



# School Plan for Student Achievement (SPSA)

| School Name        | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------|-----------------------------------|----------------------------------------|---------------------------|
| Shasta Lake School | 45-75267-0110221                  | 9/9/24                                 | 9/18/24                   |

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Shasta Lake 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

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

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# Plan Description

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

This plan is being used by Shasta Lake 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

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. The plan further supports the goals of the Gateway Unified School Districts LCAP.

## Educational Partner Involvement

How, when, and with whom did Shasta Lake 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

The Single Plan for Student Achievement has been developed and discussed with our Shasta Lake School Site Council and PLC Leadership Team. Our School Site Council is comprised of parents, teachers, support staff, administration, and students from the primary and secondary grade levels. A review of prior surveys completed by parents that provided feedback regarding our school setting, culture, safety, and academics has previously been done. Shasta Lake School staff actively collaborated regarding CAASPP and NWEA data during their PLC times.

## 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.

A review of the 2023 Performance Data indicates the following: Although there are no large resource inequities, all students regarding CAASPP math and ELA results need to improve. Socioeconomically disadvantaged students and students with disabilities both are groups within the underperforming groups for CAASPP achievement. Students with disabilities are included in all of our interventions and specific PLC meetings are allocated to special education teachers at various times throughout the year. General education teachers and special education teachers collaborate to support student learning and growth as they mainstream with their peers.

## 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.

Performance was in the "orange" performance category for Mathematics and English Language Arts.

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.

Shasta Lake School didn't have any student groups two or more performance levels below the "all student" group, which was in the "orange".

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil 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 Shasta Lake 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                | 5.93%                 | 6.33%  | 5.21%  | 37                 | 39    | 32    |
| African American               | 0.64%                 | 0.97%  | 1.30%  | 4                  | 6     | 8     |
| Asian                          | 2.88%                 | 2.27%  | 2.77%  | 18                 | 14    | 17    |
| Filipino                       | %                     | 0%     | %      |                    | 0     |       |
| Hispanic/Latino                | 13.94%                | 14.45% | 14.82% | 87                 | 89    | 91    |
| Pacific Islander               | 0.48%                 | 0.32%  | 0.16%  | 3                  | 2     | 1     |
| White                          | 69.07%                | 68.02% | 67.43% | 431                | 419   | 414   |
| Multiple/No Response           | 6.57%                 | 7.14%  | 7.82%  | 41                 | 44    | 48    |
| Total Enrollment               |                       |        |        | 624                | 616   | 614   |

### Enrollment By Grade Level

| Student Enrollment by Grade Level |                    |       |       |
|-----------------------------------|--------------------|-------|-------|
| Grade                             | Number of Students |       |       |
|                                   | 21-22              | 22-23 | 23-24 |
| Kindergarten                      | 58                 | 48    | 36    |
| Grade 1                           | 56                 | 59    | 35    |
| Grade 2                           | 47                 | 53    | 55    |
| Grade3                            | 58                 | 52    | 57    |
| Grade 4                           | 48                 | 69    | 61    |
| Grade 5                           | 62                 | 51    | 60    |
| Grade 6                           | 94                 | 93    | 97    |
| Grade 7                           | 86                 | 104   | 88    |
| Grade 8                           | 115                | 87    | 103   |
| Total Enrollment                  | 624                | 616   | 614   |

#### Conclusions based on this data:

1. Student enrollment has stayed somewhat stable only decreasing by 2 students thie past school year.
2. Student subgroups percentages remain fairly stable from year to year.

3. We have a subgroup of White, Native American, Hispanic, and Asian.

# 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                              | 9                  | 4     | 6     | 1.70%               | 1.4%  | 1.0%  |
| Fluent English Proficient (FEP)               | 10                 | 14    | 15    | 1.10%               | 1.6%  | 2.4%  |
| Reclassified Fluent English Proficient (RFEP) |                    |       |       | 0.0%                |       |       |

### Conclusions based on this data:

1. Our EL population has been decreased in 22-23 but then increased in 23-24.

# 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                                | 47                     | 61    | 50    | 40                   | 61    | 49    | 40                        | 61    | 49    | 85.1                          | 100.0 | 98.0  |
| Grade 4                                | 55                     | 50    | 64    | 50                   | 49    | 63    | 50                        | 49    | 63    | 90.9                          | 98.0  | 98.4  |
| Grade 5                                | 59                     | 65    | 50    | 50                   | 65    | 49    | 50                        | 65    | 49    | 84.7                          | 100.0 | 98.0  |
| Grade 6                                | 86                     | 104   | 90    | 76                   | 101   | 89    | 76                        | 100   | 89    | 88.4                          | 97.1  | 98.9  |
| Grade 7                                | 101                    | 78    | 101   | 87                   | 71    | 96    | 87                        | 71    | 96    | 86.1                          | 91.0  | 95.0  |
| Grade 8                                | 95                     | 108   | 75    | 80                   | 104   | 70    | 80                        | 104   | 70    | 84.2                          | 96.3  | 93.3  |
| All Grades                             | 443                    | 466   | 430   | 383                  | 451   | 416   | 383                       | 450   | 416   | 86.5                          | 96.8  | 96.7  |

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                              | 2421.            | 2415. | 2364. | 25.00               | 18.03 | 6.12  | 30.00          | 29.51 | 22.45 | 17.50                 | 19.67 | 30.61 | 27.50              | 32.79 | 40.82 |
| Grade 4                              | 2401.            | 2467. | 2434. | 10.00               | 30.61 | 15.87 | 18.00          | 16.33 | 23.81 | 18.00                 | 26.53 | 19.05 | 54.00              | 26.53 | 41.27 |
| Grade 5                              | 2445.            | 2444. | 2491. | 2.00                | 10.77 | 24.49 | 20.00          | 23.08 | 24.49 | 36.00                 | 16.92 | 24.49 | 42.00              | 49.23 | 26.53 |
| Grade 6                              | 2498.            | 2449. | 2448. | 5.26                | 1.00  | 2.25  | 32.89          | 19.00 | 12.36 | 35.53                 | 27.00 | 31.46 | 26.32              | 53.00 | 53.93 |
| Grade 7                              | 2516.            | 2506. | 2476. | 5.75                | 9.86  | 2.08  | 32.18          | 25.35 | 23.96 | 29.89                 | 23.94 | 21.88 | 32.18              | 40.85 | 52.08 |
| Grade 8                              | 2521.            | 2527. | 2524. | 3.75                | 4.81  | 5.71  | 28.75          | 25.96 | 35.71 | 31.25                 | 44.23 | 18.57 | 36.25              | 25.00 | 40.00 |
| All Grades                           | N/A              | N/A   | N/A   | 7.31                | 10.22 | 7.93  | 27.94          | 23.33 | 23.32 | 29.24                 | 28.00 | 24.28 | 35.51              | 38.44 | 44.47 |

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

| <b>Reading</b><br><b>Demonstrating understanding of literary and non-fictional texts</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                  | 22.50            | 13.11 | 6.12  | 57.50                 | 72.13 | 61.22 | 20.00            | 14.75 | 32.65 |
| Grade 4                                                                                  | 8.00             | 10.20 | 9.52  | 58.00                 | 71.43 | 66.67 | 34.00            | 18.37 | 23.81 |
| Grade 5                                                                                  | 6.00             | 10.77 | 16.33 | 64.00                 | 56.92 | 61.22 | 30.00            | 32.31 | 22.45 |
| Grade 6                                                                                  | 10.53            | 6.00  | 5.68  | 60.53                 | 48.00 | 48.86 | 28.95            | 46.00 | 45.45 |
| Grade 7                                                                                  | 9.20             | 18.31 | 6.45  | 60.92                 | 49.30 | 59.14 | 29.89            | 32.39 | 34.41 |
| Grade 8                                                                                  | 2.53             | 6.73  | 7.14  | 67.09                 | 60.58 | 54.29 | 30.38            | 32.69 | 38.57 |
| All Grades                                                                               | 8.90             | 10.22 | 8.01  | 61.78                 | 58.22 | 57.77 | 29.32            | 31.56 | 34.22 |

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| <b>Writing</b><br><b>Producing clear and purposeful writing</b> |                  |       |       |                       |       |       |                  |       |       |
|-----------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                     | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                 | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                         | 27.50            | 8.20  | 4.17  | 45.00                 | 59.02 | 54.17 | 27.50            | 32.79 | 41.67 |
| Grade 4                                                         | 10.00            | 26.53 | 12.70 | 40.00                 | 46.94 | 55.56 | 50.00            | 26.53 | 31.75 |
| Grade 5                                                         | 2.00             | 13.85 | 22.45 | 50.00                 | 38.46 | 53.06 | 48.00            | 47.69 | 24.49 |
| Grade 6                                                         | 6.58             | 2.00  | 3.41  | 61.84                 | 39.00 | 35.23 | 31.58            | 59.00 | 61.36 |
| Grade 7                                                         | 11.49            | 15.49 | 4.35  | 59.77                 | 46.48 | 47.83 | 28.74            | 38.03 | 47.83 |
| Grade 8                                                         | 11.25            | 4.81  | 10.00 | 52.50                 | 69.23 | 51.43 | 36.25            | 25.96 | 38.57 |
| All Grades                                                      | 10.70            | 10.00 | 8.54  | 53.26                 | 50.67 | 48.29 | 36.03            | 39.33 | 43.17 |

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| <b>Listening</b><br><b>Demonstrating effective communication skills</b> |                  |       |       |                       |       |       |                  |       |       |
|-------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                             | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                         | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                 | 7.50             | 6.56  | 4.08  | 77.50                 | 81.97 | 71.43 | 15.00            | 11.48 | 24.49 |
| Grade 4                                                                 | 4.00             | 8.16  | 11.11 | 62.00                 | 79.59 | 55.56 | 34.00            | 12.24 | 33.33 |
| Grade 5                                                                 | 8.00             | 6.15  | 10.20 | 68.00                 | 69.23 | 71.43 | 24.00            | 24.62 | 18.37 |
| Grade 6                                                                 | 7.89             | 9.00  | 5.68  | 77.63                 | 69.00 | 79.55 | 14.47            | 22.00 | 14.77 |
| Grade 7                                                                 | 6.90             | 8.45  | 10.64 | 77.01                 | 74.65 | 67.02 | 16.09            | 16.90 | 22.34 |
| Grade 8                                                                 | 6.33             | 7.69  | 5.71  | 78.48                 | 82.69 | 84.29 | 15.19            | 9.62  | 10.00 |
| All Grades                                                              | 6.81             | 7.78  | 7.99  | 74.35                 | 76.00 | 71.91 | 18.85            | 16.22 | 20.10 |

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| <b>Research/Inquiry</b><br><b>Investigating, analyzing, and presenting information</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                            | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                        | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                | 22.50            | 14.75 | 2.04  | 62.50                 | 63.93 | 57.14 | 15.00            | 21.31 | 40.82 |
| Grade 4                                                                                | 6.00             | 22.45 | 7.94  | 76.00                 | 59.18 | 73.02 | 18.00            | 18.37 | 19.05 |
| Grade 5                                                                                | 8.00             | 7.69  | 20.41 | 64.00                 | 58.46 | 57.14 | 28.00            | 33.85 | 22.45 |
| Grade 6                                                                                | 14.47            | 6.00  | 2.25  | 72.37                 | 64.00 | 67.42 | 13.16            | 30.00 | 30.34 |
| Grade 7                                                                                | 13.79            | 7.04  | 6.32  | 60.92                 | 60.56 | 60.00 | 25.29            | 32.39 | 33.68 |
| Grade 8                                                                                | 10.00            | 7.69  | 10.00 | 75.00                 | 72.12 | 68.57 | 15.00            | 20.19 | 21.43 |
| All Grades                                                                             | 12.27            | 9.78  | 7.47  | 68.67                 | 64.00 | 64.34 | 19.06            | 26.22 | 28.19 |

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#### Conclusions based on this data:

1. We met our participation requirement in all testing seasons.
2. Our percentage of student meeting or exceeding the ELA standards "overall" went up from 20-21 to 21-22.
3. Our students have stronger skills in listening and reading than writing and research.

# 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                                | 47                     | 61    | 50    | 40                   | 61    | 49    | 40                        | 61    | 49    | 85.1                          | 100.0 | 98.0  |
| Grade 4                                | 55                     | 50    | 64    | 49                   | 50    | 62    | 49                        | 50    | 62    | 89.1                          | 100.0 | 96.9  |
| Grade 5                                | 59                     | 65    | 50    | 50                   | 65    | 49    | 50                        | 65    | 49    | 84.7                          | 100.0 | 98.0  |
| Grade 6                                | 87                     | 104   | 90    | 77                   | 101   | 89    | 77                        | 101   | 88    | 88.5                          | 97.1  | 98.9  |
| Grade 7                                | 102                    | 78    | 101   | 88                   | 71    | 97    | 88                        | 71    | 97    | 86.3                          | 91.0  | 96.0  |
| Grade 8                                | 95                     | 108   | 75    | 80                   | 104   | 70    | 80                        | 104   | 70    | 84.2                          | 96.3  | 93.3  |
| All Grades                             | 445                    | 466   | 430   | 384                  | 452   | 416   | 384                       | 452   | 415   | 86.3                          | 97.0  | 96.7  |

\* 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.            | 2432. | 2390. | 17.50               | 16.39 | 6.12  | 25.00          | 34.43 | 34.69 | 25.00                 | 22.95 | 16.33 | 32.50              | 26.23 | 42.86 |
| Grade 4                              | 2438.            | 2474. | 2452. | 14.29               | 20.00 | 19.35 | 20.41          | 30.00 | 20.97 | 30.61                 | 22.00 | 32.26 | 34.69              | 28.00 | 27.42 |
| Grade 5                              | 2468.            | 2470. | 2492. | 4.00                | 21.54 | 18.37 | 22.00          | 10.77 | 26.53 | 32.00                 | 29.23 | 24.49 | 42.00              | 38.46 | 30.61 |
| Grade 6                              | 2475.            | 2463. | 2454. | 3.90                | 2.97  | 5.68  | 12.99          | 9.90  | 13.64 | 32.47                 | 34.65 | 25.00 | 50.65              | 52.48 | 55.68 |
| Grade 7                              | 2492.            | 2486. | 2480. | 5.68                | 4.23  | 7.22  | 18.18          | 12.68 | 10.31 | 32.95                 | 39.44 | 32.99 | 43.18              | 43.66 | 49.48 |
| Grade 8                              | 2524.            | 2517. | 2477. | 10.00               | 4.81  | 2.86  | 16.25          | 18.27 | 8.57  | 32.50                 | 36.54 | 25.71 | 41.25              | 40.38 | 62.86 |
| All Grades                           | N/A              | N/A   | N/A   | 8.33                | 9.96  | 9.16  | 18.23          | 17.92 | 17.11 | 31.51                 | 32.08 | 26.99 | 41.93              | 40.04 | 46.75 |

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| <b>Concepts &amp; Procedures</b><br><b>Applying mathematical concepts and procedures</b> |                  |       |       |                       |       |       |                  |       |       |
|------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                              | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                          | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                  | 22.50            | 24.59 | 12.24 | 42.50                 | 60.66 | 46.94 | 35.00            | 14.75 | 40.82 |
| Grade 4                                                                                  | 20.41            | 28.00 | 22.58 | 36.73                 | 44.00 | 50.00 | 42.86            | 28.00 | 27.42 |
| Grade 5                                                                                  | 12.00            | 27.69 | 24.49 | 56.00                 | 38.46 | 44.90 | 32.00            | 33.85 | 30.61 |
| Grade 6                                                                                  | 3.90             | 1.98  | 5.68  | 36.36                 | 43.56 | 34.09 | 59.74            | 54.46 | 60.23 |
| Grade 7                                                                                  | 11.36            | 7.04  | 7.22  | 47.73                 | 47.89 | 45.36 | 40.91            | 45.07 | 47.42 |
| Grade 8                                                                                  | 15.00            | 6.73  | 2.86  | 51.25                 | 58.65 | 42.86 | 33.75            | 34.62 | 54.29 |
| All Grades                                                                               | 13.02            | 13.50 | 11.08 | 45.31                 | 49.34 | 43.37 | 41.67            | 37.17 | 45.54 |

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| <b>Problem Solving &amp; Modeling/Data Analysis</b><br><b>Using appropriate tools and strategies to solve real world and mathematical problems</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                                                                            | 27.50            | 18.03 | 14.29 | 45.00                 | 59.02 | 46.94 | 27.50            | 22.95 | 38.78 |
| Grade 4                                                                                                                                            | 12.24            | 24.00 | 12.90 | 46.94                 | 44.00 | 50.00 | 40.82            | 32.00 | 37.10 |
| Grade 5                                                                                                                                            | 4.00             | 9.23  | 18.37 | 60.00                 | 50.77 | 51.02 | 36.00            | 40.00 | 30.61 |
| Grade 6                                                                                                                                            | 6.49             | 1.98  | 4.55  | 66.23                 | 51.49 | 53.41 | 27.27            | 46.53 | 42.05 |
| Grade 7                                                                                                                                            | 4.55             | 7.04  | 5.15  | 64.77                 | 52.11 | 55.67 | 30.68            | 40.85 | 39.18 |
| Grade 8                                                                                                                                            | 6.25             | 5.77  | 1.43  | 63.75                 | 59.62 | 51.43 | 30.00            | 34.62 | 47.14 |
| All Grades                                                                                                                                         | 8.59             | 9.29  | 8.19  | 59.90                 | 53.54 | 52.05 | 31.51            | 37.17 | 39.76 |

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

| <b>Communicating Reasoning</b><br><b>Demonstrating ability to support mathematical conclusions</b> |                  |       |       |                       |       |       |                  |       |       |
|----------------------------------------------------------------------------------------------------|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level                                                                                        | % Above Standard |       |       | % At or Near Standard |       |       | % Below Standard |       |       |
|                                                                                                    | 20-21            | 21-22 | 22-23 | 20-21                 | 21-22 | 22-23 | 20-21            | 21-22 | 22-23 |
| Grade 3                                                                                            | 27.50            | 14.75 | 14.29 | 45.00                 | 73.77 | 48.98 | 27.50            | 11.48 | 36.73 |
| Grade 4                                                                                            | 22.45            | 22.00 | 22.58 | 42.86                 | 58.00 | 50.00 | 34.69            | 20.00 | 27.42 |
| Grade 5                                                                                            | 4.00             | 9.23  | 4.08  | 58.00                 | 50.77 | 65.31 | 38.00            | 40.00 | 30.61 |
| Grade 6                                                                                            | 5.19             | 3.96  | 4.55  | 64.94                 | 58.42 | 61.36 | 29.87            | 37.62 | 34.09 |
| Grade 7                                                                                            | 9.09             | 2.82  | 3.09  | 71.59                 | 59.15 | 65.98 | 19.32            | 38.03 | 30.93 |
| Grade 8                                                                                            | 10.00            | 4.81  | 5.71  | 68.75                 | 73.08 | 60.00 | 21.25            | 22.12 | 34.29 |
| All Grades                                                                                         | 11.46            | 8.19  | 8.19  | 61.46                 | 62.83 | 59.52 | 27.08            | 28.98 | 32.29 |

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. We met our participation requirement in all testing seasons.
2. Communicating Reasoning is the mathematical area our students struggle with the most.
3. Mathematics remain a large area of need for support as overall growth was not enough to reach our goals. We will focus our interventions on students that display a skill deficit based upon the CAASPP, NWEA and teacher assessment data.

# 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<br>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 |
| 4                                                                                            | *       |       | *     | *             |       | *     | *                |       | *     | *                         |       | *     |
| 6                                                                                            | *       | *     | *     | *             | *     | *     | *                | *     | *     | 5                         | *     | *     |
| 7                                                                                            | *       | *     |       | *             | *     |       | *                | *     |       | *                         | 4     |       |
| 8                                                                                            | *       | *     | *     | *             | *     | *     | *                | *     | *     | *                         | *     | *     |
| All Grades                                                                                   |         |       |       |               |       |       |                  |       |       | 10                        | 10    | 5     |

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| Overall Language<br>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 |
| 4                                                                                     | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| 6                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 7                                                                                     | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

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

| <b>Oral Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|--------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                      | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                  | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| 4                                                                                                | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| 6                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 7                                                                                                | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                                | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                                       | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

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

| <b>Written Language</b><br><b>Percentage of Students at Each Performance Level for All Students</b> |         |       |       |         |       |       |         |       |       |         |       |       |                          |       |       |
|-----------------------------------------------------------------------------------------------------|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level                                                                                         | Level 4 |       |       | Level 3 |       |       | Level 2 |       |       | Level 1 |       |       | Total Number of Students |       |       |
|                                                                                                     | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21   | 21-22 | 22-23 | 20-21                    | 21-22 | 22-23 |
| 4                                                                                                   | *       |       | *     | *       |       | *     | *       |       | *     | *       |       | *     | *                        |       | *     |
| 6                                                                                                   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| 7                                                                                                   | *       | *     |       | *       | *     |       | *       | *     |       | *       | *     |       | *                        | *     |       |
| 8                                                                                                   | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |
| All Grades                                                                                          | *       | *     | *     | *       | *     | *     | *       | *     | *     | *       | *     | *     | *                        | *     | *     |

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

| <b>Listening Domain</b><br><b>Percentage of Students by Domain Performance Level for All Students</b> |                |       |       |                     |       |       |           |       |       |                          |       |       |
|-------------------------------------------------------------------------------------------------------|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| 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 |
| 4                                                                                                     | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| 6                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 7                                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                                            | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

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<br>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 |
| 4                                                                                      | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| 6                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 7                                                                                      | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                      | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                             | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

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<br>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 |
| 4                                                                                     | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| 6                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 7                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

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<br>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 |
| 4                                                                                     | *              |       | *     | *                   |       | *     | *         |       | *     | *                        |       | *     |
| 6                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| 7                                                                                     | *              | *     |       | *                   | *     |       | *         | *     |       | *                        | *     |       |
| 8                                                                                     | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |
| All Grades                                                                            | *              | *     | *     | *                   | *     | *     | *         | *     | *     | *                        | *     | *     |

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.

# 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                                                |
| 616                                                      | 74.7                                                                                                                             | 0.6                                                                                                                                                          | 1.1                                                         |
| Total Number of Students enrolled in Shasta Lake 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                                  | 4     | 0.6        |
| Foster Youth                                      | 7     | 1.1        |
| Homeless                                          | 1     | 0.2        |
| Socioeconomically Disadvantaged                   | 460   | 74.7       |
| Students with Disabilities                        | 123   | 20         |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 6     | 1          |
| American Indian              | 39    | 6.3        |
| Asian                        | 14    | 2.3        |
| Hispanic                     | 89    | 14.4       |
| Two or More Races            | 44    | 7.1        |
| Pacific Islander             | 2     | 0.3        |
| White                        | 419   | 68         |

### Conclusions based on this data:

1. There is 20% of the students who qualify as a "student with a disability".

2. The majority of our students are socioeconomically disadvantaged (74.7%)
3. White, Hispanic, American Indian or Alaskan Native, and Two or More Races are our largest subgroups.



# School and Student Performance Data

## Overall Performance

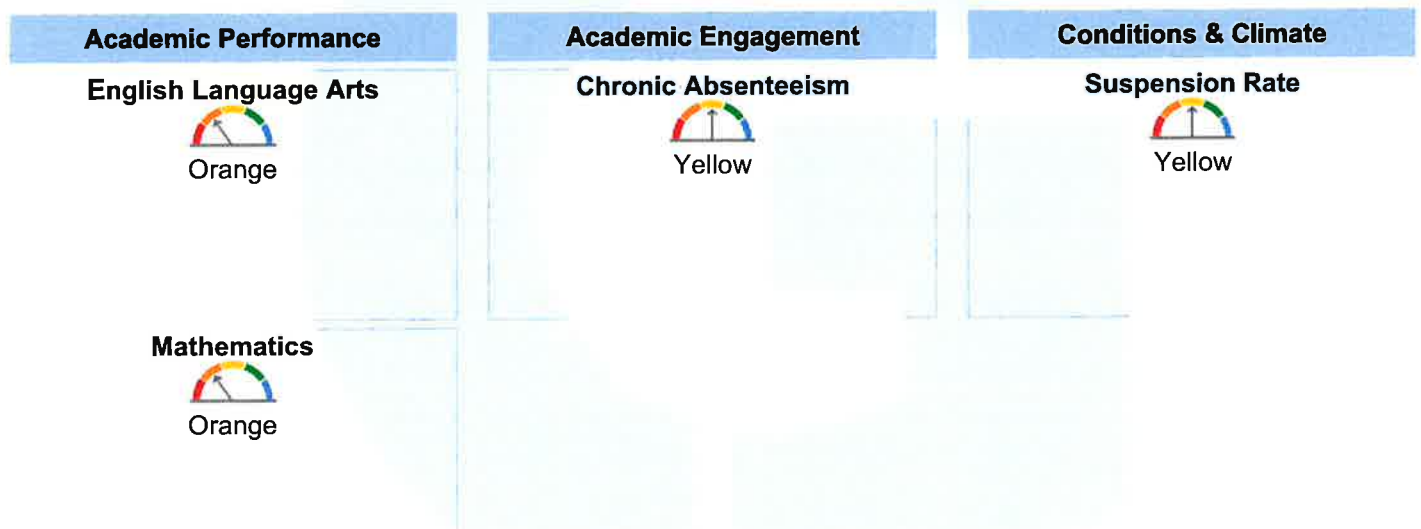
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



#### Conclusions based on this data:

1. Mathematics and ELA are areas we need to target interventions to improve.
2. Absenteeism and suspension rates are in the average range.
3. Chronic Absenteeism and our Suspension rate are higher than our academic rankings.

# School and Student Performance Data

## Academic Performance English Language Arts

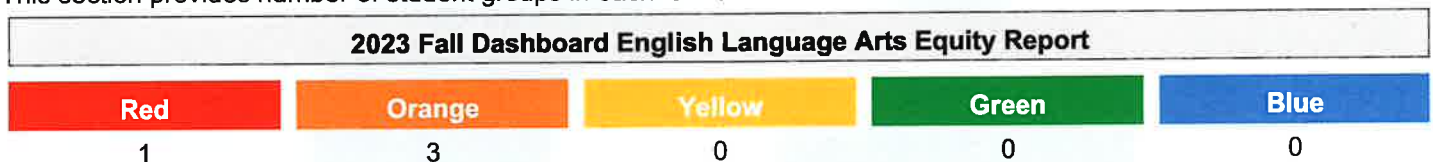
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 grayed out color dial with the words "No Performance Color."



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group                                                                                                                       |                                                                                                                                                                                                                               |                                                                                                                                                                                                                       |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>57.3 points below standard<br>Decreased Significantly -16.9 points<br>396 Students | <b>English Learners</b><br>111.8 points below standard<br>Decreased Significantly -30 points<br>12 Students                                                                                                                   | <b>Foster Youth</b><br>Less than 11 Students<br>7 Students                                                                                                                                                            |
| <b>Homeless</b><br>Less than 11 Students<br>1 Student                                                                                                                                                      | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>64.6 points below standard<br>Decreased Significantly -18.5 points<br>300 Students | <b>Students with Disabilities</b><br><br>Red<br>150.2 points below standard<br>Decreased Significantly -38 points<br>87 Students |

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

|                                                                                                                                                                                                      |                                                                                                              |                                                                                                  |                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>3 Students                                                                                                                                       | <b>American Indian</b><br>85.1 points below standard<br>Decreased Significantly - 17.6 points<br>21 Students | <b>Asian</b><br>5.3 points above standard<br>Increased Significantly +45.3 points<br>12 Students | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                       |
| <b>Hispanic</b><br><br>Orange<br>67.6 points below standard<br>Decreased Significantly - 21.1 points<br>57 Students | <b>Two or More Races</b><br>54 points below standard<br>Increased +4.7 points<br>27 Students                 | <b>Pacific Islander</b><br>Less than 11 Students<br>2 Students                                   | <b>White</b><br><br>Orange<br>58 points below standard<br>Decreased Significantly - 24.6 points<br>274 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

|                                                                       |                                                                             |                                                                                                         |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| <b>Current English Learner</b><br>Less than 11 Students<br>4 Students | <b>Reclassified English Learners</b><br>Less than 11 Students<br>8 Students | <b>English Only</b><br>56.1 points below standard<br>Decreased Significantly -17 points<br>379 Students |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|

#### Conclusions based on this data:

1. Students with disabilities are ranking in the "red" and the group that is achieving the lowest ranking.
2. Our "socioeconomically disadvantaged students" and "all students" groups need to be a focus in regards to ELA performance.

# School and Student Performance Data

## Academic Performance Mathematics

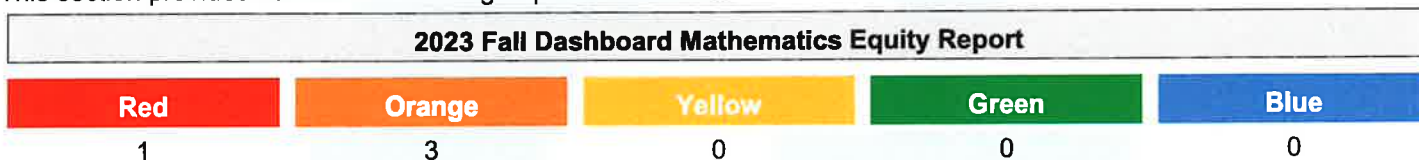
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group                                              |                                                                                                                                          |                                                                                                                                  |
|-------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Orange<br>72.8 points below standard<br>Decreased Significantly -20.3 points<br>395 Students | <b>English Learners</b><br>140.1 points below standard<br>Decreased Significantly -42.4 points<br>12 Students                            | <b>Foster Youth</b><br>Less than 11 Students<br>7 Students                                                                       |
| <b>Homeless</b><br>Less than 11 Students<br>1 Student                                                                   | <b>Socioeconomically Disadvantaged</b><br><br>Orange<br>75.6 points below standard<br>Decreased Significantly -18 points<br>301 Students | <b>Students with Disabilities</b><br><br>Red<br>179 points below standard<br>Decreased Significantly -47.3 points<br>87 Students |

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

|                                                                                                                                                                                                      |                                                                                                               |                                                                                                  |                                                                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>3 Students                                                                                                                                       | <b>American Indian</b><br>129.7 points below standard<br>Decreased Significantly - 46.2 points<br>21 Students | <b>Asian</b><br>76 points below standard<br>Decreased Significantly - 16.6 points<br>12 Students | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                         |
| <b>Hispanic</b><br><br>Orange<br>78.2 points below standard<br>Decreased Significantly - 25.6 points<br>57 Students | <b>Two or More Races</b><br>55.7 points below standard<br>Increased +6.5 points<br>28 Students                | <b>Pacific Islander</b><br>Less than 11 Students<br>2 Students                                   | <b>White</b><br><br>Orange<br>72.3 points below standard<br>Decreased Significantly - 23.5 points<br>273 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

|                                                                       |                                                                             |                                                                                                           |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|
| <b>Current English Learner</b><br>Less than 11 Students<br>4 Students | <b>Reclassified English Learners</b><br>Less than 11 Students<br>8 Students | <b>English Only</b><br>71.1 points below standard<br>Decreased Significantly -20.1 points<br>378 Students |
|-----------------------------------------------------------------------|-----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|

#### Conclusions based on this data:

1. Students with disabilities are ranking in the "red" and the group that is achieving the lowest ranking.
2. Our "socioeconomically disadvantaged students" and "all students" groups need to be a focus in regards to ELA performance.

# 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.

### 2023 Fall Dashboard English Learner Progress Indicator

#### English Learner Progress

making progress towards English  
language proficiency

Number of EL Students: 4 Students

Performance Level: No Performance  
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**

**Conclusions based on this data:**

1.

# School and Student Performance Data

## Academic Performance College/Career Report

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

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

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

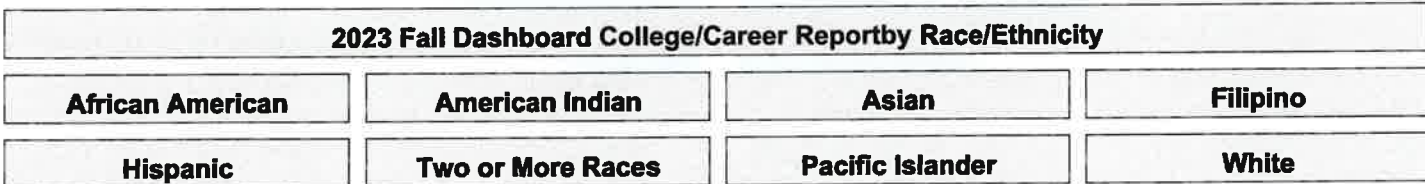
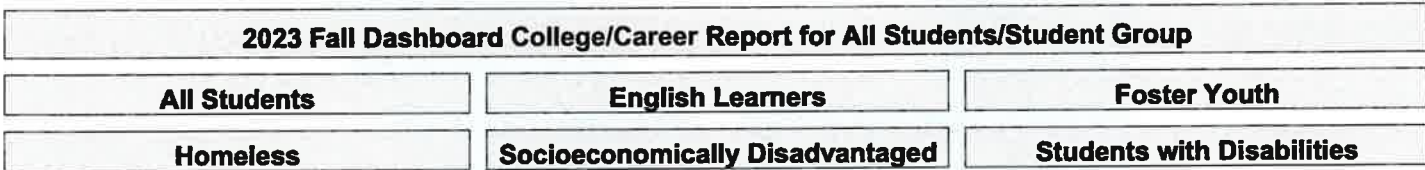
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

- 1. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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                                                                                                                           |                                                                                                                                                                                                                     |                                                                                                                                                                                                    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>25.1% Chronically Absent<br>Declined Significantly -36.2<br>654 Students | <b>English Learners</b><br>Less than 11 Students<br>6 Students                                                                                                                                                      | <b>Foster Youth</b><br>18.8% Chronically Absent<br>Declined -39.1<br>16 Students                                                                                                                   |
| <b>Homeless</b><br>61.5% Chronically Absent<br>Declined -2.1<br>13 Students                                                                                                                      | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>28.9% Chronically Absent<br>Declined Significantly -36.9<br>502 Students | <b>Students with Disabilities</b><br><br>Orange<br>32.4% Chronically Absent<br>Declined -30.4<br>142 Students |

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

|                                                                                                                                                                             |                                                                                                                                                                                      |                                                                          |                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>7 Students                                                                                                              | <b>American Indian</b><br><br>Orange<br>27.9% Chronically Absent<br>Declined -37.2<br>43 Students   | <b>Asian</b><br>6.7% Chronically Absent<br>Declined -73.3<br>15 Students | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                              |
| <b>Hispanic</b><br><br>Orange<br>28.6% Chronically Absent<br>Declined -29.4<br>91 Students | <b>Two or More Races</b><br><br>Yellow<br>15.4% Chronically Absent<br>Declined -40.5<br>52 Students | <b>Pacific Islander</b><br>Less than 11 Students<br>2 Students           | <b>White</b><br><br>Yellow<br>25.5% Chronically Absent<br>Declined Significantly -36.4<br>444 Students |

#### Conclusions based on this data:

1. Our disabled students miss the most school.
2. American Indian and Hispanic students are the two ethnicities that miss the most school.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Graduation Rate for All Students/Student Group |                                 |                            |
|--------------------------------------------------------------------|---------------------------------|----------------------------|
| All Students                                                       | English Learners                | Foster Youth               |
| Homeless                                                           | Socioeconomically Disadvantaged | Students with Disabilities |

| 2023 Fall Dashboard Graduation Rate by Race/Ethnicity |                   |                  |          |
|-------------------------------------------------------|-------------------|------------------|----------|
| African American                                      | American Indian   | Asian            | Filipino |
| Hispanic                                              | Two or More Races | Pacific Islander | White    |

Conclusions based on this data:

1. N/A

# 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.

| 2023 Fall Dashboard Suspension Rate Equity Report |               |               |              |             |
|---------------------------------------------------|---------------|---------------|--------------|-------------|
| <b>Red</b>                                        | <b>Orange</b> | <b>Yellow</b> | <b>Green</b> | <b>Blue</b> |
| 2                                                 | 2             | 2             | 0            | 0           |

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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group                                                                                                                                     |                                                                                                                                                                                                                            |                                                                                                                                                                                                        |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>All Students</b><br><br>Yellow<br>9.9% suspended at least one day<br>Declined Significantly -1.7<br>680 Students | <b>English Learners</b><br>Less than 11 Students<br>7 Students                                                                                                                                                             | <b>Foster Youth</b><br>18.8% suspended at least one day<br>Increased 13.8<br>16 Students                                                                                                               |
| <b>Homeless</b><br>7.7% suspended at least one day<br>Declined -1.4<br>13 Students                                                                                                                     | <b>Socioeconomically Disadvantaged</b><br><br>Yellow<br>10.2% suspended at least one day<br>Declined Significantly -3.3<br>522 Students | <b>Students with Disabilities</b><br><br>Red<br>13.7% suspended at least one day<br>Increased 3.3<br>146 Students |

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

|                                                                                                                                                                                |                                                                                                                                                                                            |                                                                              |                                                                                                                                                                                                  |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>African American</b><br>Less than 11 Students<br>7 Students                                                                                                                 | <b>American Indian</b><br><br>Orange<br>13% suspended at least one day<br>Declined -0.9<br>46 Students    | <b>Asian</b><br>0% suspended at least one day<br>Declined -10<br>15 Students | <b>Filipino</b><br><br>No Performance Color<br>0 Students                                                     |
| <b>Hispanic</b><br><br>Red<br>7.3% suspended at least one day<br>Increased 3.4<br>96 Students | <b>Two or More Races</b><br><br>Orange<br>7.7% suspended at least one day<br>Declined -7.3<br>52 Students | <b>Pacific Islander</b><br>Less than 11 Students<br>2 Students               | <b>White</b><br><br>Yellow<br>10.8% suspended at least one day<br>Declined Significantly -1.6<br>462 Students |

#### Conclusions based on this data:

1. Students with disabilities is the highest group with suspensions.
2. Tier 1 and 2 interventions need to be looked at since there are such high rates of Tier 3 interventions.
3. An Behavioral RTI team will continue to be developed to look at discipline and academic data weekly so we can intervene early on identified behavior patterns.

# 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.

#### English Language Arts

Increase ELA achievement by 5%.

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

LCAP goal to which this school goal is aligned.

Student Achievement 1.1 (Literacy): Implement a literacy academic intervention plan to address the needs of all students. Site intervention committees will review ongoing data and implement improvements; additional material and staffing needs, schedule changes, training, and professional development.

### 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.

Increase ELA achievement for K-8 students by 5% on the CAASPP

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome                                        | Expected Outcome                                                                                                                                                                                                                                           |
|------------------|----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP           | 3rd 22%<br>4th 39%<br>5th 28%<br>6th 31%<br>7th 19%<br>8th 21% | 3rd 22% --> 27% (this year's 4th grade)<br>4th 39% --> 44% (this year's 5th grade)<br>5th 28% --> 33% (this year's 6th grade)<br>6th 31% --> 36% (this year's 7th grade)<br>7th 19% --> 24% (this year's 8th grade)<br>8th 21% --> not at this SLS anymore |

### 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                 | Analyze Benchmark data (CAASPP and NWEA)—individually and by grade/course to determine correct placement in classes and Intervention           | All Students          | 0                     |
| 1.2                 | Assess all students in K-8 with NWEA to identify areas of need, to create instructional groups (adjustments throughout the school year) and to | All students          | 0                     |

|      |                                                                                                                                                                                                                                                                              |                         |                                                                                                                          |
|------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------|
|      | identify and monitor students through our Rtl supports.                                                                                                                                                                                                                      |                         | District provided                                                                                                        |
| 1.3  | Implement a Tier 2 intervention amongst grade-level classrooms. (utilizing PLC time to identify and target student needs)                                                                                                                                                    | All students            | 104034<br>LCFF - Supplemental<br><br>LCAP Goal 1 - Action 4 - Stipends and PLC Mondays - GTA Contract & District Support |
| 1.4  | Para professionals, under the teachers direction, will work with individuals and small groups. Title I pull out to support for Tier 3 reading instruction.                                                                                                                   | Struggling K-5 students | 140028<br>Title I<br><br>Employ Para professionals, Instructional Coaches, Title I teachers                              |
| 1.5  | Add Tier 3 intervention classes to the 6th-8th grade schedule to offer students below grade level support for Literacy.                                                                                                                                                      | Struggling 6-8 students | None Specified<br>None Specified                                                                                         |
| 1.6  | Purchase of supplemental ELA instructional and assessment materials including hardware and software (Intervention Material, Apps). This will increase access for student to remediation software and programs for individualized instruction and core instructional support. | All students            | 4500<br>Local Categorical<br><br>Purchase hardware and/or software - RS9135                                              |
| 1.7  | Create incentives or rewards/awards to recognize students for academic performance and improvements                                                                                                                                                                          | All students            | 5000<br>Donations<br>None Specified<br>Awards/Rewards                                                                    |
| 1.8  | Support core academics with the development of programs, clubs, and activities (i.e., Honor Roll, Math and Literacy Fairs/Assemblies, Math Counts, Science Bowl, Robotics)                                                                                                   | All students            | 1000<br>None Specified<br>None Specified<br>Math Counts<br>500<br>LCFF - Supplemental<br><br>Robotics - LCAP 1.1e        |
| 1.9  | Support the use of Accelerated Reader and Books and Beyond to support student reading. Use STAR Reader from Renaissance in conjunction with Accelerated Reader/MyOn to support student reading at their level. (ZPD's).                                                      | All students            | 21055<br>Local Categorical<br><br>Subscription to Accelerated Reader, MyOn, STAR Reader<br>RS9135                        |
| 1.10 | Purchase and Utilize the LEXIA Core5 and PowerUp Reading program                                                                                                                                                                                                             | All students            | 29100<br>Local Categorical<br><br>RS 9135 and RS0100 1.1k                                                                |
| 1.11 | Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops, grade level meetings and staff meetings. (NWEA, PLC, Rtl, Technology)                                                                                       | All students            | 2000<br>LCFF - Supplemental<br><br>LCAP 1.1h - PD                                                                        |
| 1.12 | Continue to evaluate and adjust our Rtl model as a support system for student academic needs. Purchase support materials and seek Prof. Dev. regarding Rtl, as needed.                                                                                                       | All students            | 4500<br>LCFF - Supplemental<br><br>Support materials and PD in Rtl - LCAP 1.1h                                           |

# 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.

Students in the 4th and 7th grade cohorts met the 5% growth goal for CAASPP. Only the 8th grade cohort didn't make the 5% growth goal for NWEA.

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

Perhaps the district focus on mathematics for the 2023-2024 school year explains the little progress with scores for ELA on CAASPP.

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.

This year the district-focus for K-5 will be on Literacy--which only strengthen this goal from previous years.

# 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.

**English Language Arts**

Increase ELA achievement by 5%

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

LCAP goal to which this school goal is aligned.

Student Achievement (Literacy): Continue utilizing NWEA reading assessment tools; schedule and data analysis dates.

### 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.

Increase ELA achievement for K-8 students by 5% on NWEA

### 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                        |
|------------------|-------------------------|-----------------------------------------|
| NWEA             | 34.4% (overall K-8)     | 39.4 % (overall K-8)                    |
|                  | K 36%                   | K 36% --> 41% (this year's 1st grade)   |
|                  | 1st 41%                 | 1st 41% --> 46% (this year's 2nd grade) |
|                  | 2nd 27%                 | 2nd 27% --> 32% (this year's 3rd grade) |
|                  | 3rd 44%                 | 3rd 44% --> 49% (this year's 4th grade) |
|                  | 4th 39%                 | 4th 39% --> 44% (this year's 5th grade) |
|                  | 5th 42%                 | 5th 42% --> 47% (this year's 6th grade) |
|                  | 6th 49%                 | 6th 49% --> 54% (this year's 7th grade) |
|                  | 7th 20%                 | 7th 20% --> 25% (this year's 8th grade) |
|                  | 8th 24%                 | 8th 24% --> not at SLS anymore          |

### 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 |
|---------------------|-------------|-----------------------|-----------------------|
|                     |             |                       |                       |

|             |                                                                                                                                                                                                                                                                              |                         |              |
|-------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------|
| <b>2.1</b>  | Analyze NWEA Benchmark data--individually and by grade/course to determine correct placement in classes and Intervention                                                                                                                                                     | All students            | 0            |
| <b>2.2</b>  | Assess all students in K-8 with NWEA to identify areas of need, to create instructional groups (adjustments throughout the school year) and to identify and monitor students through our Rtl supports.                                                                       | All students            |              |
| <b>2.3</b>  | Implement a Tier 2 intervention amongst grade-level classrooms. (utilizing PLC time to identify and target student needs)                                                                                                                                                    | All students            | 0<br>See 1.3 |
| <b>2.4</b>  | Para professionals, under the teachers direction, will work with individuals and small groups. Title I pull out to support for Tier 3 reading instruction.                                                                                                                   | Struggling K-5 students | See 1.4      |
| <b>2.5</b>  | Add Tier 3 intervention classes to the 6th-8th grade schedule to offer students below grade level support for Literacy.                                                                                                                                                      | Struggling 6-8 students |              |
| <b>2.6</b>  | Purchase of supplemental ELA instructional and assessment materials including hardware and software (Intervention Material, Apps). This will increase access for student to remediation software and programs for individualized instruction and core instructional support. | All students            | See 1.6      |
| <b>2.7</b>  | Create incentives or rewards/awards to recognize students for academic performance and improvements                                                                                                                                                                          | All students            | See 1.7      |
| <b>2.8</b>  | Support core academics with the development of programs, clubs, and activities (i.e., Honor Roll, Math and Literacy Fairs/Assemblies, Math Counts, Science Bowl, Robotics)                                                                                                   | All students            | See 1.8      |
| <b>2.9</b>  | Support the use of Accelerated Reader and Books and Beyond to support student reading. Use STAR Reader from Renaissance in conjunction with Accelerated Reader/MyOn to support student reading at their level. (ZPD's).                                                      | All students            | See 1.9      |
| <b>2.10</b> | Purchase and Utilize the LEXIA Core5 and PowerUp Reading program                                                                                                                                                                                                             | All students            |              |
| <b>2.11</b> | Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops, grade level meetings and staff meetings. (NWEA, PLC, Rtl, Technology)                                                                                       | All students            | See 1.11     |
| <b>2.12</b> | Continue to evaluate and adjust our Rtl model as a support system for student academic needs. Purchase support materials and seek Prof. Dev. regarding Rtl, as needed.                                                                                                       | All students            | See 1.12     |

## 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.

Only the 8th grade cohort didn't make the 5% growth goal for NWEA.

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

none

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.

This year the district-focus for K-5 will be on Literacy--which only strengthen this goal from previous years.

# 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.

#### Mathematics

Increase Math achievement for K-8 students by 5% on the CAASPP and NWEA assessments.

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

LCAP goal to which this school goal is aligned.

Student Achievement (Mathematics): Implement a math academic intervention plan to address the needs of all students. Site intervention committees will review ongoing data and implement improvements; additional material and staffing needs, schedule changes, training, and professional development.

### 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.

Increase ELA achievement for K-8 students by 5% on the CAASPP and NWEA assessments.

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome                                                                                                           | Expected Outcome                                                                                                                                                                                                                                                                      |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CAASPP           | 3rd 48%<br>4th 48%<br>5th 29%<br>6th 35%<br>7th 15%<br>8th 21%                                                                    | 3rd 48% --> 53% (this year's 4th grade)<br>4th 48% --> 53% (this year's 5th grade)<br>5th 29% --> 34% (this year's 6th grade)<br>6th 35% --> 40% (this year's 7th grade)<br>7th 15% --> 20% (this year's 8th grade)<br>8th 21% --> not at this SLS anymore                            |
| NWEA             | 51% (overall K-8) for Spring<br><br>K 53%<br>1st 71%<br>2nd 61%<br>3rd 69%<br>4th 66%<br>5th 41%<br>6th 56%<br>7th 28%<br>8th 42% | 56% (overall K-8)<br><br>K 53% --> 58% (this year's 1st grade)<br>1st 71% --> 76% (this year's 2nd grade)<br>2nd 61% --> 66% (this year's 3rd grade)<br>3rd 69% --> 74% (this year's 4th grade)<br>4th 66% --> 71% (this year's 5th grade)<br>5th 41% --> 46% (this year's 6th grade) |

|  |  |  |                                                                                                                        |
|--|--|--|------------------------------------------------------------------------------------------------------------------------|
|  |  |  | 6th 56% --> 61% (this year's 7th grade)<br>7th 28% --> 33% (this year's 8thst grade)<br>8th 42% --> not at SLS anymore |
|--|--|--|------------------------------------------------------------------------------------------------------------------------|

## Strategies/Activities

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

| Strategy/<br>Activity # | Description                                                                                                                                                                                                                                                                  | Students to be Served   | Proposed Expenditures |
|-------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|-----------------------|
|                         |                                                                                                                                                                                                                                                                              |                         |                       |
| 3.1                     | Analyze NWEA Benchmark and CAASPP data-- individually and by grade/course to determine correct placement in classes and Intervention                                                                                                                                         | All students            |                       |
| 3.2                     | Assess all students in K-8 with NWEA to identify areas of need, create instructional groups (adjustments throughout the school year), and identify and monitor students through our RtI supports.                                                                            | All students            |                       |
| 3.3                     | Implement a Tier 2 intervention amongst grade-level classrooms. (utilizing PLC time to identify and target student needs)                                                                                                                                                    | All students            |                       |
| 3.4                     | Para professionals, under the teachers direction, will work with individuals and small groups. Title I pull out to support for Tier 3 reading instruction.                                                                                                                   | Struggling K-5 students |                       |
| 3.5                     | Add Tier 3 intervention classes to the 6th-8th grade schedule to offer students below grade level support for Literacy.                                                                                                                                                      | Stuggling 6-8 students  |                       |
| 3.6                     | Purchase of supplemental ELA instructional and assessment materials including hardware and software (Intervention Material, Apps). This will increase access for student to remediation software and programs for individualized instruction and core instructional support. | All students            |                       |
| 3.7                     | Create incentives or rewards/awards to recognize students for academic performance and improvements                                                                                                                                                                          | All students            |                       |
| 3.8                     | Support core academics with the development of programs, clubs, and activities (i.e., Honor Roll, Math and Literacy Fairs/Assemblies, Math Counts, Science Bowl, Robotics)                                                                                                   | All students            |                       |
| 3.9                     | Support the use of Accelerated Reader and Books and Beyond to support student reading. Use STAR Reader from Renaissance in conjunction with Accelerated Reader/MyOn to support student reading at their level. (ZPD's).                                                      | All students            |                       |
| 3.10                    | Support the use of Zearn and NextGen Math to support mathematics.                                                                                                                                                                                                            | All students            |                       |
| 3.11                    | Staff will be provided ongoing professional development to enhance their knowledge and skills such as workshops, grade level meetings and staff meetings. (NWEA, PLC, RtI, Technology)                                                                                       | All students            |                       |

|      |                                                                                                                                                                           |  |  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|
| 3.12 | Continue to evaluate and adjust our Rtl model as a support system for student academic needs.<br>Purchase support materials and seek Prof. Dev. regarding Rtl, as needed. |  |  |
|------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|

## 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.

Students in the 4th and 8th grade cohorts met the 5% growth goal for CAASPP. Only the 7th grade cohort didn't make the 5% growth goal for NWEA.

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

none

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

The district goal of 2023-24 was on math. There was a lot of growth reflected in NWEA.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Climate

Reduce the number of student suspensions and in-house suspensions by 10%.

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

LCAP goal to which this school goal is aligned.

Student Achievement (Administrative Choice-Prioritize Red Areas If Applicable): Implement Positive Behavior Interventions and Supports to support Foster Youth, low-income, English Learner students; as well as American Indian (Native Americans), Hispanic and Students with Disabilities—which have been identified as Low-performing Student Groups.

### 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.

Reduce the number of student suspensions and in-house suspensions by 10%.

### Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome                                                          | Expected Outcome                                                                 |
|------------------|----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| Aeries           | For the 2023-2024 school year there were 61 students who were suspended/in-house | The goal for the 2024-25 school year is to lower the total to below 55 students. |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                            | Students to be Served | Proposed Expenditures          |
|---------------------|--------------------------------------------------------------------------------------------------------|-----------------------|--------------------------------|
|                     |                                                                                                        |                       |                                |
| 4.1                 | Post playground rules on the playground for clear communication to students and staff of expectations. | All students          |                                |
| 4.2                 | The campus monitor will spend time in "hot-spot" areas to curb problematic behavior.                   | All students          |                                |
| 4.3                 | Continue to utilize "Hall Pass" system with fidelity in 6th-8th grade.                                 | All students          | 900<br>Unrestricted<br>Lottery |
| 4.4                 | Utilize physical hall passes for campus monitor and all adults to audit student activity on campus.    | All students          |                                |

|            |                                                                                                                                                                              |              |         |
|------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|---------|
|            |                                                                                                                                                                              |              |         |
| <b>4.5</b> | All staff will slow down and take notice while near the restrooms.                                                                                                           | All students |         |
| <b>4.6</b> | "Teach-To Tuesdays" will be implemented with staff focusing on a behavior to teach on Tuesdays to all students                                                               | All students |         |
| <b>4.7</b> | Create and continue to utilize incentives or rewards/awards to recognize students for good behavior and choices (positive office referrals, student of the month/trimester). | All students | See 1.7 |

## 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.

This is a new goal not directly related to the 2023-2024 school year.

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

This is a new goal not directly related to the 2023-2024 school year.

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

This is a new goal not directly related to the 2023-2024 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Student Attendance

Decrease the amount of "All Day Unexcused Absence Count of 3 or more" by 3%.

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

LCAP goal to which this school goal is aligned.

Student Achievement (Administrative Choice-Prioritize Red Areas If Applicable): Continue implementing Attention2Attendace (A2A) software-- A2A is an attendance intervention and parent communication program.

### 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.

Decrease the amount of "All Day Unexcused Absence Count of 3 or more" by 3%.

### Annual Measurable Outcomes

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

| Metric/Indicator                                   | Baseline/Actual Outcome | Expected Outcome       |
|----------------------------------------------------|-------------------------|------------------------|
| Aeries--All Day Unexcused Absence Count >=3 Report | 270 students            | 262 students (or less) |

### Strategies/Activities

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

| Strategy/Activity # | Description                                                                                                                                                                   | Students to be Served | Proposed Expenditures                        |
|---------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|----------------------------------------------|
|                     |                                                                                                                                                                               |                       |                                              |
| 5.1                 | Weekly attendance meetings with the administrator, attendance technician, and counselors to discuss the weekly report generated by the Attention to Attendance (A2A) program. | All students          |                                              |
| 5.2                 | Add a message to daily attendance communications and weekly all-calls with directions on how to clear student absences (call, leave a message, or email staff member).        | All students          |                                              |
| 5.3                 | Communicate to parents what is and isn't an excused absence.                                                                                                                  | All students          |                                              |
| 5.4                 | Provide parents with blank templates for filling out when their student is absent.                                                                                            | All students          |                                              |
| 5.5                 | Office to call all unexcused absences for the day before the end of the school day.                                                                                           | All students          | 17231.28<br>LCFF - Supplemental<br>LCAP 2.1j |

|     |                                                                             |              |                         |
|-----|-----------------------------------------------------------------------------|--------------|-------------------------|
| 5.6 | Offer incentives for good attendance (perfect attendance, whole-class, etc) | All students | 1000.00<br>Unrestricted |
|-----|-----------------------------------------------------------------------------|--------------|-------------------------|

# 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.  
This is a new goal not directly related to the 2023-2024 school year.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.  
This is a new goal not directly related to the 2023-2024 school year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.  
This is a new goal not directly related to the 2023-2024 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 6

### Title and Description of School Goal

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

#### English Language Development

For 2023-24, English Language Learners at Shasta Lake School (SLS) will make progress towards English proficiency as measured by the ELPAC. ELPAC only measures three levels (emerging, expanding, and bridging). Going forward, in 2023-2024 on the ELPAC, sixty percent of EL students will either move one level, maintain their current level for only a second year, and/or meet reclassification criteria.

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

LCAP goal to which this school goal is aligned.

Progress and proficiency of English Language Learners

### 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.

The Fall 2022 ELPAC reports showed that 11% of SLS's English Learners made progress towards English proficiency. The English Learner who progressed to another ELPI level = 11%, English Learners who maintained ELPI levels = 50%, English Learners who decreased at least one ELPI levels = 0%. In 2021-2022, SLS had 8 English Language Learners. All 8 English Learners received targeted instruction. SLS's Long term ELL are struggling with reading and writing proficiency based on ELPAC scores. English Learners are not scoring as well on the CAASP testing as their English only peers. The data review showed that students who make consistent progress on the ELPAC continue grade level growth, while those who stall in progress on these standardized ELD tests struggle in grade level academics. When reviewing ELPAC data we see that students not moving toward proficiency on the ELPAC were most often stalled in their reading comprehension and writing scores.

### 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 |
|----------------------------------------------------------|-------------------------|------------------|
| SLS English Learner who progressed to another ELPI level | 30%                     | 30%              |
| English Learners who maintained ELPI levels              | 20%                     | 0%               |
| English Learners who decreased at least one ELPI levels  | 0%                      | 0%               |

### 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       |
|---------------------|--------------------------------------------------------------------------------------------|-----------------------|-----------------------------|
| 6.1                 | Provide EL professional development for the purpose of effectively increasing EL students' | All EL students       | 1000<br>LCFF - Supplemental |

|     |                                                                                                                                                                                                                                                  |                 |                                                     |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|-----------------------------------------------------|
|     | English language acquisition and developing proficiency in the core academic content areas. The SLS ELD Coordinator will provide staff development, coaching, curriculum development, and direct instructional support in the new ELD Standards. |                 | LCAP 1.5b                                           |
| 6.2 | An English Learner Para-educator will assist in the planning and implementation of EL instruction. This will be done by pushing into classrooms, and pulling students out for small group instruction.                                           | All EL students | 29187<br>LCFF - Supplemental<br>LCAP 1.5a - POS 698 |

## 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.

Annual ELPAC assessment as well as formative assessments such as reading data and monitoring of progress in English Language Development groups using the District assessments and authentic assessments such as writing samples and classwork. Triannual academic conferences and intervention meeting discussions will be used to determine if EL students are making adequate progress in grade level academics along with their progress on the ELPAC.

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

There were no major differences in how the implementation was intended.

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.

No changes will be made.

# 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 | \$216696     |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$361,035.28 |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$0          |

## Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|                  |                 |
| Title I          | \$140,028.00    |

Subtotal of additional federal funds included for this school: \$140,028.00

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          |
| Donations               | \$5,000.00      |
| LCFF - Supplemental     | \$158,452.28    |
| Local Categorical       | \$54,655.00     |
| None Specified          | \$1,000.00      |
| Unrestricted            | \$1,900.00      |

Subtotal of state or local funds included for this school: \$221,007.28

Total of federal, state, and/or local funds for this school: \$361,035.28

# 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    |
|------------------------------------------|------------|------------|
| After School and Education Safety (ASES) | 155984     | 155,984.00 |
| Lottery: Instructional Materials         | 0          | 0.00       |
| Title I                                  | 369225     | 229,197.00 |
| LCFF - Supplemental                      | 1053272.00 | 894,819.72 |

## Expenditures by Funding Source

| Funding Source      | Amount     |
|---------------------|------------|
|                     | 0.00       |
| Donations           | 5,000.00   |
| LCFF - Supplemental | 158,452.28 |
| Local Categorical   | 54,655.00  |
| None Specified      | 1,000.00   |
| Title I             | 140,028.00 |
| Unrestricted        | 1,900.00   |

## Expenditures by Budget Reference

| Budget Reference | Amount     |
|------------------|------------|
|                  | 305,717.00 |
| None Specified   | 6,000.00   |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source      | Amount     |
|------------------|---------------------|------------|
|                  |                     | 0.00       |
| None Specified   | Donations           | 5,000.00   |
|                  | LCFF - Supplemental | 158,452.28 |
|                  | Local Categorical   | 54,655.00  |
| None Specified   | None Specified      | 1,000.00   |
|                  | Title I             | 140,028.00 |

**Expenditures by Goal**

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 311,717.00         |
| Goal 2      | 0.00               |
| Goal 4      | 900.00             |
| Goal 5      | 18,231.28          |
| Goal 6      | 30,187.00          |

# 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
- 0 Secondary Students

| Name of Members                                                                                     | Role                       |
|-----------------------------------------------------------------------------------------------------|----------------------------|
| Kati Parsons       | Principal                  |
| Kim Wright         | Other School Staff         |
| Kalene Hohman      | Classroom Teacher          |
| Lisa Williams      | Classroom Teacher          |
| DeLinda VanDyke   | Classroom Teacher          |
| Jill Marshall                                                                                       | Parent or Community Member |
| Rebecca Danley   | Parent or Community Member |
| Christina Robinson                                                                                  | Parent or Community Member |
| Rhonna Statcher  | Parent or Community Member |
| Vacant                                                                                              | Parent or Community Member |

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Special Education Advisory Committee

Other: District Advisory Council

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 9/9/24.

Attested:

Principal, Kati Parsons on 9/9/24

SSC Chairperson, on 9/9/24

# Instructions

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) 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.

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.

For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to EC Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 64001 et. seq.

## 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](mailto: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/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.asp>

## Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: <https://www.cde.ca.gov/fq/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

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