

School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Theodore Judah Elementary School	34673306033252	May 20, 2024	August 15, 2024

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the School Site 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 Theodore Judah Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

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.

Some

# Table of Contents

SPSA Title Page.....	1
Table of Contents.....	2
Plan Description.....	4
School Vision and Mission.....	4
School & Community Profile.....	4
Educational Partner Involvement.....	5
Resource Inequities.....	5
Comprehensive Needs Assessment Components.....	5
California School Dashboard (Dashboard) Indicators.....	6
Other Needs.....	6
School and Student Performance Data.....	7
Student Enrollment.....	7
CAASPP Results.....	9
ELPAC Results.....	14
California School Dashboard.....	18
Overall Performance.....	20
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	36
Goal 3.....	40
Goal 4.....	43
Goal 5.....	46
Budget Summary.....	48
Budget Summary.....	48
Other Federal, State, and Local Funds.....	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source.....	49
Expenditures by Budget Reference.....	49
Expenditures by Budget Reference and Funding Source.....	49
Expenditures by Goal.....	49
School Site Council Membership.....	51
Recommendations and Assurances.....	52
Instructions.....	53
Appendix A: Plan Requirements.....	60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements.....	63



# 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 Theodore Judah Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, Social-Emotional Learning, and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long-term goal of eliminating the achievement gap, with all students performing at high levels, will be a focus. Evidence-based interventions including identifying essential standards, providing Multi-Tiered Systems of Support (MTSS), and using common assessments to flexibly group students, will be part of the intention of the School Plan for Student Achievement (SPSA).

## School Vision and Mission

Vision Statement: Theodore Judah Elementary empowers all students to thrive.

Mission Statement: To inspire a thriving community of compassionate, open-minded, independent thinkers:

We create inclusive and collaborative learning environments.

We build meaningful relationships.

We challenge students to persevere.

We develop and celebrate the whole child.

We promote high expectations that meet the needs of all students.

We honor diversity and succeed through unity.

## School & Community Profile

Theodore Judah Elementary is one of 21 elementary schools in the Folsom Cordova Unified School District. We are located in the city of Folsom; a culturally and socioeconomically diverse city located approximately 15 miles east of Sacramento. We operate on a traditional calendar, August-May, with school hours between 8:15 - 2:45. During the first month of the 2023-2024 school year, 604 students were enrolled in kindergarten through grade 5. Data from that year shows that our population was 42.5% Asian, 24.4% White, 18.8% Hispanic, 10.7% Two or more races, and 2.2% African American.

At Theodore Judah Elementary, we respect and celebrate individual differences. The staff and administration are committed to inspiring our student body to become lifelong learners. Our school serves the needs of general education and special education students in TK through fifth grade. A distinguishing characteristic of Theodore Judah is that in addition to serving our neighborhood community ("Core") we host the Academy for Advanced Learning ("Academy"). This Academy is a selective program that serves the needs of gifted and high-achieving students from throughout our district and surrounding areas. There are currently two Academy classes for each grade level, 1-5. We currently have preschool, transitional kindergarten (TK), 2 kindergarten classes, 4 first grade, 4.5-second grade (2.5 core and 2 Academy), 4.5 third grade (2.5 core and 2 Academy), 4 fourth grade (2 core and 2 Academy), and 4 fifth grade classes (2 core and 2 Academy). Our curriculum is focused on teaching students the adopted California Common Core Standards in all grades. Materials used in classrooms are state and district-adopted materials. We have Chromebooks for students to use in all classrooms.

Parent participation is encouraged to foster a close, cooperative relationship between home and school. Our Parent Teacher Organization (PTO) is active, providing activities and events for Theodore Judah students and families along

with classroom funds. Our parent coordinator helps in getting volunteers cleared to support classrooms, communicates with families regularly, and helps in supporting school-wide initiatives.

At Theodore Judah Elementary, we believe that relationships are an important part of school culture. Theodore Judah Elementary has a very active community program where parents, high school students, senior citizens, business people, and faith-based organizations spend time volunteering in support of students (as permitted). Many community organizations and businesses donate funds and time to our school. Each year Intel awards our school a monetary gift based on volunteer hours. These funds are used to enhance our ability to offer outstanding programs and opportunities for our entire students. Teachers collaborate to create a culture that is responsive, welcoming, and enriching for all students. We focus on supporting the academic and social-emotional needs of all students.

## Educational Partner Involvement

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

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

School Site Council includes parent representatives along with district employees focused on outreach and communication. Specific School Site Council meetings are held every other month. The current SPSA was reviewed and additional feedback on data and goals was discussed. The process and timeline for stakeholder involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement were discussed at each monthly meeting. At the May meeting, attendees reviewed the school's 2023-2024 goals and discussed how they related to Folsom Cordova Unified School District's (FCUSD) newly revised LCAP priorities. Stakeholder involvement around the revision of the prior academic school year's goals occurred during May. The revised SPSA template was used in the revision of the goals for 2024-2025 and staff and parent involvement in the revision process was solicited. Ongoing meetings throughout the 2024-2025 school year will track and monitor the goals.

#### SSC Meetings 23/24:

August 22, 2023

August 29, 2023

January 16, 2024

February 13, 2024

May 20, 2024 (SPSA and Supplemental Spending Plan were approved at this meeting)

#### ELAC Meetings 23/24:

August 22, 2023

August 29, 2023

January 16, 2024

February 13, 2024

May 20, 2024 (SPSA and Supplemental Spending Plan were approved at this meeting)

## 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.

We are ATSI for students with disabilities.

With our current number of English Language students, we have a consistent need for Bilingual Instructional Assistant (BIA) support and an Intervention Teacher. Our intervention teacher will be able to assist with learning recovery for students, with an intentional focus on historically marginalized and most vulnerable student populations. With a large and active parent population, there is an identified need for increased parent coordinator support. Given our high student census, additional administrative support would be helpful in the form of an assistant principal or student dean.

## 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.

English Learner Progress is in the red. 42% are making progress which is a decline of 13.8%. English Learner performance in ELA declined by 22.1 points and increased in Math by 8.8 points. English Learners progressing at least one ELPI level decreased by 15.8% from 2022 to 2023.

To address these outcomes, we are adding additional bilingual instructional aide (BIA) time by two hours. We are also adding a full-time paraeducator to support first instruction and tier 1 interventions. Additionally, we are adding a half day of release time for all teachers once a month. This time will be used to collaborate, review student performance data, and determine interventions to support all students, but specifically those not performing.

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.

Hispanic and Socioeconomically Disadvantaged students are in the orange category. The all student performance indicator is green.

To address these outcomes, we are adding additional bilingual instructional aide (BIA) time by two hours. We are also adding a full-time paraeducator to support first instruction and tier 1 interventions. Additionally, we are adding a half day of release time for all teachers once a month. This time will be used to collaborate, review student performance data, and determine interventions to support all students, but specifically those not performing.

## 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 Theodore Judah Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.34%	0.34%	0.32%	2	2	2
African American	2.36%	2.24%	2.24%	14	13	14
Asian	40.98%	42.51%	41.37%	243	247	259
Filipino	0.51%	0.69%	0.48%	3	4	3
Hispanic/Latino	18.89%	18.76%	17.89%	112	109	112
Pacific Islander	0.17%	0.34%	0.16%	1	2	1
White	27.15%	24.44%	26.36%	161	142	165
Multiple/No Response	9.61%	10.67%	11.18%	57	62	70
<b>Total Enrollment</b>				593	581	626

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	43	47
Grade 1	105	98	104
Grade 2	108	103	103
Grade 3	101	105	94
Grade 4	120	118	129
Grade 5	108	114	125
<b>Total Enrollment</b>	593	581	626

#### Conclusions based on this data:

- Theodore Judah Elementary has an academy program which attracts students from throughout the area. This leads to a greater enrollment than our neighborhood school would have otherwise.
- Our neighborhood students make up the majority of our Low Income (LI) students. Our Academy students contribute the majority of our Asian population.
- Our enrollment continues to be high.

# 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	64	64	75	11.6%	10.8%	12.0%
Fluent English Proficient (FEP)	116	117	137	19.9%	19.6%	21.9%
Reclassified Fluent English Proficient (RFEP)				9.0%		

### Conclusions based on this data:

1. The data for number of students reclassified is missing for 2021-2022 and 2022-2023. In the 2021-2022 school year 15 students were reclassified. In 2022-2023, 8 students.
2. Our number of English Learners is consistent indicating a need to provide yearly support.
3. We continued to serve our (English Learner) EL students by placing them in small groups with an experienced bilingual aide, using data to determine interventions, focusing on strong tier 1 instruction that includes supports for EL students, utilizing curriculum focused on building EL student proficiency in English, and providing designated ELD time.

# 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
<b>Grade 3</b>	96	103	105	0	102	105	0	102	105	0.0	99.0	100.0
<b>Grade 4</b>	108	123	121	0	121	121	0	121	121	0.0	98.4	100.0
<b>Grade 5</b>	111	109	115	0	107	114	0	107	114	0.0	98.2	99.1
<b>All Grades</b>	315	335	341	0	330	340	0	330	340	0.0	98.5	99.7

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
<b>Grade 3</b>		2499.	2486.		54.90	53.33		11.76	13.33		15.69	9.52		17.65	23.81
<b>Grade 4</b>		2533.	2528.		57.85	57.02		11.57	14.88		14.88	8.26		15.70	19.83
<b>Grade 5</b>		2577.	2566.		57.01	47.37		14.02	24.56		14.02	18.42		14.95	9.65
<b>All Grades</b>	N/A	N/A	N/A		56.67	52.65		12.42	17.65		14.85	12.06		16.06	17.65

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

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		46.08	48.57		42.16	34.29		11.76	17.14
<b>Grade 4</b>		43.80	39.67		47.11	47.11		9.09	13.22
<b>Grade 5</b>		49.53	45.61		42.99	43.86		7.48	10.53
<b>All Grades</b>		46.36	44.41		44.24	42.06		9.39	13.53

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>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		50.00	47.62		32.35	26.67		17.65	25.71
<b>Grade 4</b>		41.32	43.80		42.15	36.36		16.53	19.83
<b>Grade 5</b>		50.47	42.11		37.38	39.47		12.15	18.42
<b>All Grades</b>		46.97	44.41		37.58	34.41		15.45	21.18

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</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		31.37	30.48		58.82	54.29		9.80	15.24
<b>Grade 4</b>		28.10	24.79		66.12	65.29		5.79	9.92
<b>Grade 5</b>		28.04	21.05		68.22	71.93		3.74	7.02
<b>All Grades</b>		29.09	25.29		64.55	64.12		6.36	10.59

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>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		43.14	34.29		44.12	52.38		12.75	13.33
<b>Grade 4</b>		38.02	37.19		49.59	52.89		12.40	9.92
<b>Grade 5</b>		43.93	28.95		44.86	60.53		11.21	10.53
<b>All Grades</b>		41.52	33.53		46.36	55.29		12.12	11.18

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

**Conclusions based on this data:**

1. The overall performance of students stayed roughly the same from 2021-2022 to 2022-2023.
2. Listening appears to be one of the lower performance indicators.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address needs both school-wide and grade-level-wide to elevate student achievement through a school-wide focus on Guaranteed and Viable curriculum and student engagement.

# 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	96	103	105	0	102	105	0	102	105	0.0	99.0	100.0
Grade 4	108	123	121	0	122	121	0	122	121	0.0	99.2	100.0
Grade 5	111	109	114	0	108	114	0	108	114	0.0	99.1	100.0
All Grades	315	335	340	0	332	340	0	332	340	0.0	99.1	100.0

\* 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		2492.	2492.		50.00	53.33		18.63	16.19		13.73	8.57		17.65	21.90
Grade 4		2546.	2551.		50.82	56.20		15.57	14.05		24.59	16.53		9.02	13.22
Grade 5		2565.	2576.		55.56	53.51		7.41	14.91		6.48	15.79		30.56	15.79
All Grades	N/A	N/A	N/A		52.11	54.41		13.86	15.00		15.36	13.82		18.67	16.76

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>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>		52.94	52.38		34.31	25.71		12.75	21.90
<b>Grade 4</b>		53.28	60.33		35.25	24.79		11.48	14.88
<b>Grade 5</b>		56.48	57.89		17.59	30.70		25.93	11.40
<b>All Grades</b>		54.22	57.06		29.22	27.06		16.57	15.88

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>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>Grade 3</b>		43.14	48.57		40.20	32.38		16.67	19.05
<b>Grade 4</b>		50.82	51.24		36.89	34.71		12.30	14.05
<b>Grade 5</b>		50.93	45.61		24.07	42.98		25.00	11.40
<b>All Grades</b>		48.49	48.53		33.73	36.76		17.77	14.71

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>									
<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
<b>Grade 3</b>		50.98	54.29		38.24	32.38		10.78	13.33
<b>Grade 4</b>		48.36	53.72		43.44	33.88		8.20	12.40
<b>Grade 5</b>		46.30	36.84		34.26	52.63		19.44	10.53
<b>All Grades</b>		48.49	48.24		38.86	39.71		12.65	12.06

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

**Conclusions based on this data:**

1. The overall performance of students stayed roughly the same from 2021-2022 to 2022-2023.
2. Communicating reasoning appears to be one of the lower performance indicators.
3. Staff will continue to receive professional learning opportunities that focus on learning how to develop and implement strategies that address needs both school-wide and grade-level-wide to elevate student achievement through a school-wide focus on Guaranteed and Viable curriculum and student engagement.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1424.6	*	*	1434.4	*	*	1402.0	*	*	15	6	9
<b>1</b>	1507.3	1487.3	*	1498.8	1478.9	*	1515.4	1494.8	*	13	12	8
<b>2</b>	1487.2	1459.7	*	1484.9	1454.1	*	1489.1	1464.6	*	12	13	9
<b>3</b>	*	1479.3	1484.3	*	1486.8	1486.4	*	1471.0	1481.5	10	11	15
<b>4</b>	*	1513.9	1501.2	*	1514.7	1505.0	*	1512.5	1496.9	7	13	12
<b>5</b>	*	*	1519.9	*	*	1513.4	*	*	1525.6	5	10	11
<b>All Grades</b>										62	65	64

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

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.14	*	*	35.71	*	*	57.14	*	*	0.00	*	*	14	*	*
<b>1</b>	38.46	16.67	*	15.38	66.67	*	38.46	16.67	*	7.69	0.00	*	13	12	*
<b>2</b>	16.67	0.00	*	41.67	61.54	*	33.33	23.08	*	8.33	15.38	*	12	13	*
<b>3</b>	*	9.09	6.67	*	36.36	40.00	*	36.36	26.67	*	18.18	26.67	*	11	15
<b>4</b>	*	30.77	8.33	*	23.08	50.00	*	38.46	25.00	*	7.69	16.67	*	13	12
<b>5</b>	*	*	27.27	*	*	36.36	*	*	27.27	*	*	9.09	*	*	11
<b>All Grades</b>	19.67	12.31	14.06	31.15	46.15	42.19	45.90	27.69	23.44	3.28	13.85	20.31	61	65	64

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	*	*	42.86	*	*	42.86	*	*	7.14	*	*	14	*	*
1	38.46	33.33	*	30.77	25.00	*	23.08	41.67	*	7.69	0.00	*	13	12	*
2	25.00	15.38	*	58.33	53.85	*	8.33	15.38	*	8.33	15.38	*	12	13	*
3	*	45.45	20.00	*	18.18	40.00	*	27.27	20.00	*	9.09	20.00	*	11	15
4	*	30.77	41.67	*	53.85	25.00	*	7.69	25.00	*	7.69	8.33	*	13	12
5	*	*	27.27	*	*	45.45	*	*	18.18	*	*	9.09	*	*	11
All Grades	29.51	29.23	25.00	45.90	41.54	35.94	19.67	18.46	20.31	4.92	10.77	18.75	61	65	64

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	*	*	21.43	*	*	57.14	*	*	7.14	*	*	14	*	*
1	38.46	16.67	*	7.69	66.67	*	23.08	16.67	*	30.77	0.00	*	13	12	*
2	16.67	0.00	*	25.00	46.15	*	33.33	30.77	*	25.00	23.08	*	12	13	*
3	*	0.00	6.67	*	9.09	6.67	*	54.55	46.67	*	36.36	40.00	*	11	15
4	*	7.69	8.33	*	38.46	16.67	*	30.77	41.67	*	23.08	33.33	*	13	12
5	*	*	9.09	*	*	27.27	*	*	36.36	*	*	27.27	*	*	11
All Grades	19.67	4.62	12.50	13.11	35.38	20.31	45.90	38.46	37.50	21.31	21.54	29.69	61	65	64

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.29	*	*	78.57	*	*	7.14	*	*	14	*	*
1	46.15	41.67	*	53.85	58.33	*	0.00	0.00	*	13	12	*
2	8.33	7.69	*	83.33	76.92	*	8.33	15.38	*	12	13	*
3	*	45.45	26.67	*	45.45	53.33	*	9.09	20.00	*	11	15
4	*	46.15	33.33	*	46.15	50.00	*	7.69	16.67	*	13	12
5	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
All Grades	27.87	30.77	31.25	65.57	58.46	53.13	6.56	10.77	15.63	61	65	64

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.

results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	28.57	*	*	50.00	*	*	21.43	*	*	14	*	*
<b>1</b>	30.77	16.67	*	61.54	83.33	*	7.69	0.00	*	13	12	*
<b>2</b>	41.67	23.08	*	50.00	61.54	*	8.33	15.38	*	12	13	*
<b>3</b>	*	54.55	26.67	*	27.27	46.67	*	18.18	26.67	*	11	15
<b>4</b>	*	30.77	50.00	*	61.54	41.67	*	7.69	8.33	*	13	12
<b>5</b>	*	*	63.64	*	*	27.27	*	*	9.09	*	*	11
<b>All Grades</b>	44.26	30.77	31.25	47.54	56.92	48.44	8.20	12.31	20.31	61	65	64

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	*	*	92.86	*	*	7.14	*	*	14	*	*
<b>1</b>	38.46	33.33	*	30.77	66.67	*	30.77	0.00	*	13	12	*
<b>2</b>	25.00	23.08	*	50.00	53.85	*	25.00	23.08	*	12	13	*
<b>3</b>	*	9.09	13.33	*	36.36	20.00	*	54.55	66.67	*	11	15
<b>4</b>	*	7.69	8.33	*	38.46	50.00	*	53.85	41.67	*	13	12
<b>5</b>	*	*	9.09	*	*	54.55	*	*	36.36	*	*	11
<b>All Grades</b>	18.03	15.38	14.06	60.66	53.85	39.06	21.31	30.77	46.88	61	65	64

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	28.57	*	*	64.29	*	*	7.14	*	*	14	*	*
<b>1</b>	38.46	16.67	*	38.46	75.00	*	23.08	8.33	*	13	12	*
<b>2</b>	16.67	7.69	*	58.33	69.23	*	25.00	23.08	*	12	13	*
<b>3</b>	*	0.00	20.00	*	90.91	60.00	*	9.09	20.00	*	11	15
<b>4</b>	*	15.38	16.67	*	69.23	50.00	*	15.38	33.33	*	13	12
<b>5</b>	*	*	27.27	*	*	54.55	*	*	18.18	*	*	11
<b>All Grades</b>	21.31	9.23	23.44	59.02	73.85	53.13	19.67	16.92	23.44	61	65	64

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

**Conclusions based on this data:**

1. Our EL students making progress dropped by around 12%.
2. The work of our program monitors is vital. They help in guiding staff supporting English Learners and provide resources.
3. Ongoing need for BIA support and PD in designated and integrated ELD.

# 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
581	25	11	Students whose well being is the responsibility of a court.

Total Number of Students enrolled in Theodore Judah Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

<b>2022-23 Enrollment for All Students/Student Group</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>English Learners</b>	64	11
<b>Foster Youth</b>		
<b>Homeless</b>	11	1.9
<b>Socioeconomically Disadvantaged</b>	145	25
<b>Students with Disabilities</b>	29	5

<b>Enrollment by Race/Ethnicity</b>		
<b>Student Group</b>	<b>Total</b>	<b>Percentage</b>
<b>African American</b>	13	2.2
<b>American Indian</b>	2	0.3
<b>Asian</b>	247	42.5
<b>Filipino</b>	4	0.7
<b>Hispanic</b>	109	18.8
<b>Two or More Races</b>	62	10.7
<b>Pacific Islander</b>	2	0.3
<b>White</b>	142	24.4

**Conclusions based on this data:**

1. We have a rich and vibrant school community. We will continue to find ways to support all student academically and socially.
2. Our school hosts an academy program. Half of our students come from other school and communities. If you disaggregate the data, our home school students would be around 50% socioeconomically disadvantaged.
3. Our number of EL students continues to rise each year. The number of students with disabilities is low but we will continue to find ways to support these students to the best of our ability.

# School and Student Performance Data

## Overall Performance






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

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Green	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Blue		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Our efforts to support all students with high quality instruction and support shows.
2. Our chronic absenteeism rate went down by 7% from the prior year. We will continue our effort to work with families and emphasize the importance of attendance.

- 
- 
3. Our English Learners have stalled in making progress. Supporting these students will be a focus for the 2024/2025 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

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

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





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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Green 62.6 points above standard Decreased -9.5 points 332 Students	<b>English Learners</b>  Yellow 2.3 points below standard Maintained +0.2 points 58 Students	 No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 7 Students	<b>Socioeconomically Disadvantaged</b>  Orange 52.7 points below standard Decreased -13.4 points 78 Students	<b>Students with Disabilities</b> 82.9 points below standard Decreased Significantly -56.6 points 23 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  1 Student	 Green 128.2 points above standard Decreased -11.2 points  155 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43 points below standard Decreased Significantly - 15.8 points  60 Students	32 points above standard Decreased -7.4 points  39 Students	Less than 11 Students  2 Students	 Green 19.8 points above standard Decreased -5.1 points  67 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

### 2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
89.5 points below standard 34 Students	121.3 points above standard Increased +9.2 points  24 Students	62.4 points above standard Decreased -6.6 points  220 Students

#### Conclusions based on this data:

1. We will find supports and focus on improving results for EL, SED, and Hispanic students as they are the lowest performing.
2. While many students are performing well, we want to ensure all students are making progress. English learners, Hispanic, and socioeconomically disadvantaged students are not making progress. We will focus on meeting the needs of students that need additional support.
3. Intervention, strong Tier 1 instruction, and collaboration time will be used to track student performance and support students in need.

# School and Student Performance Data

## Academic Performance Mathematics

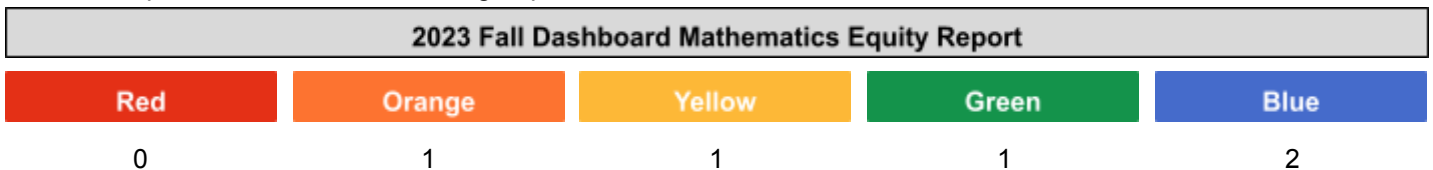
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
<p><b>All Students</b></p> <p>Blue</p> <p>61.5 points above standard Increased +3.5 points</p> <p>331 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>11.9 points above standard Increased +13.3 points</p> <p>58 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>51.1 points below standard Increased Significantly +16.6 points</p> <p>77 Students</p>	<p><b>Students with Disabilities</b></p> <p>56.3 points below standard Increased +4.2 points</p> <p>22 Students</p>

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

African American	American Indian	Asian	Filipino
Less than 11 Students  7 Students	Less than 11 Students  1 Student	 Blue 132.2 points above standard Maintained -1.1 points  155 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.2 points below standard Decreased -5.1 points  60 Students	40.4 points above standard Maintained +2.7 points  39 Students	Less than 11 Students  2 Students	 Blue 12.8 points above standard Increased Significantly +27 points  66 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
63.6 points below standard Increased +8.8 points  34 Students	118.9 points above standard Maintained +1.8 points  24 Students	56.8 points above standard Increased +8.9 points  219 Students

#### Conclusions based on this data:

- Theodore Judah Elementary students overall scored high.
- EL, SED, and Hispanic students scored lower than other subgroups. We will continue to focus on supporting students most in need.
- EL students' scores are higher in math than in ELA.

# School and Student Performance Data

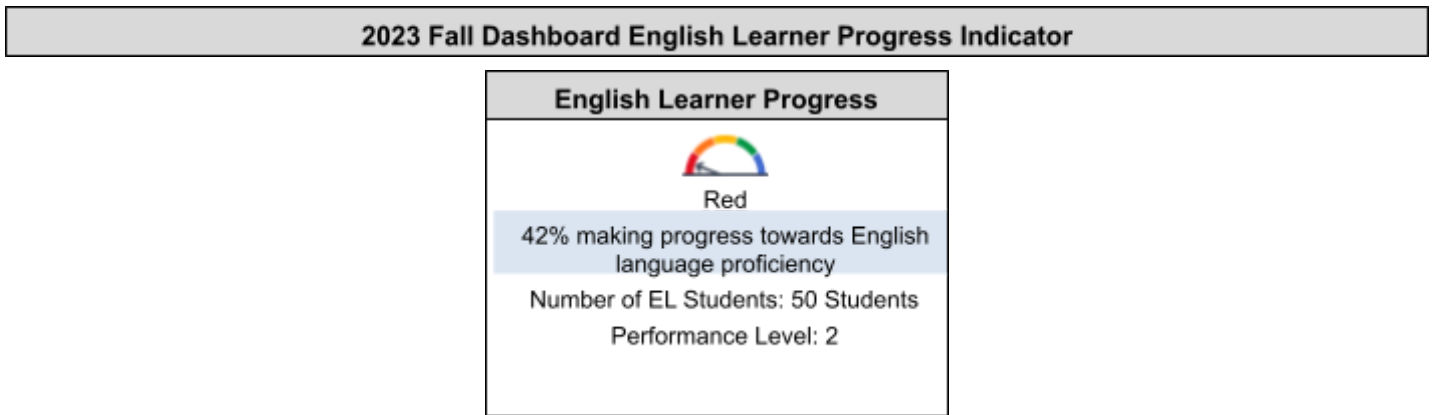
## Academic Performance English Learner Progress

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

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

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

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



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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7	22	1	20

### Conclusions based on this data:

1. We will continue to support our EL students with MTSS, strong tier 1 supports in the classroom, utilizing our Bilingual Instructional Aide, and providing designated ELD time.
2. While some students made progress on one ELPI level, the number maintaining or decreasing is concerning.
3. Our program monitors will be key in tracking student progress and assisting in creating interventions for our EL students.



# 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>  Green 8.6% Chronically Absent Declined Significantly -7 596 Students	<b>English Learners</b>  Yellow 11% Chronically Absent Declined -12.6 73 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 37.5% Chronically Absent Declined -6.3 16 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 21% Chronically Absent Declined Significantly -12.6 167 Students	<b>Students with Disabilities</b>  Yellow 12.8% Chronically Absent Declined -27.7 47 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>23.1% Chronically Absent</p> <p>Declined -26.9</p> <p>13 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Blue</p> <p>0.4% Chronically Absent</p> <p>Declined -2.8</p> <p>249 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p> Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined -15.2</p> <p>116 Students</p>	<p> Yellow</p> <p>10.9% Chronically Absent</p> <p>Declined -6.5</p> <p>64 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined -4.7</p> <p>147 Students</p>

**Conclusions based on this data:**

1. All subgroups declined or significantly declined in chronic absenteeism.
2. All students declined significantly.
3. We will continue to encourage and support positive daily attendance. We will utilize an attendance and engagement team to support families in attending school every day.

# 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.

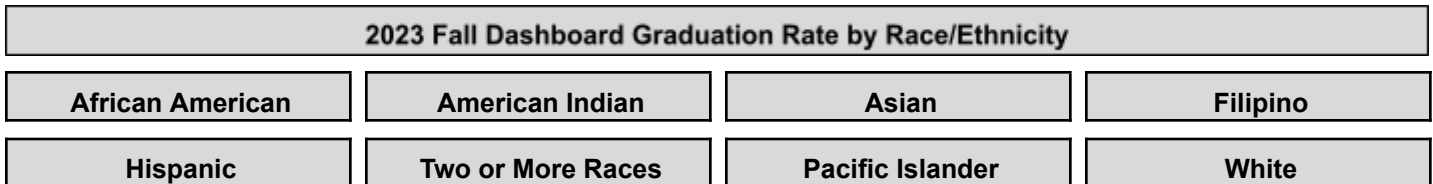
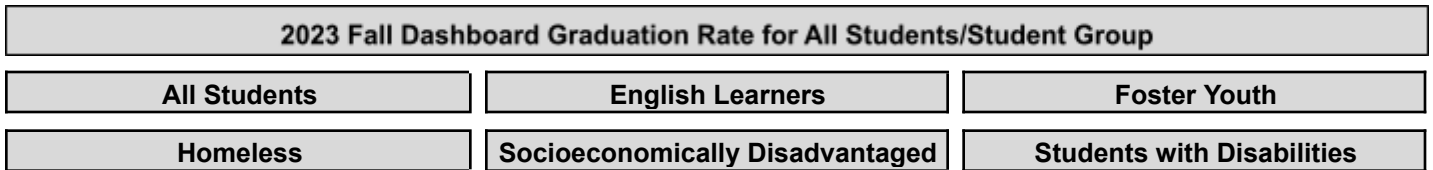
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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.



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

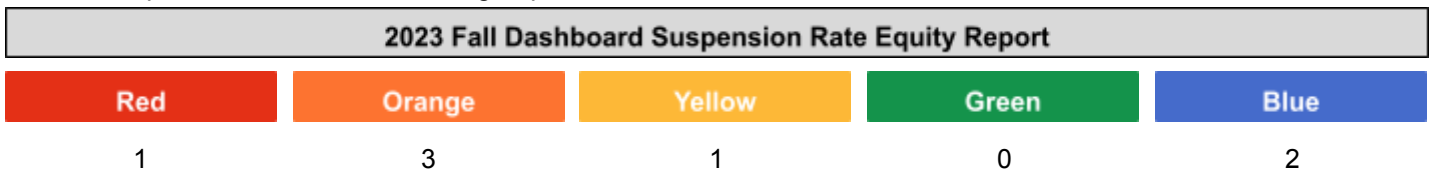
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Yellow 1% suspended at least one day Increased 0.7 601 Students	<b>English Learners</b>  Orange 1.4% suspended at least one day Increased 1.4 73 Students	 No Performance Color 0 Students
<b>Homeless</b> 6.3% suspended at least one day Increased 6.3 16 Students	<b>Socioeconomically Disadvantaged</b>  Orange 3% suspended at least one day Increased Significantly 2.4 168 Students	<b>Students with Disabilities</b>  Red 6.4% suspended at least one day Increased 4.1 47 Students

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

African American	American Indian	Asian	Filipino
<p>6.7% suspended at least one day</p> <p>Increased 6.7 15 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 250 Students</p>	<p>Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Yellow</p> <p>0.9% suspended at least one day</p> <p>Increased 0.9 117 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -1.6 64 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.1 148 Students</p>

**Conclusions based on this data:**

1. While our suspension rates are low, they increased last year.
2. Our school will utilize alternatives to suspension first, when appropriate.
3. MTSS, Alternatives to Suspension, Responsive Classroom, and other alternatives will be utilized to support student engagement and avoid suspension.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

**Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.**

Student progress and educational outcomes will be monitored for success using assessment results.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)

- Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
- Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
- Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
- Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

### 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.

Identified Need - English Learner progress declined by 13.8%. Hispanic and Low SES students are in the orange category for ELA. Hispanic students are in the orange category for Math.

Steps that will be taken to address these identified needs include- Program Monitors providing additional support to EL students along with staff resources and training, Increased Bilingual Instructional Aide (BIA) hours to work with EL students and support EL students in the classroom, Designated ELD time in all classes, monthly release time for teachers to collaborate using data and student outcomes to determine intervention and support, Intervention Teacher support in all classrooms, Intervention Teachers data review and planning supported small groups.

### 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 ELA	ELA 69% met or exceeded standard	1.1 increase CAASPP ELA met or exceeded by 5% (74%)
CAASPP Math	Math 69% met or exceeded standard	1.2 increase CAASPP Math met or exceeded by 5% (74%)
CAASPP ELA and Math scores - Hispanic and Low SES students	ELA- Hispanic Students 43 points below, Low SES 53 points below. Math- Hispanic students 46 points below standard.	1.3 Reduce the number of points below standard by half in ELA and Math.
English Learner Progress	42% making progress, Declined 14%	1.4 increase students making progress to 60%

## 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	General Education Paraeducator helps support unduplicated students reach grade level proficiency. Supports classroom teacher in delivery of tier 1 instruction and additional supports.	All students	13915 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 10979 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator
1.2	Teacher Release Time (substitute to cover in classroom) - PLC Development Focus	All students	13501 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time 3375 LCFF - Supplemental 3000-3999: Employee Benefits Subs for release time
1.3	Use of BIA for targeted support, use of Intervention Teacher for targeted support, and teacher support (strategies, data review) for supporting ELLs.	ELLs	6442 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 2310 LCFF - Supplemental 3000-3999: Employee Benefits BIA 3304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 BIA time 1250 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Benefits
1.4	Intervention Teacher	Students below grade level	60263 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Intervention 29551 Learning Recovery 3000-3999: Employee Benefits MTSS Intervention
1.5	Common Planning Time (CPT) and PLC Facilitators - PLC facilitators guide the PLC work at our site and provide guidance for optimizing	All	

	common planning time. Common planning time is used to develop professional capacity, and instructional practices, and identify and plan support and extension for students.		
1.6	Every Student by Name (ESBN) - ESBN is a strategy used to collect student data three times per school year in order to establish goals for growth and monitor progress. The goal of ESBN is to ensure every student is connected with an adult and is receiving the support they need to show mastery of standards. Instructional supplies for SIPPS and UFLI will be purchased and provided to K-2 teachers.	All	

# Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

We will utilize CPT time to develop instructional strategies, through the PLC process, that support all students. We are glad to have no restrictions this year on enrichment field trips. Both academy and core students will attend all field trips together. Teachers are continuing in LETRS training professional development which will equip them with research-backed practices on the science of learning to read. Two teachers attended professional development on supporting EL students and will provide monthly training to teachers to support instructional practices.

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

There are no differences between the goal and strategies to meet the goal.

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

Most of the strategies will be continued. We will utilize Responsive Classroom. We will utilize MTSS to support all students and additional resources as needed. We will utilize classroom instruction practices which support English Learner development along with the support of a bilingual aide. We will use a general paraeducator to support instruction in the classroom and intervention.

# 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.

**Increase parent and student engagement by developing a safe, healthy, and positive school climate.**  
 Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5 and 6)

- Increase student attendance rates and reduce chronic absenteeism.
- Increase the high school graduation rate and decrease the dropout rate for all students.
- Reduce student suspensions, expulsion rates, and bullying incidents.
- Increase opportunities for family engagement and parent input and the utilization of volunteers.
- Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

### 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.

Theodore Judah Elementary has a high level of parent engagement and community partnerships. Our chronic absentee rate declined by 7%. We will improve our classroom culture building to provide an even more positive learning environment.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	8.6% (Declined by 7%)	2.1 Reduce chronic absenteeism by 10%.
Suspension Rate	1% suspended at least one day	2.2 Reduce the number of students being suspended at least one day by half.
Family Communication	One survey	2.3 Surveys, monthly newsletter, electronic signage, webpage.
Responsive Classroom	90% implementation	2.4 Implementation in 100% of classrooms.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Parent coordinator-weekly parent newsletter, updated website, parent volunteer coordination, PTO liaison, open communication, community partner connections	All students	2159 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator additional hour 9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 3596 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator 5081 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator additional hour per year
2.2	Climate and Culture Site Coordinator	All	
2.3	School-wide focus on Responsive Classroom Practices	All	
2.4	Provide counseling, support, and resources to students and families in need through our MHS/SWS	All students with emotional support needs	
2.6	Outreach, resources, incentives, reminders for attendance	ATSI subgroup - Student with Disabilities and other students with attendance concerns	10700 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk 3975 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Clerk
2.7	Utilize our Bilingual Instructional Aide for family outreach and support.	English Learning Students	6442 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Family Outreach 2310 LCFF - Supplemental 3000-3999: Employee Benefits  3304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 additional BIA time 1250 LCFF - Supplemental 3000-3999: Employee Benefits .25 additional BIA time benefits

2.8	Health Assistant	All Students	5216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 2063 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
2.9	Intervention Teacher	All	Learning Recovery 1000-1999: Certificated Personnel Salaries  Learning Recovery 3000-3999: Employee Benefits
2.10	Guiding Coalition/Leadership Team - plan instruction, SEL, PBIS, and general school activities in order to promote academic achievement, SEL, and positive behavior supports focused on student development.	All	
2.11	Climate and Culture Team- plan and organize PBIS related supports for students, including incentives programs (Cougar Carts), alignment of SEL monthly focuses, Second Step SEL curriculum, and behavior supports for students (Check-in/Check-out, alternatives to suspension).	All	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

We will use several approaches to increase parent and student engagement by developing a safe, healthy, positive school climate. Our climate and culture team meets regularly and provides the backbone of our school climate approach. The team selects monthly SEL focuses, coordinates Second Step lessons, plans student celebrations, provides the award system for expected behaviors, organizes our check-in/check-out process for students, and assists with students needing tier two and three interventions for behavior. At the end of last year, our climate and culture team organized all new signage around campus with behavior expectations in each area. We will continue to use and develop Responsive Classroom practices aimed at building academic and social skill development in students. Responsive classroom is research supported and evidence-based. Our parent coordinator helps to clear volunteers and provide resources and information to families via newsletter, website, and in person. Our site attendance team will work closely with students and families to ensure absences are cleared. We will also encourage families to attend school regularly. The attendance team will also utilize a reward system for students with excellent attendance.

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

There are no major differences between the goal and the activities we will engage in to meet the goal.

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

Most of the strategies will be continued. We will utilize Responsive Classroom, and various student and parent engagement strategies (outreach, newsletter, PTO). We will focus our attendance efforts to ensure students with disabilities are attending regularly and have support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

**Provide all students with high-quality classroom instruction and access to a broad course of study.**  
Provide all students with high-quality classroom instruction and access to a broad course of study.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)

- Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
- Provide professional development opportunities in quality first instruction.
- Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
- Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

### 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.

We have a need to improve instructional practices to ensure all students get what they need and have the opportunity for additional support. Develop PLC practices and grow collective teacher efficacy to ensure all students have access to high-quality instruction and access to a broad course of study. Ensure teachers have time to collaborate in order to improve quality first instruction as well as instructional practices for EL students.

### 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
3.1 Professional Development	3.1 Plan two professional development days with a Solution Tree consultant. Instructional focus mini-pd once a month with teaching staff. Connect staff with district-level professional development opportunities.	3.1 Provide two professional development days from Solution Tree with a dedicated consultant. Develop instructional focus mini-pd once a month at each staff meeting. Share district-level professional development opportunities.
3.2 EL Instructional Strategies and Support	3.2 Designated ELD professional development.	3.2 Provide all teachers with designated ELD training from district lead teacher(s). Provide planning and tracking documents for designated ELD.
3.3 Collaboration Focused Teacher Training and Release Time	3.3 Plan ongoing professional development supporting teacher collaboration. The focus will be on high-yield instructional practices, using data, and determining intervention and support for all students.	3.3 Provide time and training for teacher collaborative teams. Develop systems of intervention to impact student learning.

3.4 Responsive Classroom Training (RC)	3.4 Plan beginner and advanced RC training	3.4 Provide beginner and advanced training in RC to support tSEL practices and developmentally appropriate instructional strategies.
--	--	--

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teacher professional development focused on PLC development	All students	
3.2	Designated ELD Training and Support	All students, English Learners, and ATSI subgroup - Students with Disabilities	
3.3	Teacher Release Time (substitute to cover in classroom) - PLC Development Focus	All Students	13500 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time 3375 LCFF - Supplemental 3000-3999: Employee Benefits Subs for release time
3.4	Professional Learning Community (PLC) on-site training		
3.5	Program monitor to support ELs and teachers	English Learners	
3.6	Provide additional programs and support to LTELS and high need students Provide BIA support	ELs and students failing to make adequate progress.	6442 LCFF - Supplemental 2000-2999: Classified Personnel Salaries In-class support for ELs, provide additional interventions and services during the school year, as student academic needs are determined 2310 LCFF - Supplemental 3000-3999: Employee Benefits  3304 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time BIA 1250 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
3.7	Curriculum and Instruction Team - Provide support and guidance by helping all staff understand and develop tiers of support, intervention plans,	All	

	extension activities, monitoring student progress, and supporting high levels of learning for all students.		
<b>3.8</b>	Responsive Classroom training and support		
<b>3.9</b>	General Education Paraeducator helps support unduplicated students reach grade level proficiency. Supports classroom teacher in delivery of tier 1 instruction and additional supports.	All	13915 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 10979 LCFF - Supplemental 3000-3999: Employee Benefits benefits

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

We will utilize CPT time to develop instructional strategies, through the PLC process, that support all students. We are glad to have no restrictions this year on enrichment field trips. Both academy and core students will attend all field trips together. Teachers are continuing in LETRS training professional development which will equip them with research-backed practices on the science of learning to read. Two teachers attended professional development on supporting EL students and will provide monthly training to teachers to support instructional practices.

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

There are no differences between the goal and strategies to meet the goal.

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

Most of the strategies will be continued. We will utilize Responsive Classroom. We will utilize MTSS to support all students and additional resources as needed. We will utilize classroom instruction practices which support English Learner development along with the support of a bilingual aide. We will use a general paraeducator to support instruction in the classroom and intervention. We will add monthly teacher release time for collaboration focused on discussing instructional strategies and identifying interventions for students. Additionally we are adding paraeducator and BIA support for classroom and student support.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

**All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness.**

Through frequent review, professional development, evaluations, and collaborative work as a Professional Learning Community (PLC) Theodore Judah Elementary will ensure that all highly qualified teachers are given the support and tools needed to fully implement adopted curriculum in a well-maintained facility.

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

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

- Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.
- Maintain schools in good repair.
- Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Provide all students instruction in essential grade level standards.

### 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
4.1 Evaluations	4.1 TalentEd evaluation system will be used to ensure all staff are evaluated.	4.1 All teachers on evaluation this year will complete the evaluation cycle.
4.2 Beginning Teacher Induction (formerly BTSA)	4.2 Support new teachers in completing the requirements for Induction	4.2 All beginning teachers will complete induction requirements. The principal will meet with the induction support provider and new teacher to ensure that the focus of support aligns with school goals
4.3 Access to curriculum (William Act audit)	4.3 Inventory and order of all adopted curriculum	4.3 Every classroom will have appropriate adopted materials.
4.4 Provide supplemental curriculum.	4.4 Supplemental materials will be provided when data indicates additional support materials are required for remediation or enrichment	4.4 Researched based supplemental materials will be used on a case-by-case basis as approved by the district.
4.5 Well-maintained facility	4.5 Monthly facility checks and regular meetings with Head Custodian	4.5 Our campus will be a safe, functional, and aesthetically pleasing learning environment.

## 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	Complete all required evaluations and provide timely feedback to all staff.	All students	
4.2	Support new teachers in completing the requirements for Induction.	All students	
4.3	Use Bilingual Instructional Assistant, General education paraeducator, Intervention, and MTSS to work with EL, LTEL, and Reclassification Fluent English Proficient (RFEP) students, and to support the delivery of the adopted curriculum.	All students, English Learners	LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA  LCFF - Supplemental 3000-3999: Employee Benefits
4.5	Professional development for teachers and staff in PLC and Responsive Classroom	All	
4.6	Program Monitor - identifies supports for English Learners and ensures progress.	English Learners	
4.7	Provide access to training focused on linguistically and culturally responsive instructional strategies and materials.	All	
4.8	Monthly facilities checks and frequent meetings with head custodian.	All	

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

All teachers were evaluated on a regular basis and provided with meaningful feedback and when necessary coaching to improve practice.  
Teachers were supported through the induction program.  
We maintained our school through monthly facility checks and frequent walk-throughs; collaboration between the administrator and head custodian ensured that all areas of the campus were well maintained.  
We provided support to our LTELS and ELs with targeted intervention, curriculum, and use of our BIA. We reclassified several EL students.

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

There was no difference in meeting the goal and the strategies and activities used to achieve the goal.

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

Most of the strategies will be continued. For the 2024-2025 school year, we will utilize MTSS practices to support all students. We will start by collecting localized student data, plan ESN, plan interventions, and use frequent performance assessments to drive intervention throughout the year. Collected data will be reviewed during collaboration time and teachers will identify student needs while also exploring instructional methods to support all students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

District Goal 1: Student Achievement and Success  
School Goal (s):

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

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.  
Performance Goal 5: All students will graduate from high school.

### 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.

### 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

### 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

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

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



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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$255,741.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$165,927.00
Learning Recovery	\$89,814.00

Subtotal of state or local funds included for this school: \$255,741.00

Total of federal, state, and/or local funds for this school: \$255,741.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	165927	0.00
Learning Recovery	89814	0.00

## Expenditures by Funding Source

LCFF - Supplemental	
165,927.00	
89,814.00	
Learning Recovery	
Funding Source	Amount

## Expenditures by Budget Reference

1000-1999: Certificated Personnel Salaries	
87,264.00	
88,995.00	
79,482.00	
2000-2999: Classified Personnel Salaries	
Budget Reference	Amount

3000-3999: Employee Benefits

## Expenditures by Budget Reference and Funding Source

CEC Supplemental
1000-1999: Certificated Personnel Salaries
CEC Supplemental
2000-2999: Classified Personnel Salaries
CEC Supplemental
3000-3999: Employee Benefits
Learning Recovery
Learning Recovery

27,001.00
88,995.00
49,931.00
60,263.00
29,551.00

**Budget Reference**

**Funding Source**

**Amount**

1000-1999: Certificated Personnel Salaries
3000-3999: Employee Benefits

## Expenditures by Goal

Goal 1

144,890.00

55,776.00

55,075.00

Goal 2

Goal 3

**Goal Number**

**Total Expenditures**

# 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
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members

Name of Members	Role
Jonathan Johnson	Principal
Lynette Greco	Classroom Teacher
Jill Rozek	Classroom Teacher
Silia Blount	Other School Staff
Kelly Wittman	Classroom Teacher
Kristina Mattox	Parent or Community Member
Mario Wilson	Parent or Community Member
Manisha Gajbe	Parent or Community Member
Shirisha Midela	Parent or Community Member
Rupi Gill	Parent or Community Member
Neha Korde	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

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 20, 2024.

Attested:



Principal, Jonathan Johnson on 5/20/24

SSC Chairperson, Silia Blount on 5/20/24

# 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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.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/fg/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/fg/fo/af/>

Updated by the California Department of Education, October 2023

Theodore Judah Elementary School

Site Council Meeting Minutes

September 6, 2023

Location: Microsoft Teams

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jill Hoisington-Rozek (teacher), Neha Korde (parent), Lynette Greco (teacher), Mario Wilson (parent), Manisha Gajbe (parent), Rupi Gill (parent).

Jonathan Johnson opened the meeting at 3:03pm.

Lynette Greco moved to approve the School Plan for Student Achievement (SPSA) as presented. Motion approved.

Meeting adjourned at 3:06pm.

Theodore Judah Elementary School

Site Council Meeting Minutes

August 29, 2023

Location: Room 1

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jill Hoisington-Rozek (teacher), Neha Korde (parent), Lynette Greco (teacher), Manisha Gajbe (parent).

Jonathan Johnson opened the meeting at 4:02pm.

A quorum was not established.

Jonathan Johnson led a discussion about the School Plan for Student Achievement (SPSA) and Multi-Tiered Systems of Support (MTSS).

Meeting adjourned at 4:12pm.

Theodore Judah Elementary School

Site Council Meeting Minutes

May 20, 2024

Location: Virtual via Teams

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jill Hoisington-Rozek (teacher), Lynette Greco (teacher), Shirisha Middela (parent), Rupi Gill (parent), Kristina Mattox (parent)

Jonathan Johnson opened the meeting at 5:03pm.

A quorum was established.

Jonathan Johnson gave an explanation of what the Single Plan for Student Achievement (SPSA) is.

Jonathan Johnson gave an explanation of what the Local Control and Accountability Plan (LCAP) is.

Jonathan Johnson gave a review of the Theodore Judah student data from the CA Dashboard.

Jonathan Johnson reviewed how the supplemental funds will be spent and how the plan aligns with SPSA and LCAP goals. The majority of the supplemental funds will be used to fund an additional paraeducator and an additional two hours per day for the bilingual aide.

Jonathan Johnson moved to approve the supplemental funds plan as presented. A digital vote was taken. Motion approved.

Meeting adjourned at 5:34pm.

Theodore Judah Elementary School

Site Council Meeting Minutes

August 22, 2023

Location: Room 1

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jill Hoisington-Rozek (teacher), Neha Korde (parent), Kelly Wittman (teacher), Shirisha Midea (parent), Lynette Greco (teacher), Mario Wilson (parent), Rupi Gill (parent), Kristina Mattox (parent).

Jonathan Johnson opened the meeting at 4:03pm.

Minutes from the 5/9/23 Site Council/ELAC meetings were presented and approved as corrected.

Jonathan Johnson shared information about Site Council functions, duties, and composition.

Jonathan Johnson gave an overview of the School Plan for Student Achievement (SPSA). Jonathan explained how student data is used to determine school goals, and how money is allocated to achieve those goals. SPSA goals must align with FCUSD's Local Control Accountability Plan (LCAP) goals. Site Council members will have the opportunity to give feedback on the proposed SPSA and will vote to approve the SPSA at the next meeting scheduled August 29, 2023.

Meeting adjourned at 4:42pm.

Theodore Judah Elementary School

Site Council Meeting Minutes February

13, 2024

Location: Virtual via Teams

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jill Hoisington-Rozek (teacher), Kristina Mattox (parent), Lynette Greco (teacher), Manisha Gajbe (parent), Rupi Gill (parent), Kelly Wittman (teacher), Madeleine Zamarripa (teacher)

Jonathan Johnson opened the meeting at 3:22pm. A

quorum was not established.

Jonathan Johnson gave an overview of the Data Walk. Meeting

adjourned at 3:54pm.