



# **AVID ELEMENTARY**

*Advancement Via Individual Determination*

## **School Plan for Student Achievement (SPSA)**

<b>School Name</b>	<b>County-District-School (CDS) Code</b>	<b>Schoolsite Council (SSC) Approval Date</b>	<b>Local Board Approval Date</b>
Robert Sanders Elementary School	43696176048078	6/5/25	6/15/25

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 Robert Sanders Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

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

## Schoolwide Program

Robert Sanders Elementary's areas of growth have been identified and goals have been set to meet those particular areas of growth to support academic achievement so that all students, particularly the lowest-achieving students and special education students demonstrate proficiency on the state's academic standards and California Dashboard indicators. Each of the MPESD's LCAP goals supports the goals for Robert Sanders Elementary by supporting high-quality classroom instruction, equitable access, engaging parents and community members, providing a safe and supportive school environment, and 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 local indicators as defined in the Dashboard. As a schoolwide program with the Title 1 funds, the school site administers the Needs Assessment each year from the site educational partners to best serve the students.

Robert Sanders Elementary's 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, Standards-Based Curriculum, and clean, safe learning environments.

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 Robert Sanders Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

## Involvement Process for the SPSA and Annual Review and Update

The School Site Council (which consists of parents and classified and certificated staff) and the staff review the SPSA throughout the school year. The SSC meets monthly to review the SPSA goals, activities, and funding. 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.

# 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 rates 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.

Suspension Rate, English Learner Progress, English Language Arts, 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.

## Other Needs

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

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	1.90%	1.97%	1.82%	6	7	6
Asian	10.79%	10.99%	14.55%	34	39	48
Filipino	0.32%	0.28%	1.21%	1	1	4
Hispanic/Latino	78.10%	78.31%	74.85%	246	278	247
Pacific Islander	1.90%	1.69%	1.82%	6	6	6
White	3.49%	2.54%	3.64%	11	9	12
Multiple/No Response	2.54%	2.54%	2.12%	8	9	7
Total Enrollment				315	355	330

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	54	69	37
Grade 1	40	44	58
Grade 2	56	51	42
Grade3	54	63	44
Grade 4	57	62	63
Grade 5	54	66	62
Total Enrollment	315	355	330

#### Conclusions based on this data:

1. We continue to serve a diverse population, with highest being Hispanic/Latino.
2. There continues to be a decrease in first grade enrollment.
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. 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. The presence of alternative

educational options, such as other charter schools, private schools, or online programs, drew students away as well.



# 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	159	177	153	46.6%	50.5%	46.4%
Fluent English Proficient (FEP)	22	19	26	7.0%	7.0%	7.9%
Reclassified Fluent English Proficient (RFEP)		12	9	4.6%	6.7%	5.0%

### Conclusions based on this data:

1. The enrollment of EL students has decreased
2. The percentage of Fluent English Proficient has increased.
3. The percentage of Reclassified Fluent English Proficient has decreased.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	53	60	42	52	60	41	52	60	41	98.1	100.0	97.6
Grade 4	60	61	56	58	58	56	58	58	56	96.7	95.1	100
Grade 5	57	61	61	57	60	61	57	60	61	100.0	98.4	100
All Grades	170	182	159	167	178	158	167	178	158	98.2	97.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2352.	2382.	2368.	11.54	10.00	7.32	11.54	15.00	19.51	17.31	35.00	26.83	59.62	40.00	46.34
Grade 4	2399.	2392.	2408.	10.34	5.17	10.71	17.24	15.52	8.93	18.97	3.45	25.00	53.45	75.86	55.36
Grade 5	2442.	2444.	2432.	5.26	8.33	4.92	14.04	15.00	13.11	28.07	26.67	26.23	52.63	50.00	55.74
All Grades	N/A	N/A	N/A	8.98	7.87	7.59	14.37	15.17	13.29	21.56	21.91	25.95	55.09	55.06	53.16

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.62	10.00	2.44	42.31	66.67	65.85	48.08	23.33	31.71
Grade 4	8.62	3.45	5.36	55.17	53.45	55.36	36.21	43.10	39.29
Grade 5	7.02	3.33	4.92	57.89	68.33	60.66	35.09	28.33	34.43
All Grades	8.38	5.62	4.43	52.10	62.92	60.13	39.52	31.46	35.44

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
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	7.69	6.67	4.88	50.00	51.67	53.66	42.31	41.67	41.46
Grade 4	3.45	1.72	5.36	55.17	32.76	48.21	41.38	65.52	46.43
Grade 5	3.51	8.33	3.28	43.86	45.00	37.70	52.63	46.67	59.02
All Grades	4.79	5.62	4.43	49.70	43.26	45.57	45.51	51.12	50.00

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
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	3.85	1.67	7.32	53.85	75.00	68.29	42.31	23.33	24.39
Grade 4	3.45	1.72	7.14	60.34	79.31	69.64	36.21	18.97	23.21
Grade 5	10.53	10.00	4.92	63.16	68.33	81.97	26.32	21.67	13.11
All Grades	5.99	4.49	6.33	59.28	74.16	74.05	34.73	21.35	19.62

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
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	13.46	8.33	4.88	50.00	66.67	70.73	36.54	25.00	24.39
Grade 4	10.34	10.34	10.71	56.90	62.07	60.71	32.76	27.59	28.57
Grade 5	5.26	3.33	3.28	73.68	73.33	60.66	21.05	23.33	36.07
All Grades	9.58	7.30	6.33	60.48	67.42	63.29	29.94	25.28	30.38

#### Conclusions based on this data:

1. For Overall Achievement, the % of students who did not meet standards decreased significantly for 4th grade.
2. For Reading: Demonstrating understanding of literary and non-fictional texts, the % of students who did not meet standards decreased for 4th while increasing for 3rd and 5th. For Writing: Producing clear and purposeful writing, the % of students who did not meet standards decreased significantly for 4th grade but increased significantly for 5th grade.
3. For Listening, the % of students who did not meet standards increased 4th and decreased for 5th. For Research/Inquiry, the % of students who did not meet standards increased for 5th.

# 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	53	60	42	53	60	41	53	60	41	100.0	100.0	97.6
Grade 4	60	60	56	60	59	56	60	59	56	100.0	98.3	100
Grade 5	57	61	61	57	61	61	57	61	61	100.0	100.0	100
All Grades	170	181	159	170	180	158	170	180	158	100.0	99.4	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2376.	2389.	2380.	11.32	5.00	2.44	9.43	26.67	24.39	32.08	23.33	36.59	47.17	45.00	36.59
Grade 4	2398.	2422.	2417.	5.00	6.78	5.36	15.00	10.17	14.29	16.67	38.98	35.71	63.33	44.07	44.64
Grade 5	2424.	2432.	2434.	1.75	8.20	4.92	3.51	8.20	4.92	29.82	19.67	24.59	64.91	63.93	65.57
All Grades	N/A	N/A	N/A	5.88	6.67	4.43	9.41	15.00	13.29	25.88	27.22	31.65	58.82	51.11	50.63

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.43	10.00	9.76	47.17	43.33	53.66	43.40	46.67	36.59
Grade 4	10.00	6.78	7.14	26.67	38.98	46.43	63.33	54.24	46.43
Grade 5	3.51	6.56	6.56	47.37	39.34	37.70	49.12	54.10	55.74
All Grades	7.65	7.78	7.59	40.00	40.56	44.94	52.35	51.67	47.47

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	13.21	15.00	4.88	52.83	50.00	70.73	33.96	35.00	24.39
Grade 4	8.33	6.78	8.93	36.67	52.54	46.43	55.00	40.68	44.64
Grade 5	0.00	9.84	6.56	50.88	36.07	45.90	49.12	54.10	47.54
All Grades	7.06	10.56	6.96	46.47	46.11	52.53	46.47	43.33	40.51

**Conclusions based on this data:**

1. For the Overall Achievement for All Students, the % of students who did not meet standards decreased for 3rd and but slightly increased for 5th.
2. For Problem Solving and Modeling, the % of students who did not meet standards decreased for 3rd and 4th grade and slightly increased for 5th.
3. For Communicating Reasoning, the % of students who did not meet standards decreased for 3rd and 5th and slightly increased for 4th.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1395.7	1397.4	1387.3	1410.0	1413.4	1407.4	1362.4	1359.7	1340.3	31	36	29
<b>1</b>	1411.0	1420.3	1422.7	1431.2	1451.2	1443.2	1390.2	1389.1	1401.8	21	18	26
<b>2</b>	1467.7	1459.1	1442.3	1472.8	1467.5	1453.2	1462.0	1450.2	1431.2	29	17	18
<b>3</b>	1470.9	1492.5	1466.1	1470.3	1488.7	1460.5	1470.9	1495.9	1471.4	21	34	15
<b>4</b>	1503.6	1485.9	1517.2	1495.7	1480.2	1505.3	1511.1	1490.9	1528.6	36	30	30
<b>5</b>	1534.1	1538.4	1499.8	1533.6	1534.8	1498.8	1534.0	1541.4	1500.5	26	37	25
<b>All Grades</b>										164	172	143

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	2.78	0.00	25.81	30.56	27.59	45.16	44.44	37.93	29.03	22.22	34.48	31	36	29
<b>1</b>	0.00	5.56	7.69	19.05	22.22	26.92	33.33	33.33	34.62	47.62	38.89	30.77	21	18	26
<b>2</b>	10.34	5.88	0.00	31.03	35.29	22.22	48.28	35.29	50.00	10.34	23.53	27.78	29	17	18
<b>3</b>	9.52	14.71	6.67	9.52	35.29	6.67	57.14	41.18	60.00	23.81	8.82	26.67	21	34	15
<b>4</b>	25.71	10.34	6.67	28.57	27.59	66.67	17.14	31.03	26.67	28.57	31.03	0.00	35	29	30
<b>5</b>	24.00	35.14	8.00	52.00	29.73	24.00	20.00	18.92	44.00	4.00	16.22	24.00	25	37	25
<b>All Grades</b>	12.35	14.04	4.90	28.40	30.41	32.17	35.80	33.92	39.86	23.46	21.64	23.08	162	171	143

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.68	16.67	3.45	25.81	27.78	31.03	35.48	25.00	34.48	29.03	30.56	31.03	31	36	29
1	23.81	27.78	15.38	14.29	33.33	50.00	38.10	5.56	11.54	23.81	33.33	23.08	21	18	26
2	24.14	11.76	5.56	41.38	47.06	38.89	24.14	29.41	33.33	10.34	11.76	22.22	29	17	18
3	19.05	26.47	6.67	28.57	35.29	40.00	33.33	32.35	26.67	19.05	5.88	26.67	21	34	15
4	34.29	24.14	23.33	28.57	37.93	60.00	22.86	17.24	16.67	14.29	20.69	0.00	35	29	30
5	40.00	54.05	20.00	56.00	27.03	48.00	4.00	10.81	12.00	0.00	8.11	20.00	25	37	25
All Grades	25.31	28.65	13.29	32.72	33.33	45.45	25.93	20.47	21.68	16.05	17.54	19.58	162	171	143

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	3.45	12.90	16.67	6.90	51.61	44.44	55.17	35.48	38.89	34.48	31	36	29
1	0.00	0.00	7.69	9.52	11.11	11.54	19.05	27.78	15.38	71.43	61.11	65.38	21	18	26
2	3.45	5.88	0.00	34.48	23.53	27.78	34.48	35.29	16.67	27.59	35.29	55.56	29	17	18
3	4.76	8.82	6.67	4.76	32.35	0.00	47.62	29.41	60.00	42.86	29.41	33.33	21	34	15
4	17.14	6.90	10.00	28.57	13.79	50.00	20.00	27.59	30.00	34.29	51.72	10.00	35	29	30
5	4.00	24.32	0.00	44.00	21.62	16.00	32.00	27.03	44.00	20.00	27.03	40.00	25	37	25
All Grades	5.56	8.77	4.90	23.46	20.47	20.28	33.95	32.16	36.36	37.04	38.60	38.46	162	171	143

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	6.45	16.67	3.45	54.84	63.89	75.86	38.71	19.44	20.69	31	36	29
1	23.81	50.00	23.08	52.38	38.89	61.54	23.81	11.11	15.38	21	18	26
2	17.24	5.88	11.11	75.86	88.24	77.78	6.90	5.88	11.11	29	17	18
3	28.57	26.47	26.67	52.38	58.82	53.33	19.05	14.71	20.00	21	34	15
4	48.57	27.59	50.00	37.14	55.17	46.67	14.29	17.24	3.33	35	29	30
5	20.00	35.14	32.00	80.00	56.76	52.00	0.00	8.11	16.00	25	37	25
All Grades	24.69	26.90	25.17	58.02	59.65	60.84	17.28	13.45	13.99	162	171	143

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	3.23	13.89	6.90	67.74	50.00	68.97	29.03	36.11	24.14	31	36	29
1	9.52	16.67	15.38	61.90	44.44	65.38	28.57	38.89	19.23	21	18	26
2	24.14	23.53	5.56	62.07	64.71	72.22	13.79	11.76	22.22	29	17	18
3	28.57	32.35	6.67	42.86	61.76	60.00	28.57	5.88	33.33	21	34	15
4	25.71	27.59	26.67	60.00	48.28	70.00	14.29	24.14	3.33	35	29	30
5	72.00	70.27	32.00	24.00	16.22	40.00	4.00	13.51	28.00	25	37	25
All Grades	26.54	33.33	16.78	54.32	45.61	62.94	19.14	21.05	20.28	162	171	143

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	74.19	83.33	65.52	25.81	16.67	34.48	31	36	29
1	4.76	11.11	19.23	19.05	27.78	26.92	76.19	61.11	53.85	21	18	26
2	6.90	5.88	0.00	65.52	52.94	50.00	27.59	41.18	50.00	29	17	18
3	4.76	5.88	6.67	14.29	58.82	40.00	80.95	35.29	53.33	21	34	15
4	11.43	6.90	0.00	48.57	37.93	76.67	40.00	55.17	23.33	35	29	30
5	12.00	27.03	0.00	64.00	40.54	56.00	24.00	32.43	44.00	25	37	25
All Grades	6.79	9.94	4.20	50.62	52.63	54.55	42.59	37.43	41.26	162	171	143

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	9.68	27.78	13.79	58.06	30.56	44.83	32.26	41.67	41.38	31	36	29
1	0.00	0.00	7.69	57.14	38.89	34.62	42.86	61.11	57.69	21	18	26
2	20.69	17.65	0.00	55.17	52.94	66.67	24.14	29.41	33.33	29	17	18
3	9.52	29.41	0.00	66.67	61.76	80.00	23.81	8.82	20.00	21	34	15
4	25.71	13.79	36.67	42.86	44.83	63.33	31.43	41.38	0.00	35	29	30
5	20.00	29.73	4.00	64.00	45.95	60.00	16.00	24.32	36.00	25	37	25
All Grades	15.43	22.22	12.59	56.17	45.61	55.94	28.40	32.16	31.47	162	171	143

#### Conclusions based on this data:

1. The overall mean scores increased for 1st and 4th but decreased for Kindergarten, 2nd, 3rd, and 5th.
2. For Overall scores, the percentage of level 4s increased for 4th but decreased for Kindergarten, 1st, 2nd, 3rd, and 5th.
3. For Written Language, The % of Level 1s increased significantly for Kindergarten, 1st, and 4th. For Listening, the number of well developed scores increased for 2nd, 3rd, and 4th. For Speaking, the number of well developed



scores decreased for all grade levels. For Reading, the number of well developed scores increased for 1st and 3rd. For Writing, the number of well developed scores increased for 1st and 4th.

# School and Student Performance Data

## California School Dashboard Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
330	80%	46.4%	0.6%
Total Number of Students enrolled in Robert Sanders Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	153	46.4%
Foster Youth	2	0.6%
Homeless	26	7.9%
Socioeconomically Disadvantaged	264	80%
Students with Disabilities	54	16.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.8%
American Indian	0	0.0%
Asian	48	14.5%
Filipino	4	1.2%
Hispanic	247	74.8%
Two or More Races	7	2.1%
Pacific Islander	6	1.8%
White	12	3.6%

**Conclusions based on this data:**

1. More than 78% of the students are socioeconomically disadvantaged and almost half are English Learners.

# School and Student Performance Data

## Overall Performance






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

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Orange</div>	<div>Chronic Absenteeism</div> <div></div> <div>Yellow</div>	<div>Suspension Rate</div> <div></div> <div>Orange</div>
<div>Mathematics</div> <div></div> <div>Orange</div>		
<div>English Learner Progress</div> <div></div> <div>Orange</div>		

#### Conclusions based on this data:

- The data indicated yellow in ELA, Math and red in Chronic Absenteeism.
- The data indicated orange in Suspension Rate. Robert Sanders Elementary continues to implement PBIS strategies to decrease our Suspension Rate.
- The data indicated green in English Learner Progress.



# School and Student Performance Data

## Academic Performance English Language Arts

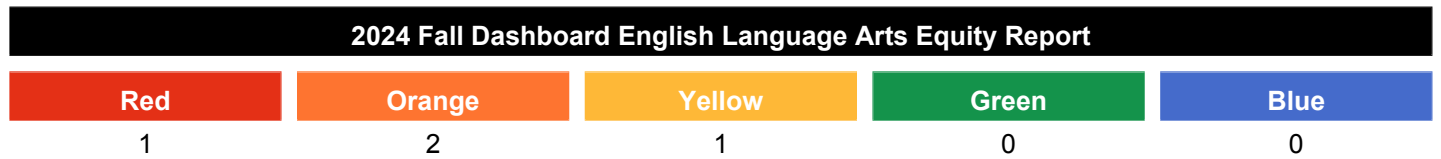
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>62.2 points below standard</div> <div>Maintained 2.9 points</div> <div>163 Students</div>	<div>English Learners</div> <div></div> <div>Red</div> <div>83.3 points below standard</div> <div>Declined 17.2 points</div> <div>80 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>42.2 points below standard</div> <div>Increased 36.5 points</div> <div>14 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>67.9 points below standard</div> <div>Maintained 2.0 points</div> <div>133 Students</div>

<b>Students with Disabilities</b>  Orange 106.5 points below standard Increased 9.7 points 38 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 67.3 points below standard Declined 56.5 points 16 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Yellow 64.4 points below standard Increased 4.6 points 132 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 3 Students	<b>White</b>  No Performance Color Less than 11 Students 6 Students

**Conclusions based on this data:**

1. The data demonstrates an increase in most areas.
2. The data indicated very low performance for Hispanic students and English Learners.

# School and Student Performance Data

## Academic Performance Mathematics

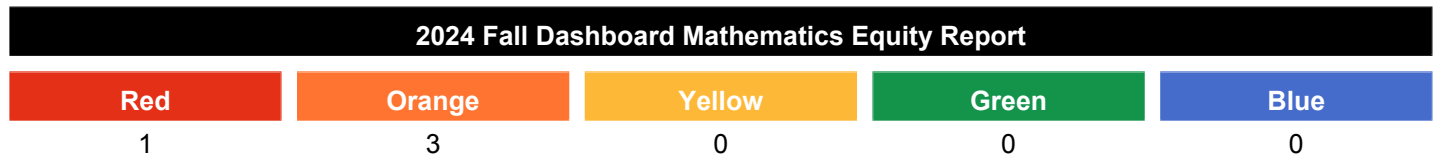
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>73.1 points below standard</div> <div>Declined 7.0 points</div> <div>165 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>82.9 points below standard</div> <div>Declined 9.1 points</div> <div>82 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>91.7 points below standard</div> <div>Declined 32.3 points</div> <div>15 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>79.3 points below standard</div> <div>Declined 8.3 points</div> <div>135 Students</div>



<b>Students with Disabilities</b>  Red 134.9 points below standard Declined 10.3 points 37 Students	<b>African American</b>  No Performance Color Less than 11 Students 3 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 23.7 points below standard Declined 20.3 points 18 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Orange 76.3 points below standard Maintained 0.1 points 131 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 3 Students	<b>White</b>  No Performance Color Less than 11 Students 6 Students

**Conclusions based on this data:**

1. The data demonstrates an increase in most areas.
2. The data indicated very low performance for Hispanic students and English Learners.
3. Students with Disabilities scored the lowest at Very Low. All other subgroups are low.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
40.9% making progress.	making progress.
Number Students: 115 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.6%	26.1%	0%	39.1%

### Conclusions based on this data:

1. Approximately 44% of English Learners are making progress toward English Learner Proficiency

# School and Student Performance Data

## Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:  
1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

### 2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

#### All Students



Yellow

21.9% Chronically Absent

Declined 6.1

338 Students

#### English Learners



Orange

23.5% Chronically Absent

Declined 1.8

162 Students

#### Long-Term English Learners



No Performance Color

0 Students

#### Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

#### Homeless



Orange

26.7% Chronically Absent

Declined 7.6

30 Students

#### Socioeconomically Disadvantaged












Yellow

21% Chronically Absent

Declined 8

271 Students

<b>Students with Disabilities</b>  Orange 33.3% Chronically Absent Declined 5 72 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Yellow 12.2% Chronically Absent Declined 10 49 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Yellow 23.6% Chronically Absent Declined 6.4 254 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>White</b>  No Performance Color 16.7% Chronically Absent Increased 7.6 12 Students

**Conclusions based on this data:**

1. In 2022-2023 Chronic Absenteeism was red for all students and the subgroups of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.
2. Chronic Absenteeism increased in the Asian, Hispanic, and Two or More Races populations.

## School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.

## 2024 Fall Dashboard Graduation Rate Equity Report

Red

## Orange

## Yellow

## Green

## Blue

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

## 2024 Fall Dashboard Graduation Rate for All Students/Student Group

## All Students

## English Learners

## Long-Term English Learners

## Foster Youth

## Homeless

### Socioeconomically Disadvantaged

## Students with Disabilities

## African American

## American Indian

## Asian

## Filipino

**Hispanic**

## Two or More Races

## Pacific Islander

## White

### Conclusions based on this data:

1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

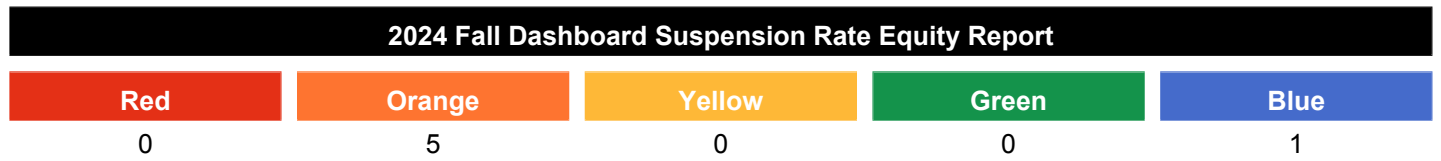
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 0.5%</div> <div>345 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>3% suspended at least one day</div> <div>Increased 1%</div> <div>166 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 2.9%</div> <div>30 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>2.6% suspended at least one day</div> <div>Increased 0.6%</div> <div>274 Students</div>

<b>Students with Disabilities</b>  Orange 5.5% suspended at least one day Increased 1.4% 73 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Orange 4.1% suspended at least one day Increased 2% 49 Students	<b>Filipino</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	<b>Hispanic</b>  Orange 2.3% suspended at least one day Increased 0.6% 260 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>White</b>  No Performance Color 0% suspended at least one day Declined 9.1% 13 Students

**Conclusions based on this data:**

1. For 2023-2024, there was an increase in the overall suspension rates.
2. For 2023-2024, suspension rates increased for the Asian, Hispanic, and White populations.



# 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.

#### Providing 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.

Academic achievement through an equity lens is one of our primary objectives. According to the CA School Dashboard, 22.94% of our students met or exceeded standards in ELA and 21.67% met or exceeded standards in math in the 2023 CAASPP. On the other hand, according to the CA School Dashboard, 10.84% of our English Learners met or exceeded standards in ELA and 15.11% met or exceeded standards in math in the 2023 CAASPP. With this significant disparity in the data, it is necessary to provide a greater focus on the needs of our EL students. In 2022-23, 49.9% of total enrollment in the school were identified as English Learners, and 6.7% were redesignated to fluent English speakers. In 2021-2022, 0.0% were redesignated as FEP.

### 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	23.04	At or above 26%
CAASPP Math	21.67	At or above 24%
ELPAC	14.04	At or above 16%
CAASPP ELA Data for English Learners	10.84	At or above 13%
CAASPP Math Data for English Learners	15.11	At or above 17%

## 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	AVID implementation: Robert Sanders will continue to implement AVID school-wide as well as teachers and site administrator attending the AVID Summer Institute. AVID supports EL, Foster Youth, and low-income students by the implementation of best instructional practices embedded into daily lesson plans that foster rigor and engagement. Our AVID team will train our staff in AVID strategies to support school-wide implementation of AVID Elementary with a focus in literacy. Teachers will use common strategies to support learning in all grade levels.	All Students	7,500 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures District wide; Object Codes- 5220/5830
1.2	Intervention Support During the School Day Fund 2 paraprofessional educators, a total of 1.25 FTEs to provide support to Special Education and Kindergarten students participating in a full-day program. Reading Intervention during the school day for Kindergarten-5th grade students Bay Area Tutors	All Students	174,315 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries State and Local Funding; Object Codes- 2110/2190 2,000 3010-Title I-Centralized 1000-1999: Certificated Personnel Salaries Object Code- 1177
1.3	Extended Learning Support beyond the regular school day; Bay Area Tutors for all students	Students enrolled in MPAS; All Students	350,000 6010-After School Education and Safety (ASES) 1000-1999: Certificated Personnel Salaries District wide professional developments; Object Codes- 1177/2182 125,000 Other 5000-5999: Services And Other Operating Expenditures Additional cost center- 2600; Object Code- 5830
1.4	Building teacher and administrative efficacy EL Education Curriculum Support, Teacher PD, and school site support (EL Education Consultant)	All Students	2,500 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Object Code- 5260
1.5	Supplemental Instructional Apps and Technology Supports Follett School Solutions Assistive Technology	All Students	17,500 0710 - LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Object Code- 5846 5,445 0710 - LCFF Supplemental

			5800: Professional/Consulting Services And Operating Expenditures Object Code- 5846 1,750 0710 - LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Object Code- 5846
1.6	Psychologist	All Students	49,664 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Object Code- 1230
1.7	LCAP Site Allocation	All Students	29,376 0710 - LCFF Supplemental  Object Code- Various
1.8	Arts and Music Block Grant	All Students	58,355 Other  Object Code- Various; Cost center 6770; Prop AMS
1.9	Purchase and implementation of iReady	All Students	20,297 0710 - LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Object Code- 5846; Additional cost center- 2600; ELOP
1.10	K-2 Screener	All Students	2,541 Other 1000-1999: Certificated Personnel Salaries Object Code- 1942; Cost center 7810; Literacy screenings

## Annual Review

**SPSA Year Reviewed: 2024-25**

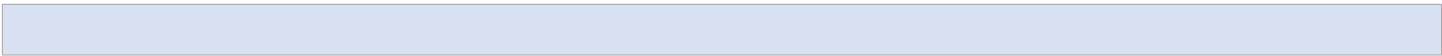
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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 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 to a clean and safe physical learning environments. (State priorities: 1, 2, and 3)

### 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. (State priorities: 1, 2, and 3)

### 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. RS has an average of 21 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/Williams Audit Reports- no teacher vacancies or "misassignments" for 2022-23 school year.	100%	100% Implementation
Data on Teacher Retention	95.72%	Decrease percentage
Facilities in Good Repair	100%	100% Implementation
Local Indicator Self-Reflection Tool- implementation of Academic Content Standards	Met Standard	Continue to Meet Standard

### 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	All Students	511,326 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries

	providing ongoing support to retain existing talent. This ensures a consistent level of instructional quality and expertise in the classroom.		Districtwide; Object Code- 5735
<b>2.2</b>	Staff Development Contracted Services Peer Mentor Teachers	Students Needing Reading Intervention	20,900 4035-NCLB:Title II Teacher Quality 5800: Professional/Consulting Services And Operating Expenditures Object Code- 5260: \$7,150; Object Code- 5830: \$12,500; Object Code- 1113: \$1,250; Educator Effectiveness
<b>2.3</b>	Curriculum Adoption Supplemental Phonics Curriculum	All Students	30,625 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Object Code- 4140/4117: \$25,000; Object Code- 4310: \$5,625; Additional Budget Source: 6300
<b>2.4</b>	Textbooks- ELA/ELD Curriculum	All Students	10,717 6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies Object Code- 4140

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

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 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. (State Priorities: 3, 5, and 6)

### 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. (State Priorities: 3, 5, and 6)

### 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 2023 CA School Dashboard, the overall performance level for suspension rates for Robert Sanders Elementary is Orange. The suspension rate increased 1.8% from the previous year.

Chronic Absenteeism: According to the 2023 CA School Dashboard, the overall performance level for chronic absenteeism rates for Robert Sanders Elementary is Red. The chronic absenteeism rate increased by 6.8% from the previous year. Overall, our chronic absenteeism rate is 28%. We have 25.3% chronic absenteeism in our English Learner subgroup, 30% in our Hispanic subgroup, and 29% in our socioeconomically disadvantaged group.

Another area for improvement is to increase the number of parents participating in school events. On average, we have 10-15 parents attending our parent meetings and about 15-25 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	0.3%	Decrease or maintain
CA Dashboard Attendance Data	21.2%	Decrease or maintain
Expulsion Rate	0%	0%
Attendance Rate	92.4% daily attendance rate	97% or better

### 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

<b>3.1</b>	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.	Students and Families of Most Vulnerable Student Subgroups	36,758 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Family Case Manager; Object Code-2271 750 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Object Code- 2272 17,183 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Object Code- 1210 1,333 3010 - Title I Site 5000-5999: Services And Other Operating Expenditures Object Code- 5808; Transportation for homeless
<b>3.2</b>	Community Schools	All Students	161,804 Other  Cost Center: 6332
<b>3.3</b>	Improvement in Student Engagement and Attendance	Parent Engagement and Communication and Access	10,000 0710 - LCFF Supplemental  Object Code- 5830
<b>3.4</b>		All Students	
<b>3.5</b>	Improve School Climate	All Students	40,500 0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Cost Center- 7453; Learning Recovery EBG
<b>3.6</b>	Parent Workshop & Training Parent Engagement- Parent Academic Fair Parent Engagement- Cinco de Mayo	All Students	750 0710 - LCFF Supplemental  Object Code- 1990 500 0710 - LCFF Supplemental  Object Code- 4310; Additional Cost Center- 9027 250 0710 - LCFF Supplemental  Object Code- 4310/4311; SLS Mental Health
<b>3.7</b>	PowerSchool MIS Voler BlackBoard Thought Exchange Parent Square Panorama DTS Platform DTS Translations	All Students	2,083 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures PowerSchool; Object Code- 5846 18,000 0710 - LCFF Supplemental



	Parent Engagement- Translations		5000-5999: Services And Other Operating Expenditures Voler; Object Code- 5830 4,793 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures BlackBoard; Object Code- 5830 1,166 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Thought Exchange; Object Code- 5846 2,254 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures ParentSquare; Object Code- 5846 5,225 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Panorama; 1,067 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures DTS Platform; Object Code- 5830 677 0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures DTS Translations; Object Code- 5830
3.8	Parent Engagement- IT Support	All Students	25,881 0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Object Code-2209: \$8,216 ;Object Code- 2410: \$17,665

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

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 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

## Annual Review

**SPSA Year Reviewed: 2024-25**

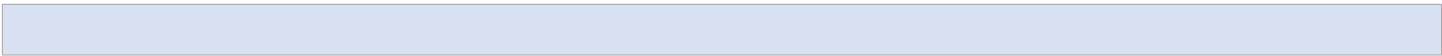
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

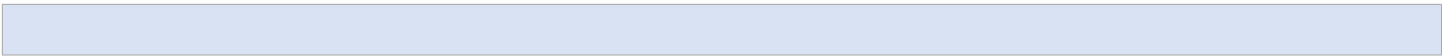
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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
6.10			
6.11			
6.14			

## Annual Review

SPSA Year Reviewed: 2024-25

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

### Analysis

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

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

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# 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

## Annual Review

**SPSA Year Reviewed: 2024-25**

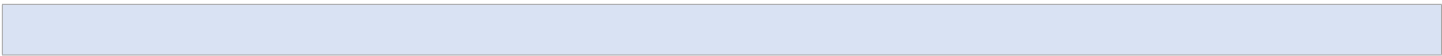
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### Analysis

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

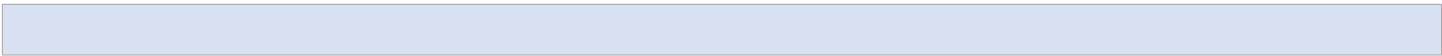
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### Analysis

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

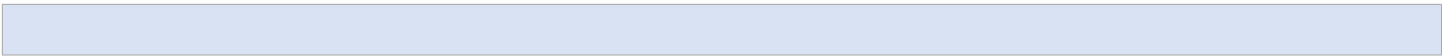
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

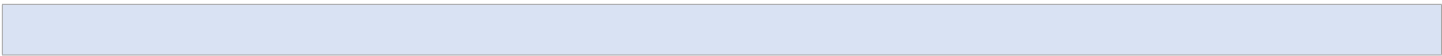
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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

## Annual Review

**SPSA Year Reviewed: 2024-25**

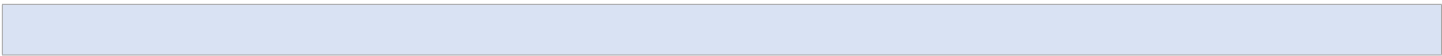
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

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	\$41,471
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,750,785.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
0710 - LCFF Supplemental	\$1,018,135.00
3010 - Title I Site	\$1,333.00
3010-Title I-Centralized	\$2,000.00
4035-NCLB:Title II Teacher Quality	\$20,900.00
6010-After School Education and Safety (ASES)	\$350,000.00
6300-Lottery-Instructional Materials (Prop 20)	\$10,717.00
Other	\$347,700.00

Subtotal of state or local funds included for this school: \$1,750,785.00

Total of federal, state, and/or local funds for this school: \$1,750,785.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
0710 - LCFF Supplemental	1,018,135.00
3010 - Title I Site	1,333.00
3010-Title I-Centralized	2,000.00
4035-NCLB:Title II Teacher Quality	20,900.00
6010-After School Education and Safety (ASES)	350,000.00
6300-Lottery-Instructional Materials (Prop 20)	10,717.00
Other	347,700.00

## Expenditures by Budget Reference

Budget Reference	Amount
	261,035.00
1000-1999: Certificated Personnel Salaries	973,214.00
2000-2999: Classified Personnel Salaries	237,704.00
4000-4999: Books And Supplies	10,717.00
5000-5999: Services And Other Operating Expenditures	202,223.00
5800: Professional/Consulting Services And Operating Expenditures	65,892.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0710 - LCFF Supplemental	40,876.00

1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	618,673.00
2000-2999: Classified Personnel Salaries	0710 - LCFF Supplemental	237,704.00
5000-5999: Services And Other Operating Expenditures	0710 - LCFF Supplemental	75,890.00
5800: Professional/Consulting Services And Operating Expenditures	0710 - LCFF Supplemental	44,992.00
5000-5999: Services And Other Operating Expenditures	3010 - Title I Site	1,333.00
1000-1999: Certificated Personnel Salaries	3010-Title I-Centralized	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	4035-NCLB:Title II Teacher Quality	20,900.00
1000-1999: Certificated Personnel Salaries	6010-After School Education and Safety (ASES)	350,000.00
4000-4999: Books And Supplies	6300-Lottery-Instructional Materials (Prop 20)	10,717.00
	Other	220,159.00
1000-1999: Certificated Personnel Salaries	Other	2,541.00
5000-5999: Services And Other Operating Expenditures	Other	125,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	846,243.00
Goal 2	573,568.00
Goal 3	330,974.00

# School Site Council Membership

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

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

Name of Members	Role
Kelsey Meder	Classroom Teacher
Eva (Maria) Espinosa	Other School Staff
David Breton	Classroom Teacher
Jeannette Carson	Principal
Marinela Reus	Classroom Teacher
Saira Gonzalez	Parent or Community Member
Alex Siamu	Parent or Community Member
Jasmine Calata	Parent or Community Member

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

# Recommendations and Assurances

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

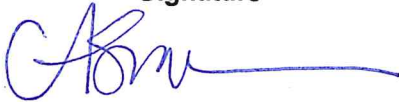
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

**Signature**

**Committee or Advisory Group Name**



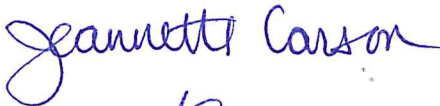
English Learner Advisory Committee

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 June 5, 2025.

Attested:



Principal, Jeannette Carson on June 5, 2025



SSC Chairperson, Alex Siamu on June 5, 2025

# Instructions

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

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

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

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



For questions related to specific sections of the template, please see instructions below.

## Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

### **Additional CSI Planning Requirements:**

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

### **Additional ATSI Planning Requirements:**

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

### **Additional CSI Planning Requirements:**

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

**Additional ATSI Planning Requirements:**

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

## **Comprehensive Needs Assessment**

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

**SWP Planning Requirements:**

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

**CSI Planning Requirements:**

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

**ATSI Planning Requirements:**

Completing this section fully addresses all relevant federal planning requirements for ATSI.

## **Goals, Strategies/Activities, and Expenditures**

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

**Additional CSI Planning Requirements:**

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

**Additional ATSI Planning Requirements:**

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

**Goal**

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach.

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

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-bound.**

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Identified Need**

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

**Additional CSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

**Additional CSI Planning Requirements:**

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

**Additional ATSI Planning Requirements:**

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

## **Strategies/Activities Table**

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- **Funding Sources:** List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

**Additional CSI Planning Requirements:**

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

**Additional ATSI Planning Requirements:**

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

**Note:** Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

## Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

**Note:** If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

### Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

### Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

## Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

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

**Additional CSI Planning Requirements:**

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

**Note:** *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

**Additional ATSI Planning Requirements:**

**Note:** *Federal funds for CSI shall not be used in schools eligible for ATSI.*

## **Budget Summary Table**

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

## Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
    - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

## Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
  - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
  - a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
  - b. Use methods and instructional strategies that:
    - i. Strengthen the academic program in the school,
    - ii. Increase the amount and quality of learning time, and
    - iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
  - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
    - i. Strategies to improve students' skills outside the academic subject areas;
    - ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
  1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.



- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

# Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

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