School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Phillips Magnet Elementary School	28662666026900	May 29, 2025	June 26, 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 Phillips Magnet Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

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

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Plan Description

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

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

 〉 Schoolwide Program

Phillips is a school-wide Title 1 Magnet school. As such, the Phillips staff and community are committed to providing a high-quality educational experience for all students. Students receive instruction in the core subjects of English Language Arts and Math using district-adopted programs. In addition, Phillips students receive magnet-themed instruction, with project-based learning as the primary vehicle for this learning integrated into their core subjects. Magnet theme units include instruction in science and social studies with our magnet theme "leadership, engineering and art design" woven into each unit to enhance the students' experiences. Since Phillips has a high percentage of multilingual learners, both integrated English Language Development as well as designated English Language Development are key drivers in planning both core and magnet-themed instruction. Grant funding, including the Community Schools Grant and the Cowell Grant, is used to support professional development and coaching to support ELA, Math, and SEL.

Educational Partner Involvement

How, when, and with whom did Phillips Magnet 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

The draft SPSA was developed by the principal and Leadership team and shared with the Phillips staff for their input in April and May. The draft was shared with the School Site Council for input and approval on May 29, 2025.

Resource Inequities

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

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

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.

Chronic absenteeism: Hispanic and Socioeconomically Disadvantaged (Red), Students with Disabilities (Orange); English Learner progress (Orange); ELA: English Learners (Red), Hispanic, Socioeconomically Disadvantaged (Orange); Math: English Learners, Hispanic, Socioeconomically Disadvantaged (Orange)

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.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.24%	0%	%	1	0	
African American	%	0%	0.28%	0	0	1
Asian	0.97%	0.79%	0.28%	4	3	1
Filipino	0.97%	0.52%	0.28%	4	2	1
Hispanic/Latino	89.81%	91.6%	92.50%	370	349	333
Pacific Islander	0.24%	0.26%	0.28%	1	1	1
White	6.55%	5.77%	5.28%	27	22	19
Two or More Races	1.21%	1.05%	1.11%	5	4	4
Not Reported	%	0%	%	0	0	
			Total Enrollment	412	381	360

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	88	72	49
Grade 1	76	65	47
Grade 2	66	71	67
Grade3	57	54	67
Grade 4	53	57	52
Grade 5	72	62	58
Total Enrollment	412	381	360

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	243		220	59.0%		61.1%
Fluent English Proficient (FEP)	53		34	12.9%		9.4%

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	58	55	67	57	53	67	57	53	67	98.3	96.4	100
Grade 4	55	61	54	55	57	52	55	57	52	100.0	93.4	96.3
Grade 5	68	62	63	68	58	60	68	58	60	100.0	93.5	95.2
All Grades	181	178	184	180	168	179	180	168	179	99.4	94.4	97.3

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	2371.	2355.	2379.	3.51	7.55	8.96	22.81	11.32	19.40	22.81	18.87	26.87	50.88	62.26	44.78
Grade 4	2416.	2421.	2385.	7.27	10.53	3.85	16.36	19.30	7.69	29.09	22.81	28.85	47.27	47.37	59.62
Grade 5	2446.	2445.	2434.	7.35	5.17	5.00	17.65	20.69	21.67	33.82	22.41	18.33	41.18	51.72	55.00
All Grades	N/A	N/A	N/A	6.11	7.74	6.15	18.89	17.26	16.76	28.89	21.43	24.58	46.11	53.57	52.51

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	7.55	5.97	63.16	49.06	64.18	31.58	43.40	29.85
Grade 4	5.45	8.77	3.85	69.09	59.65	55.77	25.45	31.58	40.38
Grade 5	7.35	3.45	5.00	55.88	62.07	60.00	36.76	34.48	35.00
All Grades	6.11	6.55	5.03	62.22	57.14	60.34	31.67	36.31	34.64

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	0.00	1.89	5.97	57.89	50.94	55.22	42.11	47.17	38.81
Grade 4	3.64	7.02	1.92	58.18	63.16	44.23	38.18	29.82	53.85
Grade 5	5.88	3.45	5.00	58.82	51.72	48.33	35.29	44.83	46.67
All Grades	3.33	4.17	4.47	58.33	55.36	49.72	38.33	40.48	45.81

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.28	1.89	5.97	66.67	73.58	76.12	21.05	24.53	17.91
Grade 4	7.27	3.51	1.92	78.18	70.18	69.23	14.55	26.32	28.85
Grade 5	4.41	6.90	5.00	77.94	68.97	65.00	17.65	24.14	30.00
All Grades	7.78	4.17	4.47	74.44	70.83	70.39	17.78	25.00	25.14

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	7.02	5.66	4.48	59.65	49.06	70.15	33.33	45.28	25.37
Grade 4	5.45	8.77	5.77	67.27	70.18	65.38	27.27	21.05	28.85
Grade 5	10.29	1.72	8.33	58.82	70.69	60.00	30.88	27.59	31.67
All Grades	7.78	5.36	6.15	61.67	63.69	65.36	30.56	30.95	28.49

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.

Grade Level	Overall Participation for All Students											
	# 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	58	55	67	58	55	67	58	55	67	100.0	100.0	100
Grade 4	54	61	54	54	61	52	54	61	52	100.0	100.0	96.3
Grade 5	68	62	63	68	61	62	68	61	62	100.0	98.4	98.4
All Grades	180	178	184	180	177	181	180	177	181	100.0	99.4	98.4

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

Grade Level	Overall Achievement for All Students														
	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	2387.	2369.	2380.	3.45	0.00	5.97	22.41	14.55	17.91	29.31	32.73	23.88	44.83	52.73	52.24
Grade 4	2415.	2420.	2395.	3.70	1.64	1.92	12.96	22.95	11.54	40.74	32.79	34.62	42.59	42.62	51.92
Grade 5	2433.	2439.	2429.	4.41	4.92	4.84	2.94	11.48	9.68	38.24	22.95	29.03	54.41	60.66	56.45
Grade 11															
All Grades	N/A	N/A	N/A	3.89	2.26	4.42	12.22	16.38	13.26	36.11	29.38	28.73	47.78	51.98	53.59

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	8.62	5.45	2.99	51.72	47.27	40.30	39.66	47.27	56.72
Grade 4	5.56	6.56	5.77	42.59	42.62	36.54	51.85	50.82	57.69
Grade 5	1.47	4.92	3.23	29.41	37.70	41.94	69.12	57.38	54.84
Grade 11									
All Grades	5.00	5.65	3.87	40.56	42.37	39.78	54.44	51.98	56.35

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	5.17	3.64	8.96	48.28	45.45	43.28	46.55	50.91	47.76
Grade 4	7.41	6.56	5.77	42.59	50.82	46.15	50.00	42.62	48.08
Grade 5	4.41	6.56	1.61	48.53	37.70	45.16	47.06	55.74	53.23
All Grades	5.56	5.65	5.52	46.67	44.63	44.75	47.78	49.72	49.72

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	10.34	1.82	10.45	56.90	56.36	58.21	32.76	41.82	31.34
Grade 4	5.56	13.11	5.77	48.15	57.38	44.23	46.30	29.51	50.00
Grade 5	4.41	0.00	0.00	39.71	62.30	48.39	55.88	37.70	51.61
All Grades	6.67	5.08	5.52	47.78	58.76	50.83	45.56	36.16	43.65

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

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	1373.8	1398.1	1357.2	1387.6	1407.6	1363.6	1341.3	1375.7	1342.2	52	43	45
1	1441.1	1426.3	1416.1	1443.4	1439.7	1437.6	1438.3	1412.3	1393.9	45	44	28
2	1481.8	1475.2	1472.1	1481.8	1473.9	1481.8	1481.2	1476.1	1461.9	36	42	38
3	1460.1	1483.6	1496.9	1455.1	1492.0	1500.5	1464.6	1474.7	1492.8	29	35	37
4	1503.6	1497.4	1506.7	1501.1	1495.3	1510.2	1505.7	1499.1	1502.6	28	29	33
5	1529.0	1529.4	1508.2	1530.0	1533.9	1509.7	1527.5	1524.4	1506.2	37	32	27
All Grades										227	225	208

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.92	6.98	4.44	28.85	18.60	28.89	40.38	48.84	22.22	28.85	25.58	44.44	52	43	45
1	8.89	4.55	3.70	20.00	27.27	25.93	55.56	34.09	40.74	15.56	34.09	29.63	45	44	27
2	13.89	7.14	7.89	58.33	69.05	57.89	19.44	11.90	10.53	8.33	11.90	23.68	36	42	38
3	0.00	5.71	10.81	34.48	40.00	56.76	37.93	42.86	27.03	27.59	11.43	5.41	29	35	37
4	0.00	17.24	21.21	75.00	48.28	33.33	17.86	10.34	33.33	7.14	24.14	12.12	28	29	33
5	27.03	34.38	14.81	35.14	46.88	48.15	35.14	0.00	14.81	2.70	18.75	22.22	37	32	27
All Grades	8.81	11.56	10.14	39.21	40.89	42.03	36.12	26.22	24.15	15.86	21.33	23.67	227	225	207

Overall Language
Percentage of Students at Each Performance Level for All Students

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	9.62	2.33	2.22	26.92	27.91	31.11	38.46	44.19	28.89	25.00	25.58	37.78	52	43	45
1	8.89	18.18	14.81	51.11	36.36	29.63	28.89	29.55	29.63	11.11	15.91	25.93	45	44	27
2	30.56	28.57	47.37	44.44	54.76	13.16	13.89	9.52	23.68	11.11	7.14	15.79	36	42	38
3	3.45	34.29	45.95	48.28	40.00	40.54	31.03	11.43	8.11	17.24	14.29	5.41	29	35	37
4	32.14	41.38	36.36	57.14	34.48	42.42	3.57	3.45	12.12	7.14	20.69	9.09	28	29	33
5	43.24	59.38	51.85	45.95	25.00	18.52	8.11	3.13	11.11	2.70	12.50	18.52	37	32	27
All Grades	20.26	28.44	31.88	44.05	36.89	29.47	22.47	18.67	19.32	13.22	16.00	19.32	227	225	207

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.92	4.65	11.11	13.46	9.30	13.33	67.31	60.47	31.11	17.31	25.58	44.44	52	43	45
1	0.00	2.27	0.00	11.36	15.91	7.41	40.91	36.36	37.04	47.73	45.45	55.56	44	44	27
2	14.29	7.14	0.00	25.71	57.14	42.11	37.14	21.43	23.68	22.86	14.29	34.21	35	42	38
3	0.00	0.00	5.41	17.65	11.43	21.62	55.88	60.00	59.46	26.47	28.57	13.51	34	35	37
4	0.00	3.45	3.03	15.56	27.59	30.30	48.89	34.48	36.36	35.56	34.48	30.30	45	29	33
5	3.70	6.25	0.00	18.52	37.50	18.52	51.85	34.38	51.85	25.93	21.88	29.63	27	32	27
All Grades	3.96	4.00	3.86	25.11	26.22	22.71	44.05	41.33	39.13	26.87	28.44	34.30	227	225	207

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	17.31	13.95	17.78	55.77	72.09	46.67	26.92	13.95	35.56	52	43	45
1	31.11	36.36	33.33	60.00	45.45	40.74	8.89	18.18	25.93	45	44	27
2	27.78	23.81	34.21	63.89	69.05	55.26	8.33	7.14	10.53	36	42	38
3	10.34	20.00	10.81	62.07	60.00	72.97	27.59	20.00	16.22	29	35	37
4	67.86	17.24	27.27	25.00	65.52	57.58	7.14	17.24	15.15	28	29	33
5	18.92	28.13	11.11	72.97	56.25	66.67	8.11	15.63	22.22	37	32	27
All Grades	27.31	23.56	22.22	57.71	61.33	56.52	14.98	15.11	21.26	227	225	207

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1.92	0.00	0.00	61.54	60.47	53.33	36.54	39.53	46.67	52	43	45
1	6.67	18.18	3.70	80.00	59.09	70.37	13.33	22.73	25.93	45	44	27
2	34.29	38.10	42.11	48.57	54.76	42.11	17.14	7.14	15.79	35	42	38
3	17.24	54.29	75.68	65.52	34.29	21.62	17.24	11.43	2.70	29	35	37
4	28.57	48.28	63.64	64.29	34.48	27.27	7.14	17.24	9.09	28	29	33
5	72.97	78.13	70.37	24.32	9.38	14.81	2.70	12.50	14.81	37	32	27
All Grades	24.78	36.44	41.06	57.96	44.44	38.65	17.26	19.11	20.29	226	225	207

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	3.85	4.65	11.11	55.77	72.09	44.44	40.38	23.26	44.44	52	43	45
1	15.56	13.64	7.41	20.00	25.00	22.22	64.44	61.36	70.37	45	44	27
2	13.89	19.05	2.63	77.78	64.29	65.79	8.33	16.67	31.58	36	42	38
3	0.00	0.00	8.11	41.38	37.14	45.95	58.62	62.86	45.95	29	35	37
4	3.57	3.45	3.03	60.71	62.07	60.61	35.71	34.48	36.36	28	29	33
5	13.51	15.63	7.41	62.16	59.38	55.56	24.32	25.00	37.04	37	32	27
All Grades	8.81	9.78	6.76	51.98	52.89	49.76	39.21	37.33	43.48	227	225	207

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	7.69	11.63	17.78	50.00	62.79	31.11	42.31	25.58	51.11	52	43	45
1	11.11	0.00	3.70	80.00	65.91	66.67	8.89	34.09	29.63	45	44	27
2	11.11	21.43	2.63	77.78	69.05	78.95	11.11	9.52	18.42	36	42	38
3	0.00	2.86	2.70	79.31	80.00	91.89	20.69	17.14	5.41	29	35	37
4	10.71	13.79	12.12	75.00	65.52	84.85	14.29	20.69	3.03	28	29	33
5	10.81	25.00	7.41	83.78	56.25	66.67	5.41	18.75	25.93	37	32	27
All Grades	8.81	12.00	8.21	72.69	66.67	68.60	18.50	21.33	23.19	227	225	207

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**
360	**89.2%**	**61.1%**	**0.0%**
Total Number of Students enrolled in Phillips Magnet 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	220	61.1%
Foster Youth	0	0.0%
Homeless	10	2.8%
Socioeconomically Disadvantaged	321	89.2%
Students with Disabilities	51	14.2%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.3%
American Indian	0	0.0%
Asian	1	0.3%
Filipino	1	0.3%
Hispanic	333	92.5%
Two or More Races	4	1.1%
Pacific Islander	1	0.3%
White	19	5.3%

School and Student Performance Data
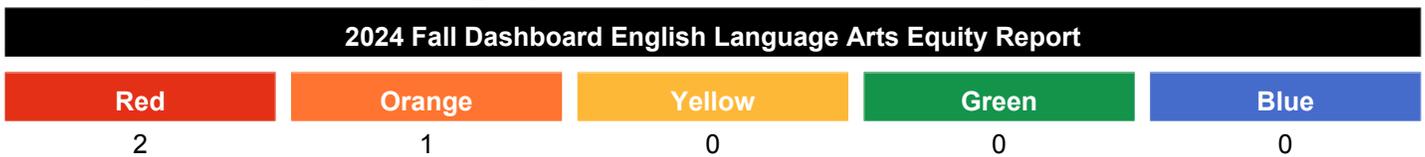
Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

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 Orange		

School and Student Performance Data

Academic Performance
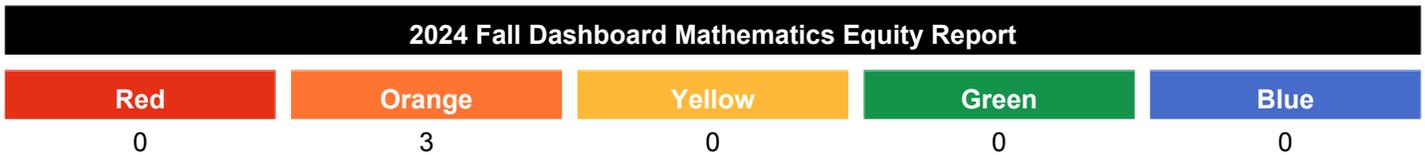## English Language Arts

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	1	0	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
67.0 points below standard	82.2 points below standard	Less than 11 Students
Maintained 2.3 points	Declined 8.2 points	
177 Students	121 Students	1 Student
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
0 Students	Less than 11 Students	73.2 points below standard
		Declined 4.0 points
	3 Students	162 Students

Students with Disabilities	**African American**	**American Indian**
No Performance Color	No Performance Color	No Performance Color
114.3 points below standard	0 Students	0 Students
Maintained 0.2 points		
29 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	69.2 points below standard
1 Student	1 Student	Maintained 0.6 points
		165 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	1 Student	8 Students

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report					
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	0	0	0

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

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
77.6 points below standard	86.4 points below standard	Less than 11 Students
Declined 7.8 points	Declined 7.7 points	
177 Students	121 Students	1 Student

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	84.1 points below standard
		Declined 8.3 points
	5 Students	162 Students

Students with Disabilities	**African American**	**American Indian**
No Performance Color	No Performance Color	No Performance Color
123.4 points below standard	0 Students	0 Students
Maintained 2.0 points		
29 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Less than 11 Students	Less than 11 Students	77.9 points below standard
1 Student	1 Student	Declined 4.6 points
		165 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	Less than 11 Students
1 Student	1 Student	8 Students

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	**Long-Term English Learner Progress**
Orange	No Performance Color
45.5% making progress.	making progress.
Number Students: 156 Students	Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
20.5%	34%	0%	45.5%

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

School and Student Performance Data

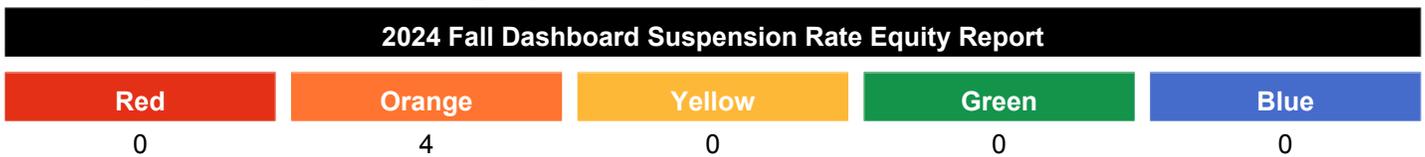## Academic Engagement
Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
21% Chronically Absent	17.1% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 12.1	Declined 9.7	1 Student
377 Students	234 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
0 Students	45% Chronically Absent	21.4% Chronically Absent
	Declined 1.7	Declined 13.2
	20 Students	337 Students

Students with Disabilities	African American	American Indian
Orange	No Performance Color	No Performance Color
21.9% Chronically Absent	Fewer than 11 students - data not displayed for privacy	0 Students
Declined 11.5	1 Student	
64 Students		

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	19.8% Chronically Absent
2 Students	1 Student	Declined 13.7
		348 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	35% Chronically Absent
4 Students	1 Student	Maintained 0.2
		20 Students

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.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
3.4% suspended at least one day	1.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.2%	Increased 0.9%	1 Student
381 Students	235 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	4.8% suspended at least one day	3.8% suspended at least one day
	Increased 4.8%	Increased 1.6%
	21 Students	341 Students

Students with Disabilities	**African American**	**American Indian**
Orange	No Performance Color	No Performance Color
4.5% suspended at least one day	Fewer than 11 students - data not displayed for privacy	0 Students
Increased 1.4%	1 Student	
67 Students		

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	2.9% suspended at least one day
2 Students	1 Student	Increased 0.5%
		349 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	8.7% suspended at least one day
4 Students	1 Student	Increased 8.7%
		23 Students

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

All student groups will increase achievement in ELA and math as measured by Star Renaissance and CAASPP performance.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Students Graduate College- and/or Career- Ready

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

The following student groups have been identified as performing below standard in Math based on the CA School Dashboard: English learners, hispanic, socioeconomically disadvantaged
The following student groups have been identified as performing below standard in ELA based on the CA School Dashboard: English learners, hispanic, socioeconomically disadvantaged

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
STAR Early Literacy	Percentage of students Proficient in STAR Early Literacy in Winter 2025: English learners K: 31.03% (9 out of 29) 1st Grade: 39.29% (11 out of 28) 2nd Grade: 11.11% (3 out of 27) Hispanic K: 37.50% (15 out of 40) 1st Grade: 35.90% (14 out of 39) 2nd Grade: 9.09% (3 out of 33) Socioeconomically disadvantaged K: 40% (16 out of 40) 1st Grade: 37.50% (15 out of 40) 2nd Grade: 10% (3 out of 30)	Percentage of students Proficient in STAR Early Literacy in Winter 2026 (10% increase): English learners K: 38% 1st Grade: 45% 2nd Grade: 20% Hispanic K: 45% 1st Grade: 42% 2nd Grade: 18% Socioeconomically disadvantaged K: 46% 1st Grade: 44% 2nd Grade: 19%
STAR Reading	Percentage of students Proficient in STAR Reading in Winter 2025: English learners 1st Grade: 100% 2nd Grade: 19.50% 3rd Grade: 30.77%	Percentage of students Proficient in STAR Reading in Winter 2026 (10% increase): English learners 1st Grade: 100% 2nd Grade: 28%

	4th Grade: 21.62% 5th Grade: 11.11% Hispanic 1st Grade: 100% 2nd Grade: 30.56% 3rd Grade: 42.62% 4th Grade: 42.03% 5th Grade: 35.09% Socioeconomically disadvantaged 1st Grade: 100% 2nd Grade: 28.13% 3rd Grade: 40.35% 4th Grade: 42.03% 5th Grade: 35.19%	3rd Grade: 38% 4th Grade: 29% 5th Grade: 20% Hispanic 1st Grade: 100% 2nd Grade: 38% 3rd Grade: 48% 4th Grade: 48% 5th Grade: 45% Socioeconomically disadvantaged 1st Grade: 100% 2nd Grade: 35% 3rd Grade: 48% 4th Grade: 48% 5th Grade: 45%	
STAR Math	Percentage of students Proficient in STAR Math in Winter 2023: English learners 1st Grade: 34.48% 2nd Grade: 13.89% 3rd Grade: 38.24% 4th Grade: 37.84% 5th Grade: 25% Hispanic 1st Grade: 51.11% 2nd Grade: 19.23% 3rd Grade: 44.64% 4th Grade: 46.38% 5th Grade: 46.15% Socioeconomically disadvantaged 1st Grade: 47.83% 2nd Grade: 12.77% 3rd Grade: 44.23% 4th Grade: 43.48% 5th Grade: 48.98%	Percentage of students Proficient in STAR Math in Winter 2026 (10% increase): English learners 1st Grade: 45% 2nd Grade: 22% 3rd Grade: 44% 4th Grade: 44% 5th Grade: 32% Hispanic 1st Grade: 55% 2nd Grade: 27% 3rd Grade: 49% 4th Grade: 51% 5th Grade: 51% Socioeconomically disadvantaged 1st Grade: 51% 2nd Grade: 21% 3rd Grade: 48% 4th Grade: 48% 5th Grade: 53%	

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	Phillips Teachers as well as trained Instructional Assistants, as tutors, will work with students to accelerate student learning.	All students	61500.00 3010 – Title 1
1.2	Teachers will receive professional development in both Success for All and Bridges Math with grade level team or individual teacher coaching support with sub-release days as needed.	All students	3,000 0003 - Supplemental
1.3	K-2nd teachers will have release time to give their students one on one assessments in reading in order to understand how best to differentiate instruction for students during intervention time.	All students	1,500 0003 - Supplemental

1.4	Phillips will implement an intervention block during the day so that the Intervention teachers can pull students out for extra support without students missing core instructional time. During the intervention block classroom teacher will provide small group instruction and support for students in addition to using online platforms for support.	All students	69,549 3010 – Title 1
1.5	Phillips will implement Success for All Solution Teams to align with our SPSA goals and monitor progress in trimester Shout Out celebrations as well as monthly Component meetings using data and assessment analysis to monitor growth in reading.	All students	
1.6	100% of students will participate in a Career Day to help our students learn about different jobs that exist in their community and see themselves in those jobs.	All students	
1.7	Teachers will continue to use PLC time to implement Learning Sprints in Math. Professional development in P3CC practices will be discussed as we continue to analyze student data to choose effective, high-leverage instructional practices to improve outcomes for students.		
1.8	Phillips will begin to leverage LETRS professional development and instructional practices into our Reading block since 7 out of 9 returning classroom teachers plus one intervention teacher, as well as the Principal, will either be participating in or have finished LETRS training. New staff members will also be trained for the 25-26 school year. Necessary supplies to implement these instructional practices will be purchased using Supplemental funding.		2,380 0003 - Supplemental
1.9	Use of supplemental funds for subs to release teachers so that they are able to attend IEP and/or SST meetings during the school day.		4047.00 0003 - Supplemental

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 were able to effectively use our Instructional Assistants to lower class sizes in our lowest reading groups. The IAs used this time to push into the class or to pull a small group out and use Imagine Learning. We provided new teachers with professional development in reading when our coach was onsite for trimester training. We also used funding to get substitutes for teachers so that they could conduct their one on one testing of their students in ESGI. The intervention block in the day for each grade level provided students with small group instruction in reading in which we saw a lot of student growth. We successfully held Solution Team meetings and were able to successfully bring down our chronic absenteeism rate. We had a very successful Career Day in March 2025. Our math scores did not improve in most grades except for 5th grade.

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

All budgeted expenditures were implemented as intended.

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

We will be focusing on our English learners, hispanic, socioeconomically disadvantaged students and putting to use the training that teachers are receiving though LETRS. We will continue our focus on primary through 3rd grade in math with our P3CC training and focused Learning Sprints developed in grade level teams with Snow school. (Strategy/Activity 1.8, 1.2)

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.

Multilingual learners will be provided integrated and designated ELD to accelerate language acquisition and increase the rate of reclassification.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Experience Responsive, Engaging Pedagogy

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.

English learner progress data reveals the following areas of need: ELA, math and chronic absenteeism

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
ELPAC data	2024 Data shows that 46% of our students increased one level or more. (State average was 45.7% and district average was 42.3%)	By the end of the 2026 school year, 55% of the English Language Learners will increase by one Level or become eligible for redesignation.
Ellevation data	Spring of 2025, 25 4th and 5th graders were at risk of becoming LTELs.	By Spring of 2026, Phillips will reduce the number of 4th and 5th grade students at risk of becoming Long Term English Learners by 5 students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Phillips teachers will reflect on our Multilingual Learning Program and Practices including high quality interactions and Success for All Strategies to form school wide common practices and expectations in Math and ELA in order to ensure equitable access for our English Language Learners. Supplemental funds will be used for materials and supplies in order to teach the strategies and school wide common practices.	All students will benefit from this.	1,971 0003 - Supplemental
2.2	Phillips teachers will integrate GLAD strategies for English Language Learners into their Success for All reading blocks, Science and LEAD time to meet	All students will benefit from this.	

	the specific needs of the MLLs in their class based on their language development level.			
2.3	Phillips teachers, during monthly component meetings, will use data analysis to monitor progress for their MLL in their Reading classes in order to support and accelerate their learning.	All students will benefit from this.		
2.4	Phillips 3-5 teachers will use Educeri (an online ELD platform) for their designated ELD block.	All students will benefit from this.	525 0003 - Supplemental	

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 effectively used data to monitor our MLLs after winter STAR testing to identify students who were close to redesignation so that we could identify a high leverage instructional practice to impact student learning. After identifying the strategy we were able to do Learning Walks to monitor teacher and student progress with this strategy. We successfully implemented a leveled ELD block for students for students in 3-5 using Educeri. Teachers in grades 1 & 2 used strategies from their LETRS training for their designated ELD.

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

All budgeted expenditures were implemented as intended.

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

We will be monitoring our reading data more specifically this year with monthly component team and data PLC meetings. We will be using the Educeri online platform during our designated ELD blocks for grades 3-5 and using the IABs to prepare students for the rigor of end of the year testing (Strategy/Activity 2.2, 2.4).

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.

> **Grow and strengthen family engagement in support of improvements in student achievement for all student groups.**
> MLL Master Plan Objective 5: Leverage the ELAC structure to engage families in decision making related to school and district programs in support of multilingual learner academic and socio-emotional needs.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Families will experience Robust Communication, Community Engagement and Advocacy

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.

> Multilingual learners continue to perform below other student groups in both ELA and Math on state and local measures. Needs assessment data indicates a need to increase opportunities for the families of MLL students to advise the principal and school staff on the school's program for multilingual learners.

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
Community Schools Survey	Phillips received 110 community member responses to our Community School Survey for 2024-2025 school year. (This is about 30% of our student family population.)	40% of the Phillips families will respond to the 2025-2026 Community Schools Survey.
Parent University Class Attendance	372 single parents came to a PU class at least 1 time, out of those 372 parents some of them came multiple times. This duplicated number is 1,225 by May of the 24-25 school year.	Attendance at Parent University classes will increase by 15%.
Parent Leadership class	In the Fall of 2025, Phillips will re-implement a Parent Leadership class to create a group of parent to lead programs, classes, school events, and actively participate on school/district committees including PFC, ELAC and SSC representatives.	By the end of the 2026 SY, Phillips will have PFC, ELAC and SSC officers in the position of President, Vice President, Treasurer and Secretary respectively. This group of parent leaders will design and approve a budgets, hold monthly meetings, organize parent participation opportunities for Phillips families both in the classroom and for special school wide events.
English Learner Advisory Committee	During the 2025-25 school year, participation in ELAC meetings has increased but we would like to continue to grow.	Parent participation in ELAC meetings will double. ELAC meetings will be both educational and a place where parents of our MLLs feel that they have

		input and can give feedback that is incorporated in school wide decisions.

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	Our school based Parent Liaison in conjunction with our Family Resource Center and/or our Community Schools Administrator will continue to provide parent outreach (in the designated language indicated in Aeries) via in person school events such as Cafecitos, Parent University courses, and individualized support according to the needs of our families.	All students	
3.2	Teachers, Administration, and our Family Resource center will continue to promote and use communication tools such as Parent Square, and take home folders to communicate with families.	All students	645 3010 – Title 1
3.3	Phillips will continue to encourage and promote parent participation in our School Site Council (SSC), English Language Advisory Committee (ELAC) as well as the District English Language Advisory Committee (DELAC) and our Community Schools Advisory Committee by offering incentives, socializing opportunities, and child care.	All students	
3.4	Phillips Parent Liaison, the Family Resource Center coordinator and the Parent University lead will identify and work with grade level parent leaders (room parents) to teach them how to use Parent Square in order to communicate with families and support teachers.	All students	
3.5	3-5th grade students will use student planners as a communication tool between home and school. Parents are asked to review student planner with students daily. This will help to ensure parents are kept aware of student school work and homework expectations.	3-5th grade students	645 3010 – Title 1
3.6	Strategic professional development for staff via Community Schools grant funds to provide tools and resources to support our Multilingual Learners.		

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 had increased participation from parents at our Parent University classes as well as new classes that were offered through our Community Schools program. We continued to use our Parent LEADers to communicate with grade level

parents. We implemented a parent Leadership class and were able to vote into position a full board for our Parent Club (President, Vice President, Treasurer, and Secretary).

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

All budgeted expenditures were implemented as intended.

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

We will be using the data that we gathered this year from our Community Schools ANA questionnaire to choose areas of focus for the 25-26 school year (Strategy/Activity 3.2. 3.3).

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Regular, on time attendance will increase resulting in a reduction in chronic absenteeism.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Students Thrive Socially, Emotionally and Academically

Identified Need

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

The following student groups have been identified as needing additional support in chronic absenteeism based on the California State dashboard: Hispanic, socioeconomically disadvantaged, students with disabilities

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
SDQ	In the fall of the 2024 school year, 11% of students (or 38 students out of 339) reported significant social emotional concern (in yellow and red).	In the 25-26 school year, the number of students reporting significant social emotional concerns will be reduced.
CHKS	By Spring of 2025, 5th grade scores on the CHKS were lower in the areas of positive behavior and school connectedness.	By Spring of 2026, 5th grade scores on the CHKS will increase in the area of positive behavior and school connectedness.
Chronic absenteeism	Phillips chronically absent rate is 21% on the California dashboard. It declined by 12/1% from the previous year.	By Spring of 2026, we will reduce the number of students who are chronically absent below 20%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Teachers will receive professional development in the Success For All Getting Along Together curriculum at the beginning of the year. Teachers will integrate the Toolbox Project tools into the Getting Along Together curriculum to teach social emotional strategies to all students. Our BEST/Cooperative Culture solution team will design opportunities to recognize students for positive behaviors throughout the year.	All Students	0000 – No Reporting Requirements

4.2	Phillips teachers will receive continued professional development on the NVUSD tiered systems of support including Aeries data input, student interventions and pre-referrals to the MTSS team including feedback and next steps to support student growth.	All students	
4.3	All teachers at Phillips including some staff will participate in one Success for All Solution team (for example Intervention Team, Cooperative Culture Team or Attendance Team) with monthly meetings aligned to goals outlined in the SPSA.	All students	
4.4	During the 2025-26 school year, all teachers will have a designated Wellness time built into their week to implement social emotional learning tools and community circles.	All students	
4.5	There is a strong correlation between student attendance and opportunities for an enriching, diverse instructional program. To accomplish this, Phillips students will receive a one week drama residency in their classroom as well as experiences with art classes integrated with their curriculum. This will also include Instructional Assistant to support classroom art projects and supplies for those projects.		52,847 6770 - Prop 28
4.6	The MTSS team (our Interventions Solution Team) will continue to hold SART meetings, regularly monitoring student attendance to keep track of any setbacks and incentivize improvement in attendance.		

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.

This year we successfully integrated the SFA Getting Along Together curriculum with the Toolbox tools to have weekly Cooperative Challenges school wide. Through the MTSS process we were able to not only monitor academic concerns and hold SSTs with parents but we were also able to hold successful SART meetings to support our families whose children had attendance issues. Using Prop 28 funds we were able to contract with the Cafeteria Kids Theater and offer our TK-5th grade students a week of theater experiences in their classroom. We also had an additional art program with two week sessions with one of our retired teachers who came back to teacher art after the Winter break.

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

All budgeted expenditures were implemented as intended.

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

In the 25-26 school year, we will be able to continue to offer TK-5th grade students experiences with Cafeteria Kids Theater. We will also continue our arts program using one of our retired teachers and an Instructional Assistant will have time devoted to supporting teachers in their classroom with any art projects they are doing in class (Strategy/Activity 4.5, 4.6).

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$198,609.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
0003 - Supplemental	$13,423.00
3010 – Title 1	$132,339.00
6770 - Prop 28	$52,847.00

Subtotal of state or local funds included for this school: $198,609.00

Total of federal, state, and/or local funds for this school: $198,609.00

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
0003 - Supplemental	13,423.00
3010 – Title 1	132,339.00
6770 - Prop 28	52,847.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0003 - Supplemental	13,423.00
	3010 – Title 1	132,339.00
	6770 - Prop 28	52,847.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,976.00
Goal 2	2,496.00
Goal 3	1,290.00
Goal 4	52,847.00

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
Julie Jones	Principal
Guadalupe Ortiz-Torres	Other School Staff
Mercedes Hutchens	Classroom Teacher
Paula Sotiras	Classroom Teacher
Monica Lopez	Parent or Community Member
Mayra Zarate	Parent or Community Member
Adela Torres	Parent or Community Member
Alexander Aguirre	Parent or Community Member
Flor Moyano Carrillo	Parent or Community Member
Open Position	Classroom Teacher

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**

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

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

This SPSA was adopted by the SSC at a public meeting on May 29, 2025.

Attested:

Principal, Julie Jones on 5/29/2025

SSC Chairperson, Mayra Zarate on 5/29/2025

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 the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-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 (S*ections: 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 (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

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