



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scandia Elementary School	48-70565-6068290	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 Scandia 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

##### Schoolwide Program: Additional Targeted Support and Improvement (ATSI)

In the 2023-24 school year, our school was identified for Additional Targeted Support and Improvement (ATSI) based on data from the 2024 California School Dashboard. This designation highlights areas of need for our Students with Disabilities (SWD) and Multi-Ethnic student group, who are currently in ATSI status.

Schools qualify for ATSI if one or more student groups meet the following criteria:

All state indicators are at the lowest performance level, or  
All indicators are at the lowest level, with one indicator at a higher level.  
The state indicators used for evaluation include:

English Language Arts (ELA)

Mathematics

Chronic Absenteeism

Suspension Rate

Our improvement plan focuses on enhancing school and student outcomes, particularly for our ATSI subgroups, through a comprehensive needs assessment and the identification of resource inequities.

#### Development of SPSA Goals

Our School Plan for Student Achievement (SPSA) goals were developed collaboratively, involving school administration, certificated staff, classified employees, students, and parents/guardians. The process included disaggregating data from various sources, such as standardized assessments, curriculum-based evaluations, MAP progress monitoring (Reading & Math), and report card grades.

Our approach centers on addressing the question, "What do our students need?" This equity-focused lens acknowledges that not all students require the same level or type of support. Special emphasis is placed on the African American, Multi-Ethnic, and Students with Disabilities subgroups. By allocating resources, time, and effort strategically, we aim to provide tailored support that enables all students to acquire skills and achieve mastery.

#### Strategies and Interventions

To better serve our students, we are exploring and implementing targeted strategies to enhance instruction in math and ELA. These include, but are not limited to:

Pull-out and push-in intervention programs

Special education learning supports

English Language Development (ELD) instruction

Expanded use of online tutoring resources, such as Tutor.com

Particular attention is being given to Students with Disabilities, Multi-Ethnic students, and African American students to address resource gaps and close the achievement gap.

Additionally, we are reviewing data from our social-emotional learning (SEL) and support programs to ensure their effectiveness. These programs include:

Check-In/Check-Out (CICO)

Playworks

Anchored4Life

Military and Family Life Counselor (MFLC) support

Wellness Center services

Our goal is to optimize SEL instruction and provide robust support for all students, fostering both academic and personal growth.

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.

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Our approach centers on addressing the question, "What do our students need?" This equity-focused lens acknowledges that not all students require the same level or type of support. Special emphasis is placed on the African American, Multi-Ethnic, and Students with Disabilities subgroups. By allocating resources, time, and effort strategically, we aim to provide tailored support that enables all students to acquire skills and achieve mastery.

Strategies and Interventions

To better serve our students, we are exploring and implementing targeted strategies to enhance instruction in math and ELA. These include, but are not limited to:

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Special education learning supports

English Language Development (ELD) instruction

Expanded use of online tutoring resources, such as Tutor.com

Particular attention is being given to Students with Disabilities, Multi-Ethnic students, and African American students to address resource gaps and close the achievement gap.

Additionally, we are reviewing data from our social-emotional learning (SEL) and support programs to ensure their effectiveness. These programs include:

Check-In/Check-Out (CICO)

Playworks

Anchored4Life

Military and Family Life Counselor (MFLC) support

Wellness Center services

Our goal is to optimize SEL instruction and provide robust support for all students, fostering both academic and personal growth.

The development of our School Plan for Student Achievement (SPSA) goals reflects a collaborative effort involving administration, certificated staff, advisory groups, classified staff, students, and parents/guardians. Our team conducted a thorough analysis of disaggregated data, incorporating standardized assessments, curriculum-based evaluations, MAP progress monitoring (Reading and Math), and report card grades.

Our goals and corresponding action plans are grounded in the question, “What do our students need?” With a particular focus on our African American, Multi-Ethnic, and Students with Disabilities subgroups, identified in the ATSI (Additional Targeted Support and Improvement) category, we aim to address equity by acknowledging that not all students require the same type or level of support.

By prioritizing equitable practices, we are committed to allocating resources, time, and efforts to meet the diverse needs of all student groups, ensuring they develop the necessary skills and demonstrate mastery. This approach ensures that every student is supported in achieving their full potential.

## Educational Partner Involvement

How, when, and with whom did Scandia 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 staff holds meetings including Site, Leadership Team, Staff Development, School Site Council, Achievement, District Curriculum Council, District Safety, Strategic Planning, LCAP Focus Groups, Reorganization Community Partner Meetings, Equity Alliance Team,, Budget Advisory Group, Facilities Advisory Committee, Scandia PTA and other community partner meetings or input structures in consultation with all stakeholder groups including parents and school personnel, management in the development of our 2024-25 School Plan for Student Achievement and Annual Update. We used many collaborative opportunities in an effort to hear all voices and stakeholders. Our school also used electronic surveys or observation data to ensure that the stakeholder engagement process was inclusive. Data was gathered pertaining to student performance, actions, services and programs. School staff collected responses between all data gathering methods. The data analysis process was used to cull major themes and patterns from this survey. Structure of the SPSA input meetings :Each presentation will begin with a presentation of the role and purpose of the School Plan for Student Achievement, how the funding was linked to the LCAP, accountability measures used, and the current goals and actions. Local benchmark/grade data and state data will be reviewed and highlights from this data are discussed. Participants are then asked reflection and evidence-based questions to give feedback on the impact of the current goals and actions. This feedback is collected electronically or in person.

Data collection process: All data will be documented and included information from all stakeholder groups. The School Site Council, a group of staff, parents and administrators from across the school, and the school leadership/department chair teams met to

review the data and the initial themes that emerged. Prioritization and ranking of the data collected: Following all the stakeholder engagement input sessions, different staff and parent groups will rank the priorities for each goal. This information will be shared with the School Site Council for review and adoption. The School Plan for Student Achievement will be reviewed and updated annually by site administration and staff, members of the School Site Council and other community partners at Staff, Leadership Team and School Site Council meetings. The final SPSA will be reviewed by District Administration on January 28, 2025 with District Board approval scheduled on February 11, 2025.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

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

We are actively evaluating and identifying additional strategies to enhance support for students in Mathematics and English Language Arts (ELA) during the school day. These efforts extend beyond traditional pull-out and push-in intervention models, special education services, English Language Development (ELD) instruction, and tools such as

Tutor.com. Particular attention is given to addressing the needs of Students with Disabilities, and Students with two or more races students, ensuring they have equitable access to resources that effectively close achievement gaps.

In addition, we are analyzing data from initiatives such as Check-In/Check-Out (CICO), the Playworks program, Anchored4Life, Military Family Life Counselor (MFLC) support, and Wellness Center utilization to ensure that social-emotional learning (SEL) instruction and supports are delivered in the most effective and impactful manner.

Through the Multi-Tiered System of Supports (MTSS) process, students are closely monitored to address both academic and social-emotional needs, with a particular focus on targeted subgroups. Our staff conducts detailed data analyses to guide targeted instruction, establish measurable goals, and implement evidence-based, high-quality instructional practices. These collective efforts are aimed at narrowing the achievement gap and fostering meaningful progress for all students.

## 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.

According to the 2023–2024 California School Dashboard data, our school's academic performance in Mathematics fell within the "Below Orange" category. Specifically, Hispanic students scored 28.2 points below the standard, showing a maintenance of performance with a slight decline of 1.7 points. Similarly, White students scored 29.7 points below the standard, reflecting a 12-point decline.

In English Language Arts (ELA), students identified as having two or more races also scored within the "Below Orange" category, with a performance of 8.7 points below the standard and a decline of 10.9 points compared to prior results.

These performance indicators highlight areas requiring targeted intervention and strategic planning to address achievement gaps and support academic growth across all student groups.

Our school has administered various surveys, including those on the 6th-grade reconfiguration, district-wide initiatives, LCAP feedback, CHKS survey, School-wide Parent PBIS Survey, and spring surveys such as the DODEA grant. Surveys are distributed to students, staff, parents, and focus groups, as appropriate, to gather valuable feedback for informing site and operational needs.

Our school utilizes a diverse range of surveys to capture stakeholder input on critical areas such as the school experience, safety, communication, and overall school climate. The results of these surveys are systematically analyzed by the School Site Council and staff to identify key trends and inform decision-making. These insights play a pivotal role in the development of goals for the Single Plan for Student Achievement (SPSA).

Survey data has revealed specific trends that shaped the current SPSA. Notably, there is a heightened need to address social-emotional concerns stemming from the pandemic and to adopt flexible, responsive strategies to meet evolving needs. Additionally, discussions centered on implementing high-leverage actions to mitigate learning loss have been prioritized. These findings have guided critical conversations and informed the development of actions and next steps to support student success and well-being effectively.

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.

Classroom observations are conducted both formally and informally on an ongoing basis to support instructional excellence and professional growth. Site administrators conduct daily informal walkthroughs to observe instructional practices, student engagement, classroom environments, and overall learning. These observations provide valuable insights into day-to-day operations and inform reflective conversations with teachers to support continuous improvement.



Administrators also utilize these observations to identify opportunities for peer-to-peer collaboration and professional development.

Formal evaluations are conducted collaboratively for teachers on the evaluation cycle. These evaluations include planning and reflective conferences where administrators and teachers review evidence collected during observations, utilize performance rubrics, and discuss strengths and areas for growth. Teacher evaluations focus on the following areas: Instruction, Planning and Preparation, Classroom Environment, and Professional Responsibilities. Evaluation timelines vary based on tenure and status, with teachers evaluated every other year or on a five-year cycle for those who are highly qualified and meet or exceed all California Standards for the Teaching Profession (CSTP), which include:

Engaging and Supporting All Students in Learning  
Creating and Maintaining Effective Environments for Student Learning  
Understanding and Organizing Subject Matter for Student Learning  
Planning Instruction and Designing Learning Experiences for All Students  
Assessing Students for Learning

Both site and district administrators prioritize frequent classroom engagement to maintain a strong instructional focus and cultivate a collaborative school culture. Schoolwide areas of focus—such as student engagement and fostering a positive learning environment through the implementation of PBIS Tiered structures—are informed by trends observed during informal walkthroughs and formal evaluations. These priorities are further supported by data-driven insights and evidence collected across the school.

This systematic approach ensures that professional practices are aligned with school goals and that all students benefit from high-quality instruction and a supportive learning environment.

## Other Needs

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

As a school, our primary areas of focus for instruction, learning, and culture include ensuring alignment and fidelity in the implementation of essential expectations within our adopted curricula (ELA, Math, SEL, PBIS, etc.), alongside a commitment to best-first instruction, protected time for social-emotional learning (SEL), and a focus on inclusion. A key component of our approach is the Multi-Tiered System of Supports (MTSS), which emphasizes collaborative efforts among educators to ensure equitable access and opportunities for all students to meet the Common Core State Standards.

These schoolwide priorities have emerged from both informal and formal classroom observations and are further validated by schoolwide data. Data serves as the foundation for all initiatives at the school site. This data-driven approach is anchored in state, district, school, and classroom-level metrics, including but not limited to: attendance, suspension rates, grades, SBAC/NWEA assessments, surveys, benchmarks, and classroom assessments. By analyzing this data, we identify both areas of strength and those requiring improvement, and we strive to uncover the root causes behind our performance trends.

To address identified challenges, we apply evidence-based practices to foster student success. Our district has implemented the Aeries data management system, which supports both administrators and teachers in utilizing data to enhance student outcomes. Ongoing professional development will be provided to ensure all staff possess the necessary technical skills and data inquiry knowledge to effectively use data to inform instruction and address students' academic needs.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	11.65%	11.04%	15.25%	53	53	68
Asian	0.22%	1.04%	1.79%	1	5	8
Filipino	4.40%	4.79%	4.04%	20	23	18
Hispanic/Latino	24.62%	26.46%	28.25%	112	127	126
Pacific Islander	0.66%	0.83%	0.45%	3	4	2
White	43.30%	38.13%	34.30%	197	183	153
Two or More Races	12.75%	15.21%	14.57%	58	73	65
Not Reported	2.42%	2.5%	1.35%	11	12	
<b>Total Enrollment</b>				455	480	446

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	67	70	50
Grade 1	69	79	67
Grade 2	62	73	68
Grade 3	79	70	74
Grade 4	58	70	62
Grade 5	64	57	67
Grade 6	56	61	56
<b>Total Enrollment</b>	455	480	446

#### Conclusions based on this data:

1. There is a slight decrease in overall enrollment by 34 students from 2022-2023 to 2023-2024.
2. There is a slight increase in Asian and Hispanic/Latino and Filipino students from years 2022-2023 to 2023-2024. There is a slight decrease of two or more races from 2022-2023 to 2023-2024 by 8 students. African American students have increased by 4% from 2022-2023 to the 2023-2024 school year.

3. Enrollment from 2021-2024, there has been a significant increase in grades 4 and 5 over the past three years, in many cases these two grade levels have been impacted, resulting in students being transferred to other schools within the district.

# 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	11	14	9	1.8%	2.4%	2.0%
Fluent English Proficient (FEP)	7	14	21	0.7%	1.5%	4.7%

### Conclusions based on this data:

1. Scandia Elementary School has a small population of English Language Learners. There were 2.4% EL students in 22-23 and 2.0% of EL students in 23-24.
2. There is a trend that there is slight increase each year for the Fluent English Proficient student groups. The FEP percentage has increased 3.2% from the 22-23 school year to the 23-24 school year.
3. The RFEP data is missing.

# 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	84	69	66	80	67	66	80	67	66	95.2	97.1	100
Grade 4	66	68	62	65	67	61	65	67	61	98.5	98.5	98.4
Grade 5	65	56	66	62	53	64	62	53	64	95.4	94.6	97
Grade 6	57	62	53	57	62	53	57	62	53	100.0	100.0	100
All Grades	272	255	247	264	249	244	264	249	244	97.1	97.6	98.8

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	2401.	2389.	2390.	12.50	8.96	6.06	33.75	17.91	33.33	23.75	35.82	31.82	30.00	37.31	28.79
Grade 4	2471.	2452.	2478.	24.62	17.91	27.87	24.62	25.37	29.51	27.69	22.39	24.59	23.08	34.33	18.03
Grade 5	2517.	2526.	2513.	30.65	30.19	23.44	24.19	33.96	28.13	20.97	16.98	29.69	24.19	18.87	18.75
Grade 6	2526.	2523.	2551.	19.30	9.68	24.53	29.82	37.10	43.40	29.82	35.48	11.32	21.05	17.74	20.75
All Grades	N/A	N/A	N/A	21.21	16.06	20.08	28.41	28.11	33.20	25.38	28.11	25.00	25.00	27.71	21.72

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	12.50	8.96	9.09	67.50	67.16	68.18	20.00	23.88	22.73
Grade 4	20.00	16.42	18.03	66.15	65.67	72.13	13.85	17.91	9.84
Grade 5	24.19	22.64	20.31	64.52	67.92	67.19	11.29	9.43	12.50
Grade 6	22.81	12.90	16.98	52.63	64.52	66.04	24.56	22.58	16.98
All Grades	19.32	14.86	15.98	63.26	66.27	68.44	17.42	18.88	15.57

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	6.25	4.48	6.06	61.25	53.73	62.12	32.50	41.79	31.82
Grade 4	16.92	10.45	14.75	66.15	55.22	63.93	16.92	34.33	21.31
Grade 5	24.19	28.30	21.88	48.39	50.94	42.19	27.42	20.75	35.94
Grade 6	17.54	9.68	15.09	50.88	62.90	60.38	31.58	27.42	24.53
All Grades	15.53	12.45	14.34	57.20	55.82	56.97	27.27	31.73	28.69

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	12.50	11.94	6.06	71.25	65.67	81.82	16.25	22.39	12.12
Grade 4	12.31	11.94	6.56	76.92	76.12	85.25	10.77	11.94	8.20
Grade 5	19.35	13.21	20.31	77.42	77.36	71.88	3.23	9.43	7.81
Grade 6	12.28	9.68	16.98	75.44	85.48	79.25	12.28	4.84	3.77
All Grades	14.02	11.65	12.30	75.00	75.90	79.51	10.98	12.45	8.20

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	11.25	4.48	9.09	67.50	74.63	66.67	21.25	20.90	24.24
Grade 4	12.31	10.45	8.20	73.85	73.13	78.69	13.85	16.42	13.11
Grade 5	19.35	26.42	18.75	64.52	60.38	70.31	16.13	13.21	10.94
Grade 6	21.05	11.29	24.53	68.42	77.42	66.04	10.53	11.29	9.43
All Grades	15.53	12.45	14.75	68.56	71.89	70.49	15.91	15.66	14.75

**Conclusions based on this data:**

1. Third grade overall language arts achievement for all students significantly increased 15.42 % standard met and decreased by 8.52%, in standard not met reflecting a third grade level improvement.

2. Sixth grade overall language arts achievement for all students significantly increased 14.85% for exceeds standards and increased by 6.3% for standards met for overall ELA achievement, reflecting sixth grade level improvement.
3. In grades three there was an increase of 8.39% and in grade four there was an increase 8.71% and for grade six there was an increase of 5.41% of students in meeting or exceeding standards in producing clear and purposeful writing from 2022-2023 to the 2023-2024 school years.

# 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	84	69	66	79	67	66	79	67	66	94.0	97.1	100
Grade 4	66	68	62	63	64	60	63	64	60	95.5	94.1	96.8
Grade 5	65	56	66	62	53	64	62	53	64	95.4	94.6	97
Grade 6	57	62	53	56	62	53	56	62	53	98.2	100.0	100
All Grades	272	255	247	260	246	243	260	246	243	95.6	96.5	98.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2410.	2405.	2398.	2.53	7.46	9.09	37.97	29.85	19.70	27.85	29.85	28.79	31.65	32.84	42.42
Grade 4	2480.	2467.	2471.	17.46	15.63	11.67	33.33	29.69	41.67	33.33	31.25	23.33	15.87	23.44	23.33
Grade 5	2485.	2490.	2482.	14.52	13.21	14.06	16.13	22.64	20.31	29.03	32.08	23.44	40.32	32.08	42.19
Grade 6	2519.	2533.	2542.	10.71	20.97	26.42	28.57	24.19	18.87	33.93	30.65	33.96	26.79	24.19	20.75
Grade 11															
All Grades	N/A	N/A	N/A	10.77	14.23	14.81	29.62	26.83	25.10	30.77	30.89	27.16	28.85	28.05	32.92



<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>	6.33	16.42	16.67	65.82	53.73	40.91	27.85	29.85	42.42
<b>Grade 4</b>	28.57	21.88	21.67	52.38	50.00	56.67	19.05	28.13	21.67
<b>Grade 5</b>	11.29	7.55	15.63	58.06	58.49	40.63	30.65	33.96	43.75
<b>Grade 6</b>	17.86	25.81	24.53	55.36	51.61	47.17	26.79	22.58	28.30
<b>Grade 11</b>									
<b>All Grades</b>	15.38	18.29	19.34	58.46	53.25	46.09	26.15	28.46	34.57

<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>	15.19	11.94	1.52	56.96	52.24	65.15	27.85	35.82	33.33
<b>Grade 4</b>	20.63	20.31	13.33	63.49	50.00	55.00	15.87	29.69	31.67
<b>Grade 5</b>	16.13	9.43	14.06	43.55	69.81	62.50	40.32	20.75	23.44
<b>Grade 6</b>	10.71	19.35	22.64	60.71	53.23	58.49	28.57	27.42	18.87
<b>All Grades</b>	15.77	15.45	12.35	56.15	55.69	60.49	28.08	28.86	27.16

<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>	11.39	10.45	12.12	65.82	64.18	62.12	22.78	25.37	25.76
<b>Grade 4</b>	17.46	14.06	11.67	66.67	65.63	68.33	15.87	20.31	20.00
<b>Grade 5</b>	8.06	11.32	9.38	74.19	66.04	65.63	17.74	22.64	25.00
<b>Grade 6</b>	3.57	11.29	24.53	71.43	66.13	56.60	25.00	22.58	18.87
<b>All Grades</b>	10.38	11.79	13.99	69.23	65.45	63.37	20.38	22.76	22.63

**Conclusions based on this data:**

1. In sixth grade overall achievement of all students exceeding standards increased by 6% from 2022-2023 to 2023-2024 school years.
2. Grade four increased by 12% in meeting standards Math Overall Achievement for All Students from 2022-2023 to 2023-2024 school years. Area of need: In fifth grade there was an increase of 2.4% of students performing below standard in math.
3. There was a 5% increase of scores by grades 3,4,and 6 in meeting standards in Problem Solving & Modeling/Data Analysis and using appropriate tools and strategies to solve real world and mathematical problems from 22-23 to 23-24 school years.

# 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	*	*	*	*	*	*	*	*	*	*	4	*
1	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	4
4		*	*		*	*		*	*	0	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										8	14	10

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	21.43	*	*	64.29	*	*	7.14	*	*	7.14	*	*	14	*

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	28.57	*	*	35.71	*	*	28.57	*	*	7.14	*	*	14	*

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	*	21.43	*	*	50.00	*	*	21.43	*	*	7.14	*	*	14	*

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	14.29	*	*	85.71	*	*	0.00	*	*	14	*

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	28.57	*	*	64.29	*	*	7.14	*	*	14	*

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	42.86	*	*	50.00	*	*	7.14	*	*	14	*

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	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4		*	*		*	*		*	*		*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	*	35.71	*	*	64.29	*	*	0.00	*	*	14	*

**Conclusions based on this data:**

1. No data given to compare.

# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
446	51.8%	2%	0.0%
Total Number of Students enrolled in Scandia 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	9	2%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	231	51.8%
Students with Disabilities	68	15.2%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	68	15.2%
American Indian	0	0.0%
Asian	8	1.8%
Filipino	18	4%
Hispanic	126	28.3%
Two or More Races	65	14.6%
Pacific Islander	2	0.4%
White	153	34.3%

### Conclusions based on this data:

- Scandia's total enrollment in 2023-2024 was 446 students with 51.8% socioeconomically disadvantaged, 15.2% students with disabilities, 2% English Learners and 0% of Foster Youth and homeless students.

2. Scandia's enrollment by race and ethnicity is 15.2% African American, 1.8% Asian, 4% Filipino, 28.3% Hispanic, 14.6% Two or More Races, 0.4% Pacific Islander and 34.3% white and 0% American Indian students in 2023-2024 school year.
3. Scandia did not have any foster youth or homeless students reported in the 2023-2024 school year.

# School and Student Performance Data

## Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Green

##### Mathematics



Orange

##### English Learner Progress



No Performance Color

#### Academic Engagement

##### Chronic Absenteeism



Green

#### Conditions & Climate

##### Suspension Rate



Yellow

#### Conclusions based on this data:

1. Based on the Academic Performance dashboard data presented there is average performance (green) indicated in English Language Arts and low-average performance in mathematics(orange) for 2023-2024.
2. Based on the Academic Engagement dashboard data presented there is average performance (green)in chronic absenteeism for 2023-2024, but graduation rate is not a concern. That's improvement from last year's data.

3. Based on the Conditions and Climate dashboard data presented there is average performance (yellow) in suspension rate for 2023-2024.



# School and Student Performance Data

## Academic Performance English Language Arts

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 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>Green</p> <p>2.9 points below standard</p> <p>Increased 9.6 points</p> <p>226 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 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>Yellow</p> <p>12 points below standard</p> <p>Increased 14.3 points</p> <p>117 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>63.1 points below standard</p> <p>Increased 20.4 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>27.6 points below standard</p> <p>Increased 3.2 points</p> <p>28 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>24.3 points above standard</p> <p>Increased 69.7 points</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>3.4 points above standard</p> <p>Increased 30.9 points</p> <p>61 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>8.7 points below standard</p> <p>Declined 10.9 points</p> <p>37 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>2 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>2.6 points above standard</p> <p>Maintained 2.5 points</p> <p>80 Students</p>

**Conclusions based on this data:**

1. 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group: Students with Disabilities, 63.1 points, increased 20.4 points-- showing improvement, 41 Students
2. 2024 Fall Dashboard English Language Arts Performance by Hispanic; 3,4 points above standard 61Students, area of improvement.
3. 2024 Fall Dashboard English Language Arts Performance by Race/Ethnicity Two or More Races, 8.7 points below standard, decreased by -10.9 points, 37 Students, area of concern.

# School and Student Performance Data

## Academic Performance Mathematics

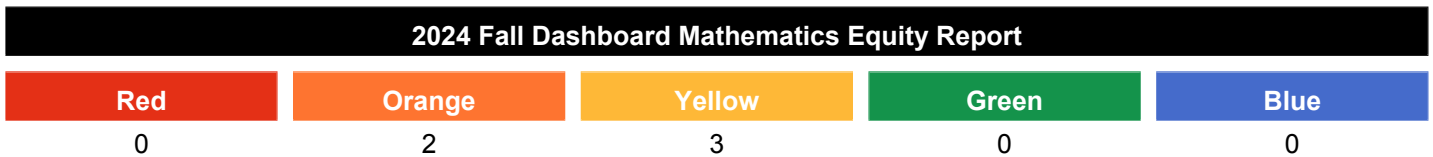
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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>25.7 points below standard</p> <p>Maintained -0.7 points</p> <p>226 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 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>Yellow</p> <p>31.6 points below standard</p> <p>Increased 5 points</p> <p>116 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>80.7 points below standard</p> <p>Increased 14.3 points</p> <p>41 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>46.2 points below standard</p> <p>Increased 21.9 points</p> <p>28 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>6.3 points below standard</p> <p>Increased 52.6 points</p> <p>12 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>28.2 points below standard</p> <p>Maintained -1.7 points</p> <p>61 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>3.2 points below standard</p> <p>Declined 4.8 points</p> <p>38 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>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>29.7 points below standard</p> <p>Declined 12 points</p> <p>79 Students</p>

**Conclusions based on this data:**

1. 2024 Fall Dashboard Math Performance for All Students/Student Group: Students with Disabilities, 80.7 points below standard increased 14.3 points, 41 Students some improvement moved to yellow.
2. 2024 Fall Dashboard Math Performance by Race/Ethnicity African American; 46.2 points below standard, increased by 21.9 points, 28 Students, some improvement. Hispanic 28.2 points below standard maintained -1.7 points with 61 students (orange).
3. 2024 Fall Dashboard Math Performance by Race/Ethnicity Two or More Races, 3.2 points below standard, declined 4.8 points, 38 Students (yellow). White students 29.7 points below standard declined 12 points, 79 students, areas of concern (orange).

# School and Student Performance Data

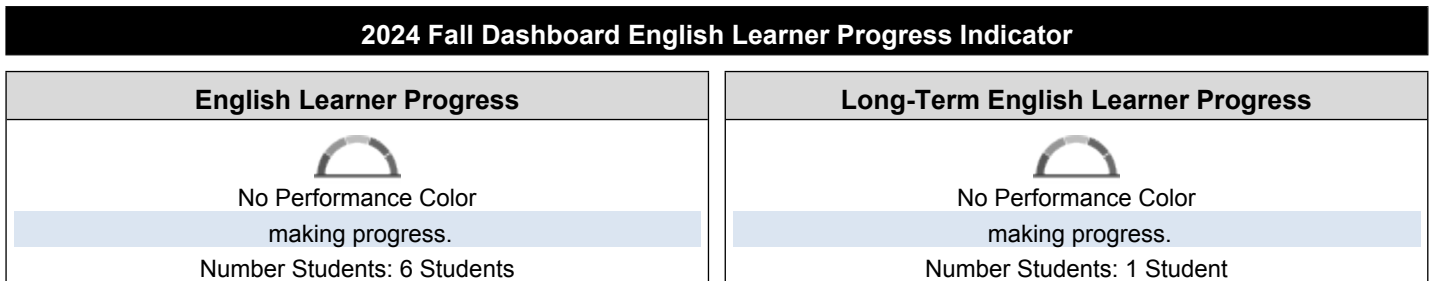
## Academic Performance English Learner Progress

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.

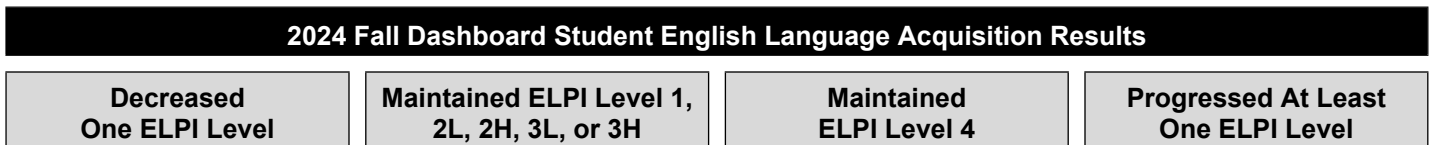
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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



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.



### Conclusions based on this data:

1. Fall 2024 Dashboard English Learner Progress Indicator data shows 7 students at Scandia were EL students, no performance levels are indicated on dashboard.

# School and Student Performance Data

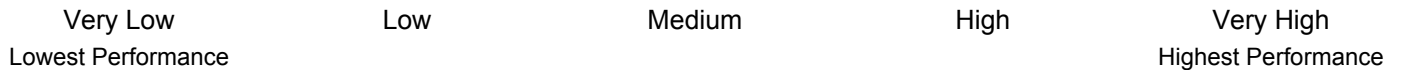
## Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance 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. There is no data to analyze for our Elementary School.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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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>Green</p> <p>6.6% Chronically Absent</p> <p>Declined 5</p> <p>485 Students</p>	<p><b>English Learners</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 12.5</p> <p>12 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>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 6</p> <p>252 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>13.6% Chronically Absent</p> <p>Declined 11.2</p> <p>81 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>2.7% Chronically Absent</p> <p>Declined 0.8</p> <p>75 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 16.7</p> <p>19 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 3.6</p> <p>140 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>8% Chronically Absent</p> <p>Declined 5.1</p> <p>75 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>2 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>4.2% Chronically Absent</p> <p>Declined 5.3</p> <p>165 Students</p>

**Conclusions based on this data:**

1. 2024 Fall Dashboard Chronic Absenteeism for All Students/Student Group, Students with Disabilities, 13.6% Chronically Absent, Declined 11.2, 81 students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2023-2024 school chronic absenteeism for Scandia was 14.1% (9 students) for students with disabilities.
2. 2024 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, Two or More Races, 8% Chronically Absent, Declined 5.1, 75 Students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2023-2024 school chronic absenteeism for Scandia was 5.9% (4 students) for students who are multi-ethnic two or more races.
3. 2024 Fall Dashboard Chronic Absenteeism by Race/Ethnicity, African American 2.7 Chronically Absent, Declined .8, 75 Students. This information indicates the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled. According to Aeries Analytics 2022-2023 school chronic absenteeism for Scandia was 3.3% (2 students) for students who are African American and 11.2% (14 students) who are Hispanic.



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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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. No data is reported on the Dashboard.
2. There is no data reported to analyze for Elementary Education.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

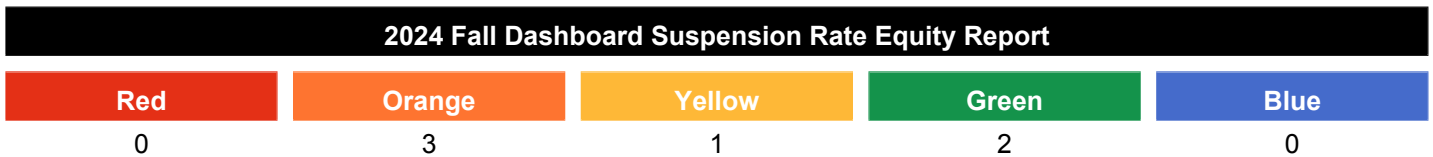
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained -0.2%</p> <p>496 Students</p>	<p><b>English Learners</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 6.3%</p> <p>12 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>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>1.2% suspended at least one day</p> <p>Maintained -0.1%</p> <p>254 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>4.9% suspended at least one day</p> <p>Increased 0.8%</p> <p>82 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 1.3%</p> <p>77 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>19 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.7% suspended at least one day</p> <p>Declined 1.3%</p> <p>142 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined 1.6%</p> <p>77 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>2 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>170 Students</p>

### Conclusions based on this data:

- 2024 Fall Dashboard Suspension Rate for all students All Students/Student Group, Students with Disabilities, 4.9% Suspension Rate at least one day suspension, increased 0.8%. 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. According to Aeries Analytics 2023-2024 school suspension rates for students with disabilities the data collected showed one student with disabilities was suspended for 3-9 days and one student with disabilities that was suspended for at least two days. The data was an increase based on the number of frequent suspensions the same student with multiple numbers of suspensions for students with disabilities.
- 2024 Fall Dashboard Suspension Rate by Race/Ethnicity 2023 Suspension Rate for multi-ethnic students with two or more races, 1.3% Suspension Rate at least one day suspension, declined 1.6%. 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. According to SWIS school suspension rates for two students that are multi-ethnic with two or more races and are also one students with disabilities was suspended for 3-9 days and one student who was multi-ethnic with two or more races was suspended for one day. The data was an increase based on the number of frequent suspensions the same students with multiple numbers of suspensions for multi-ethnic students with two or more races, also were students with disabilities, captured in the first conclusion recorded above.
- 2024 Fall Dashboard Suspension Rate for all students All Students/Student Group, Socioeconomically Disadvantaged students 1.2% suspended at least one day and maintained 0.1%. Based on Aeries Analytics 2022-2023, there was a greater number of students with disabilities, multi-ethnic two or more races recorded (16 students with 1-2 referrals and 1 student with 3-6 discipline referrals) and African American black students (17 students with 1-2 referrals, 5 students with 3-6 referrals) students that were identified with having higher numbers of discipline referrals recorded in Aeries. Discipline Number by School - (Scandia Elem in 10 or More Discipline Referrals with

students with disabilities - 3 students, Scandia Elem in 6-9 Discipline Referrals one student with disabilities, Scandia Elem there was one student with disabilities that had 3-6 Discipline Referrals, and 19 students with disabilities had 1-2 discipline referrals.) This is a significant need to improve these discipline referrals and offer other restorative practices and staff training to de-escalate incidents and support students and staff in this area of growth needed.

# 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 or exceeded in ELA CAASPP performance level for students with disabilities from 24.33.% to 30% and increase the percentage of students who met or exceeded in Math CAASPP performance level for students with disabilities from 16.22% to 21%.

### 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 and Multi-ethnic students. Both our teaching staff and school administration monitor student performance using multiple measures. We identified the need for improvement continuously and collaborate on appropriate strategies to achieve these improvements for students.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	<p>Curriculum and Instruction:</p> <p>Provide high-quality teaching with scaffolding and differentiation. Focus daily on essential standards; assess weekly using district tools. Include CAASPP-style lessons weekly and practice tasks monthly. Conduct daily reviews of key standards and foundational skills.</p> <p>Intervention (WIN Time): Deliver small-group instruction 4–5 times per week for targeted support. Use assessments like NWEA and ESGI to monitor progress and reteach as needed. Implement RTI tiered supports (Tiers 1–3) with intervention staff and resources.</p>	<p>English Language Arts All students, plus the following student groups: *Students with disabilities *Multi-ethnic students with 2 or more races * Hispanic Students *African American students</p>	<p>197,694 District Funded 1000-1999: Certificated Personnel Salaries 1 Intervention Teacher, 3 Instructional Assistants for Targeted Intervention SGF</p>

	<p>Strengthen family engagement through Parent University and Literacy Nights.</p> <p>Professional Development: Participate in site and district training on curriculum and instruction. Hold monthly team meetings to review progress and plan for improvement. Collaborate with site teams and leadership to refine strategies.</p>		
<b>1.2</b>	<p>Curriculum and Instruction Focus on effective teaching with scaffolding and differentiation. Teach essential standards daily, with weekly assessments using district tools. Integrate CAASPP-style lessons daily and use practice tools monthly. Review key standards consistently. Provide regular laptop practice and early CAASPP preparation (IABs by January/February).</p> <p>Intervention Conduct small group instruction 4–5 times per week. Use assessment data to monitor progress and reteach as needed. Implement tiered RTI supports with intervention staff and resources. Engage families through events like Math Nights and Parent University.</p> <p>Professional Development Participate in site and district training sessions. Hold monthly progress reviews and planning meetings. Collaborate with teams and district coaches to enhance teaching practices. Ensure teachers, SPED staff, and paraeducators attend required district and SCOE trainings. Provide access to mathematics training and mentoring from the District Math TOSA Coach. Offer refresher courses on district-wide assessments and curriculum instruction. Facilitate professional development for Kagan strategies to increase student engagement and reflection. Support collaboration among staff to share best practices, ensuring high-quality instruction for all students.</p>	<p>Math, All students *Students with disabilities *Multi-ethnic students with 2 or more races * Hispanic Students *African American students</p>	<p>Educator Effectiveness 5800: Professional/Consulting Services And Operating Expenditures ESGI (District) Benchmark Assessor Live (District)</p>
<b>1.3</b>	<p>Use of Imagine Learning for students to access that need more English Language Arts Intervention and English Language Learners.</p>	<p>English Language Arts All students, plus the following student groups: *Students with disabilities</p>	<p>District Funded 5000-5999: Services And Other Operating Expenditures</p>

		*Multi-ethnic students with 2 or more races *African American students	Imagine Learning K-6 \$6,375 for each elementary school
1.4	Provide Studies Weekly and Scholastic News for Social Studies and Science non fiction reading consumable materials.	All students	District Funded 4000-4999: Books And Supplies Scholastic News & Studies Weekly
1.5	Implement a hybrid program at the elementary level that includes specialized instruction and mainstream experiences to better serve elementary Learning Center students who use replacement curriculum below grade level.  Increase and improve service to students with exceptional needs by expanding the range of instructional materials available to teachers to serve the needs of individual students; regularly collect and analyze common formative, interim, and summative assessment data; use the assessment data to establish instructional priorities, appropriately place students, and monitor student progress and achievement	English Language Arts All students, plus the following student groups: *Students with disabilities *English Language Learners	District Funded 4000-4999: Books And Supplies Curriculum & Intervention Materials
1.8	<ul style="list-style-type: none"> <li>Facilitate teacher collaboration on instructional strategies to improve learning.</li> <li>Regularly collect, analyze, and use assessment data to inform classroom instruction</li> <li>Appropriately place and exit students from intervention and support programs</li> <li>Monitor student progress and achievement.</li> <li>Teachers plan curriculum, implement standards, and engage in analysis of practice by observing student learning in other classrooms</li> </ul> <p>Offer teachers any refresher classes or trainings for district-wide assessments and curriculum instruction.</p>	All students	

## 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.

- According to the 2023-2024 CAASPP there was an increase of 12.43% percentage of students who met or exceeded in ELA CAASPP performance level for students with disabilities.

According to the 2023-2024 CAASPP there was a decrease of 7.04% percentage of students who met or exceeded in Math CAASPP performance level for students with disabilities.

Next steps include Promote best, first instruction and provide additional support using scaffolding and differentiation in the classroom.

Focus on teaching essential standards and assess weekly using district-adopted curriculum daily.

Daily spiral review of high impact essential standards or necessary building blocks.

Provide professional development opportunities for staff to practice additional Kagan strategies and increasing more student talk and reflection.

Provide staff opportunities to collaborate and share best practices to ensure every student has access to first best instruction and mentoring from our District Math Coach.

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

Scandia special education teachers attend three required special education trainings throughout the year led by Special Education Coordinators.

The Special Education District Team provides on-going monthly training for paraeducators to attend.

There are monthly special education optional trainings offered at the district and county level, special education staff were encouraged to attend.

Specific site teachers, site administrators and district administration attend monthly CIM (Compliance and Improvement Monitoring) process meetings.

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 staff to practice additional Kagan strategies and increasing more student talk and reflection.

Provide staff opportunities to collaborate and share best practices to ensure every student has access to first best instruction and mentoring from our District Math Coach.



# 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 foster a strong sense of belonging and build positive relationships within the school community. For the 2024-2025 academic year, the goal is to achieve a 50% reduction in the suspension rate for students with disabilities. According to the Fall 2024 Dashboard, the suspension rate for this group was 4.9%. The target is to decrease this rate to 2.5% through the implementation of targeted interventions and comprehensive support strategies.

Data will be systematically analyzed to track progress toward this goal, ensuring that the percentage of students with disabilities suspended for at least one day is reduced by half. This commitment reflects the school's dedication to fostering an inclusive and equitable learning environment where all students can thrive.

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

LCAP goal to which this school goal is aligned.

Scandia Elementary School is dedicated to creating a safe, inclusive, and supportive learning environment that prioritizes the social and emotional well-being of all students. By implementing comprehensive support systems, the school strives to maintain calm, focused classrooms that optimize learning outcomes and promote a sense of belonging. Special emphasis is placed on ensuring all students, particularly those from historically underrepresented groups, feel valued, respected, and supported in an environment grounded in acceptance, responsibility, safety, and mutual respect.

To support this vision, the school will continue conducting Multi-Tiered System of Supports (MTSS) weekly meetings to identify appropriate interventions and next steps to meet the diverse needs of all learners. Students requiring social-emotional support will participate in the Check-In Check-Out (CICO) system, where progress will be monitored, and data tracked to phase out the system once individualized goals are achieved.

Additionally, staff will regularly review School-Wide Information System (SWIS) data to monitor progress in achieving positive behavior goals, identify areas for improvement, and enhance emotional regulation and safety across the campus. These proactive strategies will ensure that every student thrives in a supportive and equitable school environment.

### 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.

This goal is informed by a comprehensive analysis of state and local data, including the California Dashboard, Aeries data on attendance, behavior referrals, and suspension rates. Additionally, insights were drawn from the utilization data of Scandia's Wellness Center, Check-In Check-Out (CICO) system data, and the Tiered Fidelity Inventory from PBIS Tier One. Data from programs such as the Playworks Junior Coaches initiative and the implementation of the Anchored 4 Life student leadership and transition program for military-connected families also contributed to this analysis. These initiatives aim to enhance students' sense of connectedness and belonging, as documented during the 2023-2024 school year.

This goal addresses the needs of all students, with a specific focus on those requiring additional behavioral support, by providing opportunities to develop social-emotional regulation. Staff regularly review School-Wide Information System (SWIS) data during monthly meetings to identify trends and inform strategies that promote a positive and inclusive school environment.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	<p>Strategy: Build staff expertise in Positive Behavioral Interventions and Supports (PBIS), classroom management, and strategies for addressing challenging behavior. Expand the Multi-Tiered Systems of Support (MTSS) framework to enhance social-emotional wellness and maintain focused, calm classrooms. Implement a team-based approach, like the School Attendance Team, to reduce tardiness and chronic absences. Provide enrichment opportunities in arts, music, and STEM to improve academic performance and social-emotional well-being.</p> <p>Action Plan: PBIS Development Strengthen PBIS processes with a focus on Tier 2 strategies. Conduct monthly Leadership and PBIS meetings to review data and refine strategies. Regularly revisit and "reboot" PBIS lessons to reinforce expectations. Pilot the School-Wide Information System (SWIS) and review the Tiered Fidelity Inventory (TFI)</p>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic students and African American students.	LCAP 5800: Professional/Consulting Services And Operating Expenditures Professional Development
2.2	<p>Strategy: Enhance staff expertise in Positive Behavioral Interventions and Supports (PBIS), classroom management, and effective strategies for addressing challenging behavior. Strengthen the Multi-Tiered Systems of Support (MTSS) framework to promote social-emotional wellness and maintain calm, focused classrooms conducive to learning. Adopt a collaborative, team-based approach, such as the School Attendance Team, to reduce tardiness and address chronic absenteeism. Provide enrichment opportunities in arts, music, and STEM to enhance academic achievement and support students' social-emotional development.</p> <p>Action Plan:</p>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic students and African American students.	LCAP 4000-4999: Books And Supplies Purchase calm down corners supplies, Little Spot of Feelings

	<p><b>PBIS Development:</b>  Advance Tier 2 PBIS strategies to support students with additional behavioral needs.  Conduct monthly Leadership and PBIS meetings to analyze data and refine implementation plans.  Reinforce behavioral expectations by regularly reviewing and refreshing PBIS lessons throughout the year.  Pilot the School-Wide Information System (SWIS) and utilize the Tiered Fidelity Inventory (TFI) to evaluate and guide PBIS practices.</p> <p><b>Curriculum and Classroom Resources:</b>  Purchase and implement the Little Spot of Feelings curriculum for grades K-3 to enhance emotional literacy.  Acquire supplies to establish calm-down corners in classrooms, providing students with tools to self-regulate and manage emotions.  By implementing these strategies, Scandia Elementary School will foster a safe, inclusive, and supportive environment that promotes student success, social-emotional wellness, and academic growth.</p>		
<p><b>2.3</b></p>	<p>Increase and improve Tier II PBIS services by providing four School Social Workers plus Social Worker Interns, with two Social Workers serving the five elementary schools.</p>	<p>All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.</p>	<p>LCAP  1000-1999: Certificated Personnel Salaries  Social Workers</p>
<p><b>2.4</b></p>	<p><b>PBIS and Student Support Services</b>  Assign a Student Support Specialist to each elementary school to enhance PBIS implementation.  Collaborate with SCOE PBIS Consultant on Tiered Fidelity Inventory and accountability using TIPS.  Partner with the Travis AFB School Liaison Program and Anchored 4 Life to support student transitions and resilience through peer-to-peer clubs and character-building activities.  Pair new military students with peer buddies for smoother transitions.  Provide access to a Wellness Center or Behavior Support room to help students de-escalate and re-set before returning to class.</p>	<p>All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races and African American students.</p>	<p>LCAP  2000-2999: Classified Personnel Salaries  1 Student Support Provider</p>

<b>2.5</b>	<p>Increase and improve services to students needing Tier III behavior support by providing</p> <ul style="list-style-type: none"> <li>• Three Behavior Intervention Specialists (teamed with a Behavior Assistant) to support both Special Education students and students in the general program</li> <li>• Two mental health counselors for Special Education students</li> </ul>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic and African American students.	District Funded 2000-2999: Classified Personnel Salaries SPED specialists
<b>2.6</b>	<p>Principal and Assistant Principal will</p> <ul style="list-style-type: none"> <li>• Ensure that attendance patterns are monitored weekly with a special focus on chronic absence rates</li> <li>• Use services of the parent liaison, the nurse and health technicians, social workers</li> <li>• Use the SART and SARB processes to improve the attendance of students with chronic absences</li> </ul>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic and African American students.	No Cost
<b>2.8</b>	<p>Continue the annual progress and performance review for students attending under special agreements.</p> <p>*Playworks Program-partnership with site staff, administrators, students and parents to build a culture of play that enables kids to feel a real sense of belonging and inclusion to contribute on the playground, in the classroom and into the community.</p> <p>Implement the Sandy Hook SAVE Promise Club and Training at Scandia</p> <p>Begin Site Professional Development in the Year One of CA-ISP Training (Attend module trainings total of 6 per year)</p>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic and African American students.	LCAP 4000-4999: Books And Supplies No Cost
<b>2.9</b>	<p>Social-Emotional Learning and Community Building</p> <p>Continue implementing Second Step and similar lessons to enhance social awareness and relationship skills.</p> <p>Partner with the Travis AFB School Liaison and Anchored 4 Life to build peer connections, support student transitions, and develop resilience and social skills.</p> <p>Assign military peer buddies to help new students adjust to school.</p> <p>Utilize the Playworks program to foster inclusion, belonging, and positive interactions on the playground, in classrooms, and within the community.</p>	All students, specifically students with increased discipline referrals and suspensions and specifically students with special needs, multi-ethnic students with two or more races, Hispanic and African American students.	LCAP 4000-4999: Books And Supplies No Cost

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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.

Committed to holding weekly MTSS meetings with MTSS team and identified next steps of support for students: for example Schedule SST, SSW or MFLC Referrals, CICO, Wellness Center, classroom and staff supports.

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

Purchased Spot of Emotion for grade levels to help supplement SEL support in the classroom. Teachers have designated calming corner in their classroom to help students re-set and support emotional regulation. Review SWIS data and share with staff at monthly meetings to decrease behavior referrals to the office by 5% as a result of continuing to implement Positive Behavior Intervention and Supports (PBIS) and monitor that classrooms are teaching weekly Socio-Emotional Learning lessons to increase positive behavior and decrease bullying. Provide collaboration time with the staff to discuss other means of correction to ensure student access to recess.

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.

Currently in Year One of CA-ISP and learning the scheduled modules. Next year will begin CA-ISP Year 2. Continued PBIS Tier 1 and Tier 2 supports and consult from SCOE PBIS Coordinator. Continue to monitor Wellness Center usage and emphasize the importance of documenting in Aeries to have clean SWIS data.

# 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, family engagement, volunteering and student understanding and satisfaction with activities held and programs offered by reaching 100% of our families through communication by Parent Square communications, email, phone messages and updated school and PTA websites. Parent Square data will be collected that will show an increase of 5% families received communication about upcoming school and district-wide events. Parent volunteers will increase by 5% based on CERVIS data and PBIS site survey.

Additionally maintain continued administrative weekly communications with families via Parent Square and voicemails. Staff will increase family and teacher communication 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.

We are committed to enhancing family engagement through a range of initiatives aimed at fostering collaboration and support. These include gathering regular feedback through surveys, providing resources and education through programs like Parent University, and encouraging participation in advisory committees such as ELAC, DELAC, SSC, and PTA. We also host family-centered events like orientation programs and family nights to create welcoming environments. Partnerships with initiatives like Anchored 4 Life, Playworks, Strat With Hello & SAVE Promise, and PBIS Tiers 1 & 2, guided by the SCOE Coordinator, help strengthen support for students and families. Additionally, we offer comprehensive resources like Care Solace and Prevention and Early Intervention Supports & Services, while maintaining strong communication through parent-teacher conferences. These efforts demonstrate our dedication to building an inclusive, collaborative community.

### 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	STRATEGY1) Involve parents in making decisions. 2) Involve parents at school. 3) Provide parent education programs, access to Parent University and Launchpad apps. Invite parents to be part of district and site committees to gather feedback and active participation.	Continue Parent Square communication through weekly emails initiated by administration and staff, weekly phone call messages and	No cost

	Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA).	reminders for all students to have access to opportunities to participate in school-wide community activities, events and gather feedback through surveys to increase family engagement.	
<b>3.2</b>	<p>Use CERVIS software to track volunteer hours and background clearances. Invite families to volunteer, be apart of PTA, site and district committees. Send surveys to families and invitations for community outreach and principal, parent and teacher conferences and meetings.</p> <p>We aim to enhance communication, engagement, and access for all students and families, encouraging active participation in school events and collaboration in their children’s education.</p> <p>Tracking Engagement: Cervis will monitor volunteer hours to assess changes in parent participation.</p> <p>Measuring Communication: ParentSquare data will track the number of families receiving information about school and district events.</p>	All students and families.	No cost
<b>3.4</b>	<p>Family Engagement and Support: We are committed to fostering meaningful family engagement through:</p> <p>Family Engagement and Support  Family Curriculum Nights  Share what students are learning in school.  Demonstrate school technology for home use.  Teach strategies to support math learning.  Provide tips for helping children at home.</p> <p>Collaboration and Resources  Collect feedback through surveys.  Promote participation in advisory groups like ELAC, DELAC, SSC, and PTA.  Offer programs like Parent University for family learning.</p> <p>Welcoming Events and Partnerships  Host orientations and family nights to foster inclusivity.  Collaborate with programs like Anchored 4 Life, Playworks, Start With Hello, SAVE Promise, and PBIS.  Provide access to Care Solace and early intervention resources.</p> <p>Clear Communication  Enhance connections through parent-teacher conferences and regular updates.  Use Parent Square for communication from administration, teachers, and PTA.</p>	Provide Parent University and Launchpad Resources to families, continue weekly newsletters, reminders, messages and website access with updated site and district news.	Donations 5900: Communications Family Nights sponsored by PTA

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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.

Administrative regular communication through ParentSquare and weekly voice messages have increased family engagement and improved home and school connection. The integration of ParentSquare, voice messages, Facebook and other social media platforms has significantly enhanced the efficiency and effectiveness of family engagement and communication. Family participation increased with PTA, school website, PTA & School Social Media with events and activities at the site.

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

We will continue to add other social media platforms and expand the use of existing methods of communication and gathering feedback from our school 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 and use 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

Develop and implement a strategic plan for the utilization of site-allocated funds in collaboration with stakeholder groups to ensure the effective delivery of Basic Services. This approach will prioritize investments in technology, instructional materials, professional development, and facility improvements, maximizing impact and supporting the achievement of organizational goals.

### 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, including installing an effective Public Announcement system and purchase the boiler and chiller replacements and purchase cameras.

### 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.

Assess site needs with a focus on military-connectedness, school transitions between bases, and student health and nutrition, while ensuring adherence to Williams Act compliance. Collaborate closely with District Business, Facilities, Maintenance, and Operations teams to maintain compliance across key areas, including safety, facilities, health, nutrition, educational programming, social-emotional support, and operational requirements.

### 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	Work with Facilities to use Measure R monies to update Public Announcement System and purchase the boiler, chiller replacements and cameras.	All students.	District Funded Measure R related facility improvements
4.2	Classroom spaces at Scandia will be reallocated following the transition of sixth-grade students to Golden West Middle School. The site will strategically redistribute classes to optimize the use of space and ensure instructional locations are aligned with educational effectiveness and operational efficiency.	All students	Reallocate classroom spaces on site after 6th grade classes leave Scandia.

## 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.

Prioritize the need for a functional PA System that will increase safety and improve emergent communication at the school site. Emphasize the importance of implementing a fully functional Public Announcement (PA) system to enhance safety protocols and ensure efficient and reliable communication during emergencies and announcing upcoming events, activities and drills at the school site.

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

The implementation of a Public Announcement (PA) system will be prioritized in collaboration with the Parent Advisory Group, Budget Advisory Group, and Facilities Advisory Committee. This initiative will be guided by a comprehensive assessment of the site's functional and operational needs to ensure alignment with safety and communication objectives.

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.

Classroom spaces will be reallocated following the transition of sixth-grade students to Golden West Middle School. The site will strategically redistribute classes to optimize the use of space and ensure instructional locations are aligned with educational effectiveness and operational efficiency.

# 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	\$197,694.00
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 (\$)
District Funded	\$197,694.00

Subtotal of state or local funds included for this school: \$197,694.00

Total of federal, state, and/or local funds for this school: \$197,694.00

# 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	10185.00	10,185.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	197,694.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	197,694.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	197,694.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,694.00

# 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:

- 2 School Principal
- 4 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Saundra Rushford	Principal
Ashley Livingston	Principal
Robin Harper	Classroom Teacher
LeeAnn Caradine	Classroom Teacher
Karen Gibb	Classroom Teacher
Kerry Sullivan	Classroom Teacher
Kristy Aguilar	Other School Staff
Timothy Montgomery	Other School Staff
Christina Butcher	Parent or Community Member
Irish Uy-Gonzalez	Parent or Community Member
Maggie Bodle	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Special Education Advisory Committee
	Gifted and Talented Education Program 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 January 28, 2025.

Attested:

Principal, Saundra Rushford on January 28, 2025
SSC Chairperson, Robin Harper on January 28, 2025

# 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/>

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