



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Center Elementary School	48-70565-6051254	January 28, 2025	February 11, 2025

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

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

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

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

This plan is being used by Center 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

In the 2024-25 school year, our school was identified for Additional Targeted Support and Improvement (ATSI). This means that based on data from the 2024 California School Dashboard, our African American, Asian, English Learner, and Students with Disabilities student groups are in ATSI status.

Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

All indicators at the lowest status level; or

All indicators at the lowest status level but one indicator at another status level

The State Indicators are - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

This plan will address ways to improve our school and student outcomes for our ATSI subgroups in particular, based on doing a needs assessment and identifying resource inequities.

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

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# Plan Description

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

This plan is being used by Center 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

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Schools are eligible for ATSI if one or more student groups (see below) meet one of the following criteria:

All indicators at the lowest status level; or

All indicators at the lowest status level but one indicator at another status level

The State Indicators are - ELA, Mathematics, Chronic Absenteeism, and Suspension Rate.

This plan will address ways to improve our school and student outcomes for our ATSI subgroups in particular, based on doing a needs assessment and identifying resource inequities.

Our SPSA goals are a product of collaboration among our administration, certificated employees, and advisory groups that include classified employees, students, and parent/guardians. We disaggregated data and looked at both standardized measures, curriculum based assessments, MAP progress monitoring (Reading & Math), report card grades, and the results of SBAC testing.

We created goals and action items based on a lens of "what do our students need?" Recognizing that our work is based on equity, we know that not all students need the same amount of type of support. We plan to use our resources, time, energy, and work to provide all student groups with what they need to learn skills and demonstrate mastery.

## Educational Partner Involvement

How, when, and with whom did Center 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

Our school uses data, survey responses, staff feedback and input from families in the development of our 2024-25 School Plan for Student Achievement/Annual Review and Update. Data and input was gathered pertaining to student performance, services and programs. Each year, our school staff meets to look at the results from the previous year's CAASPP scores to analyze the results as well as to develop goals for the current school year. Training for staff is based on the goals developed and then grade levels collaboratively plan on instructional lessons to meet those goals. In addition, MAP data collected at the beginning of the year and mid-year is analyzed by the staff to determine instructional outcomes. These outcomes include determining which students will attend our strategic intervention daily sessions, which we call What I Need or WIN. The WIN team uses this data to determine student needs and instructional plans on how to help students achieve the desired instructional growth. Classroom teachers also use MAP data to develop instructional plans, including differentiation opportunities, to maximize student learning and to meet goals.

Our School Site Council typically meets regularly to provide input on school planning, programs, the School Safety Plan, the Single Plan for Student Achievement and to gain input on other district initiatives. As part of the yearly development of the SPSA, the School Site Council reviews our school data, including CAASPP, MAP, survey data and together with staff input and district goals, collaboratively give input to develop a comprehensive Single Plan for Student Achievement.

# 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.

The needs assessment did not identify any current resource inequities as all students with a substantial educational need have access to Intervention/WIN services, all English Learners have access to English Language Development and all students with an IEP have access to additional services based on their individual needs. Many of our socioeconomically disadvantaged students ride the bus home from school so cannot participate in any after school tutoring opportunities, as they do not have family members who can pick them up from school at a later time.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2024 California Dashboard indicates that our Hispanic, Two or More Races, and Socioeconomically Disadvantaged students are in the orange performance category for English Language Arts. Our African American, Hispanic, Two or More Races, and Socioeconomically Disadvantaged student groups are in the orange performance category for Math. We have no indicators for which overall performance was in the red performance category.

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.

The 2024 California School Dashboard indicates that in category of Suspension Rate, our African American and Two or More Races student groups performance indicator is orange, two performance levels below the "all student" performance indicator.

### Other Needs

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

Our school and district use a variety of surveys to gather stakeholder input regarding safety, communication, school climate and to gather input. Data gathered from surveys are reviewed by our school leadership team and staff to determine goals for our school and create goals for our Single Plan for Student Achievement. The results of our surveys indicated that school facilities and school safety are areas of concern. Survey data indicates an overall satisfaction with intervention services, communication with families and caring staff.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Center 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	0.58%	0.18%	0.17%	3	1	1
African American	10.98%	10.87%	13.68%	57	59	81
Asian	7.13%	8.47%	8.95%	37	46	53
Filipino	21.19%	22.65%	20.78%	110	123	123
Hispanic/Latino	30.64%	29.83%	29.56%	159	162	175
Pacific Islander	0.58%	0.37%	%	3	2	
White	14.26%	10.87%	10.98%	74	59	65
Two or More Races	13.29%	14.73%	13.68%	69	80	81
Not Reported	1.35%	2.03%	2.20%	7	11	
<b>Total Enrollment</b>				519	543	592

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	86	89	72
Grade 1	64	72	73
Grade 2	74	68	86
Grade 3	81	82	81
Grade 4	61	96	94
Grade 5	64	68	94
Grade 6	89	68	68
<b>Total Enrollment</b>	519	543	592

#### Conclusions based on this data:

1. We have had increasing enrollment of approximately 15% over the last three years.
2. Our school is, and continues to be, a very diverse learning community.

# 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	35	30	39	5.4%	6.7%	6.5%
Fluent English Proficient (FEP)	29	43	46	5.2%	5.6%	7.8%

### Conclusions based on this data:

1. We have had an increase in the number of English Learners at Center of 30% (9 students).
2. Our number of Fluent English Proficient students have grown each year indicating that our English Learners are reclassifying at a higher rate each year.



# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	89	83	80	87	83	80	87	83	97.6	97.8	100
Grade 4	63	93	92	63	90	92	63	90	92	100.0	96.8	100
Grade 5	66	68	93	65	68	92	65	68	92	98.5	100.0	98.9
Grade 6	92	66	67	91	64	67	91	64	67	98.9	97.0	100
All Grades	303	316	335	299	309	334	299	309	334	98.7	97.8	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2412.	2397.	2406.	23.75	19.54	14.46	16.25	14.94	22.89	32.50	25.29	32.53	27.50	40.23	30.12
Grade 4	2458.	2438.	2438.	23.81	16.67	19.57	22.22	22.22	16.30	19.05	21.11	22.83	34.92	40.00	41.30
Grade 5	2493.	2489.	2446.	23.08	11.76	8.70	18.46	39.71	20.65	26.15	19.12	19.57	32.31	29.41	51.09
Grade 6	2530.	2520.	2538.	12.09	17.19	19.40	42.86	31.25	34.33	26.37	25.00	28.36	18.68	26.56	17.91
All Grades	N/A	N/A	N/A	20.07	16.50	15.27	26.09	25.89	22.75	26.42	22.65	25.45	27.42	34.95	36.53

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.25	16.09	14.46	61.25	58.62	67.47	27.50	25.29	18.07
Grade 4	17.46	12.22	13.04	63.49	71.11	63.04	19.05	16.67	23.91
Grade 5	16.92	17.65	9.78	64.62	63.24	54.35	18.46	19.12	35.87
Grade 6	19.78	25.00	14.93	65.93	42.19	61.19	14.29	32.81	23.88
All Grades	16.39	17.15	12.87	63.88	59.87	61.38	19.73	22.98	25.75

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.19	10.34	13.25	55.70	44.83	54.22	29.11	44.83	32.53
Grade 4	14.29	8.89	7.61	61.90	57.78	54.35	23.81	33.33	38.04
Grade 5	20.00	17.65	6.52	56.92	63.24	51.09	23.08	19.12	42.39
Grade 6	13.19	20.31	22.39	62.64	54.69	59.70	24.18	25.00	17.91
All Grades	15.44	13.59	11.68	59.40	54.69	54.49	25.17	31.72	33.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.25	5.75	7.23	78.75	77.01	73.49	15.00	17.24	19.28
Grade 4	15.87	7.78	7.61	69.84	80.00	76.09	14.29	12.22	16.30
Grade 5	20.00	13.24	9.78	72.31	73.53	68.48	7.69	13.24	21.74
Grade 6	20.88	9.38	16.42	72.53	79.69	68.66	6.59	10.94	14.93
All Grades	15.72	8.74	9.88	73.58	77.67	71.86	10.70	13.59	18.26

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.00	16.09	10.84	70.00	56.32	67.47	15.00	27.59	21.69
Grade 4	15.87	7.78	15.22	65.08	70.00	59.78	19.05	22.22	25.00
Grade 5	16.92	5.88	5.43	55.38	64.71	63.04	27.69	29.41	31.52
Grade 6	18.68	20.31	20.90	68.13	57.81	62.69	13.19	21.88	16.42
All Grades	16.72	12.30	12.57	65.22	62.46	63.17	18.06	25.24	24.25

**Conclusions based on this data:**

- 33.83% of our 3-6 grade students scored below standard in writing. This was the highest percentage of below standard in all the ELA areas reported out.
- 18.26% of our 3-6 grade students scored below standard in listening. This was the lowest percentage of below standard in all the ELA areas reported out.

3. Our overall percentage of students who did not meet standards in ELA increased from 34.95% to 36.53%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	82	89	83	80	89	83	80	89	83	97.6	100.0	100
Grade 4	63	93	92	63	91	92	63	91	92	100.0	97.8	100
Grade 5	66	68	93	65	68	93	65	68	92	98.5	100.0	100
Grade 6	92	66	67	91	64	67	91	64	67	98.9	97.0	100
All Grades	303	316	335	299	312	335	299	312	334	98.7	98.7	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2422.	2401.	2418.	16.25	11.24	12.05	25.00	16.85	38.55	28.75	37.08	16.87	30.00	34.83	32.53
Grade 4	2464.	2450.	2443.	12.70	12.09	10.87	33.33	25.27	15.22	31.75	32.97	41.30	22.22	29.67	32.61
Grade 5	2491.	2459.	2452.	21.54	8.82	5.43	15.38	13.24	19.57	30.77	30.88	26.09	32.31	47.06	48.91
Grade 6	2514.	2504.	2522.	14.29	14.06	17.91	21.98	17.19	25.37	38.46	29.69	25.37	25.27	39.06	31.34
Grade 11															
All Grades	N/A	N/A	N/A	16.05	11.54	11.08	23.75	18.59	24.25	32.78	33.01	27.84	27.42	36.86	36.83

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	27.50	13.48	21.69	50.00	47.19	45.78	22.50	39.33	32.53
<b>Grade 4</b>	15.87	17.58	14.13	60.32	50.55	46.74	23.81	31.87	39.13
<b>Grade 5</b>	18.46	7.35	5.43	53.85	47.06	39.13	27.69	45.59	55.43
<b>Grade 6</b>	17.58	14.06	13.43	53.85	48.44	56.72	28.57	37.50	29.85
<b>Grade 11</b>									
<b>All Grades</b>	20.07	13.46	13.47	54.18	48.40	46.41	25.75	38.14	40.12

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	17.50	13.48	16.87	56.25	49.44	56.63	26.25	37.08	26.51
<b>Grade 4</b>	22.22	12.09	10.87	46.03	58.24	53.26	31.75	29.67	35.87
<b>Grade 5</b>	10.77	10.29	9.78	56.92	47.06	48.91	32.31	42.65	41.30
<b>Grade 6</b>	9.89	15.63	11.94	61.54	50.00	62.69	28.57	34.38	25.37
<b>All Grades</b>	14.72	12.82	12.28	55.85	51.60	54.79	29.43	35.58	32.93

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	20.00	13.48	16.87	58.75	64.04	61.45	21.25	22.47	21.69
<b>Grade 4</b>	19.05	16.48	10.87	52.38	50.55	58.70	28.57	32.97	30.43
<b>Grade 5</b>	15.38	5.88	3.26	61.54	64.71	59.78	23.08	29.41	36.96
<b>Grade 6</b>	12.09	14.06	16.42	64.84	60.94	65.67	23.08	25.00	17.91
<b>All Grades</b>	16.39	12.82	11.38	59.87	59.62	61.08	23.75	27.56	27.54

**Conclusions based on this data:**

1. 40.12% of our 3-6 grade students scored below standard in applying mathematical concepts and procedures. This was the highest percentage of below standard in all the Math areas reported out.
2. 27.54% of our 3-6 grade students scored below standard in Communicating Reasoning. This was the lowest percentage of below standard in all the Math areas reported out.
3. Our overall percentage of students who did not meet standards in Math dropped slightly from 36.86% to 36.83%.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	9	9	9
1	*	*	*	*	*	*	*	*	*	6	6	7
2	*	*	*	*	*	*	*	*	*	5	6	5
3	*	*	*	*	*	*	*	*	*	*	5	6
4	*	*	*	*	*	*	*	*	*	4	4	5
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										31	35	37

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.48	11.43	13.51	9.68	31.43	45.95	25.81	45.71	32.43	29.03	11.43	8.11	31	35	37

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	41.94	31.43	21.62	19.35	37.14	62.16	16.13	28.57	10.81	22.58	2.86	5.41	31	35	37

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2		*	*		*	*		*	*		*	*		*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	0.00	2.70	16.13	20.00	43.24	12.90	48.57	35.14	51.61	31.43	18.92	31	35	37

Listening Domain Percentage of Students by Domain Performance Level for All Students													
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
K	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	38.71	20.00	18.92	32.26	68.57	72.97	29.03	11.43	8.11	31	35	37	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.61	54.29	45.95	35.48	45.71	48.65	12.90	0.00	5.41	31	35	37

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.35	8.57	0.00	22.58	54.29	78.38	58.06	37.14	21.62	31	35	37

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	29.03	17.14	16.22	41.94	65.71	62.16	29.03	17.14	21.62	31	35	37

**Conclusions based on this data:**

1. Our number of English Learners has grown by 19.35% over the last three years.



2. Our number of English Learners in each domain is under ten students so that data is challenging to analyze given the very small numbers of students. The bulk of our students perform at level 3 on the ELPAC in all domains.

# School and Student Performance Data

## Student Population

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

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This section provides information about the school's student population.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
592	45.3%	6.6%	0.5%
Total Number of Students enrolled in Center Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	39	6.6%
Foster Youth	3	0.5%
Homeless	2	0.3%
Socioeconomically Disadvantaged	268	45.3%
Students with Disabilities	58	9.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	13.7%
American Indian	1	0.2%
Asian	53	9%
Filipino	123	20.8%
Hispanic	175	29.6%
Two or More Races	81	13.7%
Pacific Islander	0	0.0%
White	65	11%

### Conclusions based on this data:

1. 45.3% of our student population is identified as Socioeconomically Disadvantaged in the 2024-2025 school year.

2. 6.6% of our student population is identified as English Learners in the 2024-2025 school year.
3. 9.8% of our student population is identified as Students with Disabilities in the 2024-2025 school year.

# School and Student Performance Data

## Overall Performance

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. According to the 2024 Fall California Dashboard, our academic performance in ELA and Math was low.
2. According to the 2024 Fall California Dashboard, our chronic absenteeism has decreased by 7.7%.
3. According to the 2024 Fall California Dashboard, our suspension rate has declined by 1.1% overall.

# School and Student Performance Data

## Academic Performance English Language Arts

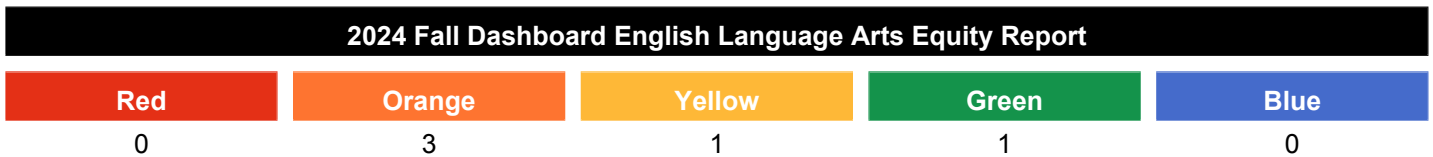
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>28.8 points below standard</p> <p>Declined 4.9 points</p> <p>324 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>37.8 points below standard</p> <p>Increased 26.1 points</p> <p>35 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>51 points below standard</p> <p>Declined 8.2 points</p> <p>142 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>132.2 points below standard</p> <p>Declined 15.2 points</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>66.3 points below standard</p> <p>Increased 5 points</p> <p>47 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>3.8 points above standard</p> <p>Declined 5.3 points</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>16.3 points above standard</p> <p>Declined 3.1 points</p> <p>73 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>50.8 points below standard</p> <p>Declined 9.6 points</p> <p>96 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>41.3 points below standard</p> <p>Declined 9.5 points</p> <p>41 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>26.6 points below standard</p> <p>Increased 3.9 points</p> <p>34 Students</p>

**Conclusions based on this data:**

1. According to the 2024 Fall California Dashboard for English Language Arts Performance, our students with disabilities scored in the very low range.
2. According to the 2024 Fall California Dashboard for English Language Arts Performance, our Hispanic students, students of Two or More Races and Socioeconomically Disadvantaged students scored in the low range.
3. According to the 2024 Fall California Dashboard for English Language Arts Performance, our African American students increased by 5 points.

# School and Student Performance Data

## Academic Performance Mathematics

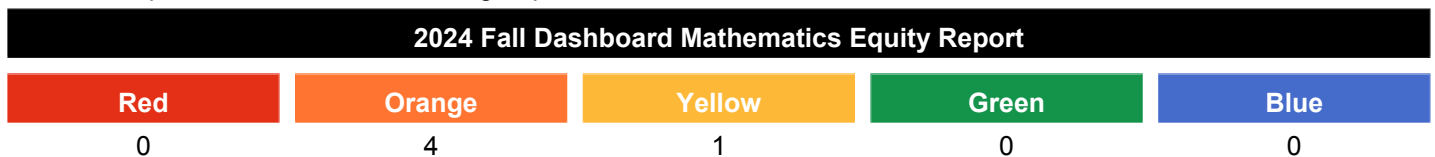
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>42.1 points below standard</p> <p>Maintained -0.4 points</p> <p>325 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>53.7 points below standard</p> <p>Increased 25.3 points</p> <p>36 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>61.5 points below standard</p> <p>Maintained -0.4 points</p> <p>143 Students</p>

<p><b>Students with Disabilities</b></p>  <p>No Performance Color</p> <p>109.1 points below standard</p> <p>Increased 24.2 points</p> <p>39 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>88.2 points below standard</p> <p>Maintained -2.8 points</p> <p>47 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>8.3 points above standard</p> <p>Increased 35.9 points</p> <p>24 Students</p>	<p><b>Filipino</b></p>  <p>Yellow</p> <p>2.5 points below standard</p> <p>Declined 12.1 points</p> <p>74 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>71.4 points below standard</p> <p>Maintained 2.2 points</p> <p>96 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>33 points below standard</p> <p>Maintained -2.4 points</p> <p>41 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>30.9 points below standard</p> <p>Increased 21.7 points</p> <p>34 Students</p>

**Conclusions based on this data:**

1. According to the 2024 Fall California Dashboard for Mathematics Performance, our students with disabilities scored in the very low range.
2. According to the 2024 Fall California Dashboard for Mathematics Performance, our African American, Hispanic students, Two or More Races students and Socioeconomically Disadvantaged students scored in the low range.
3. According to the 2024 Fall California Dashboard for Mathematics Performance, our Asian students scored 8.3 points above standard, a 35.9 point increase from 2023.



# School and Student Performance Data



## Academic Performance English Learner Progress

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

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.

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>	<b>Long-Term English Learner Progress</b>
 No Performance Color 40% making progress. Number Students: 25 Students	 No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
28%	32%	0%	40%

### Conclusions based on this data:

- 40% of our English Learner progressed at least one ELPI level.
- 28% of our English Learners decreased one ELPI level.
- 32% of our English Learners maintained their ELPI level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>15.3% Chronically Absent</p> <p>Declined 7.7</p> <p>608 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>20.5% Chronically Absent</p> <p>Declined 0.5</p> <p>44 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>22.2% Chronically Absent</p> <p>Declined 8</p> <p>293 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>12% Chronically Absent</p> <p>Declined 18.2</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>20.5% Chronically Absent</p> <p>Declined 0.8</p> <p>88 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Yellow</p> <p>13.2% Chronically Absent</p> <p>Declined 1.1</p> <p>53 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>5.6% Chronically Absent</p> <p>Declined 12.7</p> <p>126 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>22.7% Chronically Absent</p> <p>Declined 7.7</p> <p>176 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>15.5% Chronically Absent</p> <p>Declined 6.9</p> <p>97 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>7.6% Chronically Absent</p> <p>Declined 11.8</p> <p>66 Students</p>

**Conclusions based on this data:**

1. According to the 2024 California Dashboard, approximately 15.3% of our students were considered chronically absent or missed more than 10% of the instructional days they were enrolled.
2. According to the 2024 California Dashboard, our Hispanic student group has the highest percentage of chronically absent students at 22.7%.
3. According to the 2024 California Dashboard, our percentage of chronically absent students has decrease from to 23% to 15.3%. A total decrease of 7.7%.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

### Conclusions based on this data:

1. n/a.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

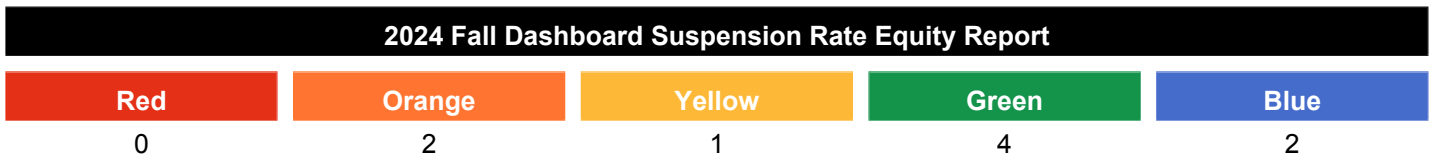
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Green</p> <p>2.3% suspended at least one day</p> <p>Declined 1.1%</p> <p>612 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.3%</p> <p>44 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>2.7% suspended at least one day</p> <p>Declined 2.9%</p> <p>296 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>5.3% suspended at least one day</p> <p>Declined 1%</p> <p>75 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>4.5% suspended at least one day</p> <p>Increased 1.6%</p> <p>88 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 2.2%</p> <p>53 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.8%</p> <p>127 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2.2%</p> <p>178 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>6.1% suspended at least one day</p> <p>Declined 1.2%</p> <p>98 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 1.7%</p> <p>66 Students</p>

**Conclusions based on this data:**

1. According to the 2024 California Dashboard, 2.3% of our students were suspended for at least one day, which is a decrease of 1.1%.
2. According to the 2024 California Dashboard, 5.3% of our Students with Disabilities were suspended for at least one day. This is a decrease from 2023 of 1%.
3. According to the 2024 California Dashboard, our African American and students of Two or More Races scored continue to be in the low performance range.

# 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.

#### Academic Achievement

For the 2024-2025 school year, increase the percentage of students who met standard or exceeded standard in ELA and Math CAASPP performance levels for Students with Disabilities, African American, English Learners, and Asian students by 5% by providing the time and structure for collaborative grade-level planning.

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

LCAP goal to which this school goal is aligned.

Focus on instructional and institutional excellence to promote equity for all, close the achievement gap, and improve student learning in preparation for opportunities beyond high school including college and career.

### Identified Need

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

Based on 2023-2024 CAASPP data, our school is in Additional Targeted Support and Improvement for the following groups: Students with Disabilities, African American students, Asian American students and English Learners. Both our teaching staff and administration staff monitor student performance using multiple measures. In the areas of Math and ELA, we work collaboratively for continuous improvement with appropriate strategies to strategically target and improve student performance.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide a daily 30 minute block of time for English Language Arts What I Need (WIN) in each grade level, with the exception of 6th grade. WIN will be a time in which differentiated instruction will be provided for all students. Students that need significant additional support will be served in our Intervention program which will provide small group differentiated instruction. Special Education students will receive small group SAI in the Learning Center during this time. All other students will receive differentiated instruction in either their classroom or a leveled grade level classroom during WIN time. This holds true for those students needing either extra remedial support or students needing extension activities.	Provide English Language Arts Differentiated Instruction in order to meet the needs of all students, specifically our African American, Asian, Students with Disabilities and English Learners.	District Funded 1000-1999: Certificated Personnel Salaries Intervention Specialists and Special Education Teachers  LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development



	Provide professional development opportunities to enhance the knowledge and skills of instructional staff and time to analyze data in order to provide differentiated instruction in order to meet the needs of all students. Additionally, provide grade level collaboration time and structures to maximize student outcomes.		
1.2	<p>Provide a daily 30 minute block of time for Mathematics What I Need (WIN) in each grade level, with the exception of 6th grade. Provide 6th grade students grade-level math differentiation with push-in support. WIN will be a time in which differentiated instruction will be provided for all students. Students that need significant additional support will be served in our Intervention program which will provide small group differentiated instruction. Special Education students will receive small group SAI in the Learning Center during this time. All other students will receive differentiated instruction in either their classroom or a leveled grade level classroom during WIN time. This holds true for those students needing either extra remedial support or students needing extension activities.</p> <p>Provide professional development experiences to enhance the knowledge and skills of instructional staff and time to analyze data in order to provide differentiated instruction in order to meet the needs of all students. Additionally, provide grade level collaboration time and structures to maximize student outcomes.</p>	Provide Mathematics Differentiated Instruction in order to meet the needs of all students, specifically our African American, Asian, Students with Disabilities and English Learners.	<p>District Funded 1000-1999: Certificated Personnel Salaries Intervention Specialists and Special Education Teachers</p> <p>LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development</p>

## 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.

Participation in dedicated differentiated instruction time (WIN, Learning Center, grade level differentiation) has been included as part of the master schedule and implemented school wide.

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

While all students receive a differentiated instruction block of 30 minutes daily, the degree to which grade level teams analyze data, collaborate on strategies and monitor student progress varies.

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.

Provide professional development opportunities for all staff specifically related to collaboration and special education. Dedicate time for instructional teams to meet and develop shared strategies and practices ad structures.

# 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.

#### Socio-Emotional Wellness

By June 2025, all students will demonstrate a strong sense of belonging and experience positive relationships within the school community as evidenced by various survey data and a decrease of suspensions by 50% for all student groups and a decrease of suspensions for our African American students to less than 2%.

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

LCAP goal to which this school goal is aligned.

Ensure a safe and productive educational environment using support systems to maintain calm classrooms focused on learning and enhancement of student social and emotional wellness.

### 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.

According to 2024 California Dashboard data, suspension rates for all student groups decreased with the exception of our African American students. PBIS systems and supports have been fully developed and implemented. Student data from SWIS is reviewed and analyzed monthly to inform school response.

### 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
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Provide additional training several times yearly for all school staff related to PBIS, classroom management, and responding to behavioral challenges including the addition of CA-ISP trainings and de-escalation training. Center Elementary used the Spot of Feelings social-emotional curriculum for grades TK-2 to supplement the current Second Step curriculum available grades 2-6. Calm down corners are present and fully outfitted in 100% of classrooms.	Center Elementary School will continue to monitor and implement Positive Behavior Intervention and Supports (PBIS), provide weekly Socio-Emotional Learning lessons, and focus on other means of correction as an alternative to suspension to increase positive behavior and decrease suspensions for all students.	LCAP 4000-4999: Books And Supplies Calm Down Corner Kits Resupply
2.2	Use SWIS data to improve Playworks implementation and provide additional training, support and materials as needed.	Center Elementary school will continue to implement and support Playworks to increase	1,000 LCAP 4000-4999: Books And Supplies

		positive behavior and decrease bullying as well as decrease student conflict during unstructured time.	Supplies for Playworks
2.3	Regularly review and analyze Wellness Center data to improve and promote student use of Wellness Center. Provide staffing, materials, and training as needed.	Center Elementary school will continue to implement and support Wellness Center to increase student socio-emotional wellness.	LCAP 4000-4999: Books And Supplies Supplies for Wellness Center  LCAP 5800: Professional/Consulting Services And Operating Expenditures PBIS Coaching and Support from SCOE

## 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.

Consistently employing various systems, supports and strategies with integrity to maximize school response to student behavioral and socio-emotional needs thereby decreasing school suspension rate.

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

PBIS systems and supports are well developed. The degree to which staff relies on and adheres to those systems varies.

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.

Tiered systems of support and processes will be actively reviewed, reinforced and directed by administration to ensure appropriate use and accountability.

# 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.

#### Family Engagement

Increase parent involvement and volunteering at school and PTA events an additional 5% based on CERVIS data and PBIS site survey, Additionally, maintain administrative weekly communications with families via Parent Square and increase teacher to family communications through Parent Square.

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

LCAP goal to which this school goal is aligned.

Enhance constructive communication within and outside the school community with a special focus on involving parents as active partners in their child's education.

### 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.

Expand communication with families through diverse channels, including PTA, ParentSquare, SSC, ELAC, surveys, Parent University, Watch Dogs, volunteers, parent-teacher conferences, Family/Parent Nights, Anchored 4 Life, Playworks, PBIS Tiered Support, orientations, and other engagement opportunities.

### 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
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### 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	Continue to involve School Site Council in the analysis of data and the development of district and school plans, including the Site School Safety Plan, the LCAP and the Single Plan for Student Achievement (SPSA) and use various communication tools to increase family and community engagement overall.	All students better served as family engagement is increases. Use multiple methods of school-home communication such as: Aeries Communication via class, school and district messages, PTA, ParentSquare direct messages, School Site Council (SSC), ELAC, Surveys, Parent University, Watch Dogs, Parent Volunteers, Parent Teacher Conferences, and Family/Parent Nights like Science Night.	District Funded 5000-5999: Services And Other Operating Expenditures Communication Tools

3.2	Use CERVIS software to track volunteer hours and background clearances.	All students served as family engagement increases. Continue to encourage parents/families to volunteer in classrooms and during school events.	District Funded 5000-5999: Services And Other Operating Expenditures CERVIS Software
3.3	Continue Watch D.O.G.S. program where fathers and father figures volunteer at school, acting as positive male role models and participating in a variety of activities, including greeting students, helping in classrooms, and helping to supervise lunch, recess, and passing periods	All students served as family engagement increases. Continue to encourage fathers, grandfathers and uncles to volunteer their time at school.	

## 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.

Efforts to increase family engagement have been very successful. Participation in PTA, SSC, Watch Dogs and regular volunteerism have increased and the integration of various surveys, ParentSquare, voice messaging, Facebook has significantly enhanced the efficiency and effectiveness of family engagement and communication.

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

We look forward to integrating additional social media platforms, such as Instagram, while further expanding the use of our current communication methods and enhancing our efforts to gather feedback from the community.

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.

Establish the expectation for staff to engage with ParentSquare at least biweekly, ensuring ongoing and efficient communication.

# 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.

#### Basic Services

Collaborate with Facilities and site staff to creatively find solutions for additional work spaces and classrooms as student population increase as well as modernize and make needed site repairs for safety and in service of our student population. In addition, partner with Educational Services for additional technology resources and programming.

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

LCAP goal to which this school goal is aligned.

Provide basic services and manage resources responsibly while maintaining the collaborative budget process. Enhance, create, and modernize facilities that support lifelong educational programs.

### Identified Need

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

As student population continues to grow, Center spaces need to be reimagined, including reconfiguring existing spaces, developing flexible classroom designs, utilizing underused areas more effectively and making need repairs. In addition, work closely with Educational Services to ensure access to additional technology resources and programming that will support both teaching and learning, fostering a dynamic educational environment that meets the needs of all students and staff.

### 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
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### 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	Use Measure R funding to update, repair and modernize site facilities such as boiler replacement, adding additional security cameras and lighting, relocate the main office, make roofing, HVAC and playground repairs.	All Center Students will benefit from a modernized and updated school site.	District Funded None Specified Various Facility Improvements

## 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.

Intervention groups have been combined into a single classroom and staff room was relocated into a smaller space, both free up larger spaces for additional classrooms.

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

The current location of the main office is inconvenient and should be relocated to improve controlled entry. Additionally, some teachers have been displaced from their designated workspaces to accommodate the creation of additional classrooms. While this adjustment has achieved its intended goal, it has led to some unintended consequences, impacting the efficiency and functionality of both staff and student spaces.

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.

Classrooms and workspaces will be updated, reevaluated and reallocated once the 6th grade transitions to the middle school, ensuring optimal use of space and addressing any current limitations.

# 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.

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

LCAP goal to which this school goal is aligned.

### 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
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### 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
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## 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	\$1,000.00
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 (\$)
LCAP	\$1,000.00

Subtotal of state or local funds included for this school: \$1,000.00

Total of federal, state, and/or local funds for this school: \$1,000.00

# 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
Donations	15147.00	15,147.00

## Expenditures by Funding Source

Funding Source	Amount
LCAP	1,000.00

## Expenditures by Budget Reference

Budget Reference	Amount
4000-4999: Books And Supplies	1,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
4000-4999: Books And Supplies	LCAP	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 2	1,000.00

# School Site Council Membership

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

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

Name of Members	Role
Jennifer Greenway	Principal
Mechele Newell	Classroom Teacher
Erika Fisher	Classroom Teacher
Lisa Lyons	Classroom Teacher Parent or Community Member
Rocky Castro	Parent or Community Member
Lisa Marie James	Parent or Community Member
Marissa Hunter	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

English Learner Advisory Committee

Departmental 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 Jan. 28, 2025.

Attested:

Principal, Jennifer Greenway on Jan. 28, 2024

SSC Chairperson, Rocky Castro on Jan. 28, 2024

# 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

**School Site Approval of Single Plan for Student Achievement**

**Signature Page**

The School Site Council at Center Elementary School approved the Single Plan for Student Achievement at our meeting dated January 28, 2025.



Principal



SSC Chairperson