

School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Eric White Elementary School | 10-62430-6007348 | May 28, 2025 | June 24, 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 Eric White Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Eric White Elementary School.

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

Table of Contents

- SPSA Title Page 1
- Table of Contents..... 3
- Plan Description 5
- Educational Partner Involvement 5
- Resource Inequities 5
- Comprehensive Needs Assessment Components 5
 - California School Dashboard (Dashboard) Indicators 6
 - Other Needs 6
- School and Student Performance Data 7
 - Student Enrollment..... 7
 - CAASPP Results..... 10
 - ELPAC Results 15
 - Student Population 19
 - Overall Performance 21
 - Academic Performance 23
 - Academic Engagement 29
 - Conditions & Climate..... 32
- Goals, Strategies, & Proposed Expenditures..... 34
 - Goal 1..... 34
 - Goal 2..... 41
 - Goal 3..... 46
- Budget Summary 50
 - Budget Summary 50
 - Other Federal, State, and Local Funds 50
- Budgeted Funds and Expenditures in this Plan 51
 - Funds Budgeted to the School by Funding Source..... 51
 - Expenditures by Funding Source 51
 - Expenditures by Budget Reference 51
 - Expenditures by Budget Reference and Funding Source 51
 - Expenditures by Goal..... 52
- School Site Council Membership 53
- Recommendations and Assurances 54
- Instructions..... 55
- Appendix A: Plan Requirements 62
- Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements 65
- Appendix C: Select State and Federal Programs 68

Plan Description

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

This plan is being used by Eric White Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a strategic action plan that maximizes the resources available to the school, while minimizing duplication of effort, with the ultimate goal of increasing student achievement. All decisions are based on careful analysis and reflection, using the cycle of continuous improvement, to ensure that all students succeed in reaching academic standards. This plan describes the Schoolwide Program for Eric White Elementary School.

The Eric White Elementary School Plan for Student Achievement (SPSA) was created to provide a blueprint for the implementation of the requirements of ESSA. This process included:

- *Analyzing student data
- *Conducting a needs assessment
- *Establishing goals and measurable outcomes
- *Developing a system of monitoring the implementation of strategies and actions
- *Evaluating the implementation and results of the plan

The development of the plan included opportunities for input from various Educational Partners at Eric White, including teachers, support staff, classified staff, and parents. In addition, the plan was presented to the ELAC committee for their input.

Educational Partner Involvement

How, when, and with whom did Eric White 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

English Learners Advisory Committee (ELAC) Meetings: 10/2/24, 12/11/24, 2/24/25, 4/30/25, 5/28/25

Eric White Staff Meetings: 4/1/25, 5/6/25, 5/20/25

School Site Council Meetings: 10/2/24, 12/11/24, 2/24/25, 5/21/25, 5/28/25

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.

There were no resource inequities found at Eric White.

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.

Eric White Elementary performed overall in the Orange on both state indicators in the 2023-2024 school year. Eric White performed in the overall Orange performance category in English Language Arts, Math, English Learner Progress, and Suspension Rates. Eric White Elementary performed overall in the Yellow in the area of Chronic Absenteeism.

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.

None.

Other Needs

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

None.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Eric White 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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| American Indian | 0.16% | 0.16% | % | 1 | 1 | |
| African American | 0% | 0.16% | % | 0 | 1 | |
| Asian | 2.33% | 2.04% | % | 15 | 13 | |
| Filipino | 0.16% | % | % | 1 | | |
| Hispanic/Latino | 95.97% | 96.24% | % | 619 | 614 | |
| Pacific Islander | 0% | % | % | 0 | | |
| White | 0.93% | 1.10% | % | 6 | 7 | |
| Two or More Races | 0.47% | 0.31% | % | 3 | 2 | |
| Not Reported | 0% | % | % | 0 | | |
| Total Enrollment | | | | 645 | 638 | |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 22-23 | 23-24 | 24-25 |
| Transitional Kindergarten | | | 20 |
| Kindergarten | 116 | 74 | |
| Grade 1 | 92 | 93 | |
| Grade 2 | 80 | 100 | |
| Grade 3 | 95 | 80 | |
| Grade 4 | 94 | 89 | |
| Grade 5 | 78 | 92 | |
| Grade 6 | 90 | 83 | |
| Total Enrollment | 645 | 638 | |

Conclusions based on this data:

- Eric White grew by 150 students since 21-22.
- It may help support our students to review, organize and allocate resources and curriculum based on the influx of new students

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 | | |
| | 22-23 | 23-24 | 24-25 | 22-23 | 23-24 | 24-25 |
| English Learners | 330 | 303 | 285 | 51.2% | 47.5% | 45.2% |
| Fluent English Proficient (FEP) | 104 | 109 | 111 | 16.1% | 17.1% | 17.6% |

Conclusions based on this data:

1. We continue to have a relatively stable population of ELs at Eric White.
2. According to the Eric White Student Group Report for 2024 from the CA Dashboard 46% of English Learners made 1 level of growth or maintained level 4 on the ELPAC assessment. The data suggests that 44% of English Learners did not make progress.

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 | 95 | 95 | 82 | 95 | 92 | 78 | 95 | 92 | 78 | 100.0 | 96.8 | 95.1 |
| Grade 4 | 82 | 94 | 87 | 82 | 92 | 86 | 82 | 92 | 86 | 100.0 | 97.9 | 98.9 |
| Grade 5 | 89 | 81 | 91 | 88 | 80 | 90 | 88 | 80 | 90 | 98.9 | 98.8 | 98.9 |
| Grade 6 | 95 | 93 | 86 | 94 | 92 | 84 | 94 | 92 | 84 | 98.9 | 98.9 | 97.7 |
| All Grades | 361 | 363 | 346 | 359 | 356 | 338 | 359 | 356 | 338 | 99.4 | 98.1 | 97.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2360. | 2364. | 2378. | 6.32 | 7.61 | 11.54 | 12.63 | 18.48 | 21.79 | 29.47 | 26.09 | 24.36 | 51.58 | 47.83 | 42.31 |
| Grade 4 | 2463. | 2422. | 2423. | 18.29 | 14.13 | 13.95 | 25.61 | 19.57 | 22.09 | 32.93 | 18.48 | 19.77 | 23.17 | 47.83 | 44.19 |
| Grade 5 | 2473. | 2487. | 2471. | 7.95 | 12.50 | 12.22 | 27.27 | 28.75 | 23.33 | 32.95 | 27.50 | 27.78 | 31.82 | 31.25 | 36.67 |
| Grade 6 | 2509. | 2467. | 2488. | 12.77 | 4.35 | 5.95 | 24.47 | 20.65 | 25.00 | 35.11 | 35.87 | 30.95 | 27.66 | 39.13 | 38.10 |
| All Grades | N/A | N/A | N/A | 11.14 | 9.55 | 10.95 | 22.28 | 21.63 | 23.08 | 32.59 | 26.97 | 25.74 | 33.98 | 41.85 | 40.24 |

| 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 | 5.26 | 7.61 | 11.54 | 60.00 | 53.26 | 55.13 | 34.74 | 39.13 | 33.33 |
| Grade 4 | 10.98 | 9.78 | 9.30 | 74.39 | 63.04 | 69.77 | 14.63 | 27.17 | 20.93 |
| Grade 5 | 6.82 | 11.25 | 6.67 | 72.73 | 62.50 | 65.56 | 20.45 | 26.25 | 27.78 |
| Grade 6 | 10.64 | 2.17 | 4.76 | 58.51 | 52.17 | 58.33 | 30.85 | 45.65 | 36.90 |
| All Grades | 8.36 | 7.58 | 7.99 | 66.02 | 57.58 | 62.43 | 25.63 | 34.83 | 29.59 |

| 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 | 3.16 | 4.35 | 6.41 | 45.26 | 45.65 | 55.13 | 51.58 | 50.00 | 38.46 |
| Grade 4 | 12.20 | 7.61 | 10.47 | 68.29 | 53.26 | 50.00 | 19.51 | 39.13 | 39.53 |
| Grade 5 | 13.79 | 10.00 | 11.11 | 56.32 | 72.50 | 63.33 | 29.89 | 17.50 | 25.56 |
| Grade 6 | 14.89 | 6.52 | 10.71 | 61.70 | 52.17 | 58.33 | 23.40 | 41.30 | 30.95 |
| All Grades | 10.89 | 7.02 | 9.76 | 57.54 | 55.34 | 56.80 | 31.56 | 37.64 | 33.43 |

| 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 | 3.16 | 2.17 | 5.13 | 77.89 | 71.74 | 70.51 | 18.95 | 26.09 | 24.36 |
| Grade 4 | 9.76 | 8.70 | 4.65 | 78.05 | 71.74 | 75.58 | 12.20 | 19.57 | 19.77 |
| Grade 5 | 9.09 | 13.75 | 6.67 | 77.27 | 72.50 | 77.78 | 13.64 | 13.75 | 15.56 |
| Grade 6 | 8.51 | 7.61 | 5.95 | 76.60 | 68.48 | 75.00 | 14.89 | 23.91 | 19.05 |
| All Grades | 7.52 | 7.87 | 5.62 | 77.44 | 71.07 | 74.85 | 15.04 | 21.07 | 19.53 |

| 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 | 6.32 | 6.52 | 6.41 | 58.95 | 61.96 | 64.10 | 34.74 | 31.52 | 29.49 |
| Grade 4 | 13.41 | 7.61 | 9.30 | 65.85 | 68.48 | 61.63 | 20.73 | 23.91 | 29.07 |
| Grade 5 | 11.36 | 12.50 | 11.11 | 64.77 | 80.00 | 67.78 | 23.86 | 7.50 | 21.11 |
| Grade 6 | 10.64 | 5.43 | 11.90 | 74.47 | 69.57 | 71.43 | 14.89 | 25.00 | 16.67 |
| All Grades | 10.31 | 7.87 | 9.76 | 66.02 | 69.66 | 66.27 | 23.68 | 22.47 | 23.96 |

Conclusions based on this data:

1. The data reveals a need to continue improving teaching strategies, supplemental curriculum, and professional learning to support instruction.
2. All students would benefit from continued support and intervention services in English Language Arts.

3. More professional development on best first instruction

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 | 95 | 95 | 82 | 95 | 94 | 82 | 95 | 94 | 82 | 100.0 | 98.9 | 100 |
| Grade 4 | 82 | 94 | 87 | 82 | 94 | 86 | 82 | 94 | 86 | 100.0 | 100.0 | 98.9 |
| Grade 5 | 89 | 81 | 91 | 89 | 81 | 91 | 89 | 81 | 91 | 100.0 | 100.0 | 100 |
| Grade 6 | 95 | 93 | 86 | 92 | 93 | 86 | 92 | 92 | 86 | 96.8 | 100.0 | 100 |
| All Grades | 361 | 363 | 346 | 358 | 362 | 345 | 358 | 361 | 345 | 99.2 | 99.7 | 99.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2376. | 2398. | 2389. | 5.26 | 13.83 | 8.54 | 18.95 | 25.53 | 19.51 | 21.05 | 15.96 | 28.05 | 54.74 | 44.68 | 43.90 |
| Grade 4 | 2443. | 2449. | 2446. | 7.32 | 11.70 | 9.30 | 23.17 | 21.28 | 24.42 | 34.15 | 36.17 | 33.72 | 35.37 | 30.85 | 32.56 |
| Grade 5 | 2440. | 2485. | 2459. | 2.25 | 9.88 | 6.59 | 12.36 | 19.75 | 12.09 | 30.34 | 41.98 | 34.07 | 55.06 | 28.40 | 47.25 |
| Grade 6 | 2468. | 2446. | 2463. | 3.26 | 2.17 | 5.81 | 15.22 | 9.78 | 9.30 | 32.61 | 33.70 | 31.40 | 48.91 | 54.35 | 53.49 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 4.47 | 9.42 | 7.54 | 17.32 | 19.11 | 16.23 | 29.33 | 31.58 | 31.88 | 48.88 | 39.89 | 44.35 |

| Concepts & Procedures | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| 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 | 12.63 | 17.02 | 14.63 | 43.16 | 43.62 | 54.88 | 44.21 | 39.36 | 30.49 |
| Grade 4 | 13.41 | 21.28 | 22.09 | 54.88 | 42.55 | 44.19 | 31.71 | 36.17 | 33.72 |
| Grade 5 | 2.25 | 12.35 | 9.89 | 50.56 | 62.96 | 48.35 | 47.19 | 24.69 | 41.76 |
| Grade 6 | 4.35 | 2.17 | 6.98 | 41.30 | 36.96 | 31.40 | 54.35 | 60.87 | 61.63 |
| Grade 11 | | | | | | | | | |
| All Grades | 8.10 | 13.30 | 13.33 | 47.21 | 45.98 | 44.64 | 44.69 | 40.72 | 42.03 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 9.47 | 14.89 | 7.32 | 30.53 | 46.81 | 41.46 | 60.00 | 38.30 | 51.22 |
| Grade 4 | 8.54 | 8.51 | 9.30 | 48.78 | 50.00 | 47.67 | 42.68 | 41.49 | 43.02 |
| Grade 5 | 2.25 | 9.88 | 8.79 | 50.56 | 51.85 | 47.25 | 47.19 | 38.27 | 43.96 |
| Grade 6 | 3.26 | 1.09 | 6.98 | 53.26 | 52.17 | 46.51 | 43.48 | 46.74 | 46.51 |
| All Grades | 5.87 | 8.59 | 8.12 | 45.53 | 50.14 | 45.80 | 48.60 | 41.27 | 46.09 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| 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 | 5.26 | 8.51 | 6.10 | 67.37 | 62.77 | 60.98 | 27.37 | 28.72 | 32.93 |
| Grade 4 | 7.32 | 13.83 | 6.98 | 59.76 | 58.51 | 66.28 | 32.93 | 27.66 | 26.74 |
| Grade 5 | 3.37 | 4.94 | 3.30 | 49.44 | 69.14 | 60.44 | 47.19 | 25.93 | 36.26 |
| Grade 6 | 2.17 | 2.17 | 5.81 | 66.30 | 55.43 | 50.00 | 31.52 | 42.39 | 44.19 |
| All Grades | 4.47 | 7.48 | 5.51 | 60.89 | 61.22 | 59.42 | 34.64 | 31.30 | 35.07 |

Conclusions based on this data:

1. According to the Spring 2022 Star Math assessment, 19.4% of Eric White students were proficient, and 22% of Eric White students were proficient on the Spring 2022 CAASPP Math assessment.
2. All students would benefit from continued support and intervention services in Math.
3. The data reveals a need to continue improving teaching strategies, supplemental curriculum, and professional learning to support instruction.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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 | 1365.5 | 1434.4 | 1403.3 | 1373.2 | 1433.6 | 1412.8 | 1347.2 | 1435.9 | 1380.9 | 15 | 65 | 58 |
| 1 | | 1434.5 | 1439.3 | | 1444.1 | 1463.7 | | 1424.6 | 1414.5 | | 48 | 42 |
| 2 | 1467.9 | 1464.1 | 1446.4 | 1472.1 | 1468.6 | 1458.4 | 1463.1 | 1459.1 | 1434.0 | 47 | 39 | 53 |
| 3 | 1482.2 | 1480.1 | 1465.0 | 1489.3 | 1479.5 | 1460.6 | 1474.7 | 1480.3 | 1469.0 | 56 | 46 | 41 |
| 4 | 1521.2 | 1506.0 | 1513.2 | 1516.3 | 1504.6 | 1523.4 | 1525.7 | 1506.9 | 1502.6 | 49 | 53 | 38 |
| 5 | 1510.8 | 1542.6 | 1505.3 | 1509.8 | 1534.4 | 1501.5 | 1511.5 | 1550.3 | 1508.7 | 40 | 41 | 44 |
| 6 | 1542.3 | 1514.6 | 1507.9 | 1538.2 | 1512.1 | 1504.4 | 1545.8 | 1516.6 | 1510.8 | 35 | 34 | 27 |
| All Grades | | | | | | | | | | 242 | 326 | 303 |

| 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 | 0.00 | 24.62 | 6.90 | 13.33 | 30.77 | 34.48 | 53.33 | 29.23 | 41.38 | 33.33 | 15.38 | 17.24 | 15 | 65 | 58 |
| 1 | | 2.08 | 7.14 | | 33.33 | 26.19 | | 45.83 | 45.24 | | 18.75 | 21.43 | | 48 | 42 |
| 2 | 4.26 | 7.69 | 3.77 | 46.81 | 48.72 | 43.40 | 34.04 | 25.64 | 33.96 | 14.89 | 17.95 | 18.87 | 47 | 39 | 53 |
| 3 | 5.36 | 8.70 | 4.88 | 41.07 | 32.61 | 31.71 | 41.07 | 45.65 | 34.15 | 12.50 | 13.04 | 29.27 | 56 | 46 | 41 |
| 4 | 18.37 | 20.75 | 15.79 | 51.02 | 37.74 | 47.37 | 24.49 | 26.42 | 23.68 | 6.12 | 15.09 | 13.16 | 49 | 53 | 38 |
| 5 | 15.00 | 36.59 | 6.82 | 40.00 | 34.15 | 45.45 | 32.50 | 21.95 | 27.27 | 12.50 | 7.32 | 20.45 | 40 | 41 | 44 |
| 6 | 25.71 | 11.76 | 14.81 | 48.57 | 38.24 | 40.74 | 22.86 | 35.29 | 33.33 | 2.86 | 14.71 | 11.11 | 35 | 34 | 27 |
| All Grades | 11.98 | 16.56 | 7.92 | 43.39 | 35.89 | 38.28 | 33.06 | 32.82 | 34.65 | 11.57 | 14.72 | 19.14 | 242 | 326 | 303 |

| 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 | 0.00 | 24.62 | 10.34 | 40.00 | 32.31 | 41.38 | 26.67 | 24.62 | 29.31 | 33.33 | 18.46 | 18.97 | 15 | 65 | 58 |
| 1 | | 12.50 | 23.81 | | 54.17 | 40.48 | | 20.83 | 26.19 | | 12.50 | 9.52 | | 48 | 42 |
| 2 | 29.79 | 20.51 | 20.75 | 36.17 | 41.03 | 50.94 | 21.28 | 30.77 | 9.43 | 12.77 | 7.69 | 18.87 | 47 | 39 | 53 |
| 3 | 28.57 | 28.26 | 24.39 | 37.50 | 45.65 | 36.59 | 25.00 | 17.39 | 17.07 | 8.93 | 8.70 | 21.95 | 56 | 46 | 41 |
| 4 | 34.69 | 39.62 | 42.11 | 55.10 | 39.62 | 44.74 | 8.16 | 15.09 | 5.26 | 2.04 | 5.66 | 7.89 | 49 | 53 | 38 |
| 5 | 45.00 | 43.90 | 34.09 | 40.00 | 48.78 | 38.64 | 2.50 | 2.44 | 13.64 | 12.50 | 4.88 | 13.64 | 40 | 41 | 44 |
| 6 | 54.29 | 32.35 | 40.74 | 28.57 | 47.06 | 29.63 | 17.14 | 8.82 | 18.52 | 0.00 | 11.76 | 11.11 | 35 | 34 | 27 |
| All Grades | 34.71 | 28.53 | 26.07 | 40.08 | 43.25 | 41.25 | 16.12 | 17.79 | 17.49 | 9.09 | 10.43 | 15.18 | 242 | 326 | 303 |

| 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 | * | 15.38 | 5.17 | * | 24.62 | 27.59 | * | 49.23 | 53.45 | * | 10.77 | 13.79 | * | 65 | 58 |
| 1 | | 2.08 | 2.38 | | 27.08 | 16.67 | | 33.33 | 40.48 | | 37.50 | 40.48 | | 48 | 42 |
| 2 | 5.00 | 2.56 | 1.89 | 40.00 | 41.03 | 35.85 | 43.33 | 25.64 | 22.64 | 11.67 | 30.77 | 39.62 | 60 | 39 | 53 |
| 3 | 3.51 | 4.35 | 0.00 | 10.53 | 21.74 | 26.83 | 64.91 | 39.13 | 34.15 | 21.05 | 34.78 | 39.02 | 57 | 46 | 41 |
| 4 | 4.44 | 11.32 | 5.26 | 17.78 | 20.75 | 28.95 | 28.89 | 32.08 | 39.47 | 48.89 | 35.85 | 26.32 | 45 | 53 | 38 |
| 5 | 3.03 | 17.07 | 2.27 | 9.09 | 26.83 | 20.45 | 60.61 | 46.34 | 47.73 | 27.27 | 9.76 | 29.55 | 33 | 41 | 44 |
| 6 | 8.57 | 0.00 | 3.70 | 28.57 | 23.53 | 18.52 | 54.29 | 47.06 | 55.56 | 8.57 | 29.41 | 22.22 | 35 | 34 | 27 |
| All Grades | 6.20 | 8.28 | 2.97 | 27.27 | 26.07 | 25.74 | 43.39 | 39.26 | 41.25 | 23.14 | 26.38 | 30.03 | 242 | 326 | 303 |

| 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 | 0.00 | 29.23 | 8.62 | 66.67 | 52.31 | 72.41 | 33.33 | 18.46 | 18.97 | 15 | 65 | 58 |
| 1 | | 31.25 | 33.33 | | 56.25 | 64.29 | | 12.50 | 2.38 | | 48 | 42 |
| 2 | 31.91 | 20.51 | 22.64 | 57.45 | 74.36 | 62.26 | 10.64 | 5.13 | 15.09 | 47 | 39 | 53 |
| 3 | 46.43 | 28.26 | 17.07 | 46.43 | 52.17 | 58.54 | 7.14 | 19.57 | 24.39 | 56 | 46 | 41 |
| 4 | 65.31 | 39.62 | 52.63 | 32.65 | 50.94 | 36.84 | 2.04 | 9.43 | 10.53 | 49 | 53 | 38 |
| 5 | 17.50 | 46.34 | 18.18 | 70.00 | 48.78 | 65.91 | 12.50 | 4.88 | 15.91 | 40 | 41 | 44 |
| 6 | 22.86 | 23.53 | 29.63 | 68.57 | 64.71 | 44.44 | 8.57 | 11.76 | 25.93 | 35 | 34 | 27 |
| All Grades | 36.36 | 31.60 | 24.42 | 54.13 | 56.13 | 59.74 | 9.50 | 12.27 | 15.84 | 242 | 326 | 303 |

| 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 | 6.67 | 15.38 | 13.79 | 66.67 | 58.46 | 62.07 | 26.67 | 26.15 | 24.14 | 15 | 65 | 58 |
| 1 | | 12.50 | 16.67 | | 66.67 | 66.67 | | 20.83 | 16.67 | | 48 | 42 |
| 2 | 29.79 | 30.77 | 22.64 | 57.45 | 53.85 | 58.49 | 12.77 | 15.38 | 18.87 | 47 | 39 | 53 |
| 3 | 41.07 | 28.26 | 34.15 | 44.64 | 60.87 | 36.59 | 14.29 | 10.87 | 29.27 | 56 | 46 | 41 |
| 4 | 30.61 | 37.74 | 42.11 | 67.35 | 54.72 | 52.63 | 2.04 | 7.55 | 5.26 | 49 | 53 | 38 |
| 5 | 67.50 | 65.85 | 59.09 | 20.00 | 26.83 | 29.55 | 12.50 | 7.32 | 11.36 | 40 | 41 | 44 |
| 6 | 68.57 | 50.00 | 44.44 | 28.57 | 38.24 | 44.44 | 2.86 | 11.76 | 11.11 | 35 | 34 | 27 |
| All Grades | 42.98 | 32.21 | 31.35 | 46.69 | 52.76 | 51.16 | 10.33 | 15.03 | 17.49 | 242 | 326 | 303 |

| 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 | 0.00 | 18.46 | 5.17 | 66.67 | 75.38 | 68.97 | 33.33 | 6.15 | 25.86 | 15 | 65 | 58 |
| 1 | | 12.50 | 4.76 | | 41.67 | 40.48 | | 45.83 | 54.76 | | 48 | 42 |
| 2 | 10.64 | 12.82 | 1.89 | 63.83 | 53.85 | 64.15 | 25.53 | 33.33 | 33.96 | 47 | 39 | 53 |
| 3 | 0.00 | 4.35 | 0.00 | 46.43 | 36.96 | 46.34 | 53.57 | 58.70 | 53.66 | 56 | 46 | 41 |
| 4 | 8.16 | 9.43 | 2.63 | 71.43 | 50.94 | 57.89 | 20.41 | 39.62 | 39.47 | 49 | 53 | 38 |
| 5 | 10.00 | 19.51 | 2.27 | 50.00 | 65.85 | 59.09 | 40.00 | 14.63 | 38.64 | 40 | 41 | 44 |
| 6 | 8.57 | 0.00 | 3.70 | 45.71 | 35.29 | 33.33 | 45.71 | 64.71 | 62.96 | 35 | 34 | 27 |
| All Grades | 6.61 | 11.66 | 2.97 | 56.61 | 53.07 | 55.12 | 36.78 | 35.28 | 41.91 | 242 | 326 | 303 |

| 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 | 0.00 | 36.92 | 27.59 | 53.33 | 49.23 | 58.62 | 46.67 | 13.85 | 13.79 | 15 | 65 | 58 |
| 1 | | 2.08 | 0.00 | | 70.83 | 69.05 | | 27.08 | 30.95 | | 48 | 42 |
| 2 | 10.64 | 12.82 | 13.21 | 68.09 | 66.67 | 54.72 | 21.28 | 20.51 | 32.08 | 47 | 39 | 53 |
| 3 | 8.93 | 15.22 | 4.88 | 73.21 | 67.39 | 75.61 | 17.86 | 17.39 | 19.51 | 56 | 46 | 41 |
| 4 | 40.82 | 33.96 | 18.42 | 55.10 | 45.28 | 65.79 | 4.08 | 20.75 | 15.79 | 49 | 53 | 38 |
| 5 | 30.00 | 36.59 | 15.91 | 52.50 | 56.10 | 61.36 | 17.50 | 7.32 | 22.73 | 40 | 41 | 44 |
| 6 | 25.71 | 17.65 | 18.52 | 74.29 | 67.65 | 70.37 | 0.00 | 14.71 | 11.11 | 35 | 34 | 27 |
| All Grades | 21.07 | 23.31 | 14.52 | 64.05 | 59.20 | 64.03 | 14.88 | 17.48 | 21.45 | 242 | 326 | 303 |

Conclusions based on this data:

1. According to the Eric White Student Group Report for 2024 from the CA Dashboard 44% of English Learners made 1 level of growth or maintained level 4 on the ELPAC assessment.

2. The data suggests that 56% of English Learners did not make progress, so there is a need to refine ELD instructional practices through professional learning.
3. According to the Spring 2024 ELPAC assessment, 8% of Eric White ELD students scored at a level 4 on the ELPAC assessment.

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 |
| 638 | 96.9% | 47.5% | 0.5% |
| Total Number of Students enrolled in Eric White 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 | 303 | 47.5% |
| Foster Youth | 3 | 0.5% |
| Homeless | 17 | 2.7% |
| Socioeconomically Disadvantaged | 618 | 96.9% |
| Students with Disabilities | 71 | 11.1% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2% |
| American Indian | 1 | 0.2% |
| Asian | 13 | 2% |
| Filipino | 0 | 0.0% |
| Hispanic | 614 | 96.2% |
| Two or More Races | 2 | 0.3% |
| Pacific Islander | 0 | 0.0% |
| White | 7 | 1.1% |

Conclusions based on this data:

1. Eric White has a student population that is 97% Socioeconomically Disadvantaged

2. 47.5% of the student population are English Learners
3. We need to allocate resources to support all of our subgroups

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.”



2024 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--------------------------------------|
| English Language Arts Orange | Chronic Absenteeism Yellow | Suspension Rate Orange |
| Mathematics Orange | | |
| English Learner Progress Yellow | | |

Conclusions based on this data:

1. Based on the data, Eric White needs to improve in English Language Arts and Mathematics Overall.
2. 44% of English Learners made at least 1 year of growth or maintained in 2023-2024, so Eric White needs to improve with English Learner progress towards proficiency.
3. The data suggests that we need to continue to improve attendance in 2024-2025.

School and Student Performance Data

Academic Performance English Language Arts

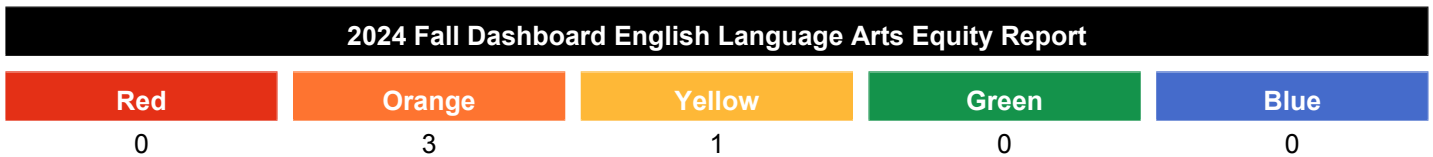
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Orange</p> <p>44.0 points below standard</p> <p>Maintained 2.8 points</p> <p>330 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>53.9 points below standard</p> <p>Increased 4.7 points</p> <p>208 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>45.5 points below standard</p> <p>Maintained 1.9 points</p> <p>322 Students</p> |

| | | |
|---|---|---|
| <p>Students with Disabilities</p>  <p>Orange</p> <p>100.7 points below standard</p> <p>Increased 13.9 points</p> <p>44 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>45.5 points below standard</p> <p>Maintained 2.2 points</p> <p>322 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |

Conclusions based on this data:

1. Overall, students are growing in Overall and all subgroups.
2. Continue to support Tier 1 instruction in the 2024-2025 school year.

School and Student Performance Data

Academic Performance Mathematics

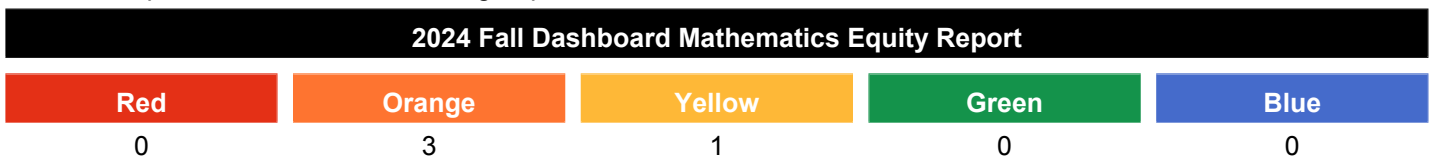
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p>  <p>Orange</p> <p>59.5 points below standard</p> <p>Declined 7.0 points</p> <p>332 Students</p> | <p>English Learners</p>  <p>Orange</p> <p>65.7 points below standard</p> <p>Declined 3.6 points</p> <p>210 Students</p> | <p>Long-Term English Learners</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> |
| <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>60.7 points below standard</p> <p>Declined 6.9 points</p> <p>324 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>90.9 points below standard</p> <p>Increased 12.1 points</p> <p>44 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>60.3 points below standard</p> <p>Declined 8.0 points</p> <p>324 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |

Conclusions based on this data:

1. English Learner students scored 65.7 points below standard.
2. The data reveals a need to continue improving teaching strategies, supplemental curriculum, and professional learning to support instruction.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| English Learner Progress  Yellow 43.7% making progress. Number Students: 229 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|---|--------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 24% | 32.3% | 0.4% | 43.2% |

Conclusions based on this data:

1. Eric White Student Group Report for 2024 from the CA Dashboard 44% of English Learners made 1 level of growth or maintained level 4 on the ELPAC assessment.
2. The data suggests that 46%% of English Learners did not make progress, so there is a need to refine ELD instructional practices through professional learning.
3. The data suggests a need to continue supporting ELD instruction, both designated and integrated, and a need for more professional development.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p> Yellow</p> <p>15.1% Chronically Absent</p> <p>Declined 7.7</p> <p>667 Students</p> | <p>English Learners</p> <p> Yellow</p> <p>12.1% Chronically Absent</p> <p>Declined 8.2</p> <p>323 Students</p> | <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>Homeless</p> <p> No Performance Color</p> <p>42.1% Chronically Absent</p> <p>Declined 31.6</p> <p>19 Students</p> | <p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>15.3% Chronically Absent</p> <p>Declined 7.3</p> <p>648 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>16.9% Chronically Absent</p> <p>Declined 12.5</p> <p>83 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>26.7% Chronically Absent</p> <p>Maintained 0.4</p> <p>15 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>14.8% Chronically Absent</p> <p>Declined 7.2</p> <p>640 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |

Conclusions based on this data:

1. Eric White had an Average Daily Attendance Rate of 93.3% in 2022-2023 and 22.8% Chronic Absenteeism.
2. The Average Daily Attendance Rate is 94.4% in 2023-2024 and Chronic Absenteeism was 15.1%.
3. The data suggests that we need to continue to improve attendance by utilizing resources to encourage attendance.

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.

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

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

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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

| 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.

School and Student Performance Data

Conditions & Climate Suspension Rate

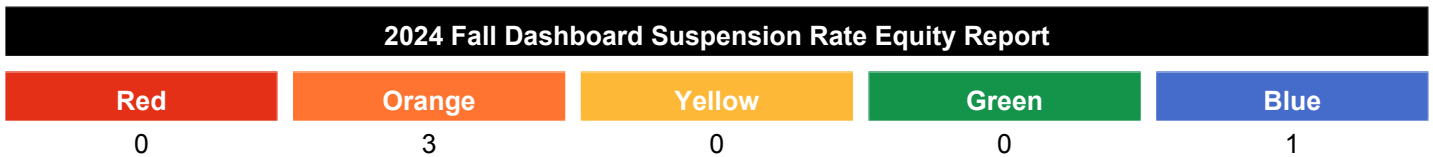
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>All Students</p> <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 0.7%</p> <p>693 Students</p> | <p>English Learners</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.7%</p> <p>334 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>4.8% suspended at least one day</p> <p>Increased 4.8%</p> <p>21 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.8%</p> <p>672 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 1.1%</p> <p>88 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5%</p> <p>16 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 0.9%</p> <p>663 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p> | <p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p> |

Conclusions based on this data:

1. The 2023-2024 suspension rate was 1.7% for all students, which was categorized as increased by .7%.
2. The data suggests that there is a need to continue to support our students in the areas of PBIS and character building.
3. Eric White will use resources to support student character and to improve attendance.

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 ALL

All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will develop the academic skills necessary for continual individual growth toward grade level proficiency across all content areas

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.

Eric White has identified needs in the areas of academic achievement, including ELA, Math, and ELD, and Climate and Culture, including Chronic Absenteeism.

ELA:

According to the Spring 2025 District Interim Assessment, 32% of Eric White students mastered the ELA standards, 29% were proficient on the STAR Reading Mid Year Administration, and 34% of Eric White students were proficient on the Spring 2024 CAASPP ELA assessment. Eric White did not score in the Red Indicator Performance Level on any area or subgroup. Additionally, 78% of Eric White Kindergarten and 36% of 1st Grade students mastered reading according to administration of the Trimester 2 DRA. All students would benefit from continued support and intervention services in English Language Arts. The data reveals a need to continue improving teaching strategies, supplemental curriculum, and professional learning to support instruction.

Math:

According to the Spring 2025 District Interim Assessment, 20.5% of Eric White students mastered the Math standards, and 24% of Eric White students were proficient on the Spring 2024 CAASPP Math assessment. All students would benefit from continued support and intervention services in Math. The data reveals a need to continue improving teaching strategies, supplemental curriculum, and professional learning to support instruction.

ELD:

According to the Eric White Student Group Report for 2024 from the CA Dashboard 44% of English Learners made 1 level of growth or maintained level 4 on the ELPAC assessment. The data suggests that 56% of English Learners did not make progress, so there is a need to refine ELD instructional practices through professional learning. According to the Spring 2024 ELPAC assessment, 14.6% of Eric White ELD students scored at a level 4 and 33% scored at a level 3 on the 2024 Summative ELPAC assessment.

Other:

Eric White had an Average Daily Attendance Rate of 94.6% in 2023-2024 and 13.1% Chronic Absenteeism, and the Average Daily Attendance Rate by the Spring of 2024-2025 is 94.5% and 13.2% Chronic Absenteeism. The data suggests that attendance is improving annually, but we need to continue to improve attendance in 2025-2026.

Annual Measurable Outcomes

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

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| 2023-2024 CAASPP ELA-All Students | (2023-2024) 34% of All Eric White students Met or Exceeded CAASPP ELA standards and overall student performance was 44 points below standard | (2025-2026) All Students will increase by 3% on ELA standards from 34% to 37% and overall student performance will increase by 5 points from 44 to 39 points below standard |
| 2023-2024 CAASPP ELA-English Learners | (2023-2024) 13.4% of Eric White EL students Met or Exceeded CAASPP ELA standards and EL student performance was 101.3 points below standard | (2025-2026) EL students will increase by 3% on ELA standards from 13.4% to 16.4% and EL student performance will increase by 5 points from 101 to 96 points below standard |
| 2023-2024 CAASPP ELA-Students with Disabilities | (2023-2024) 16% of Eric White Students with Disabilities Met or Exceeded CAASPP ELA standards and Students with Disabilities performance was 100.7 points below standard. | (2025-2026) Students with Disabilities will increase by 3% on ELA standards from 16% to 19% and Students with Disabilities student performance will increase by 5 points from 100.7 to 95.7 points below standard |
| 2023-2024 CAASPP ELA-Hispanic Students | (2023-2024) 34% of Eric White Hispanic students Met or Exceeded CAASPP ELA standards and Hispanic student performance was 45.5 points below standard | (2025-2026) Hispanic students will increase by 3% on ELA standards from 34% to 37% and Hispanic student performance will increase by 5 points from 45.5 to 40.5 points below standard |
| 2023-2024 CAASPP ELA-Socioeconomically Disadvantaged | (2023-2024) 33% of Eric White Socioeconomically Disadvantaged students Met or Exceeded CAASPP ELA standards and Socioeconomically Disadvantaged student performance was 45.5 points below standard | (2025-2026) Socioeconomically Disadvantaged students will increase by 3% on ELA standards from 33% to 37% and Socioeconomically Disadvantaged student performance will increase by 5 points from 45.5 to 40.5 points below standard |
| 2023-2024 CAASPP Math-All Students | (2023-2024) 23.7% of All Eric White students Met or Exceeded CAASPP Math standards and overall student performance was 59.5 points below standard | (2025-2026) All students will increase by 3% on Math standards from 23.7% to 36.7% and overall student performance will increase by 5 points from 59.5 to 54.5 points below standard |
| 2023-2024 CAASPP Math-English Learners | (2023-2024) 13.4% of Eric White EL students Met or Exceeded CAASPP Math standards and EL student performance was 101 points below standard | (2025-2026) EL students will increase by 3% on Math standards from 13.4% to 16.4% and EL student performance will increase by 5 points from 101 to 96 points below standard |
| 2023-2024 CAASPP Math-Students with Disabilities | (2023-2024) 10.8% of Eric White Students with Disabilities Met or Exceeded CAASPP Math standards and Students with Disabilities performance was 91 points below standard | (2025-2026) Students with Disabilities will increase by 3% on Math standards from 10% to 13% and Students with Disabilities student performance will increase by 5 points from 91 to 86 points below standard |
| 2023-2024 CAASPP Math-Hispanic Students | (2023-2024) 23.4% of Eric White Hispanic students Met or Exceeded CAASPP Math standards and Hispanic student performance was 60.3 points below standard | (2025-2026) Hispanic students will increase by 3% on Math standards from 23.4% to 36.4% and Hispanic student performance will increase by 5 points from 60.3 to 55.3 points below standard |
| 2023-2024 CAASPP Math-Socioeconomically Disadvantaged | (2023-2024) 23.4% of Eric White Socioeconomically Disadvantaged students Met or Exceeded CAASPP Math standards and | (2025-2026) Socioeconomically Disadvantaged students will increase by 3% on Math standards from 23.4% to 26.4% and Socioeconomically |

| | | |
|----------------------------------|---|--|
| | Socioeconomically Disadvantaged student performance was 60.7 points below standard | Disadvantaged student performance will increase by 5 points from 60.7 to 55.7 points below standard |
| 2023-2024 CAST-5th grade Science | (2023-2024) 8.8% of Eric White students Met or Exceeded CAST standards in 5th grade | (2025-2026) All 5th grade students who Met or Exceeded science standards will increase by 3% from 8.8% to 11.8% |
| 2023-2024 ELPAC | (2023-2024) 43.2% of Eric White English Learners made progress toward English Language proficiency, and 8% of Eric white English Learners were proficient on the ELPAC | (2025-2026) Eric White English Learners made progress toward English Language proficiency will increase by 3% from 43.2% to 46.2%, and Eric White English Learners will grow by 5% on the ELPAC from 8% to 13% |
| Reclassification | (2023-2024) 31% of Eric White 5th grade RFEP students Met or Exceeded CAST standards. 68.3% of Eric White students Met or Exceeded CAASPP ELA and 38.5% of Eric White students Met or Exceeded CAASPP Math standards. Recently Reclassified English Learners student performance was 18.9 points above the standard in ELA and 10.4 points below the standard in Math | (2025-2026) Eric White RFEP students will increase by 3% on the CAST and CAASPP and student performance will increase by 5 points |

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 | The school will provide focused small group language arts instruction to identified at-risk students during the school day. TOSA teachers will work full days to provide students with intervention services. The intense intervention program will include progress monitoring assessments and research-based programs to meet individual student needs. | All students not meeting proficiency in ELA identified by data from classroom teachers, TOSA, SST, and Administration. | 78,381 Title I 1000-1999: Certificated Personnel Salaries 1 Reading Intervention Teacher (50%) |
| 1.2 | In order to improve the literacy levels of all students we will provide support from a Library Technician that will assist all students in utilizing the school library resources which are maintained with current book collections. These supports will include assisting students with skills in locating reference materials and other instructional materials. The Library Technician also will provide support to reinforce ELA/ELD standards, by collaborating with Teacher Librarians and classroom teachers on lesson planning. In addition the Library Technician assists with reading incentive programs, participates in school Family Literacy events, plans literacy activities, and selects/provides resources that support the content standards and reading programs at the school. They also assist English Learners in locating language appropriate reference materials, primary language materials and other instructional materials. This goal will over cover the cost of | All Students | 18,601 Title I 2000-2999: Classified Personnel Salaries Title 1 (25%); District (75%) 17,000 Title I 4000-4999: Books And Supplies |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|--|---|
| | purchasing library books and books for the book vending machine. | | |
| 1.3 | Classroom teachers, along with an outside tutoring vendor, will provide ELA and Math after school extended intervention to identified students in all grade levels. Teachers will work with the Administration team to identify students, send home and collect parent permission slips. Teachers will be paid supplemental time for 60 minutes of differentiated, small group instruction three times a week after the school day. Students were identified by classroom teachers, the administration team, and intervention teachers based on the local assessments and classroom performance. | Struggling students as identified by data from classroom teachers, TOSA, and Administration. | 12,157 Title I 1000-1999: Certificated Personnel Salaries Schedule C 12,000 Title I 5800: Professional/Consulting Services And Operating Expenditures |
| 1.5 | Continue to purchase and build new technology pieces at Eric White, and replace obsolete technology. The purpose of the technology is to address individualized student needs and provide supplemental support to students in ELA, Mathematics, Science and ELD. The technology assists teachers in delivery of content, the administration of assessments, and student engagement. Technology will also help students prepare for district and state assessments. Purchases may include, but are not limited to, Chromebooks, Chromebook Carts, laptops for certificated staff, iPads and accessories (cases, cables, mounts/stands), Apple TVs, cables, printers, audio equipment, headphones, whisper system, etc. | All Students | 44,180 Title I 4000-4999: Books And Supplies |
| 1.6 | In order to address identified needs in ELA, Math, ELD and Science supplemental materials and supplies will be provided. These materials and supplies will be aligned to the content standards and will support all students. Purchases include the continued use of the following programs and materials: Brainpop, class sets of literature books, leveled readers, Generation Genius, Handwriting Without Tears, X Tra Math, Rocket Math, Learning A-Z, Scholastic News, and Time for Kids. The school will also implement instructional technology to address individualized student needs and provide supplemental support to students in all content areas. Provide staff with supplemental materials and supplies, copy paper, including Southwest School Supplies, for ELD, Math, ELA, Science, Social Studies, clubs, after school athletics, and school-wide events, etc. Also, provide the Program Managers with office materials and supplies. | All Students | 153,667 Title I 4000-4999: Books And Supplies 31,600 Title I 5000-5999: Services And Other Operating Expenditures 45,455 LCFF 4000-4999: Books And Supplies 1,600 LCFF 5800: Professional/Consulting Services And Operating Expenditures |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| | | | 450 LCFF 5000-5999: Services And Other Operating Expenditures |
| 1.9 | <p>Teachers will participate in professional development in all content areas, including on site training provided by the site academic coach, as well as virtual training, in person, and professional development conferences for data-analysis and goal setting, lesson planning, curriculum, pacing, etc. Professional Development opportunities will align to school site data and site needs: California Dashboard Data, all local assessments (Unit Benchmarks, STAR Assessments, DRA, DnA, etc.) and will also include Professional Development on strengthening Professional Learning Communities. This includes the costs of substitutes to allow for teacher time for collaboration, pacing, planning, professional development attendance, time to meet with the site academic coach, etc.</p> <p>District PD to possibly include Math Mastery, ELD, Kagan Structures, Progress Monitoring, Benchmark Advance and Study Sync, STAR Reading/Math, STEM, Social Emotional Learning, Restorative Justice Practices, Site Book Studies, etc.</p> | All Students | 20,000 Title I 5000-5999: Services And Other Operating Expenditures 6,500 Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes 6,000 Title I 5800: Professional/Consulting Services And Operating Expenditures |
| 1.10 | <p>Bilingual Dual Immersion Pathway-This strategy will address the 2023 Dashboard ELPI Indicator at Eric White Elementary. The LEA will provide a Dual Immersion Program at Eric White Elementary. The focus for elementary students in these subgroups includes offering a Dual Immersion pathway, an evidence-based strategy for collaboratively increasing achievement for English Learner proficiency.</p> <p>The Dual immersion program is designed to foster English language acquisition among elementary-level students by creating a natural, immersive learning environment that mirrors how children naturally acquire language. This program encourages peer learning and authentic social interactions, enabling English Language Learners (ELLs) to practice English in meaningful contexts alongside native speakers. They also enhance cognitive development and academic skills in both languages, promoting bilingualism and bi-literacy. Moreover, dual immersion nurtures cultural competence and provides long-term academic and professional advantages, preparing students for a globalized world.</p> | EL Students | District Funded |
| 1.11 | Through the use of Universal Design for Learning (UDL), grades (TK-6), will integrate ELD | EL Students | District Funded |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|----------------------------|--|
| | components i.e. (use of academic sentence frames, collaborative discussions) into cross disciplinary instruction. By incorporating daily ELD components, EL and general education students will further conceptualize content and language. | | |
| 1.12 | Through the use of student data provided by ELPAC, classroom teachers will group students based on language levels and ELD needs. Regrouping for designated ELD will occur upon our school site receiving our ELPAC scores to determine future student placement and progress. | EL Students | District Funded |
| 1.13 | Rents, leases, and repairs for categorically funded copy machines use; used for copying, parent communication, flyers for school events-including SSC/ELAC and Title 1 meetings-training materials, and student work for all students. | All Students | 23,000 Title I 5000-5999: Services And Other Operating Expenditures |
| 1.14 | Provide educational and socially engaging field trips that extend learning in a real world context. | All Students | 12,000 Title I 5800: Professional/Consulting Services And Operating Expenditures |
| 1.15 | <p>Supporting SWD in ELA: Phonemic Awareness and Decoding: Seeing Stars is focused on developing symbol imagery for phonological and orthographic processing in reading and spelling. This program will be particularly beneficial for SWD struggling with reading fluency and accuracy. Implementing Seeing Stars across elementary schools like Jackson Elem, Eric White Elem, and Indianola Elem, as well as at the middle and high school levels, will provide foundational support in reading that is critical for success in ELA.</p> <p>Professional Development: Teachers and specialists will receive training in the Seeing Stars program to effectively integrate these strategies into the ELA curriculum and provide targeted support for SWD.</p> | Students with Disabilities | District Funded |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Overall, the strategies/activities were fully implemented. Supplemental reading materials, classroom libraries, supplemental curriculum, and other materials were purchased to help with first instruction. Eric White provided staff with several opportunities to attend professional development to support instruction in all content areas, such as writing, ELD, ELA, and math. Technology was purchased to support students and teachers in the classroom for assessments and

access to curriculum. For example, Chromebooks and carts will remain in class for Kindergarten-2nd grade, and 6th grade.

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

One major difference between the intended implementation and budgeted expenditures and the actual implementation was in the area of hiring an outsider vendor, Cullinan, to provide after school tutoring to Eric White students. Eric White created a plan, and set funds aside, but Cullinan could not train and provide teachers this school year. Another major difference was in the area of educational field trips. We were not able to use Title 1 funds for educational field trips last year.

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

For the 2025-26 school year, we will utilize our Literacy Coach to provide focused coaching support to our primary teachers in the areas of literacy and English Language Development instruction. The coach will provide professional learning, coaching, lesson demonstrations, and peer walk throughs to help teachers refine their instruction during ELA and ELD. These actions will impact student outcomes in the areas of literacy and ELD and help close achievement gaps in grades K-3.

In addition, the Literacy Coach will provide support and lead a PLC for our Reading Intervention teachers who support the students scoring in the lowest percentile on the DRA, Basic Phonics Skills Test, and STAR Reading Assessment. This PLC will focus on monitoring data closely and frequently and adjusting instruction based on student needs in order to help students reach grade level proficiency.

New Math curriculum was implemented for the 2024-2025 school year. The curriculum is designed to energize math classrooms and help students with critical skills, understandings, and practices that can benefit them for a lifetime. Teachers will have access to engaging content, comprehensive professional learning, and an inclusive community of scholars working together to build a world where all learners know, use, and enjoy mathematics. Implementation of a robust math curriculum will have a positive impact on student outcomes in Math.

Another change that will be made is that Eric White will use Title 1 funds to purchase Chromebooks and Chromebook carts to remain in classrooms for two grade levels (4th and 5th).

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.

School Climate, Culture, Safety, and Student Attendance

All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas, and to encourage consistent student attendance

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will develop behavioral and social emotional skills necessary for continual individual growth toward grade level proficiency across all content areas, and to encourage consistent student attendance

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.

At Eric White, there continues to be areas of need regarding attendance, social-emotional well-being, and student behavior. During the 2022-2023 school year, Average Daily Attendance increased and Chronic Absenteeism decreased as COVID-19 protocols were relaxed and the pandemic ended, and Average Daily Attendance and Chronic Absenteeism continued to improve during the 2023-2024 school year. Eric White will continue to use school funds, resources, and staff to continue to improve ADA and Chronic Absenteesim to support student and positively impact student achievement. Less than 1% of Eric White students have been suspended thus far this school year, and there have been 117 minor and 118 major referrals this school year. A majority of the behavior referrals have occurred on the playground and in the classroom. There is a need to support students struggling with with Tiered support with physical aggression on the playground, and their behavior in the classroom. At Eric White, the emotional and physical safety of our students is a priority. We feel there is a need to provide a social emotional check-in on a daily basis to ensure physical and emotional safety, and offer students Tier 1, Tier 2, and Tier 3 support using SEL curriculum and our mental health team. See the Identified Need in Goal 1 for all students, including subgroups, demonstrate the need to further close the achievement gap in all content areas. According to the Panorama Staff, Student, and Family Survey, there are several areas of identified need including school safety, a sense of belonging, engagement, and school relationships with all stakeholders.

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 |
|---|---|--|
| Average Daily Attendance | The Average Daily Attendance in 2024-2024 was 94.6%, and 94.5% in 2024-2025 as of May. | (2025-2026) Average Daily Attendance will be 96% or higher |
| California School Dashboard Chronic Absenteeism Rate | Eric White Chronic Absenteeism was 13.15% in 2023-2024 and 13.21% in 2024-2025 as of May. | (2025-2026) Chronic Absenteeism Rate will be 10% or less |
| California School Dashboard Suspension Rate | Eric White Suspension rate was 1.7% in the 2023-2024 school year, and 2.35% in 2024-2025 as of May. | (2025-2026) Suspension Rate will be 1% or less |
| Panorama Education Culture & Climate Spring 2025 Student Survey | 64% of 3rd-6th grade students felt physically and psychologically safe at school in Spring of 2024, and 64% of 3rd-6th grade students felt physically | (2025-2026) Panorama Education Culture & Climate Spring 2026 Student Survey results will improve by 2.5%, and the return rate will be at least 99% |

| | | |
|--|---|--|
| | <p>and psychologically safe in the Spring of 2025.</p> <p>66% of 3rd-6th grade students felt that they belonged at school in the Spring of 2024 and 68% of 3rd-6th grade students felt that they belonged at school in the Spring of 2025.</p> <p>70% of 3rd-6th grade students felt that they belonged in their classroom in the Spring of 2024, and 65% of 3rd-6th grade students felt that they belonged in their classroom in the Spring of 2025.</p> <p>74% of 3rd-6th grade students reported positively about classroom teacher-student relationships in the Spring of 2024, and 78% of 3rd-6th grade students reported positively about classroom teacher-student relationships in the Spring of 2025.</p> <p>The return rate for the Spring 2024 Panorama Survey was 78% (287/366) and for the Spring 2025 was 99% (366/367).</p> | |
| <p>Panorama Education Culture & Climate Spring 2025 Staff Survey</p> | <p>95% of Eric White teachers and 84% of Classified staff felt that the school has a positive working environment in the Spring of 2024, and 93% of Eric White teachers and 100% of Classified staff felt that the school has a positive working environment in the Fall of 2025.</p> <p>100% of Eric White teachers and 95% of Classified staff felt that they belonged at school in the Spring of 2024, and 83% of Eric White teachers and 94% of Classified staff felt that they belonged at school in the Fall of 2025.</p> <p>93% of Eric White teachers and 87% of Classified staff felt positively about School Leadership in the Spring of 2024, and 78% of Eric White teachers and 85% of Classified staff felt positively about School Leadership in the Fall of 2025.</p> <p>99% of Eric White teachers and 95% of Classified staff felt positively about the Staff-Leadership Relationships in the Spring of 2024, and 91% of Eric White teachers and 90% of Classified staff felt positively about the Staff-Leadership Relationships in the Spring of 2025.</p> <p>The return rate for the Spring 2024 Panorama Survey was 39 responses and for the Spring 2025 was 46 responses.</p> | <p>(2025-2026) Panorama Education Culture & Climate Spring 2026 Staff Survey will improve by 2.5%, and the return rate will increase by 2.5%</p> |

| | | |
|--|--|---|
| Panorama Education Culture & Climate Spring 2025 Family Survey | <p>73% of Eric White parents have a positive perception of the social and learning school climate at Eric White in the Spring 2024, and 69% of Eric White parents have a positive perception of the social and learning school climate at Eric White in the Spring 2025.</p> <p>78% of Eric White parents perceive that Eric White is physically and psychologically safe for students in the Spring 2024, and 72% of Eric White parents perceive that Eric White is physically and psychologically safe for students in the Spring 2025.</p> <p>The return rate for the Spring 2024 Panorama Survey was 105 responses, and the return rate for the Spring 2025 was 415 responses.</p> | (2025-2026) Panorama Education Culture & Climate Spring 2026 Family Survey will improve by 2.5% and the return rate will increase by 2.5% |
|--|--|---|

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 | Our site will continue to utilize our Behavior aide to serve students who have been deemed at risk and require additional behavioral and social support. Our Behavior Support aide will continue working with all Tier 1-3 students regarding specific learning and behavioral needs that utilize problem solving, reflective thinking and role play as systems of restitution and dialogue. | All Students | 0 District Funded 2000-2999: Classified Personnel Salaries 2 PBIS Aides |
| 2.2 | To improve and encourage literacy, as well as continue to create a positive and welcoming learning environment, by purchasing books for the book vending machine. This strategy will reinforce and reward good attendance and positive behavior for students. | All Students | 1,000 Title I 4000-4999: Books And Supplies |
| 2.3 | Continue implementing anti-bullying assemblies that highlight tenets of character, virtue and good will amongst peers towards the promotion of citizenship, morals and ethics at all grade levels. Provide students with assemblies and materials related to the arts and literature to connect students to academic, social, and cultural content that reflects student population. | All Students | <p>21,175 Title I 5800: Professional/Consulting Services And Operating Expenditures</p> <p>12,950 LCFF 5800: Professional/Consulting Services And Operating Expenditures</p> <p>12,300 LCFF 5000-5999: Services And Other Operating Expenditures</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|---|
| 2.4 | Attendance and behavior incentives including the Terrific Tiger Store and Terrific Tiger Events for Model Behavior and Perfect Attendance. Events will be held throughout the school year to acknowledge exceptional student behavior and acknowledge students who have perfect attendance each trimester, along with the entire school year. Events include materials and supplies necessary for the events. | All Students | 5,000 Title I 4000-4999: Books And Supplies 4,500 LCFF 4000-4999: Books And Supplies |
| 2.5 | To support students with Tier 1 and Tier 2 mental health, Eric White will purchase and implement structured SEL curriculum through Open Parachute. | All Students | 7,000 Title I 4000-4999: Books And Supplies |

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We implemented PBIS and the Positivity Project and have experienced a decrease in office discipline referrals. Positive Behavior Aides have offered academies for students who have earned discipline referrals to address the misbehaviors and teach the expected behaviors.

Assemblies are specifically selected to support the Eric White Behavior Expectations, Be Respectful, Responsible, Safe, and Positive.

Students are acknowledged for good behaviors by being given green "Caught Being Good" Tickets. Those tickets can be taken to the Tiger Store every Friday where they can go shopping for fun items. In addition, students are given gold coins to "spend" in the Book Vending Machine in our school cafeteria.

This year we implemented the "HERO" Club, (Here, Everyday, Ready, On Time) where a group of staff members mentored the students with the most chronic absences for a period of 6 weeks. We provided daily check-ins with these students and at the end of the week held a drawing/raffle for students who attended school each day of the week. We saw a decrease in our chronic absentee rates during the implementation of HERO Club. Due to Eric White's goals and actions, Chronic Absenteeism and Average Daily Attendance, along with Suspension Rates continue to improve in 2023-2024 and 2024-2025.

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

Our supports to students were increased this year with the addition of two Home School Liaisons. We were able to monitor our chronically absent students more closely, increase our support to students and families, as well as build more home to school connections. Furthermore, our Tier 2 Mental Health Team, including our two PBIS Aides continue to help create a safe and positive school environment.

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

We will implement Open Parachute as an additional support for students in need of social-emotional support. This is an online platform, with videos and interactive activities for students.

We will implement PBIS strategies as preventative measures. We will hold a PBIS School-wide presentation during the first week of school where students learn appropriate behavior

We will implement Trimester Tiger Awards for students with zero discipline referrals.

We will analyze Panorama Data as a team, Student and Family Survey results as feedback on how to improve school and classroom climate and determine areas of need. We will invite student leadership to provide their input on school-wide lunch activities, ideas for school clubs, spirit days, and end of year school events. Schedule time as a staff to review Panorama Data and analyze trends and brainstorm ideas to improve overall Panorama survey results.

Planned anti-bullying and PBIS assemblies were budgeted, but Eric White did not spend the allotted funds on assemblies and events as much as planned.

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.

Parent & Family Engagement

Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Outreach, Education and Family Engagement will be provided to develop strong home-school connections

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.

During the 2022-2023 school year, parents were invited back to Eric White to attend events in person. More effort was given to outreach and communication in order to reconnect parents to school events, and we will continue to communicate with parents in order to increase the connection between families and school. The Eric White Panorama Education Culture & Climate Spring 2025 Family Survey asked families several questions regarding family-school engagement and barriers to engagement. The return rate on the survey was 415 responses out of a school of 638 students. The results identified areas of need related to family engagement opportunities and barriers to engagement. Only 11% of families responded that they meet often with their child's teacher, 6% responded that they are involved in school parent groups, 8% responded that they have helped out in their child's school in the past year, and 37% responded that they have visited their child's school in the past year. It is a goal to increase parent involvement through removing barriers to engagement, providing more family education and engagement opportunities, and provide services to families to help improve home-school connections.

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 |
|--|---|--|
| Panorama Education Culture & Climate Spring 2025 Family Survey | 87% of Eric White parents responded favorably to the questions regarding barriers to engagement or involvement at Eric White in the Spring 2024, and 88% of Eric White parents responded favorably to the questions regarding barriers to engagement or involvement at Eric White in the Spring 2025. 22% of Eric White parents responded favorably to questions about family engagement in the Spring of 2024, and 15% of Eric White parents responded favorably to questions about family engagement in the Spring of 2025. The return rate for the Spring 2024 Panorama Survey was 105 responses, and the return rate for the Spring 2025 Panorama Survey was 415 responses. | (2025-2026) Panorama Education Culture & Climate Spring Family Survey will improve by 2.5% and the return rate will increase by 2.5% |
| Parent Engagement Attendance-Success Together | Eric White parents attended parent engagement classes through Success Together. In the 2022-2023 school year, an average of 18 families attended parent education and family classes. In 2023-2024, an average of 16 families attended parent education classes. In 2024-2025, 19 unique families participated in Success Together classes, 131 parents and students participated, and 100% of the families would recommend taking classes to other parents according to the survey. | (2025-2026) Parent Engagement Attendance will increase by 2.5% |

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 | Parent engagement and parent education are important factors in student achievement levels and success for all students. Eric White school will continue to partner and collaborate with district and outside organizations in order to promote parent engagement. In order to facilitate parent participation in these services, the school will provide interpretation, child care, and all other materials and supplies. These services will enhance the school-home connection. (Parent University, Success Together, Family Literacy Night, Title I Meeting, SSC, ELAC, etc.) | All Students | 12,500 Title I 5800: Professional/Consulting Services And Operating Expenditures 3,000 Title I 2000-2999: Classified Personnel Salaries |
| 3.2 | Parent engagement and parent education are important factors in student achievement levels and success for all students. Eric White school will provide equipment and materials (laptops, hotspots, materials, light snacks, and furniture for | All Students | 3,500 Title I 5700-5799: Transfers Of Direct Costs 575000 |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | the Parent Ed Center) to support parent and family engagement. | | 2,000 LCFF 5700-5799: Transfers Of Direct Costs 575000 12,000 Title I 4000-4999: Books And Supplies 440000 |
| 3.3 | Parents will be expected to participate in a minimum of one parent-teacher conference during the fall semester. Parents will also have the opportunity at the beginning of the school year to attend Back to School Night that provides families with information regarding their child's curriculum and classroom expectations. During the spring semester, Open House is conducted to highlight student classwork and academic growth. Removed from these activities, parents are also highly encouraged to volunteer in grade level field trips and during classroom learning activities. | All Students | |
| 3.4 | Provide parents with flyers for Title 1 events, parent and family events. Print materials for students and parents. Parent-school connection through monthly Parent Institutes newsletter | All Students | 389 Title I 5700-5799: Transfers Of Direct Costs |
| 3.5 | | | Title I |
| 3.6 | | | No cost |

Annual Review

SPSA Year Reviewed: 2024-25

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.

Several Parent Engagement opportunities were offered throughout the school year, including Success Together parent and family classes. Back to School Night and Parent Conferences were held in August and September and provided opportunities for parents to meet the classroom teacher, see the classroom, take a tour of our school. Parent Conferences provided an opportunity for teachers to meet with parents one on one and to discuss each child's strengths and weaknesses. Eric White had several events that invited families including Pastries with Parents, dances, Mother's Day events, among others.

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

Eric White offered a Valentine's Day dance and a Mother's Day event this school year.

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

In addition to the School Site Council, English Learner Advisory Council meetings that we offer throughout the school year, we would like to include more family night type events, such as Science Night, Paint Night, and School Dances.

This year we collaborated with Success Together to implement a series throughout the months of March and April, which were well attended. Dinner and Childcare was provided. One change we are considering for next school year is offering one session per month so that parents have more options and opportunities to attend parent sessions throughout the school year.

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 | \$500,650 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$579,905.00 |
| 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 (\$) |
|------------------|-----------------|
| Title I | \$500,650.00 |

Subtotal of additional federal funds included for this school: \$500,650.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| District Funded | \$0.00 |
| LCFF | \$79,255.00 |

Subtotal of state or local funds included for this school: \$79,255.00

Total of federal, state, and/or local funds for this school: \$579,905.00

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 |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|-----------------|------------|
| District Funded | 0.00 |
| LCFF | 79,255.00 |
| Title I | 500,650.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 97,038.00 |
| 2000-2999: Classified Personnel Salaries | 21,601.00 |
| 4000-4999: Books And Supplies | 289,802.00 |
| 5000-5999: Services And Other Operating Expenditures | 87,350.00 |
| 5700-5799: Transfers Of Direct Costs | 5,889.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 78,225.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|-----------------|------------|
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 4000-4999: Books And Supplies | LCFF | 49,955.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 12,750.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF | 2,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF | 14,550.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 97,038.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 21,601.00 |
| 4000-4999: Books And Supplies | Title I | 239,847.00 |

| | | |
|---|---------|-----------|
| 5000-5999: Services And Other Operating Expenditures | Title I | 74,600.00 |
| 5700-5799: Transfers Of Direct Costs | Title I | 3,889.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 63,675.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 482,591.00 |
| Goal 2 | 63,925.00 |
| Goal 3 | 33,389.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|--------------------|----------------------------|
| Michelle Salcido | Principal |
| Blanca Gonzalez | Parent or Community Member |
| Silvia Alvarez | Parent or Community Member |
| Nora Ortiz | Parent or Community Member |
| Karina Santos | Parent or Community Member |
| Gabriela Gomez | Parent or Community Member |
| Gursimrat Muhar | Classroom Teacher |
| Norma Barajas-Ruiz | Classroom Teacher |
| Rosa Flores | Classroom Teacher |
| Perla Ibarra | Other School Staff |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 5/28/2025.

Attested:



Principal, Mrs. Michelle Salcido on 5/28/2025



SSC Chairperson, Gursimrat Muhar on 5/28/2025

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.

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.

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.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023