14.81	31.43	18.18	11.11	17.14	30.30	27	35	33
6	16.67	17.24	31.25	33.33	62.07	31.25	33.33	17.24	6.25	16.67	3.45	31.25	24	29	32
7	27.27	19.35	42.86	50.00	32.26	23.81	13.64	25.81	23.81	9.09	22.58	9.52	22	31	21
8	24.00	30.43	6.45	20.00	39.13	29.03	32.00	21.74	32.26	24.00	8.70	32.26	25	23	31
All Grades	17.78	16.42	20.47	36.00	39.93	31.10	31.56	28.36	22.83	14.67	15.30	25.59	225	268	254

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.74	9.38	26.09	30.43	28.13	43.48	26.09	37.50	13.04	21.74	25.00	17.39	23	32	23
1	22.22	21.43	11.43	27.78	28.57	42.86	27.78	35.71	20.00	22.22	14.29	25.71	18	28	35
2	22.22	38.10	26.92	33.33	38.10	23.08	40.74	14.29	19.23	3.70	9.52	30.77	27	21	26
3	27.59	30.30	30.77	41.38	21.21	30.77	10.34	33.33	11.54	20.69	15.15	26.92	29	33	26
4	26.67	38.89	29.63	46.67	38.89	33.33	16.67	8.33	11.11	10.00	13.89	25.93	30	36	27
5	66.67	34.29	24.24	25.93	40.00	42.42	3.70	14.29	6.06	3.70	11.43	27.27	27	35	33
6	25.00	58.62	59.38	45.83	31.03	9.38	20.83	3.45	6.25	8.33	6.90	25.00	24	29	32
7	36.36	25.81	61.90	40.91	38.71	19.05	13.64	19.35	9.52	9.09	16.13	9.52	22	31	21
8	28.00	39.13	19.35	24.00	43.48	35.48	28.00	0.00	16.13	20.00	17.39	29.03	25	23	31
All Grades	31.11	32.46	31.10	35.56	33.96	31.50	20.44	19.03	12.60	12.89	14.55	24.80	225	268	254

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	34.78	0.00	30.43	13.04	28.13	30.43	30.43	59.38	34.78	21.74	12.50	4.35	23	32	23
1	0.00	3.57	5.71	38.89	21.43	34.29	44.44	35.71	28.57	16.67	39.29	31.43	18	28	35
2	14.81	14.29	11.54	37.04	52.38	30.77	33.33	19.05	23.08	14.81	14.29	34.62	27	21	26
3	3.45	12.12	15.38	13.79	21.21	19.23	55.17	42.42	38.46	27.59	24.24	26.92	29	33	26
4	3.33	5.56	7.41	13.33	33.33	22.22	53.33	38.89	44.44	30.00	22.22	25.93	30	36	27
5	14.81	5.71	6.06	11.11	11.43	27.27	59.26	54.29	36.36	14.81	28.57	30.30	27	35	33
6	12.50	10.34	3.13	16.67	27.59	28.13	37.50	48.28	31.25	33.33	13.79	37.50	24	29	32
7	22.73	12.90	14.29	45.45	22.58	23.81	18.18	35.48	47.62	13.64	29.03	14.29	22	31	21
8	8.00	26.09	0.00	32.00	30.43	12.90	24.00	26.09	32.26	36.00	17.39	54.84	25	23	31
All Grades	12.44	9.33	9.45	23.56	26.49	25.59	40.44	41.42	34.65	23.56	22.76	30.31	225	268	254

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	15.63	34.78	47.83	59.38	56.52	17.39	25.00	8.70	23	32	23
1	38.89	25.00	34.29	50.00	64.29	57.14	11.11	10.71	8.57	18	28	35
2	22.22	47.62	26.92	77.78	42.86	46.15	0.00	9.52	26.92	27	21	26
3	20.69	39.39	23.08	51.72	39.39	53.85	27.59	21.21	23.08	29	33	26
4	36.67	47.22	40.74	53.33	44.44	37.04	10.00	8.33	22.22	30	36	27
5	25.93	20.59	30.30	66.67	64.71	48.48	7.41	14.71	21.21	27	34	33
6	16.67	10.34	25.00	62.50	86.21	46.88	20.83	3.45	28.13	24	29	32
7	22.73	22.58	9.52	72.73	51.61	71.43	4.55	25.81	19.05	22	31	21
8	24.00	13.04	9.68	40.00	69.57	51.61	36.00	17.39	38.71	25	23	31
All Grades	26.67	26.97	26.38	58.22	57.68	51.57	15.11	15.36	22.05	225	267	254

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.04	9.38	17.39	60.87	62.50	65.22	26.09	28.13	17.39	23	32	23
1	16.67	10.71	5.71	50.00	67.86	62.86	33.33	21.43	31.43	18	28	35
2	25.93	33.33	30.77	70.37	52.38	42.31	3.70	14.29	26.92	27	21	26
3	41.38	36.36	34.62	41.38	45.45	38.46	17.24	18.18	26.92	29	33	26
4	40.00	25.00	29.63	46.67	61.11	40.74	13.33	13.89	29.63	30	36	27
5	84.62	57.14	45.45	11.54	22.86	24.24	3.85	20.00	30.30	26	35	33
6	47.83	82.76	62.50	47.83	10.34	12.50	4.35	6.90	25.00	23	29	32
7	63.64	53.33	80.95	27.27	30.00	9.52	9.09	16.67	9.52	22	30	21
8	54.17	60.87	50.00	29.17	26.09	23.33	16.67	13.04	26.67	24	23	30
All Grades	43.69	40.45	38.74	42.79	42.32	35.57	13.51	17.23	25.69	222	267	253

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	34.78	9.38	30.43	39.13	78.13	60.87	26.09	12.50	8.70	23	32	23
1	16.67	7.14	11.43	66.67	39.29	51.43	16.67	53.57	37.14	18	28	35
2	25.93	14.29	11.54	62.96	71.43	53.85	11.11	14.29	34.62	27	21	26
3	3.45	9.38	7.69	41.38	50.00	50.00	55.17	40.63	42.31	29	32	26
4	3.33	8.33	7.41	60.00	63.89	59.26	36.67	27.78	33.33	30	36	27
5	22.22	11.76	15.15	59.26	47.06	48.48	18.52	41.18	36.36	27	34	33
6	12.50	17.24	6.25	33.33	41.38	37.50	54.17	41.38	56.25	24	29	32
7	36.36	16.67	23.81	50.00	46.67	28.57	13.64	36.67	47.62	22	30	21
8	20.00	30.43	6.67	28.00	39.13	23.33	52.00	30.43	70.00	25	23	30
All Grades	18.67	13.21	12.65	48.89	53.21	45.85	32.44	33.58	41.50	225	265	253

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	54.55	28.13	69.57	18.18	53.13	26.09	27.27	18.75	4.35	22	32	23
1	0.00	10.71	14.29	70.59	67.86	54.29	29.41	21.43	31.43	17	28	35
2	19.23	14.29	19.23	65.38	76.19	50.00	15.38	9.52	30.77	26	21	26
3	10.34	24.24	30.77	68.97	63.64	46.15	20.69	12.12	23.08	29	33	26
4	6.67	16.67	18.52	66.67	61.11	62.96	26.67	22.22	18.52	30	36	27
5	11.11	8.57	9.09	74.07	71.43	63.64	14.81	20.00	27.27	27	35	33
6	8.33	24.14	15.63	70.83	72.41	56.25	20.83	3.45	28.13	24	29	32
7	18.18	9.68	14.29	72.73	70.97	80.95	9.09	19.35	4.76	22	31	21
8	4.00	0.00	0.00	84.00	86.96	70.97	12.00	13.04	29.03	25	23	31
All Grades	14.41	15.67	19.69	66.22	68.28	57.09	19.37	16.04	23.23	222	268	254

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. Over the last three reporting years, the number of Multi Language Learning (ML) students taking the ELPAC assessment at Shirakawa, after an increase of 16% last year, has shown a small reduction of 5%.
2. Percentage of students scoring in the Well Developed range has remained static or has decreased slightly in most domains, as we have welcomed an influx of language Newcomers to Shirakawa.
3. Overall, the number of ML students scoring at the highest language proficiency, Level 4, increased from 16.4% to 20.5% over the past two reporting years.

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
633	56.4	41.4	0.5
Total Number of Students enrolled in George Shirakawa Sr. Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	262	41.4
Foster Youth	3	0.5
Homeless	11	1.7
Socioeconomically Disadvantaged	357	56.4
Students with Disabilities	77	12.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.1
American Indian	3	0.5
Asian	182	28.8
Filipino	24	3.8
Hispanic	347	54.8
Two or More Races	26	4.1
Pacific Islander	1	0.2
White	36	5.7

Conclusions based on this data:

1. Shirakawa serves a high percentage of students, 56%, who are socioeconomically disadvantaged. This is a significant decrease from last year's 70%.
2. Of our student population by race/ethnicity, the population with the highest percentage is our Hispanic subgroup with 55%.
3. Shirakawa is comprised of a majority of Asian and Hispanic students with the combined total of these subgroups representing 84% our student population.

School and Student Performance Data

Overall Performance

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

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

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



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

Conclusions based on this data:

- Student performance academically in the areas of English Language Arts and Mathematics have increased significantly but remain low compared to statewide performance data.
- Suspension rate is at a medium level compared to other similar schools statewide.
- Chronic absenteeism is an area of concern.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	0	1

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 18.8 points below standard Increased +13.2 points 410 Students	 Yellow 43.3 points below standard Increased +14 points 189 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Orange 40.1 points below standard Maintained +2.2 points 237 Students	 Red 142.9 points below standard Decreased Significantly -16.4 points 61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 1 Student	Asian  Blue 36.2 points above standard Increased Significantly +18.1 points 133 Students	Filipino 24.1 points above standard Increased +5.9 points 16 Students
Hispanic  Yellow 62.4 points below standard Increased +6.3 points 224 Students	Two or More Races 1.5 points below standard Maintained +2.9 points 13 Students	Pacific Islander  No Performance Color 0 Students	White 26.4 points below standard Increased +8.2 points 22 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 92.1 points below standard Increased +8.2 points 134 Students	Reclassified English Learners 61.5 points above standard Increased Significantly +30 points 57 Students	English Only 35.1 points below standard Increased +5.8 points 135 Students
---	---	--

Conclusions based on this data:

1. Our Asian students were the highest performing subgroup in ELA with 19.8 points above standard. It should be noted, that this score declined compared to the prior year.
2. Achievement in our SWD subgroup is an area of concern, as it is significantly below the achievement of all students.
3. Overall, our students are performing 18.8 points below standard in ELA, a significant improvement over last year's 29 points below standard..

School and Student Performance Data

Academic Performance Mathematics

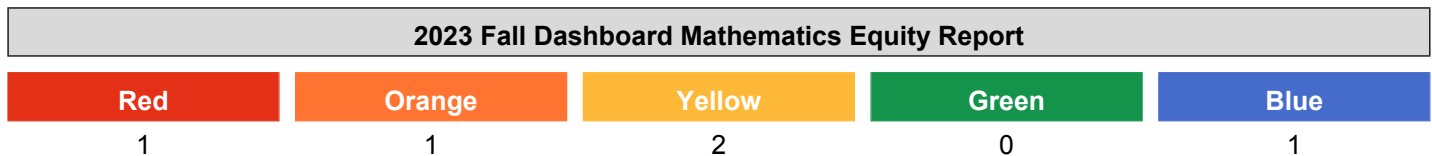
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students Yellow 47.4 points below standard Increased Significantly +20 points 408 Students	English Learners Yellow 68.2 points below standard Increased +14.1 points 187 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Yellow 69.3 points below standard Increased +11.3 points 235 Students	Students with Disabilities Red 169.3 points below standard Decreased -9.4 points 61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American Less than 11 Students 6 Students	American Indian Less than 11 Students 1 Student	Asian  Blue 27.3 points above standard Increased Significantly +30 points 133 Students	Filipino 5 points below standard Increased +9 points 16 Students
Hispanic  Orange 104 points below standard Increased +9.3 points 222 Students	Two or More Races 19.4 points below standard Decreased Significantly - 19.4 points 13 Students	Pacific Islander  No Performance Color 0 Students	White 40.2 points below standard Increased Significantly +32.2 points 22 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 110.8 points below standard Increased +10.7 points 133 Students	Reclassified English Learners 23.1 points above standard Increased Significantly +20.6 points 56 Students	English Only 62.8 points below standard Increased Significantly +23.5 points 134 Students
---	---	---

Conclusions based on this data:

1. Students with disabilities and Hispanic student subgroups achievement is far below standard, and are areas of concern. For students with disabilities, accommodations are established based upon individual student needs and as determined by the IEP team to support their access to and performance on their assessment.
2. English Learners and Socioeconomically Disadvantaged student subgroups had low achievement compared to statewide performance.
3. Our Asian subgroup declined compared to prior years, but is still our highest performing subgroup, at 0.2 points above standard.

School and Student Performance Data

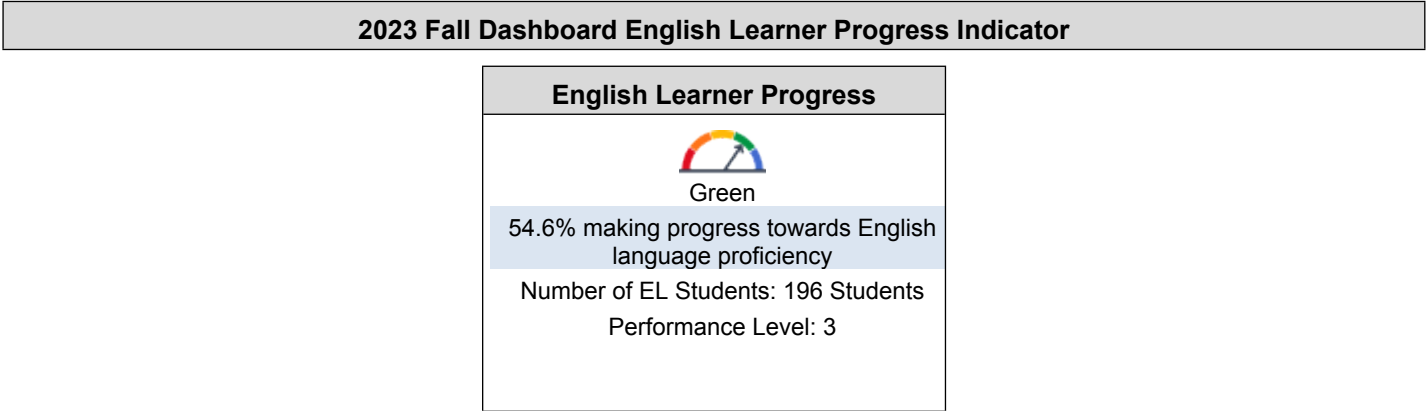
Academic Performance English Learner Progress

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

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

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

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27	61	4	102

Conclusions based on this data:

1. Shirakawa currently has 196 multi language learning students enrolled who are designated as English Learners.
2. Shirakawa's aggregated EL scores are 54.6 points above the standard in making progress in English Language proficiency.
3. Of our 196 ELs, 102 progressed at least one ELPI level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 29.3% Chronically Absent Declined Significantly -5.8 720 Students	 Orange 31.5% Chronically Absent Declined -2 308 Students	Less than 11 Students 3 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
71.4% Chronically Absent 0 21 Students	 Yellow 33.6% Chronically Absent Declined Significantly -4.1 456 Students	 Red 50% Chronically Absent Increased 0.8 96 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American 40% Chronically Absent Increased 15 15 Students	American Indian Less than 11 Students 4 Students	Asian  Yellow 10.6% Chronically Absent Declined Significantly -6.6 198 Students	Filipino 33.3% Chronically Absent Declined -12.8 24 Students
Hispanic  Yellow 37.7% Chronically Absent Declined Significantly -7.4 411 Students	Two or More Races 24.1% Chronically Absent Declined -8.1 29 Students	Pacific Islander Less than 11 Students 1 Student	White  Orange 26.3% Chronically Absent Declined -7.8 38 Students

Conclusions based on this data:

1. Areas of concern are the Very High chronic absenteeism of the EL, SWD, SED, Filipino, Hispanic, Two or More Races, and White subgroups.
2. The Asian student subgroup had the lowest chronic absenteeism rate, but it was still high.
3. Our Students with Disabilities subgroup had the highest chronic absenteeism rates in the school.

School and Student Performance Data

Conditions & Climate

Suspension Rate

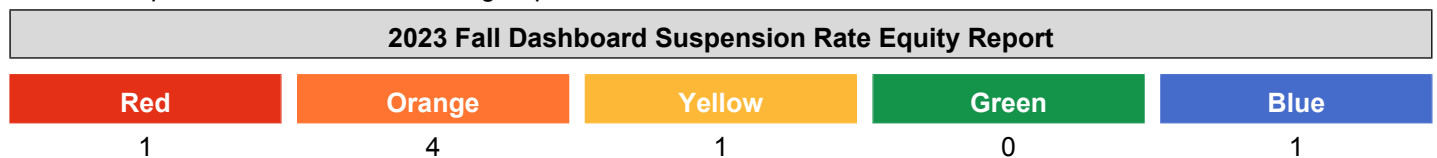
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Orange 2.8% suspended at least one day Increased 1.3 740 Students	English Learners Orange 2.8% suspended at least one day Increased 1.2 316 Students	Foster Youth Less than 11 Students 3 Students
Homeless 8.3% suspended at least one day 24 Students	Socioeconomically Disadvantaged Orange 2.8% suspended at least one day Increased 1.2 466 Students	Students with Disabilities Red 9.8% suspended at least one day Increased 4.7 102 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American 6.3% suspended at least one day Increased 6.3 16 Students	American Indian Less than 11 Students 4 Students	Asian  Yellow 1% suspended at least one day Increased 0.3 201 Students	Filipino 4.2% suspended at least one day Increased 4.2 24 Students
Hispanic  Orange 3.8% suspended at least one day Increased 1.6 426 Students	Two or More Races  Orange 3.3% suspended at least one day Increased 0.3 30 Students	Pacific Islander Less than 11 Students 1 Student	White  Blue 0% suspended at least one day Declined -2.2 38 Students

Conclusions based on this data:

1. Shirakawa Students with Disabilities subgroup had the highest suspension rate.
2. Socioeconomically disadvantaged students had the second highest suspension rate, Hispanic, two or more races, and English Learners were also in the orange indicator.
3. Asian, White, and Pacific Islander student subgroups had the lowest suspension rates at Shirakawa.

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.

Pupil Outcomes

The SPSA (School Plan for Student Achievement) goal for Shirakawa School, with equity at the core, is to increase the level of success for all students while addressing learning gaps. This will be achieved by implementing targeted strategies that ensure all students, regardless of their background or circumstances, have access to the resources, support, and opportunities they need to excel academically and personally. The plan will focus on identifying and closing achievement gaps, providing culturally responsive teaching, and fostering an inclusive school environment that promotes the success and well-being of every student.

PUPIL OUTCOMES:

Goals we have set to increase academic achievement at Shirakawa:

1. ****Teacher Training in Science of Reading and Literacy Block Implementation:****

- Objective: Shirakawa primary teachers will receive training in the Science of Reading and best practices for Literacy Block implementation supported by district and standards-aligned curriculum and training.
- Timeline: By June 2025.

2. ****Increase in Student Achievement in Grades K-3:****

- Objective: Increase student achievement in grades K-3 towards grade level proficiency by 3%.
- Assessment Tools: Next Step Guided Reading Assessment (NSGRA) and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).
- Timeline: By November 2024, March 2025, and June 2025.

3. ****Increase in Student Achievement in Grades 3-8 - Literacy:****

- Objective: Increase student achievement in grades 3-8 towards grade level proficiency by 3%.
- Assessment Tool: STAR Reading district assessment.
- Timeline: By November 2024, March 2025, and June 2025.

4. ****Increase in Student Achievement in Grades 3-8 - Mathematics:****

- Objective: Increase student achievement in grades 3-8 towards grade level proficiency by 3%.
- Assessment Tool: STAR Math district assessment.
- Timeline: By November 2024, March 2025, and June 2025.

5. ****Increase in Reclassification Rate for English Learners:****

- Objective: Increase the rate of reclassification from the 2022-2023 school year by 2%.
- Timeline: By June 2025.

6. ****Quality English Language Development (ELD) for English Learners:****

- Objective: 80% of teachers will feel that English Learners are provided quality designated and integrated ELD, according to LCAP surveys.
- Timeline: By June 2025.

Each objective has a specific target and a timeline for achievement. Regular monitoring and assessment of progress towards these goals will be necessary to ensure they are being met effectively. Additionally, adjustments may need to be made based on ongoing evaluation and feedback.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

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.

FI, SWD, WH, +1

Based upon our school's STAR Reading data from the 23-24 AY, Grades 4-8 were not meeting the goal of at least 80% of the students within the grade level scoring at/above proficiency. We are particularly struggling in our Grades 5-8 in math. Setting an incremental increase per trimester allows us to focus upon the students' ability levels and supporting their growth progression individually and as a whole grade level. We acknowledge that absenteeism has lagged since the COVID pandemic and are still struggling with remote learning losses and health and wellness issues. Very High Absenteeism is an issue among the Filipino, Students with Disabilities, Two or More Races, and White student subgroups.

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
STAR Reading: Trimester 2, Grade 3-8 baseline	Grade 3: Trimester 2 - 52% Grade 4: Trimester 2 - 56% Grade 5: Trimester 2 - 59% Grade 6: Trimester 2 - 35% Grade 7: Trimester 2 - 33% Grade 8: Trimester 2 - 34%	Increase of 4% per year as a grade level as indicated on the STAR Reading
STAR Reading: Trimester 2, Grade 3-8 actual	Grade 3: Trimester 2 - 54% Grade 4: Trimester 2 - 55% Grade 5: Trimester 2 - 53% Grade 6: Trimester 2 - 56% Grade 7: Trimester 2 - 35% Grade 8: Trimester 2 - 30%	Increase of 4% per year as a grade level as indicated on the STAR Math
Fastbridge Math: Trimester 2, Grade 7-8 Baseline	Grade 7: Trimester 2 - 49% Grade 8: Trimester 2 - 52%	Increase of 4% per year as a grade level as indicated on the Fastbridge Math
STAR Math: Trimester 2, Grade 3-6	All Student increased by 13.2 points-ORANGE Baseline: Grade 1: Trimester 2 - 68% Grade 2: Trimester 2 - 54% Grade 3: Trimester 2 - 52% Grade 4: Trimester 2 - 63% Grade 5: Trimester 2 - 66% Grade 6: Trimester 2 - 38% Actual: Grade 1: Trimester 2 - 63% Grade 2: Trimester 2 - 57% Grade 3: Trimester 2 - 56% Grade 4: Trimester 2 - 59% Grade 5: Trimester 2 - 72% Grade 6: Trimester 2 - 58%	All Students will increase by 10 points to progress to 8.8 points below standard. YELLOW
Fastbridge Math: Trimester 2, Grade 7-8 Actual	Grade 7: Trimester 2 - 10% Grade 8: Trimester 2 - 24%	All students scores will increase by 10% by the Trimester 2 Fastbridge math assessment.

CA Dashboard: ELPI	ELPI increased 3.9 points. 54.6 of our English Learning students made progress toward Reclassification for Fluent English Proficiency (RFEP). GREEN	Maintain and increase progress by 2 points.
Reclassification Rate:	Shirakawa has 56 English Learners recently reclassified as fluent English Proficient. We are currently 23.1 points above standard, after an increase of 20.6 points. GREEN	Maintain and increase by 2 points our currently high achievement in reclassification rates.
CA Dashboard ELA	ELA scores increased by 13.2 points - YELLOW	ELA scores will increase by 10 points, to achieve 8.8 points below the state standard.
CA Dashboard Math	Math scores increased by 20 points - YELLOW	Math scores will increase by 10 points to achieve 8.8 points below standard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide "Breakfast Club," lunch, and/or after-school Intervention for ELA and Math for students with special needs.	Before- or After-School interventions for ELA and Math for students with special needs.	0 District Funded 1000-1999: Certificated Personnel Salaries Provide adult supervision and support for the Special Education subgroup
1.2	Provide pull-out and/or after school intervention for English Learning students with supplemental materials that support EL students' language acquisition and access to CCSS and NGSS standards (Ms. Amaro - ELO).	English Learning students	0 District Funded Measure English Learners proficiency in the areas of: Listening, Speaking, Reading, and Writing in English
1.3	Provide licenses for online educational resources to supplement curriculum and drive learning. May include but not limited to Reflex Math, Accelerated Reader, Raz Kids, BrainPop, Flocabulary, Quizizz, etc.	All students in grades K - 8	8000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Target the specific language development and needs of English Learners to support acquisition of the English language 5489 LCFF Concentration 5800: Professional/Consulting Services And Operating Expenditures Provide students with an opportunity to use personalized tools to meet students learning needs based on their current levels
1.4	Provide subs to release teachers for data-driven analysis benefitting learning.	All students K - 8	6000 LCFF Supplemental

			1000-1999: Certificated Personnel Salaries Grade level planning and report card testing. Schedule/calendar grade level PLC data meetings for analyzing student data on a regular basis. Administration will provide PD on importance of efficient PLC time focused on student data and achievement. Administration will also provide PD to support best instructional practices in the classroom. 3000 LCFF Concentration 1000-1999: Certificated Personnel Salaries
1.5	Field trips to off-site destinations to enhance learning	All students	0
1.6	Provide meals/nutrition for staff/teacher appreciation and for evening meetings (Open House, Back to School Night, etc.)	All students	4424 LCFF Supplemental Provide staff meals during community and family events
1.7	Increase mentoring and professional development for our Special Education teachers, including training for effective implementation of new literacy supplemental curriculum (Heggerty and SIPPS).	Students with disabilities (SWD)	District Funded 1000-1999: Certificated Personnel Salaries Students will be provided with small group differentiated instruction based on their need during school hours. Teacher will determine the effectiveness of intervention program for each student and modify the intervention grouping if necessary.
1.8	Provide Tier 1 Professional Development/Coaching to teachers especially those on evaluation cycle to improve teaching and learning in literacy.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries Support teachers with Tier one instructional strategies and practices to support student instruction
1.9	Computer supplies, equipment, tablets, technology assets to support learning.	All students	0 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures To support growth professionally, staff and students will have access to appropriate technology tools.

1.10	Schedule early conferences for below-grade level achievers	K - 3 students	0 District Funded 1000-1999: Certificated Personnel Salaries Teacher will schedule early parent meetings to support literacy.
1.11	Access to high-quality books, supplemental instructional materials, school supplies, STEAM Materials, and incentives will be provided to support high achievement and celebrate student success.	All students	500 LCFF Concentration 4000-4999: Books And Supplies
1.12	Provide classroom supplies for learning	All students	36000 LCFF Supplemental 4000-4999: Books And Supplies Consumables, markers, crayons, scissors, paper, tape, gluesticks 8000 LCFF Concentration 4000-4999: Books And Supplies Consumables, markers, crayons, scissors, paper, tape, gluesticks 12000 General Fund 4000-4999: Books And Supplies Consumables, markers, crayons, scissors, paper, tape, gluesticks
1.13	Funds to support conferences, workshops, and professional development related to CCSS, Math, Literacy, STEM, Restorative Justice, SEL, ELD, etc.	All students	500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures For conferences and travel-related expenditures
1.14	A Student Support Specialist, under the direction of Ed Services, to plan, implement, monitor, assess, and provide direct intervention support for students who have not met the district's adopted standards of proficiency and require additional support to attain these standards.	Identified students with needs	150,000.00 District Funded
1.15	Outdoor learning through Science Camp at Walden West to engage and instruct students through experiential learning and observation, especially in the areas of ecology, sustainability, animal habitats, native plant species, ecosystems and biomes, to access and achieve NGSS standards.	6th grade students	15000.00 District Funded An outdoor classroom science and ecology experience for students.
1.16	Duplication costs, reprographics, postage, contract services, maintenance, office equipment and copying of instructional materials for all students	All students	9120 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures To maintain the copier to ensure academic materials can be provided for all

1.17	Extended Learning Opportunities through before- and after-school interventions to support students with identified academic needs to reach grade level in ELA and/or math.	At-promise students	20000 District Funded
1.18	The district will utilize SJ Learns Grant funding and ELOP funding to partner with Cultivating Literacy who will provide their Individualized Literacy Plan Program to students grades K-2 where each family will be paired with a reading teacher to guide them throughout a 9-week reading program implemented using a provided reading kit and program plan.	All Students	10,972.50 District Funded 5000-5999: Services And Other Operating Expenditures

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.

Shirakawa had significant increases in Math (20 points), ELA (13.2 points), RFEP (20.6 points), and ELPI (3.5 points).

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

We were unable to secure a staffmember to provide before school "Breakfast Club" services for our special needs students.

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.

Next year we anticipate a 6th grade special education student may choose to attend outdoor school at Walden West with 6th grade general education students.

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.

Conditions For Learning

Our Shirakawa School goal is to develop and maintain a positive school environment and school culture. We will achieve this goal by prioritizing and supporting the physical, mental, and social well-being of all students and staff by establishing restorative and equitable systems. This will support progress toward our goals by contributing to a safe, welcoming, and inclusive environment that allows students to fully participate academically and socially to optimize their learning and increase their connection and sense of belonging to the school community.

CONDITIONS FOR LEARNING:

Here's a breakdown of our goals related to Social/Emotional Learning and school culture:

1. ****Decrease in Student Chronic Absenteeism:****

- Objective: Shirakawa will decrease the percent of student chronic absenteeism by 3% for all subgroups as measured by the 2023 data on the California School Dashboard.
- Timeline: By Fall of 2024.

2. ****Promotion of Social-Emotional and Physical Health, Safety, and Belonging:****

- Objective: By June 2025, to continue to build a strong sense of Social-Emotional and physical health and safety along with a sense of belonging and self-worth.
- Measurement: Increase student self-efficacy by 2% as measured by the annual Panorama Survey.
- Timeline: By June 2025.

3. ****Improvement of Learning Conditions:****

- Objective: By June 2025, to continue to improve the conditions of learning.
- Measurements:
 - Increase feelings of student safety by 5%.
 - Increase student sense of belonging by 5%.
- Measurement Tools: Annual Panorama LCAP survey and other identified measurement tools.
- Timeline: By June 2025.

These goals focus on creating a positive school environment where students feel safe, supported, and motivated to learn. Monitoring progress through surveys and data analysis will help track improvements and identify areas for further intervention if needed. Collaboration among stakeholders, including students, staff, families, and community members, will be essential for achieving these objectives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Positive School Environment and School Culture: Prioritize and support the physical, mental, and social well-being of all students and staff by establishing a restorative and equitable systems and creating a safe, welcoming and inclusive environment that allows students to fully participate in learning and the school community.

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.

As indicated on the 2023 CA Dashboard, Shirakawa has a Very High number of students who are chronically absent, across most subgroups, including English Learners, Filipino, Hispanic, Two or More Races, Socioeconomically Disadvantaged (SED), Students with Disabilities (SWD), and White subgroups.

Absences are a barrier to student success, health, and wellness. Students reported a very low feeling of sense of worth and sense of belonging on the Fall and Winter Panorama Surveys this year. Students also expressed some concerns relating to safety as noted in Panorama survey results below 65%. Students and staff also expressed a low satisfaction rate with discipline and student engagement.

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
2023 CA Dashboard: Chronic Absenteeism	29.3% Chronically Absent- 5.8% decline from 2021-22 SWD: 50% Chronically Absent	Reduce Very High absenteeism in all subgroups by 10% for the 2024 - 2025 Academic Year. Reduce chronic absenteeism in students with disabilities by 10%.
Winter 2024 Panorama Survey	Students who report they feel safe sharing their feelings in class rose by 1% to 38% on the Winter 2023 Panorama Survey, but is still too low.	Increase students' feelings of self efficacy by 2% by Winter 2024.
Winter 2024 Panorama Survey	88% of staff surveyed report that parents are welcomed to Shirakawa.	Increase staff perceptions of welcoming parents to Shirakawa by 2%.
Winter 2024 Panorama Survey	55% of students report feeling safe.	Increase student self-reported safety by 5% as reported by Winter 2024 Panorama survey.
2023 CA Dashboard: Suspension Rate	Suspensions have increased overall to 2.8% (an increase of 1.3%), especially in the Students with Disabilities subgroup (9.8%, an increase of 4.7%) over 2021-22	Decrease suspensions for all students. Measure our approximation to our goal by tracking the number of suspensions overall, and specifically in the students with disabilities subgroup, which are currently on track to be much lower than last year.
Winter 2024 Panorama Survey	Student who reported that they don't think anyone cares about them at school increased to 62%.	Increase student connection and sense of belonging ,and reduce the number of students who feel no one cares about them at school by 5% as measured by the Winter 2025 Panorama Survey.

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 school outreach to parents through individual home visits for chronically absent students in the English Learner, Filipino, Hispanic, SWD, SED, Two or More Races, and White subgroups by school administrator, Social Worker, and School Linked Services specialist.	Chronically absent students in the English Learner, Filipino, Hispanic, SWD, SED, Two or More Races, and White subgroups.	0 2000-2999: Classified Personnel Salaries
2.2	24 hr/day cell phone access for admin in case of emergency	All Students	0 5000-5999: Services And Other Operating Expenditures
2.3	Athletic equipment, coaching and support including sports opportunities for middle school students.	Middle School Students	0
2.4	Provide and maintain adequate yard supervision through noon duty supervisors to ensure student safety.	All students	16500.00 LCFF Supplemental 2000-2999: Classified Personnel Salaries To ensure adequate supervision for student safety during recess and lunch 6000.00 LCFF Concentration 2000-2999: Classified Personnel Salaries To ensure adequate supervision for student safety during recess and lunch
2.5	Health and Welfare benefits for extra hours for classified staff and substitutes	All students	2000 LCFF Supplemental 3000-3999: Employee Benefits For classified staff extra hours and substitutes
2.6	Health and welfare benefits for extra hours for certificated staff and substitutes	All students	1000 LCFF Supplemental 3000-3999: Employee Benefits For certificated staff extra hours and substitutes
2.7	Provide and maintain an adequate amount of student health supplies	All students	244 General Fund 4000-4999: Books And Supplies To replenish bandaids, ice packs, heat pads, pillow cases, and disposable protective bed covers
2.8	Decrease suspensions for all students. Work with District BCBA to provide behavior plans and positive reward structures for students as needed.	All students	
2.9	Decrease suspensions for students with disabilities. Work with District BCBA to provide classroom incentives and positive reward structures for	Students with disabilities	

	students as needed. Provide Behavior Improvement Plans for students with disabilities.		
2.12	Provide training, coaching, materials and resources for staff implementation of concepts and initiatives identified through District's Year Thre, MTSS training.	All students	0 District Funded
2.13	Training to increase understanding and specific tools for teachers to support students with trauma-related behaviors and effects through Trauma Skilled School program.	All students	0 District Funded
2.15	A full-time School Social Worker will be assigned to each school site. School Social Workers will support the needs of All students and families. Wellness is an essential part of learning and as such, School Social Workers will foster a healthy community of students and adults where each person's mental, social, and emotional health, are both safe and supported on their learning journey.	All students	150,000 District Funded
2.16	Little Heroes will provide structured recess, lunch and PE activities during the school day for all grade levels. In addition, it provides youth leadership opportunities that develop conflict resolution skill building that supports a positive school climate.	All students	27664 Title I 5800: Professional/Consulting Services And Operating Expenditures 8000.00 General Fund 5000-5999: Services And Other Operating Expenditures 11000 General Fund 5800: Professional/Consulting Services And Operating Expenditures
2.17	The district will allocate Proposition 28 funds to implement visual and performing arts enrichment programs for students in grades K-3, delivered by organizations such as SJZ Progressions.	All students	28,333.33 District Funded 5000-5999: Services And Other Operating Expenditures

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.

We monitored trends during the year to respond to needs proactively. One example is our Fall Panorama survey, which revealed an increase in students who felt they did not have enough opportunities to participate in class. We focused on implementing student discourse structures and all teachers increased classroom participation. By the Winter Panorama survey, 90% of our students expressed that they did have enough opportunities to participate in class.

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

We experienced attrition in our noon duty staff so did not spend all noon duty supervision funds.

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

We will plan to hire new noon duty staff to increase supervision and enhance safety during unstructured time

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.

School Climate

At Shirakawa School, we are committed to fully engaging parents, guardians, and community members in supporting the educational outcomes of all our students. We believe that active participation and collaboration between the school and the broader community are essential to fostering a thriving learning environment where every student can succeed. Together, we can create a supportive and inclusive educational experience that empowers our students to reach their highest potential.

To achieve the goal of fully engaging parents, guardians, and community members in support of educational outcomes for all students, the following strategies and actions can be implemented:

Strategies and Actions:

1. **Communication and Outreach:**
 - **Multilingual Communication:** Ensure all communications are available in multiple languages to cater to the diverse linguistic needs of the community.
 - **Regular Updates:** Provide regular updates through newsletters, social media, and school websites to keep parents and guardians informed about school activities, events, and student progress.
 - **Two-Way Communication:** Establish platforms for two-way communication, such as parent-teacher conferences, suggestion boxes, and online forums.
2. **Workshops and Training:**
 - **Parent Education Programs:** Offer workshops and training sessions for parents on topics like supporting homework, understanding the curriculum, and using technology tools.
 - **Community Resource Fairs:** Organize resource fairs that provide information on community services, health care, and educational resources available to families.
3. **Volunteer Opportunities:**
 - **Classroom Volunteers:** Create opportunities for parents and community members to volunteer in classrooms, assisting with reading programs, art projects, and other activities.
 - **Event Participation:** Encourage involvement in school events, such as career days, cultural festivals, and sports activities, to build a strong school community.
4. **Parent and Community Committees:**
 - **Advisory Councils:** Elect new members for our School Site and English Learners advisory councils to gather input and discuss strategies and actions to support school policies, programs, and improvement plans.
5. **Community Partnerships:**
 - **Local Businesses and Organizations:** Partner with local businesses and organizations to provide resources, mentorship programs, and extracurricular opportunities for students.
 - **Local Organization Partnerships:** Strengthen and maintain our partnerships with Catholic Charities, CORAL, and Parent Institute for Quality Education to support our parents and families.
 - **Higher Education Institutions:** Through our partnership with Gear Up, Silicon Valley Education Foundation, and Eastside Promise, strengthen collaboration with nearby colleges and universities for tutoring programs, college readiness workshops, and joint educational projects.
6. **Cultural Competency:**
 - **Cultural Celebrations:** Host events that celebrate the diverse cultures within the community to promote inclusivity and understanding.
7. **Access to Resources:**
 - **Parent Resource Center:** Work with the Shirakawa Family Resource Center and our School Linked Services Specialist to establish and maintain a resource center where parents can access educational materials, computers, and support services.
 - **Online Communication Portal:** Continue our implementation of Parent Square as our main online portal where parents can keep informed of school updates, access learning resources, and communicate with teachers.
8. **Feedback and Improvement:**
 - **Surveys and Assessments:** Regularly conduct and analyze Panorama surveys to gather feedback from parents and community members on engagement efforts and identify areas for improvement.

- ****Continuous Improvement:**** Use feedback to continuously refine and improve engagement strategies, ensuring they meet the needs of all families.

Implementation Plan:

- ****Timeline:**** Establish a timeline for rolling out these initiatives, starting with high-impact, easy-to-implement actions and gradually introducing more comprehensive programs.
- ****Responsibility:**** Assign our School Linked Services Specialist to oversee each aspect of the engagement plan, ensuring accountability and consistent progress.
- ****Evaluation:**** Set measurable goals and conduct periodic evaluations to assess the effectiveness of engagement strategies, making adjustments as needed based on data and feedback.

By implementing these strategies, Shirakawa can create a welcoming and inclusive environment that actively involves parents, guardians, and community members in supporting the educational success of all students.

These goals focus on creating a positive school environment where students feel safe, supported, and motivated to learn. Monitoring progress through our Panorama surveys and data analysis will help track improvements and identify areas for further intervention if needed. Collaboration among stakeholders, including students, staff, families, teachers, and community members, will be essential for achieving these objectives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes 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.

Based upon our Local Control and Accountability Plan Panorama Survey, Shirakawa has an identified area of need in engaging more of our parents/families to participate in school-wide events beyond required conferences and IEP meetings. As measured on the Winter 2024 LCAP Staff Survey, only 88% of staff members feel that parents are welcomed at Shirakawa. Families responded favorably in the area of family engagement, but only 88% of families participated in school activities beyond twice-annual parent conferences.

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
Winter 2024 Panorama Survey	Only 88% of staff feel that parents are welcomed at Shirakawa.	Increase staff perceptions of parents being welcomed at Shirakawa as reported on Winter 2024 Panorama Survey by 3%.
Family workshop sign-in sheets	New metric - no baseline	Workshop (s) for parents on supporting attendance, achievement, and/or SEL in their student(s).

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	Provide teacher release time for grade level planning.	All students	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Teachers to take grade level meetings and do NSGRA testing
3.3	Provide Monthly Parent Coffees with the Principal, SSC/ELAC, and Parent Meetings.	All students	860 Title I 4000-4999: Books And Supplies Provide coffee and donuts/pan dulce for parents as they engage in conversations around the school goals
3.5	Provide interpretation for all documents and messages, bilingual interpreters for parent meetings, workshops, and parent conferences to ensure that parents have access in their language of choice to access and understand the information being provided	EL students/bilingual	0 At least once per trimester, on website and on monthly calendar
3.6	Provide at least one parent workshop on topic of interest (SEL, curriculum, etc.)	All students	0 General Fund 1000-1999: Certificated Personnel Salaries Parents will collaborate with teachers in student progress as well as participate in SST meetings. Provide a floater sub to provide teacher access to meeting
3.7	A Student Linked Services specialist at Shirakawa to engage parents, provide parent support and education, connect parents to community resources, help parents feel welcome at Shirakawa, and increase parent awareness of the urgency of regular school attendance. Part time salary + benefits. Explore possible annual contract possibilities before moving forward.	All students	21500 District Funded 2000-2999: Classified Personnel Salaries
3.8	Partner with community agencies (Family Resource Center, Beautify San Jose, Our City Forest, Parent Institute for Quality Education, The Tech, etc.) to support our students and families	All students	0 In Kind
3.9	Support families and community members	All students	1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Secretaries extra hours
3.10	Correspond with families through written communication	All students	98 LCFF Supplemental 5900: Communications

			Send communications regarding attendance and proof of address to confirm enrollment
--	--	--	---

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$568,204.83
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$28,524.00

Subtotal of additional federal funds included for this school: \$28,524.00

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 (\$)
	\$0.00
District Funded	\$395,805.83
General Fund	\$31,244.00
In Kind	\$0.00
LCFF Concentration	\$22,989.00
LCFF Supplemental	\$89,642.00

Subtotal of state or local funds included for this school: \$539,680.83

Total of federal, state, and/or local funds for this school: \$568,204.83

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	29376	852.00
LCFF Supplemental	121176	31,534.00
LCFF Concentration	33024	10,035.00
General Fund	41108	9,864.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	395,805.83
General Fund	31,244.00
In Kind	0.00
LCFF Concentration	22,989.00
LCFF Supplemental	89,642.00
Title I	28,524.00

Expenditures by Budget Reference

Budget Reference	Amount
	189,424.00
1000-1999: Certificated Personnel Salaries	14,000.00
2000-2999: Classified Personnel Salaries	45,000.00
3000-3999: Employee Benefits	3,000.00
4000-4999: Books And Supplies	57,604.00
5000-5999: Services And Other Operating Expenditures	56,925.83
5800: Professional/Consulting Services And Operating Expenditures	52,153.00
5900: Communications	98.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

		0.00
2000-2999: Classified Personnel Salaries		0.00
5000-5999: Services And Other Operating Expenditures		0.00
	District Funded	335,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	21,500.00
5000-5999: Services And Other Operating Expenditures	District Funded	39,305.83
1000-1999: Certificated Personnel Salaries	General Fund	0.00
4000-4999: Books And Supplies	General Fund	12,244.00
5000-5999: Services And Other Operating Expenditures	General Fund	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	General Fund	11,000.00
	In Kind	0.00
1000-1999: Certificated Personnel Salaries	LCFF Concentration	3,000.00
2000-2999: Classified Personnel Salaries	LCFF Concentration	6,000.00
4000-4999: Books And Supplies	LCFF Concentration	8,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Concentration	5,489.00
	LCFF Supplemental	4,424.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	11,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	17,500.00
3000-3999: Employee Benefits	LCFF Supplemental	3,000.00
4000-4999: Books And Supplies	LCFF Supplemental	36,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	9,620.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	8,000.00
5900: Communications	LCFF Supplemental	98.00
4000-4999: Books And Supplies	Title I	860.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	27,664.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
289,005.50
250,741.33
28,458.00

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
Tri Vo	Parent or Community Member
David Gomez	Parent or Community Member
Michael Ho	Parent or Community Member
Andrea Dean	Parent or Community Member
Elvia Sanchez	Parent or Community Member
Jean Agra Gandia	Other School Staff
Angie Dinh	Classroom Teacher
Kristy Cole	Classroom Teacher
Jung Lee	Classroom Teacher
Elizabeth Cord	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Instructional Leadership Team

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 8, 2024.

Attested:

Principal, Elizabeth Cord, Ed.D. on April 28,2023

SSC Chairperson, Tri Vo on April 28,2023

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

Other: Instructional Leadership Team

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 8, 2024.

Attested:

Principal, Elizabeth Cord, Ed.D. on April 28, 2023

Elizabeth Cord

SSC Chairperson, Tri Vo on April 28, 2023