School Year: **2024-25**

Mount Pleasant Elementary
STEAM Academy

Science, Technology, Engineering, Art & Mathematics

On the path to college
En camino a la universidad

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mount Pleasant Elementary STEAM Academy	43696176048060	12/11/2024	12/18/2024

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

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

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement
> This plan will support Additional Targeted Support and Improvement as defined in California Education Code 64001

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 Mount Pleasant Elementary STEAM Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program
> Additional Targeted Support and Improvement
> This plan will support Additional Targeted Support and Improvement as defined in California Education Code 64001

Mt. Pleasant Elementary areas of growth have been identified and goals have been set to meet those those particular areas of growth to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards and California Dashboard Indicators. Each of the MPESD's LCAP goals supports the goals for Ida Jew Academy by supporting high quality classroom instruction, equitable access, engaging parents and community members, providing a safe and supportive school environment, supporting English Learners, socioeconomically disadvantaged students, and students with disabilities.School goals will influence the entire educational program of the school and are aligned with the goals of the Learning Continuity Plan regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to: school climate, academic achievement, and college and career readiness and local indicators as defined in the Dashboard.

Mt. Pleasant Elementary goals are made up of the following:
Goal 1: Increase Student Success for all Student Subgroups in Academics
Goal 2: Quality of Instruction: Ensuring Access to Certificated Teachers and Standards-Based Curriculum
Goal 3: Safe and Supportive Learning Environment

This particular school plan for student achievement (SPSA) is a strategic plan that maximizes resources with the ultimate goal of increasing student achievement. Through each outlined goal students, staff and the learning community will work towards improvement with the resources that are made available with each plan.

Educational Partner Involvement

How, when, and with whom did Mount Pleasant Elementary STEAM Academy 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 School Site Council (which consists of parents, students, and classified and certificated staff) and the staff review the SPSA throughout the school year. The SSC meets bi-monthly to review the SPSA goals, activities, and funding. At this time, the administration notes updates for the current and/or following year's SPSA. The staff reviews the SPSA throughout the school year, and like the SSC, reviews and updates the Plan as needed. The main purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the physical and instructional resources available to the school to minimize duplication of efforts; with the ultimate goal of increasing student achievement. The intention is that this process will lead to a partnership between family and school.

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.

Resource inequities for the Mt. Pleasant Elementary School District were reflected in data analysis and include: a need for college and career processes for students, a need for career technical education programs to support college and career readiness, and support for student literacy to include supplemental support for English Learners. These areas are defined as areas of need in the CA Accountability Dashboard and will address graduation rate and college and career indicators.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

English Learner Progress, English Language Arts, and Mathematics

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.

Not Applicable

Other Needs

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

Not Applicable

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	%	0%	%	0	0	
African American	0.85%	0.87%	%	2	2	
Asian	12.29%	10.87%	8.78%	29	25	18
Filipino	0.42%	0%	0.49%	1	0	1
Hispanic/Latino	80.93%	82.61%	84.88%	191	190	174
Pacific Islander	0.85%	0%	0.49%	2	0	1
White	1.69%	2.17%	0.98%	4	5	2
Multiple/No Response	2.54%	3.04%	3.90%	6	7	8
			Total Enrollment	236	230	205

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	47	49	30
Grade 1	41	31	23
Grade 2	23	38	26
Grade3	49	24	39
Grade 4	37	49	21
Grade 5	39	39	45
Total Enrollment	236	230	205

Conclusions based on this data:

1. Declining enrollment over the past few years is in part due to the impact of the cost of living in the Bay Area. Economic downturns force families to relocate, leading to lower enrollment.

2. The presence of alternative educational options, such as other charter schools, private schools, or online programs, drew students away.

3. Demographers have indicated that there is a decline in enrollment throughout the MPESD and Santa Clara County. The decline in the number of school-age children and a shift in population patterns led to decreased enrollment.

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	127	108	104	50.7%	53.8%	50.7%
Fluent English Proficient (FEP)	16	24	15	8.2%	6.8%	7.3%
Reclassified Fluent English Proficient (RFEP)				5.9%		

Conclusions based on this data:

1. The percentage of English Learners in the school has not significantly changed over the past three years.

2. We continue to plan and provide support to our English Learners through data analysis and cycle of inquiry to increase our percentage of students who meet the requirements of reclassification of Fluent English Proficient.

3. Our future efforts will continue to show a strong increase in focus on reclassification efforts. In review we continue to asses how we as a school accelerate our efforts in teaching and learning.

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.

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	51	25	39	51	24	39	51	24	38	100.0	96.0	100
Grade 4	37	47	23	37	47	23	37	47	23	100.0	100.0	100
Grade 5	39	38	46	39	38	45	39	38	45	100.0	100.0	97.8
All Grades	127	110	108	127	109	107	127	109	106	100.0	99.1	99.1

Overall Participation for All Students

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

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	2358.	2342.	2354.	7.84	4.17	5.26	5.88	20.83	15.79	29.41	12.50	28.95	56.86	62.50	50.00
Grade 4	2387.	2401.	2392.	8.11	6.38	4.35	16.22	21.28	13.04	10.81	12.77	30.43	64.86	59.57	52.17
Grade 5	2465.	2417.	2429.	15.38	5.26	6.67	20.51	18.42	13.33	30.77	13.16	22.22	33.33	63.16	57.78
All Grades	N/A	N/A	N/A	10.24	5.50	5.66	13.39	20.18	14.15	24.41	12.84	26.42	51.97	61.47	53.77

Overall Achievement for All Students

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	5.88	*	2.63	50.98	*	55.26	43.14	*	42.11
Grade 4	2.70	6.38	*	51.35	51.06	*	45.95	42.55	*
Grade 5	15.38	2.63	8.89	64.10	52.63	53.33	20.51	44.74	37.78
All Grades	7.87	3.67	4.72	55.12	51.38	56.60	37.01	44.95	38.68

Reading
Demonstrating understanding of literary and non-fictional texts

Writing Producing clear and purposeful writing								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.92	*	7.89	37.25	*	44.74	58.82	*	47.37
Grade 4	0.00	8.51	*	54.05	42.55	*	45.95	48.94	*
Grade 5	10.26	7.89	6.67	48.72	36.84	35.56	41.03	55.26	57.78
All Grades	4.72	6.42	6.60	45.67	39.45	39.62	49.61	54.13	53.77

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	7.84	*	10.53	70.59	*	63.16	21.57	*	26.32
Grade 4	5.41	0.00	*	67.57	82.98	*	27.03	17.02	*
Grade 5	5.13	5.26	8.89	84.62	60.53	68.89	10.26	34.21	22.22
All Grades	6.30	3.67	7.55	74.02	69.72	66.98	19.69	26.61	25.47

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	9.80	*	5.26	49.02	*	57.89	41.18	*	36.84
Grade 4	10.81	4.26	*	45.95	68.09	*	43.24	27.66	*
Grade 5	12.82	7.89	11.11	58.97	55.26	53.33	28.21	36.84	35.56
All Grades	11.02	6.42	6.60	51.18	60.55	59.43	37.80	33.03	33.96

Conclusions based on this data:

1. The need for targeted EL support in and out of the classroom (Designated ELD)

2. The need for targeted writing and reading interventions to support students

3. Based on data we have a need for targeted EL support in and out of the classroom through cross grade level collaboration time needed in the area of ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	51	25	39	51	24	39	51	24	39	100.0	96.0	100
Grade 4	37	47	23	37	47	23	37	47	23	100.0	100.0	100
Grade 5	39	38	46	39	38	45	39	38	45	100.0	100.0	97.8
All Grades	127	110	108	127	109	107	127	109	107	100.0	99.1	99.1

* 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	2369.	2380.	2374.	5.88	8.33	7.69	11.76	20.83	23.08	29.41	16.67	15.38	52.94	54.17	53.85
Grade 4	2416.	2400.	2417.	5.41	6.38	4.35	13.51	10.64	4.35	21.62	27.66	39.13	59.46	55.32	52.17
Grade 5	2480.	2447.	2430.	30.77	5.26	4.44	2.56	13.16	8.89	25.64	31.58	24.44	41.03	50.00	62.22
All Grades	N/A	N/A	N/A	13.39	6.42	5.61	9.45	13.76	13.08	25.98	26.61	24.30	51.18	53.21	57.01

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	5.88	*	10.26	37.25	*	38.46	56.86	*	51.28
Grade 4	5.41	2.13	*	45.95	42.55	*	48.65	55.32	*
Grade 5	20.51	13.16	6.67	46.15	36.84	44.44	33.33	50.00	48.89
All Grades	10.24	7.34	7.48	42.52	40.37	42.06	47.24	52.29	50.47

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	5.88	*	10.26	64.71	*	56.41	29.41	*	33.33
Grade 4	10.81	8.51	*	35.14	34.04	*	54.05	57.45	*
Grade 5	12.82	5.26	4.44	53.85	63.16	48.89	33.33	31.58	46.67
All Grades	9.45	5.50	6.54	52.76	53.21	54.21	37.80	41.28	39.25

Conclusions based on this data:

1. All grade levels and subgroups need support/intervention to reach proficiency at meeting or exceeding standards

2. The Concept and Procedures is an focus area all grade levels need to target in support.

3. Mathematics should be a continued focus of our collaboration/ grade level meetings.

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	1390.8	1368.0	1366.0	1411.6	1383.4	1381.0	1341.9	1331.8	1330.4	23	25	25
1	1434.7	1457.7	1432.8	1447.5	1476.4	1457.8	1421.0	1438.8	1407.2	20	12	11
2	1444.7	1460.5	*	1446.5	1459.8	*	1442.0	1460.6	*	15	18	10
3	1474.0	1480.3	1459.9	1473.9	1476.2	1459.1	1473.5	1483.8	1460.2	28	16	17
4	1494.0	1497.5	1495.5	1498.0	1493.8	1495.0	1489.5	1500.8	1495.6	21	25	14
5	1533.8	1514.2	1501.8	1526.7	1510.6	1489.4	1540.3	1517.0	1513.6	20	17	21
All Grades										127	113	98

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	0.00	0.00	0.00	17.39	28.00	8.00	56.52	24.00	52.00	26.09	48.00	40.00	23	25	25
1	0.00	8.33	0.00	20.00	41.67	45.45	50.00	33.33	18.18	30.00	16.67	36.36	20	12	11
2	0.00	0.00	*	20.00	55.56	*	60.00	22.22	*	20.00	22.22	*	15	18	*
3	7.14	6.25	6.25	39.29	25.00	18.75	35.71	56.25	37.50	17.86	12.50	37.50	28	16	16
4	14.29	16.67	7.14	19.05	20.83	28.57	42.86	50.00	50.00	23.81	12.50	14.29	21	24	14
5	35.00	11.76	9.52	25.00	41.18	38.10	25.00	35.29	38.10	15.00	11.76	14.29	20	17	21
All Grades	9.45	7.14	5.15	24.41	33.93	28.87	44.09	36.61	39.18	22.05	22.32	26.80	127	112	97

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	0.00	8.00	0.00	26.09	24.00	20.00	52.17	28.00	40.00	21.74	40.00	40.00	23	25	25
1	10.00	41.67	18.18	40.00	33.33	54.55	40.00	25.00	9.09	10.00	0.00	18.18	20	12	11
2	0.00	11.11	*	40.00	38.89	*	46.67	38.89	*	13.33	11.11	*	15	18	*
3	17.86	12.50	6.25	50.00	56.25	31.25	21.43	18.75	37.50	10.71	12.50	25.00	28	16	16
4	19.05	33.33	14.29	47.62	41.67	42.86	28.57	16.67	42.86	4.76	8.33	0.00	21	24	14
5	45.00	23.53	19.05	30.00	64.71	57.14	15.00	5.88	4.76	10.00	5.88	19.05	20	17	21
All Grades	15.75	20.54	12.37	39.37	41.96	37.11	33.07	22.32	29.90	11.81	15.18	20.62	127	112	97

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	0.00	0.00	0.00	4.35	0.00	0.00	52.17	48.00	48.00	43.48	52.00	52.00	23	25	25
1	0.00	8.33	0.00	10.00	33.33	27.27	40.00	33.33	18.18	50.00	25.00	54.55	20	12	11
2	0.00	0.00	*	26.67	44.44	*	33.33	22.22	*	40.00	33.33	*	15	18	*
3	0.00	6.25	0.00	14.29	12.50	18.75	42.86	50.00	43.75	42.86	31.25	37.50	28	16	16
4	4.76	16.67	0.00	23.81	16.67	21.43	23.81	33.33	50.00	47.62	33.33	28.57	21	24	14
5	25.00	5.88	4.76	10.00	11.76	23.81	45.00	64.71	38.10	20.00	17.65	33.33	20	17	21
All Grades	4.72	6.25	2.06	14.17	17.86	20.62	40.16	41.96	38.14	40.94	33.93	39.18	127	112	97

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	13.04	8.00	4.00	73.91	64.00	72.00	13.04	28.00	24.00	23	25	25
1	25.00	58.33	36.36	70.00	41.67	54.55	5.00	0.00	9.09	20	12	11
2	13.33	16.67	*	80.00	77.78	*	6.67	5.56	*	15	18	*
3	32.14	12.50	25.00	50.00	75.00	43.75	17.86	12.50	31.25	28	16	16
4	42.86	50.00	28.57	57.14	37.50	64.29	0.00	12.50	7.14	21	24	14
5	15.00	29.41	23.81	75.00	70.59	57.14	10.00	0.00	19.05	20	17	21
All Grades	24.41	27.68	22.68	66.14	60.71	59.79	9.45	11.61	17.53	127	112	97

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	0.00	4.00	0.00	60.87	48.00	52.00	39.13	48.00	48.00	23	25	25
1	10.00	16.67	27.27	55.00	83.33	54.55	35.00	0.00	18.18	20	12	11
2	0.00	16.67	*	73.33	72.22	*	26.67	11.11	*	15	18	*
3	28.57	12.50	6.25	53.57	68.75	50.00	17.86	18.75	43.75	28	16	16
4	19.05	25.00	21.43	71.43	62.50	57.14	9.52	12.50	21.43	21	24	14
5	70.00	64.71	33.33	10.00	29.41	47.62	20.00	5.88	19.05	20	17	21
All Grades	22.05	22.32	15.46	53.54	58.93	55.67	24.41	18.75	28.87	127	112	97

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	60.87	62.50	56.00	39.13	37.50	44.00	23	24	25
1	10.00	25.00	9.09	45.00	50.00	36.36	45.00	25.00	54.55	20	12	11
2	0.00	11.11	*	60.00	55.56	*	40.00	33.33	*	15	18	*
3	0.00	6.25	6.25	46.43	43.75	62.50	53.57	50.00	31.25	28	16	16
4	9.52	4.17	0.00	33.33	50.00	64.29	57.14	45.83	35.71	21	24	14
5	20.00	5.88	14.29	55.00	64.71	42.86	25.00	29.41	42.86	20	17	21
All Grades	6.30	7.21	5.15	49.61	54.95	55.67	44.09	37.84	39.18	127	111	97

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

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	56.52	44.00	48.00	43.48	56.00	52.00	23	25	25
1	0.00	0.00	0.00	65.00	75.00	54.55	35.00	25.00	45.45	20	12	11
2	0.00	0.00	*	66.67	72.22	*	33.33	27.78	*	15	18	*
3	7.14	12.50	6.67	64.29	75.00	66.67	28.57	12.50	26.67	28	16	15
4	23.81	20.83	7.14	47.62	50.00	64.29	28.57	29.17	28.57	21	24	14
5	25.00	23.53	9.52	55.00	58.82	52.38	20.00	17.65	38.10	20	17	21
All Grades	9.45	9.82	5.21	59.06	59.82	58.33	31.50	30.36	36.46	127	112	96

Conclusions based on this data:

1. There is much room for improvement in the areas of ELA and Mathematics.

2. Our students in Level 1 performance is rising, which means we are getting more Newcomers to our school.

3. In support of EL students in our primary grades, more early interventions may increase score results

School and Student Performance Data

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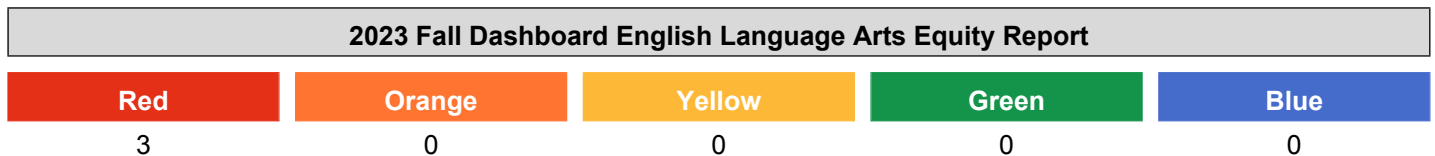
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
			Students whose well being is the responsibility of a court.
230	**69.1**	**47**	
Total Number of Students enrolled in Mount Pleasant Elementary STEAM Academy.	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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	108	47
Foster Youth		
Homeless	9	3.9
Socioeconomically Disadvantaged	159	69.1
Students with Disabilities	40	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.9
Asian	25	10.9
Hispanic	190	82.6
Two or More Races	7	3
White	5	2.2

Conclusions based on this data:

1. We have half of our student population that are English Learners 47% and 69% of the students we serve are socially disadvantaged.

2. We will continue to outreach to our parents in support of internet connection, food resources and other community based offerings to support socioeconomically disadvantaged.

3. Hispanic is our largest ethnic subgroup.

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Red	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Orange		
English Learner Progress Green		

Conclusions based on this data:

1. There is much room for improvement in the areas of ELA and Mathematics and English Learner progression.

2. Chronic Absenteeism is an area to target with intentional school site interventions.

3. English Learners is an area of focus in support of academic growth and focus

School and Student Performance Data

Academic Performance
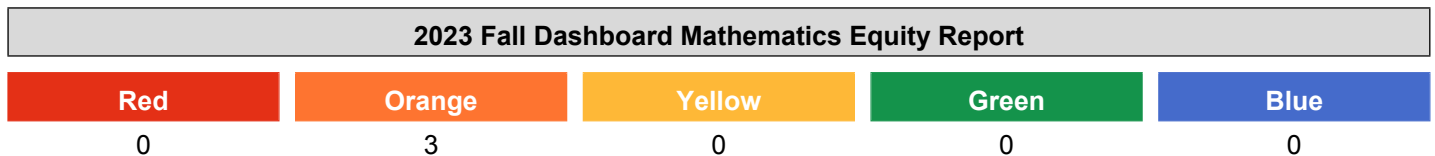### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Red	No Performance Color
76.4 points below standard	93.8 points below standard	0 Students
Decreased Significantly -16.8 points	Decreased Significantly -25 points	
104 Students	61 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	144.1 points below standard
3 Students	83.5 points below standard	Decreased Significantly -25.3 points
	Decreased Significantly -19.3 points	18 Students
	78 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 88.5 points below standard Decreased Significantly - 22.1 points 89 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.7 points below standard Maintained -1.5 points 51 Students	Less than 11 Students 10 Students	57.8 points below standard Decreased Significantly -15.5 points 36 Students

Conclusions based on this data:

1. Our Socioeconomic disadvantaged and Students with Disabilities students show the largest need of intervention and support

2. Mt. Pleasant Elementary continues to work alongside Partners in Schools to focus on Math and English Academic Success to include a focus on attendance and grade data that include EL students. Each grade cluster is focused on academic support in areas of designated ELD and core subject areas.

3. Mt. Pleasant Elementary will continue to assess needs of students learning gaps in core subject areas to identify and meet students individual learning needs to accelerate learning.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
75 points below standard	92.6 points below standard	0 Students
Decreased Significantly -16.8 points	Decreased Significantly -26.3 points	
104 Students	61 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	146.9 points below standard
3 Students	89.4 points below standard	Decreased Significantly -39.9 points
	Decreased Significantly -26.1 points	18 Students
	78 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 87.8 points below standard Decreased Significantly - 19.2 points 89 Students	Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113 points below standard Decreased -12.8 points 51 Students	Less than 11 Students 10 Students	60.4 points below standard Decreased -11.6 points 36 Students

Conclusions based on this data:

1. We will continue to assess needs of students learning gaps in core areas to identify and meet students individual learning needs to accelerate learning. English learners are significantly below standard.

2. Mt. Pleasant Elementary will continue to work alongside Partners in Schools to focus on Math and English Academic Success to include a focus on attendance and grade data that include EL students. Each grade cluster is focused on academic support in areas of designated ELD and core subject areas.

3. Based on the data continued professional development is needed to assist our ELL across all subject areas.

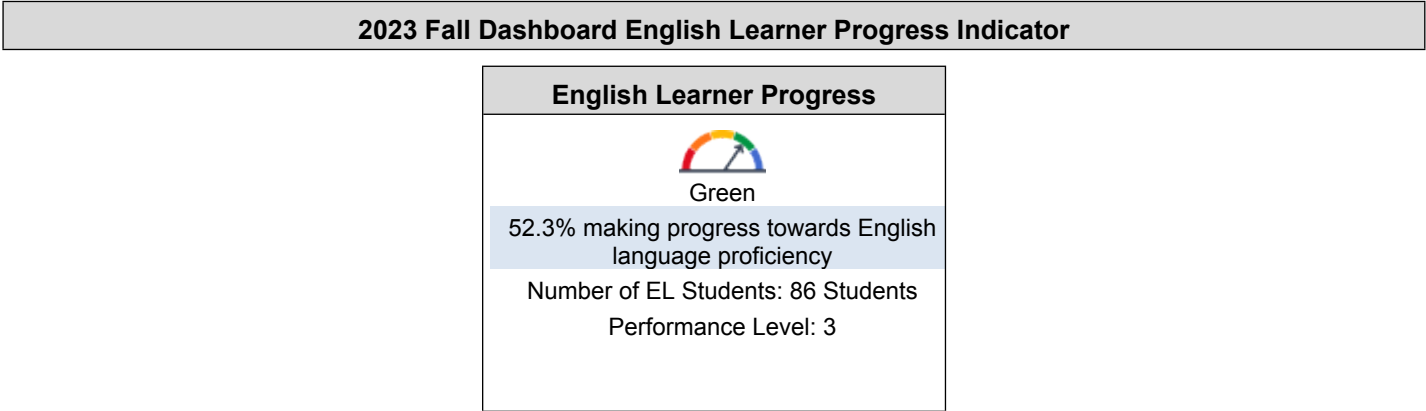# School and Student Performance Data

Academic Performance
English Learner Progress

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
52.3% making progress towards English language proficiency
Number of EL Students: 86 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10	31	2	43

Conclusions based on this data:

1. We will continue to assess our impact with grade cluster designated ELD to continue to assess areas of need. Throughout the school year teachers have given students the opportunity to further their language skills with designated and integrated ELD at all grade levels.

2. Mt. Pleasant Elementary will continue to work alongside Partners in Schools to focus on Math and English Academic Success to include a focus on attendance and grade data that include EL students. Each grade cluster is focused on academic support in areas of designated ELD and core subject areas.

3. In review, additional targeted early intervention are needed to support our Level 2 and 3 students.
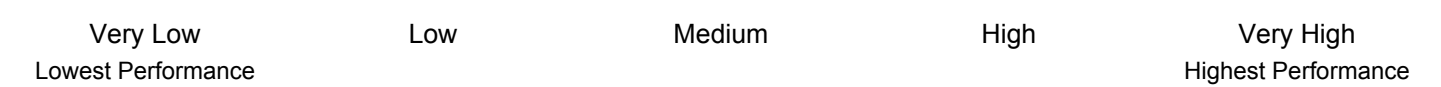
School and Student Performance Data

Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.
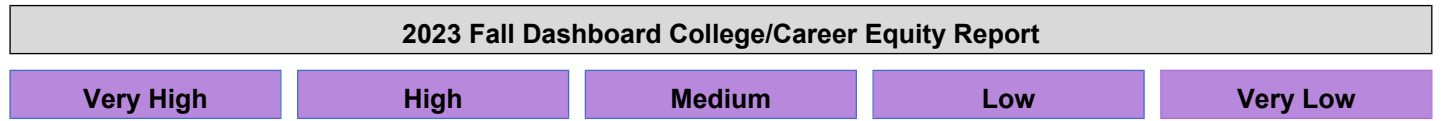
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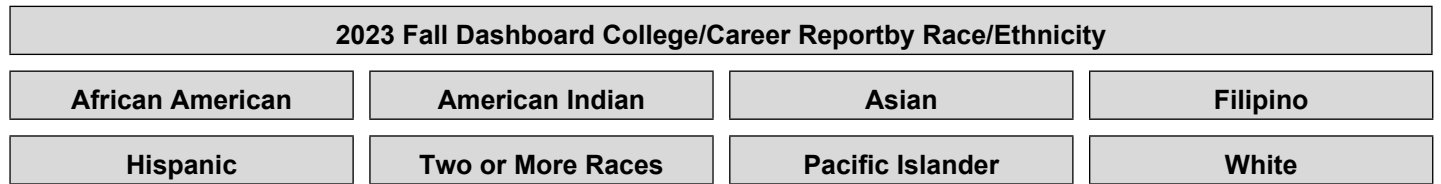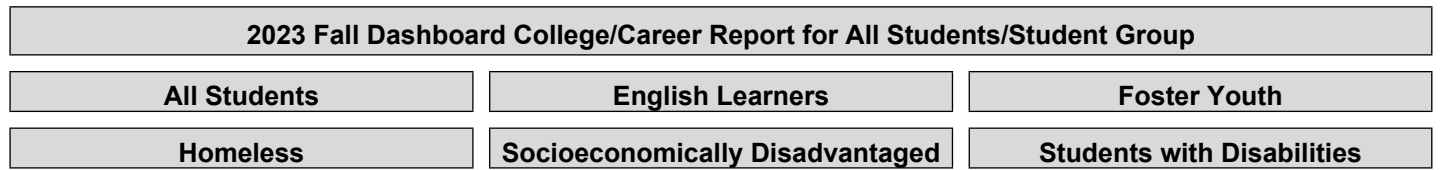
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. We will continue to assess needs of students learning gaps in core areas to identify and meet students individual learning needs to accelerate learning.

2. This year at Mt Pleasant Elementary school we are implementing our ELD daily rotations, we've partnered with Reading Partners, and Elevate math for after school academic intervention.

School and Student Performance Data
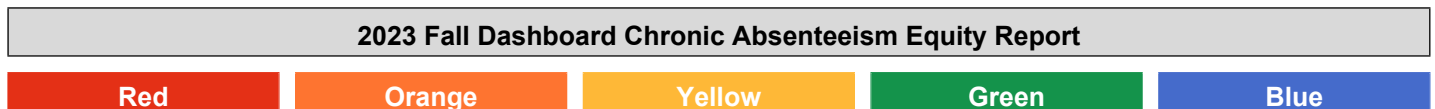
Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
34.1% Chronically Absent	28.3% Chronically Absent	0 Students
Increased 1.2	Declined -1.7	
252 Students	120 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Red	Red
9 Students	35.4% Chronically Absent	35.8% Chronically Absent
	Increased 1.3	Increased 7.3
	178 Students	53 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	31% Chronically Absent	Less than 11 Students
2 Students	0 Students	Increased 17.7	1 Student
		29 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	45.5% Chronically Absent	No Performance Color	Less than 11 Students
34.5% Chronically Absent	0	0 Students	6 Students
Declined -0.6	11 Students		
203 Students			

Conclusions based on this data:

1. Overall, our students have very high absenteeism

2. 35.1% of Hispanics are chronically absent

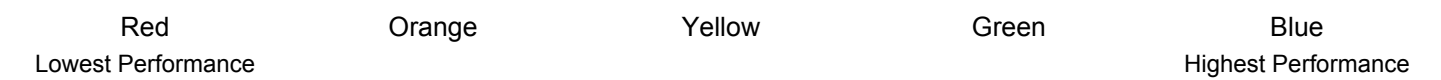3. 30% of our English learners have chronic absenteeism

School and Student Performance Data

Academic Engagement
Graduation Rate

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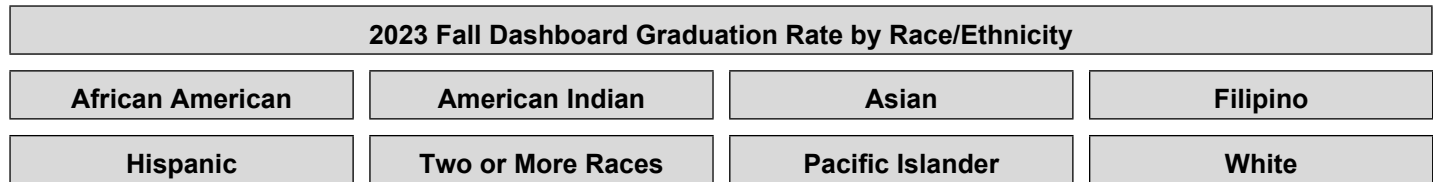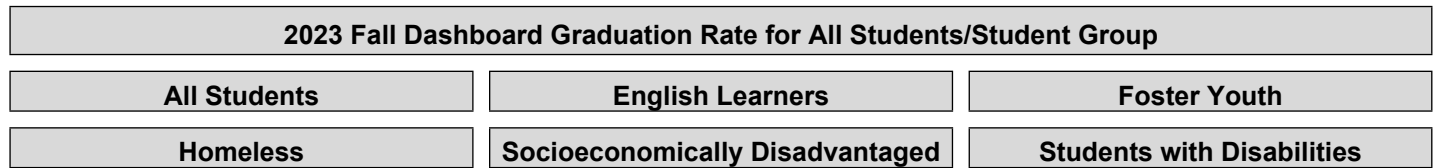
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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. No data to evaluate

School and Student Performance Data

Conditions & Climate
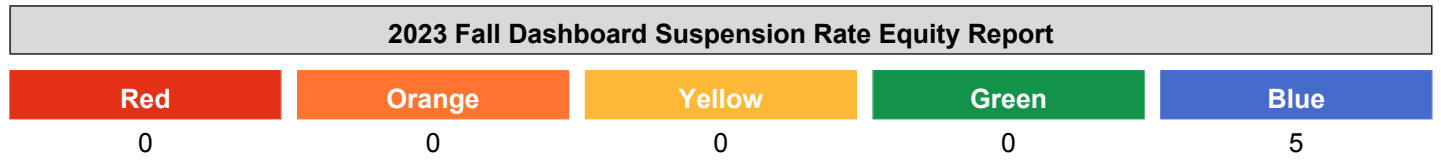### Suspension Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Blue	No Performance Color
0% suspended at least one day	0% suspended at least one day	0 Students
Declined -0.4	Declined -0.7	
268 Students	128 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Blue	Blue
9 Students	0% suspended at least one day	0% suspended at least one day
	Declined -0.6	Maintained 0
	190 Students	53 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	No Performance Color 0 Students	Blue 0% suspended at least one day Maintained 0 30 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0% suspended at least one day Declined -0.5 218 Students	0% suspended at least one day 11 Students	No Performance Color 0 Students	Less than 11 Students 6 Students

Conclusions based on this data:

1. There has been an effort to decrease suspension rates through the following: We continue to support school wide lessons, Mindfulness, and establishing PBIS best practices.

2. Survey has been provided to students and the team continues to review feedback and trends this will be provided each trimester.

3. Hispanic students for suspension declined.

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.

> **Provide Access to Grade Level Content**
> Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

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

> Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

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

> Identified Need: Academic achievement through an equity lens is one of our primary objectives. According to the CA School Dashboard, 29.72% of our students met or exceeded standards in ELA and 20.19% met or exceeded standards in math in the 2024 CAASPP. On the other hand, according to the CA School Dashboard, 8.12% of our English Learners met or exceeded standards in ELA and 6.14% met or exceeded standards in math in the 2024 CAASPP. With this significant disparity in the data, it is necessary to provide a greater focus on the needs of our EL students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	29.72%	At or above 33%
CAASPP MATH Data	20.19%	At or above 24%
CAASPP ELA Data for English Learners	8.12%	At or above 11%
CAASPP Math Data for English Learners	6.14%	At or above 10%

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	Membership Dues and Conference Expenses: The allocation of funds for membership dues and conference expenses reflects a commitment to providing educators with ongoing opportunities for professional development. This investment ensures that teachers stay abreast of the latest pedagogical	All students	0

	approaches, instructional technologies, and subject-specific advancements, ultimately benefiting student learning outcomes.		
1.2	Intervention Support: Intervention Teacher(s), Instructional Aide(s), and other Classified Staff: The deployment of Intervention Teacher(s), Instructional Aide(s), and other Classified Staff underscores a targeted approach to academic support. By identifying students who require additional assistance, these professionals will implement tailored interventions, fostering a more inclusive learning environment and addressing individual learning needs.	Students Below Grade-Level	35506 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries State and local funding 10000 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Budget source 3010 Title I
1.3	Extended Learning Opportunities and Support, and Field Trips including Science Camp: The continuation of extended learning experiences, including field trips and Science Camp, is integral to providing students with hands-on and immersive educational opportunities. These activities not only reinforce classroom learning but also cultivate a passion for subjects like science, contributing to increased student engagement and achievement.	All students	475,000 Other 2000-2999: Classified Personnel Salaries Budget source:2600/6010
1.4	Staff Professional Development Workshops: Regularly organized workshops for staff professional development serve as a cornerstone for the continuous improvement of teaching practices. By honing their skills and staying informed about best practices, educators can deliver high-quality instruction that aligns with evolving educational standards, benefiting students across all subject areas.	All students	2500 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Instructional apps 10000 Other 5000-5999: Services And Other Operating Expenditures Budget source 4203
1.5	Extended Duty for Teachers and Classified Staff (Hourly), Substitutes for IEP, SST, and 504 days, and ITLC Stipend: The provision of additional resources, including extended duty opportunities, substitutes for specific program days, and stipends, demonstrates a commitment to supporting educators' dedication to student success. This approach ensures that specialized programs, such as the Individualized Education Program (IEP), Student Success Team (SST), and 504 plans, receive the attention and resources required for optimal implementation.	All students	19,695 0710 - LCFF Supplemental 0001-0999: Unrestricted: Locally Defined Enrichment 750 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries
1.6	Psychologist(s): Continued employment of psychologists to address students' socio-emotional well-being and contribute to a supportive learning environment. The continued employment of psychologists highlights the recognition of the crucial role socio-emotional well-being plays in academic success. These professionals will contribute to creating a positive and supportive learning environment, addressing any emotional or psychological barriers that may impede student progress. They will also help in the assessment of students who may need special education support.	all students	32937 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries

1.7	Enrichment Teachers - Music, Arts, PE/Dance, and other programs such as Compact Math, Student Council, Yearbook, STEAM Committee: Sustaining a diverse array of enrichment programs, including Music, Arts, PE/Dance, and others, fosters a well-rounded educational experience. These programs not only contribute to the holistic development of students but also provide avenues for expression, creativity, and leadership through initiatives like the Student Council, Yearbook, and the STEAM Committee.	All Students	46728 0710 - LCFF Supplemental
1.8	Enrichment Teachers - Music, Arts, PE/Dance, and other programs such as Compact Math, Student Council, Yearbook, STEAM Committee: Sustaining a diverse array of enrichment programs, including Music, Arts, PE/Dance, and others, fosters a well-rounded educational experience. These programs not only contribute to the holistic development of students but also provide avenues for expression, creativity, and leadership through initiatives like the Student Council, Yearbook, and the STEAM Committee. [For Operations]	All Students	130408 0710 - LCFF Supplemental Budget source 6762/6770
1.9	Purchase and Implementation of iReady: The ongoing investment in the iReady program signifies a commitment to personalized learning experiences. iReady's adaptive technology allows for tailored interventions, ensuring that each student receives targeted support to address specific academic needs in English Language Arts/Literacy, and Math.	All Students	28614 0710 - LCFF Supplemental Budget source 2600
1.10	Librarian	All Students	0
1.11	Copier Maintenance, Rental, and other Contracted Services: Continuous maintenance of copiers and other contracted services supports the smooth administrative operations that are essential for effective teaching and learning. A well-functioning administrative infrastructure ensures that educators can focus on delivering high-quality instruction without disruptions.	All Students	0

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The continuous effectiveness of the implemented strategies and activities will be meticulously monitored through an ongoing data-driven evaluation process. This involves regularly analyzing student achievement data in English Language Arts/Literacy, Math, and Science to identify trends and areas for improvement. Attendance and engagement metrics will provide insights into overall student participation, while assessments of professional development impact will gauge the integration of new strategies by educators. The success of intervention support programs will be measured by tracking the academic progress of students receiving additional assistance, and the participation and impact of

enrichment programs will be assessed for their contribution to holistic student development. Additionally, the utilization and effectiveness of technology, such as the iReady program, will be evaluated to ensure personalized learning experiences align with academic needs.

These evaluations will inform evidence-based decision-making, guiding adjustments and refinements to the strategies and activities. By adapting to the insights gained from data analysis, the school aims to create an environment that not only reduces the achievement gap but also promotes college and career readiness for all students. This iterative process ensures that the school remains responsive to the evolving needs of its diverse student body, fostering a dynamic and inclusive educational experience.

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

As of now, there are no significant differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to achieve the articulated goal. The budget has been carefully aligned with the planned initiatives, ensuring that the necessary resources are allocated to each strategy and activity. Regular oversight and financial reviews are in place to monitor adherence to the budget and to promptly address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive approach aims to maintain financial transparency and uphold the integrity of the budgeted expenditures, ensuring that they effectively support the strategies and activities outlined to meet the educational goal.

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

Following a thorough analysis, any necessary changes to the goal, annual outcomes, metrics, or strategies/activities will be outlined in the School Plan for Student Achievement (SPSA). The analysis will guide data-informed decision-making, and adjustments will be made to enhance the effectiveness of the implemented strategies. Modifications to the goal, outcomes, or metrics may stem from insights gained through ongoing assessments, feedback from stakeholders, or shifts in educational priorities. The SPSA will serve as the comprehensive document reflecting these changes, providing a clear roadmap for continuous improvement. School community members can refer to specific sections within the SPSA, such as the goal statement, objectives, or action plans, to find detailed information on any adjustments made in response to the analysis. This transparent and iterative process ensures that the educational institution remains adaptable, responsive, and aligned with the evolving needs of its students and the broader educational landscape.

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.

Quality of instruction: Ensuring Access to certificated teachers and standards-based curriculum
Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn.

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

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn.

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.

One of the greatest factors in student achievement is quality of Instruction
It is critical to recruit and retain high-quality teachers to serve the needs of our students. MPESD has an average of 102 certificated employees.

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
SARC and Williams Audit	0% of teacher vacancies or "misassignments" for the 2023-2024 school year.	0% of teacher vacancies or "misassignments" for the 2024-2025 school year.
Teacher Retention	The school campus and classrooms used by students and staff are in 100% good repair.	Continue to ensure that both school campuses and classrooms used by students and staff are in 100% good repair.
# New Teachers with Mentors & Support	4.28%	at 100%
Technology Integration and Accessibility including IT Support Provided (IT Help Desk Responses)	95%	at 100%
Facilities Support Provided (Facilities Help Desk Responses)	The school campus and classrooms used by students and staff are in 100% good repair.	at 100%

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	Maintenance and Recruitment of Qualified and Experienced Teachers: The recruitment and retention of qualified, experienced teachers are central to achieving this goal. Efforts are directed toward attracting highly skilled educators and providing ongoing support to retain existing talent. This ensures a consistent level of instructional quality and expertise in the classroom.	All students in TK-5	443,117 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries
2.2	Support/Coaching for New Teachers: Acknowledging the importance of mentorship and professional development, there is a focus on providing support and coaching for new teachers. This proactive approach helps them acclimate to the school environment, refine their teaching techniques, and ultimately contribute to the overall instructional quality.	All Students in TK-5	20900 4035-NCLB:Title II Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures 69,877 4035-NCLB:Title II Teacher Quality 1000-1999: Certificated Personnel Salaries
2.3	Internet Access and Technology: Recognizing the significance of technology in modern education, the provision of internet access and technology resources is integral. This ensures that students have the tools necessary for digital learning and that educators can leverage technology to enhance instructional methods.	All students TK-5	2500 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
2.4	Safe School Facility: Maintaining a safe and secure physical learning environment is a priority. Efforts are directed towards ensuring that the school facility is well-maintained, addressing safety concerns promptly, and implementing measures to create a secure atmosphere for both students and staff.	All students	1250 0710 - LCFF Supplemental Object codes 4380-8110
2.5	Curriculum, Books, and other Instructional Materials including Educational Technology Programs: Access to a standards-based adopted curriculum, along with up-to-date books, and instructional materials, is facilitated. This includes incorporating educational technology programs to enhance the learning experience, aligning curriculum with educational standards, and ensuring a comprehensive and modern approach to instruction.	All students	22797 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies
2.6	Classroom and Office Supplies: Adequate provision of classroom and office supplies is prioritized to create an environment conducive to effective teaching and learning. This includes materials essential for day-to-day classroom activities, ensuring that educators have the necessary tools to deliver high-quality instruction.	All students	10717 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall effectiveness of these strategies and activities will be assessed through ongoing evaluation processes. Data on teacher qualifications, student performance, and feedback on the learning environment will be regularly reviewed to gauge the impact of the initiatives. The School Plan for Student Achievement (SPSA) serves as a comprehensive document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made to enhance the overall effectiveness of the strategies and activities. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and maintains a commitment to excellence in education.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 2. The budget has been meticulously designed to support the intended initiatives, ensuring that adequate resources are allocated to key areas such as teacher recruitment and support, technology access, facility maintenance, curriculum adoption, and the provision of necessary supplies. Regular financial reviews and oversight mechanisms are in place to monitor adherence to the budget and promptly address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to maintain transparency and uphold the integrity of the budgeted expenditures, ensuring they effectively support the strategies and activities outlined to meet the educational goal.

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

The ongoing analysis has not identified any substantial changes to Goal 2, the annual outcomes, metrics, or strategies/activities at this juncture. The School Plan for Student Achievement (SPSA) remains a comprehensive reference for school community members to explore specific details related to the goal, including objectives, action plans, and budget allocations. In the event that adjustments are deemed necessary in response to evolving circumstances, school community members' feedback, or shifts in educational priorities, any modifications to the goal or strategies/activities will be documented and communicated through updates to the SPSA. This ensures that the SPSA remains a dynamic and responsive guide, reflecting the school's commitment to providing resources for certificated, qualified teachers, access to a standards-based curriculum, and maintaining safe and clean learning environments for students. Any changes resulting from the analysis will be clearly outlined in the relevant sections of the SPSA for transparency and ongoing improvement.

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.

Safe and Supportive Learning Environment
Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.

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

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools.

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

Identified Need:

Suspensions: According to the 2024 CA School Dashboard, the overall performance level for suspension rates for Mt. Pleasant Elementary is Blue.

Chronic Absenteeism: According to the 2024 CA School Dashboard, the overall performance level for chronic absenteeism rates for Mt. Pleasant Elementary is Yellow. Our chronic absenteeism rate last year was 34.1% and this year we are at 27.2%. This was a huge improvement for our school. We have 26.4% chronic absenteeism in our English Learner subgroup, 29% in our Hispanic subgroup, and 31.1% in our socioeconomically disadvantaged group.

Another area for improvement is to increase the number of parents participating in school events. On average, we have 10-20 parents attending our parent meetings and about 60-80 parents attend our school-wide events. We would like to increase these numbers by 20%.

Based on the data presented and input from parents and community members during the past parent meetings and school events, there is a need to improve student and parent engagement and provide a safe and supportive learning environment for all students.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Data	NA for 2020-2021	Move up in Status Level
CA Dashboard Attendance Data	NA for 2020-2021	Decrease or maintain Chronic absenteeisim at 4%
CA Healthy Kids Survey	45% for meaningful engagement 38% chronic	50% fifth grade and 30% middle school for meaningful engagement

		sadness/hopelessness 52% reporting bullying	33% or less or less chronic sadness/hopelessness

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	Family Case Manager(s), Counselor(s), and Support Services for Students including Transportation and Mental Health: The presence of Family Case Manager(s) and Counselor(s) underscores a commitment to providing comprehensive support for students and their families. These professionals play a crucial role in addressing various needs, including mental health, and facilitating access to necessary services. Additional support services, such as transportation assistance, further contribute to creating a supportive environment.	All TK-5 students	22,163 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Districtwide 6,899 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries
3.2	Community Schools Grant to provide Community Schools	All Students TK-5	242,706 Other 6000-6999: Capital Outlay Various 6332
3.3	Improvement in Student Engagement, Attendance, and School Climate including having Campus Supervisor and Yard Duties: Strategies targeting the improvement of student engagement, attendance, and school climate, including the presence of Campus Supervisors and Yard Duties, contribute to creating a positive and safe atmosphere. These measures aim to enhance the overall learning environment, fostering a sense of security and community.	All students TK-5	10,000 0022 - LCFF Base 5000-5999: Services And Other Operating Expenditures
3.4	Parent Engagement Workshops: The implementation of Parent Engagement Workshops is designed to strengthen the partnership between schools and families. By providing parents with valuable insights into their child's education and fostering collaboration, these workshops contribute to a supportive home-school connection.	All students TK-5	0
3.5	Contracted Services - Cellphone, Voler, Zoom, Language Line, other Translators: Utilizing contracted services such as Cellphone, Voler, Zoom, Language Line, and other translators ensures effective communication and accessibility. This is particularly crucial for maintaining a strong connection with diverse families and overcoming language barriers, enhancing overall engagement and support.	All students TK-5	3500 0710 - LCFF Supplemental 4000-4999: Books And Supplies Budget code 9027
3.6	IT Support: Recognizing the importance of technology in education, the provision of IT support ensures that students and staff have seamless access to digital resources. This support contributes to a technologically equipped and connected learning environment.	All students	28,000 Other 5000-5999: Services And Other Operating Expenditures Budget code 7435

3.7	Blackboard, ThoughtExchange, DTS	All students, Staff and Families	35265 0710 - LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures
3.8	Parent Engagement - IT Support	All students, Staff and Families	32,297 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The overall effectiveness of these strategies and activities will be continually assessed through various metrics, including student engagement, attendance rates, and the overall school climate. The School Plan for Student Achievement (SPSA) serves as the central document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made based on ongoing analyses. This iterative approach ensures that the school remains responsive to the evolving needs of its students, creating an environment that is not only safe but also supportive and conducive to positive learning experiences.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 3. The budget has been carefully designed to support the intended initiatives aimed at creating a safe and supportive learning environment. Allocations have been made for essential resources, including personnel such as Family Case Manager(s), Counselor(s), Student Advisor, and support services like transportation and mental health assistance. Additionally, budget provisions for Parent Engagement Workshops, contracted services for communication and translation, and IT support align closely with the intended implementation strategies.

Ongoing financial reviews and oversight mechanisms are in place to monitor adherence to the budget and address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to ensure that the budgeted expenditures effectively support the strategies and activities outlined to meet the educational goal of creating a safe and supportive learning environment for all students.

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.

As of the current analysis, no significant changes are identified for Goal 3, its annual outcomes, metrics, or strategies/activities in the School Plan for Student Achievement (SPSA). However, the SPSA remains a dynamic document subject to ongoing evaluation, and any adjustments deemed necessary for the goal will be documented and reflected in the plan.

Should changes be required based on evolving circumstances, school community members' feedback, or emerging educational priorities, they will be clearly outlined in the relevant sections of the SPSA. This ensures transparency and alignment with the school's commitment to creating a safe and supportive learning environment, where students feel connected to their schools. School community members can refer to the specific sections within the SPSA, including the goal statement, objectives, and action plans, to access comprehensive details on any modifications resulting from the analysis. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and consistently pursues excellence in fostering a positive and supportive educational atmosphere.

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.

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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			3010 - Title I Site 0022-0019: Site Funding Allocation
4.2			3010 - Title I Site 0022-0019: Site Funding Allocation
4.3			3010 - Title I Site 0022-0019: Site Funding Allocation
4.4			
4.5			

			3010 - Title I Site 0022-0019: Site Funding Allocation
4.6			0022-0019: Site Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
5.1			0022 - LCFF Base 0022-0019: Site Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 6

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
6.1			3010 - Title I Site 0022-0019: Site Funding Allocation
6.2			
6.3			0022 - LCFF Base 0022-0019: Site Funding Allocation 0022 - LCFF Base
6.4			3010 - Title I Site

				0022-0019: Site Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
7.1			3010 - Title I Site 0022-0019: Site Funding Allocation 3010 - Title I Site 0022-0019: Site Funding Allocation 3010 - Title I Site 0022-0019: Site Funding Allocation
7.2			
7.3			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 8

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
8.1			3010 - Title I Site 0022-0019: Site Funding Allocation 3010 - Title I Site 0022-0019: Site Funding Allocation
8.2			0022 - LCFF Base 0022-0019: Site Funding Allocation
8.3			0022 - LCFF Base 0022-0019: Site Funding Allocation

				Other 0022-0019: Site Funding Allocation
8.4				3010 - Title I Site 0022-0019: Site Funding Allocation 0710 - LCFF Supplemental 0022-0019: Site Funding Allocation

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 9

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
9.1			
9.2			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 10

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
10.2			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 11

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

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

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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
11.1			
11.4			

Annual Review

SPSA Year Reviewed: 2023-24

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$80,500
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$1,744,126.00
Total Federal Funds Provided to the School from the LEA for CSI	$35,400

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 ($)
	$0.00
0022 - LCFF Base	$10,000.00
0710 - LCFF Supplemental	$854,129.00
4035-NCLB:Title II Teacher Quality	$90,777.00
6300-Lottery-Instructional Materials (Prop 20)	$33,514.00
Other	$755,706.00

Subtotal of state or local funds included for this school: $1,744,126.00

Total of federal, state, and/or local funds for this school: $1,744,126.00

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
0022 - LCFF Base	23,000	13,000.00
0710 - LCFF Supplemental	35,400	-818,729.00
3010 - Title I Site	23,000	23,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
0022 - LCFF Base	10,000.00
0710 - LCFF Supplemental	854,129.00
4035-NCLB:Title II Teacher Quality	90,777.00
6300-Lottery-Instructional Materials (Prop 20)	33,514.00
Other	755,706.00

Expenditures by Budget Reference

Budget Reference	Amount
	178,386.00
0001-0999: Unrestricted: Locally Defined	19,695.00
1000-1999: Certificated Personnel Salaries	582,187.00
2000-2999: Classified Personnel Salaries	536,359.00
4000-4999: Books And Supplies	37,014.00
5000-5999: Services And Other Operating Expenditures	63,000.00
5800: Professional/Consulting Services And Operating Expenditures	56,165.00
6000-6999: Capital Outlay	242,706.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
5000-5999: Services And Other Operating Expenditures	0022 - LCFF Base	10,000.00
	0710 - LCFF Supplemental	207,000.00
0001-0999: Unrestricted: Locally Defined	0710 - LCFF Supplemental	19,695.00
1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	512,310.00
2000-2999: Classified Personnel Salaries	0710 - LCFF Supplemental	61,359.00
4000-4999: Books And Supplies	0710 - LCFF Supplemental	3,500.00
5000-5999: Services And Other Operating Expenditures	0710 - LCFF Supplemental	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	0710 - LCFF Supplemental	35,265.00
1000-1999: Certificated Personnel Salaries	4035-NCLB:Title II Teacher Quality	69,877.00
5800: Professional/Consulting Services And Operating Expenditures	4035-NCLB:Title II Teacher Quality	20,900.00
4000-4999: Books And Supplies	6300-Lottery-Instructional Materials (Prop 20)	33,514.00
2000-2999: Classified Personnel Salaries	Other	475,000.00
5000-5999: Services And Other Operating Expenditures	Other	38,000.00
6000-6999: Capital Outlay	Other	242,706.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	792,138.00
Goal 2	571,158.00
Goal 3	380,830.00

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

0 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Gilbert Rodriguez	Principal
Julie LIzagarra	Classroom Teacher
Katy Bostic	Classroom Teacher Parent or Community Member
Lissa Oros	Parent or Community Member
Open	Parent or Community Member
Anabel Contreras	Classroom Teacher
Jesse Esquivel	Parent or Community Member
Veronica Chico	Parent or Community Member
Daniel Sarabia- Mason	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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 .

Attested:

Principal, Gilbert Rodriguez on

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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