

School Year:

2025-26



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------|-----------------------------------|--|---------------------------|
| Raymond Elementary School | 30-66506-6028138 | April 24, 2025 | May 13, 2025 |

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

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

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

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

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

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|-------------------------------|
| Schoolwide Program Title 1 |
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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 Raymond Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Title 1

At Raymond Elementary, a Comprehensive Needs Assessment was conducted to analyze student performance data, stakeholder feedback, and equity gaps. This helps guide decision-making and prioritize resources to address the needs of English Learners, students with disabilities, and socioeconomically disadvantaged students, as highlighted in California School Dashboard, CAASPP, and ELPAC results.

Our Goal Alignment ensures ESSA goals and LCAP priorities are connected, focusing on student achievement, closing opportunity gaps, and improving school climate. Efforts are centered on boosting performance in ELA and Math while fostering a supportive and engaging environment.

Through the Integration of Programs, funding is coordinated to support instruction, interventions, and professional development. This alignment ensures effective resource use to support both student learning and teacher growth.

Targeted Interventions use evidence-based programs and regular progress monitoring to meet diverse student needs. Focused support is provided for English Learners, students with disabilities, and socioeconomically disadvantaged students through differentiated instruction and small group interventions.

Stakeholder Engagement is key, with families, staff, and community members actively involved in planning. Groups like ELAC, SSC, PTA, and events like Parent Coffees ensure the school's plan reflects shared priorities.

An Ongoing Evaluation process monitors outcomes and adjusts strategies as needed, ensuring compliance with ESSA and LCAP requirements while supporting continuous improvement.

Educational Partner Involvement

How, when, and with whom did Raymond 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

Raymond Elementary School engaged in a collaborative and data-driven process for the development, annual review, and update of the School Plan for Student Achievement (SPSA). The planning process involved analyzing school-wide and subgroup data to identify areas of strength and improvement, aligning goals with the Local Control and Accountability Plan (LCAP) and Every Student Succeeds Act (ESSA) requirements, and gathering stakeholder feedback through surveys, focus groups, and meetings. The consultation process began in August and September with stakeholder consultations and initial data reviews to inform SPSA development. In October and November, goals, strategies, and resource allocations were drafted based on data analysis and feedback. The draft SPSA was shared with stakeholders for additional feedback and approval between December and January. From February to May, progress was monitored, and mid-year adjustments were made as necessary. The Annual Review was conducted in June and July to evaluate outcomes and set priorities for the next planning cycle.

The consultation involved multiple stakeholders to ensure a comprehensive approach. The School Site Council (SSC) served as the primary body for approval and feedback on SPSA goals, budgets, and plans. The English Learner Advisory Committee (ELAC) provided input to ensure strategies aligned with the needs of English Learners. Staff members, including teachers and support staff, contributed insights during professional learning community (PLC) meetings and staff development days. Parents and families offered valuable input through schoolwide surveys, parent workshops, and community forums. Students shared their perspectives via surveys and focus groups to inform student-centered strategies. District personnel provided technical assistance and ensured alignment with districtwide priorities and compliance requirements. Additionally, the PTA participated through monthly meetings and supported the SPSA by fundraising for engaging student events and field trips. This comprehensive approach ensured that the SPSA reflects the

diverse needs and priorities of the Raymond Elementary School community, fostering a supportive and effective learning environment for all students.

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.

N/A

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.

A review of the California School Dashboard data for Raymond Elementary in Fullerton School District highlights areas needing improvement, particularly in chronic absenteeism and academic performance in English Language Arts (ELA) and Mathematics. Chronic absenteeism is a significant concern, especially among English Learners, socioeconomically disadvantaged students, and students with disabilities. Academic performance gaps are also evident, with these same groups underperforming in ELA and Math.

To address these issues, Raymond Elementary has implemented monthly attendance team meetings, attendance incentives, and both classroom and schoolwide attendance goals. Attendance is promoted during weekly assemblies, and individualized plans are in place for chronically absent students. To improve academic performance, the school focuses on Guaranteed and Viable (G&V) standards, professional development for data-driven instruction, and differentiated learning. Parental engagement efforts, like DLA parent meetings, also support student success.

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.

According to the California School Dashboard data for Raymond Elementary, English Learners and students with disabilities are performing two or more levels below the “all student” performance in key indicators such as English Language Arts (ELA), Mathematics, and Chronic Absenteeism. These gaps highlight the need for targeted interventions to support these student groups.

To address these disparities, Raymond Elementary is implementing differentiated instruction strategies and focusing on Guaranteed and Viable (G&V) standards to ensure consistent, high-quality instruction. The school also provides additional academic support and interventions for English Learners and students with disabilities, including small group instruction and tailored resources. For chronic absenteeism, individualized attendance plans and consistent parent communication are in place to support these groups and improve overall attendance rates.

Other Needs

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

In addition to California School Dashboard data, Raymond Elementary uses locally collected data to identify student needs and measure outcomes. This includes iReady diagnostic assessments, benchmark assessments, formative classroom assessments, and progress monitoring tools in English Language Arts (ELA) and Mathematics to track growth throughout the year. Reading comprehension data shows that while many Dual Language Academy (DLA) students are approaching grade level, additional support is needed to reach proficiency.

The school also reviews attendance records to identify trends in chronic absenteeism and develop targeted interventions. Behavioral data and social-emotional learning (SEL) surveys help monitor student engagement and well-being, guiding interventions for students facing academic or emotional challenges. Combining state and local data allows Raymond Elementary to create more targeted plans to improve student 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 Raymond 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 | % | 0.32% | 0.49% | | 2 | 3 |
| African American | % | 0.97% | 0.65% | | 6 | 4 |
| Asian | % | 0.81% | 0.82% | | 5 | 5 |
| Filipino | % | 1.94% | 1.47% | | 12 | 9 |
| Hispanic/Latino | % | 73.62% | 72.67% | | 455 | 444 |
| Pacific Islander | % | 0.49% | 0.49% | | 3 | 3 |
| White | % | 18.93% | 19.48% | | 117 | 119 |
| Two or More Races | % | 2.91% | 3.93% | | 18 | 24 |
| Not Reported | % | 0% | % | | 0 | |
| Total Enrollment | | | | | 618 | 611 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | | 107 | 82 |
| Grade 1 | | 79 | 82 |
| Grade 2 | | 88 | 79 |
| Grade 3 | | 88 | 86 |
| Grade 4 | | 81 | 84 |
| Grade 5 | | 85 | 83 |
| Grade 6 | | 90 | 84 |
| Total Enrollment | | 618 | 611 |

Conclusions based on this data:

1.

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 | 164 | 160 | 121 | 27.7% | 25.9% | 19.8% |
| Fluent English Proficient (FEP) | 29 | 32 | 54 | 4.9% | 5.2% | 8.8% |

Conclusions based on this data:

- 1.

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 | 82 | 86 | 86 | 82 | 85 | 86 | 82 | 85 | 86 | 100.0 | 98.8 | 100 |
| Grade 4 | 88 | 82 | 86 | 88 | 80 | 86 | 88 | 80 | 86 | 100.0 | 97.6 | 100 |
| Grade 5 | 90 | 84 | 81 | 89 | 84 | 81 | 89 | 84 | 81 | 98.9 | 100.0 | 100 |
| Grade 6 | 48 | 89 | 84 | 47 | 89 | 83 | 47 | 89 | 83 | 97.9 | 100.0 | 98.8 |
| All Grades | 308 | 341 | 337 | 306 | 338 | 336 | 306 | 338 | 336 | 99.4 | 99.1 | 99.7 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2426. | 2435. | 2417. | 21.95 | 30.59 | 26.74 | 28.05 | 28.24 | 20.93 | 23.17 | 17.65 | 25.58 | 26.83 | 23.53 | 26.74 |
| Grade 4 | 2483. | 2494. | 2502. | 25.00 | 35.00 | 38.37 | 29.55 | 26.25 | 26.74 | 19.32 | 18.75 | 15.12 | 26.14 | 20.00 | 19.77 |
| Grade 5 | 2484. | 2510. | 2525. | 21.35 | 23.81 | 37.04 | 21.35 | 30.95 | 23.46 | 17.98 | 21.43 | 16.05 | 39.33 | 23.81 | 23.46 |
| Grade 6 | 2512. | 2520. | 2546. | 10.64 | 17.98 | 24.10 | 29.79 | 25.84 | 33.73 | 31.91 | 30.34 | 26.51 | 27.66 | 25.84 | 15.66 |
| All Grades | N/A | N/A | N/A | 20.92 | 26.63 | 31.55 | 26.80 | 27.81 | 26.19 | 21.90 | 22.19 | 20.83 | 30.39 | 23.37 | 21.43 |

| 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 | 19.51 | 23.53 | 13.95 | 62.20 | 58.82 | 66.28 | 18.29 | 17.65 | 19.77 |
| Grade 4 | 22.73 | 23.75 | 30.23 | 61.36 | 68.75 | 61.63 | 15.91 | 7.50 | 8.14 |
| Grade 5 | 16.85 | 16.67 | 17.28 | 60.67 | 63.10 | 65.43 | 22.47 | 20.24 | 17.28 |
| Grade 6 | 21.28 | 19.10 | 24.10 | 46.81 | 50.56 | 54.22 | 31.91 | 30.34 | 21.69 |
| All Grades | 19.93 | 20.71 | 21.43 | 59.15 | 60.06 | 61.90 | 20.92 | 19.23 | 16.67 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 19.51 | 22.35 | 25.58 | 58.54 | 55.29 | 48.84 | 21.95 | 22.35 | 25.58 |
| Grade 4 | 20.69 | 18.75 | 27.91 | 60.92 | 67.50 | 60.47 | 18.39 | 13.75 | 11.63 |
| Grade 5 | 21.35 | 22.62 | 34.57 | 46.07 | 63.10 | 48.15 | 32.58 | 14.29 | 17.28 |
| Grade 6 | 19.15 | 15.73 | 20.48 | 44.68 | 56.18 | 57.83 | 36.17 | 28.09 | 21.69 |
| All Grades | 20.33 | 19.82 | 27.08 | 53.44 | 60.36 | 53.87 | 26.23 | 19.82 | 19.05 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 9.76 | 17.65 | 11.63 | 75.61 | 70.59 | 65.12 | 14.63 | 11.76 | 23.26 |
| Grade 4 | 11.36 | 17.50 | 23.26 | 77.27 | 70.00 | 62.79 | 11.36 | 12.50 | 13.95 |
| Grade 5 | 12.36 | 16.67 | 13.58 | 71.91 | 73.81 | 71.60 | 15.73 | 9.52 | 14.81 |
| Grade 6 | 10.64 | 15.73 | 9.64 | 74.47 | 76.40 | 83.13 | 14.89 | 7.87 | 7.23 |
| All Grades | 11.11 | 16.86 | 14.58 | 74.84 | 72.78 | 70.54 | 14.05 | 10.36 | 14.88 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 21.95 | 17.65 | 18.60 | 59.76 | 62.35 | 58.14 | 18.29 | 20.00 | 23.26 |
| Grade 4 | 18.18 | 16.25 | 24.42 | 69.32 | 72.50 | 59.30 | 12.50 | 11.25 | 16.28 |
| Grade 5 | 15.73 | 25.00 | 23.46 | 59.55 | 55.95 | 61.73 | 24.72 | 19.05 | 14.81 |
| Grade 6 | 19.15 | 16.85 | 20.48 | 68.09 | 70.79 | 67.47 | 12.77 | 12.36 | 12.05 |
| All Grades | 18.63 | 18.93 | 21.73 | 63.73 | 65.38 | 61.61 | 17.65 | 15.68 | 16.67 |

Conclusions based on this data:

1.

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 | 82 | 86 | 86 | 82 | 86 | 86 | 82 | 86 | 86 | 100.0 | 100.0 | 100 |
| Grade 4 | 88 | 82 | 86 | 88 | 81 | 86 | 88 | 81 | 86 | 100.0 | 98.8 | 100 |
| Grade 5 | 90 | 84 | 81 | 90 | 84 | 81 | 90 | 84 | 81 | 100.0 | 100.0 | 100 |
| Grade 6 | 48 | 89 | 84 | 46 | 89 | 84 | 46 | 89 | 84 | 95.8 | 100.0 | 100 |
| All Grades | 308 | 341 | 337 | 306 | 340 | 337 | 306 | 340 | 337 | 99.4 | 99.7 | 100 |

* 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 | 2438. | 2446. | 2429. | 19.51 | 18.60 | 18.60 | 35.37 | 43.02 | 29.07 | 25.61 | 23.26 | 30.23 | 19.51 | 15.12 | 22.09 |
| Grade 4 | 2481. | 2502. | 2513. | 20.45 | 34.57 | 34.88 | 32.95 | 22.22 | 37.21 | 26.14 | 24.69 | 16.28 | 20.45 | 18.52 | 11.63 |
| Grade 5 | 2467. | 2490. | 2505. | 12.22 | 15.48 | 17.28 | 13.33 | 19.05 | 25.93 | 30.00 | 27.38 | 29.63 | 44.44 | 38.10 | 27.16 |
| Grade 6 | 2517. | 2506. | 2508. | 15.22 | 13.48 | 17.86 | 21.74 | 21.35 | 21.43 | 32.61 | 26.97 | 23.81 | 30.43 | 38.20 | 36.90 |
| Grade 11 | | | | | | | | | | | | | | | |
| All Grades | N/A | N/A | N/A | 16.99 | 20.29 | 22.26 | 26.14 | 26.47 | 28.49 | 28.10 | 25.59 | 24.93 | 28.76 | 27.65 | 24.33 |

| Concepts & Procedures | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Applying mathematical concepts and procedures | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 20.73 | 23.26 | 17.44 | 59.76 | 63.95 | 62.79 | 19.51 | 12.79 | 19.77 |
| Grade 4 | 30.68 | 40.74 | 44.19 | 47.73 | 38.27 | 43.02 | 21.59 | 20.99 | 12.79 |
| Grade 5 | 13.33 | 19.05 | 16.05 | 44.44 | 50.00 | 55.56 | 42.22 | 30.95 | 28.40 |
| Grade 6 | 21.74 | 14.61 | 16.67 | 50.00 | 49.44 | 40.48 | 28.26 | 35.96 | 42.86 |
| Grade 11 | | | | | | | | | |
| All Grades | 21.57 | 24.12 | 23.74 | 50.33 | 50.59 | 50.45 | 28.10 | 25.29 | 25.82 |

| 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 | 24.39 | 29.07 | 18.60 | 52.44 | 56.98 | 54.65 | 23.17 | 13.95 | 26.74 |
| Grade 4 | 15.91 | 25.93 | 26.74 | 57.95 | 50.62 | 56.98 | 26.14 | 23.46 | 16.28 |
| Grade 5 | 12.22 | 14.29 | 14.81 | 52.22 | 55.95 | 61.73 | 35.56 | 29.76 | 23.46 |
| Grade 6 | 8.70 | 10.11 | 11.90 | 58.70 | 55.06 | 57.14 | 32.61 | 34.83 | 30.95 |
| All Grades | 16.01 | 19.71 | 18.10 | 54.90 | 54.71 | 57.57 | 29.08 | 25.59 | 24.33 |

| 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 | 25.61 | 23.26 | 17.44 | 60.98 | 66.28 | 68.60 | 13.41 | 10.47 | 13.95 |
| Grade 4 | 25.00 | 28.40 | 34.88 | 50.00 | 50.62 | 51.16 | 25.00 | 20.99 | 13.95 |
| Grade 5 | 10.00 | 10.71 | 14.81 | 61.11 | 55.95 | 64.20 | 28.89 | 33.33 | 20.99 |
| Grade 6 | 17.39 | 12.36 | 13.10 | 63.04 | 56.18 | 64.29 | 19.57 | 31.46 | 22.62 |
| All Grades | 19.61 | 18.53 | 20.18 | 58.17 | 57.35 | 62.02 | 22.22 | 24.12 | 17.80 |

Conclusions based on this data:

1.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 1434.3 | 1393.2 | 1395.3 | 1449.6 | 1406.4 | 1410.1 | 1398.7 | 1362.5 | 1360.4 | 20 | 19 | 19 |
| 1 | 1437.8 | 1426.9 | 1421.7 | 1461.4 | 1448.8 | 1441.7 | 1413.7 | 1404.3 | 1401.3 | 24 | 19 | 15 |
| 2 | 1486.3 | 1461.9 | 1472.8 | 1500.5 | 1476.5 | 1487.1 | 1471.8 | 1446.6 | 1458.1 | 24 | 24 | 18 |
| 3 | 1505.2 | 1484.8 | 1484.1 | 1515.8 | 1491.8 | 1493.4 | 1494.0 | 1477.4 | 1474.5 | 22 | 18 | 21 |
| 4 | 1533.0 | 1517.6 | 1512.8 | 1543.5 | 1519.7 | 1508.2 | 1521.8 | 1515.1 | 1516.8 | 26 | 17 | 17 |
| 5 | 1517.9 | 1540.2 | 1533.7 | 1519.8 | 1530.2 | 1534.7 | 1515.4 | 1549.9 | 1531.8 | 34 | 15 | 13 |
| 6 | 1548.0 | 1526.6 | * | 1554.1 | 1519.6 | * | 1541.5 | 1533.2 | * | 11 | 22 | 10 |
| All Grades | | | | | | | | | | 161 | 134 | 113 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | 15.00 | 0.00 | 10.53 | 60.00 | 31.58 | 21.05 | 15.00 | 47.37 | 42.11 | 10.00 | 21.05 | 26.32 | 20 | 19 | 19 |
| 1 | 4.17 | 0.00 | 0.00 | 41.67 | 31.58 | 40.00 | 29.17 | 47.37 | 33.33 | 25.00 | 21.05 | 26.67 | 24 | 19 | 15 |
| 2 | 12.50 | 0.00 | 5.56 | 54.17 | 50.00 | 38.89 | 29.17 | 33.33 | 50.00 | 4.17 | 16.67 | 5.56 | 24 | 24 | 18 |
| 3 | 31.82 | 5.56 | 14.29 | 27.27 | 33.33 | 33.33 | 27.27 | 50.00 | 33.33 | 13.64 | 11.11 | 19.05 | 22 | 18 | 21 |
| 4 | 26.92 | 23.53 | 29.41 | 53.85 | 41.18 | 35.29 | 19.23 | 29.41 | 23.53 | 0.00 | 5.88 | 11.76 | 26 | 17 | 17 |
| 5 | 17.65 | 33.33 | 23.08 | 44.12 | 40.00 | 46.15 | 35.29 | 26.67 | 23.08 | 2.94 | 0.00 | 7.69 | 34 | 15 | 13 |
| 6 | 27.27 | 13.64 | * | 36.36 | 50.00 | * | 36.36 | 27.27 | * | 0.00 | 9.09 | * | 11 | 22 | * |
| All Grades | 18.63 | 9.70 | 15.93 | 45.96 | 40.30 | 35.40 | 27.33 | 37.31 | 32.74 | 8.07 | 12.69 | 15.93 | 161 | 134 | 113 |

| 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 | 20.00 | 10.53 | 15.79 | 55.00 | 26.32 | 21.05 | 15.00 | 47.37 | 42.11 | 10.00 | 15.79 | 21.05 | 20 | 19 | 19 |
| 1 | 37.50 | 15.79 | 26.67 | 29.17 | 57.89 | 26.67 | 25.00 | 10.53 | 33.33 | 8.33 | 15.79 | 13.33 | 24 | 19 | 15 |
| 2 | 45.83 | 25.00 | 22.22 | 29.17 | 37.50 | 61.11 | 25.00 | 25.00 | 11.11 | 0.00 | 12.50 | 5.56 | 24 | 24 | 18 |
| 3 | 45.45 | 16.67 | 38.10 | 36.36 | 61.11 | 28.57 | 18.18 | 16.67 | 14.29 | 0.00 | 5.56 | 19.05 | 22 | 18 | 21 |
| 4 | 53.85 | 41.18 | 35.29 | 38.46 | 41.18 | 41.18 | 3.85 | 11.76 | 17.65 | 3.85 | 5.88 | 5.88 | 26 | 17 | 17 |
| 5 | 44.12 | 26.67 | 53.85 | 44.12 | 66.67 | 38.46 | 8.82 | 6.67 | 7.69 | 2.94 | 0.00 | 0.00 | 34 | 15 | 13 |
| 6 | 45.45 | 36.36 | * | 54.55 | 45.45 | * | 0.00 | 9.09 | * | 0.00 | 9.09 | * | 11 | 22 | * |
| All Grades | 42.24 | 24.63 | 31.86 | 39.75 | 47.01 | 36.28 | 14.29 | 18.66 | 20.35 | 3.73 | 9.70 | 11.50 | 161 | 134 | 113 |

| 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 | 6.90 | 0.00 | 10.53 | 10.34 | 5.26 | 10.53 | 58.62 | 68.42 | 47.37 | 24.14 | 26.32 | 31.58 | 29 | 19 | 19 |
| 1 | 3.85 | 0.00 | 0.00 | 19.23 | 15.79 | 20.00 | 30.77 | 10.53 | 26.67 | 46.15 | 73.68 | 53.33 | 26 | 19 | 15 |
| 2 | 3.57 | 0.00 | 11.11 | 53.57 | 20.83 | 16.67 | 32.14 | 33.33 | 33.33 | 10.71 | 45.83 | 38.89 | 28 | 24 | 18 |
| 3 | 0.00 | 0.00 | 9.52 | 19.35 | 16.67 | 14.29 | 64.52 | 55.56 | 23.81 | 16.13 | 27.78 | 52.38 | 31 | 18 | 21 |
| 4 | 11.43 | 5.88 | 11.76 | 20.00 | 29.41 | 29.41 | 37.14 | 41.18 | 41.18 | 31.43 | 23.53 | 17.65 | 35 | 17 | 17 |
| 5 | 9.09 | 20.00 | 15.38 | 18.18 | 20.00 | 7.69 | 54.55 | 60.00 | 69.23 | 18.18 | 0.00 | 7.69 | 11 | 15 | 13 |
| 6 | 18.18 | 4.55 | * | 18.18 | 31.82 | * | 63.64 | 40.91 | * | 0.00 | 22.73 | * | 11 | 22 | * |
| All Grades | 5.59 | 3.73 | 8.85 | 31.06 | 20.15 | 21.24 | 40.99 | 43.28 | 36.28 | 22.36 | 32.84 | 33.63 | 161 | 134 | 113 |

| 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 | 40.00 | 5.26 | 15.79 | 50.00 | 73.68 | 73.68 | 10.00 | 21.05 | 10.53 | 20 | 19 | 19 |
| 1 | 41.67 | 63.16 | 26.67 | 54.17 | 26.32 | 53.33 | 4.17 | 10.53 | 20.00 | 24 | 19 | 15 |
| 2 | 25.00 | 25.00 | 22.22 | 70.83 | 66.67 | 77.78 | 4.17 | 8.33 | 0.00 | 24 | 24 | 18 |
| 3 | 45.45 | 27.78 | 33.33 | 40.91 | 66.67 | 52.38 | 13.64 | 5.56 | 14.29 | 22 | 18 | 21 |
| 4 | 73.08 | 41.18 | 35.29 | 26.92 | 52.94 | 52.94 | 0.00 | 5.88 | 11.76 | 26 | 17 | 17 |
| 5 | 23.53 | 40.00 | 7.69 | 73.53 | 60.00 | 92.31 | 2.94 | 0.00 | 0.00 | 34 | 15 | 13 |
| 6 | 27.27 | 22.73 | * | 63.64 | 63.64 | * | 9.09 | 13.64 | * | 11 | 22 | * |
| All Grades | 39.75 | 31.34 | 24.78 | 54.66 | 58.96 | 65.49 | 5.59 | 9.70 | 9.73 | 161 | 134 | 113 |

| 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 | 15.00 | 5.26 | 21.05 | 70.00 | 73.68 | 47.37 | 15.00 | 21.05 | 31.58 | 20 | 19 | 19 |
| 1 | 20.83 | 5.26 | 0.00 | 58.33 | 73.68 | 73.33 | 20.83 | 21.05 | 26.67 | 24 | 19 | 15 |
| 2 | 41.67 | 45.83 | 33.33 | 58.33 | 37.50 | 61.11 | 0.00 | 16.67 | 5.56 | 24 | 24 | 18 |
| 3 | 59.09 | 16.67 | 42.86 | 36.36 | 83.33 | 42.86 | 4.55 | 0.00 | 14.29 | 22 | 18 | 21 |
| 4 | 46.15 | 52.94 | 52.94 | 50.00 | 41.18 | 35.29 | 3.85 | 5.88 | 11.76 | 26 | 17 | 17 |
| 5 | 70.59 | 66.67 | 92.31 | 23.53 | 26.67 | 7.69 | 5.88 | 6.67 | 0.00 | 34 | 15 | 13 |
| 6 | 90.91 | 59.09 | * | 9.09 | 31.82 | * | 0.00 | 9.09 | * | 11 | 22 | * |
| All Grades | 47.83 | 35.82 | 42.48 | 44.72 | 52.24 | 42.48 | 7.45 | 11.94 | 15.04 | 161 | 134 | 113 |

| 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 | 10.53 | 95.00 | 78.95 | 57.89 | 5.00 | 21.05 | 31.58 | 20 | 19 | 19 |
| 1 | 25.00 | 10.53 | 13.33 | 16.67 | 15.79 | 40.00 | 58.33 | 73.68 | 46.67 | 24 | 19 | 15 |
| 2 | 4.17 | 4.17 | 0.00 | 83.33 | 37.50 | 50.00 | 12.50 | 58.33 | 50.00 | 24 | 24 | 18 |
| 3 | 9.09 | 0.00 | 4.76 | 54.55 | 50.00 | 33.33 | 36.36 | 50.00 | 61.90 | 22 | 18 | 21 |
| 4 | 0.00 | 5.88 | 11.76 | 84.62 | 70.59 | 70.59 | 15.38 | 23.53 | 17.65 | 26 | 17 | 17 |
| 5 | 8.82 | 20.00 | 7.69 | 52.94 | 80.00 | 69.23 | 38.24 | 0.00 | 23.08 | 34 | 15 | 13 |
| 6 | 18.18 | 4.55 | * | 36.36 | 50.00 | * | 45.45 | 45.45 | * | 11 | 22 | * |
| All Grades | 8.70 | 5.97 | 7.96 | 61.49 | 52.99 | 53.10 | 29.81 | 41.04 | 38.94 | 161 | 134 | 113 |

| 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 | 40.00 | 10.53 | 15.79 | 50.00 | 57.89 | 42.11 | 10.00 | 31.58 | 42.11 | 20 | 19 | 19 |
| 1 | 0.00 | 0.00 | 0.00 | 50.00 | 42.11 | 46.67 | 50.00 | 57.89 | 53.33 | 24 | 19 | 15 |
| 2 | 8.33 | 0.00 | 11.11 | 58.33 | 66.67 | 72.22 | 33.33 | 33.33 | 16.67 | 24 | 24 | 18 |
| 3 | 4.55 | 5.56 | 4.76 | 81.82 | 77.78 | 66.67 | 13.64 | 16.67 | 28.57 | 22 | 18 | 21 |
| 4 | 23.08 | 23.53 | 17.65 | 76.92 | 58.82 | 70.59 | 0.00 | 17.65 | 11.76 | 26 | 17 | 17 |
| 5 | 23.53 | 40.00 | 23.08 | 70.59 | 60.00 | 76.92 | 5.88 | 0.00 | 0.00 | 34 | 15 | 13 |
| 6 | 9.09 | 13.64 | * | 90.91 | 81.82 | * | 0.00 | 4.55 | * | 11 | 22 | * |
| All Grades | 16.15 | 11.94 | 12.39 | 67.08 | 64.18 | 62.83 | 16.77 | 23.88 | 24.78 | 161 | 134 | 113 |

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

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

| 2023-24 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 611 | 58.3% | 19.8% | 0.2% |
| Total Number of Students enrolled in Raymond 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 | 121 | 19.8% |
| Foster Youth | 1 | 0.2% |
| Homeless | 8 | 1.3% |
| Socioeconomically Disadvantaged | 356 | 58.3% |
| Students with Disabilities | 59 | 9.7% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.7% |
| American Indian | 3 | 0.5% |
| Asian | 5 | 0.8% |
| Filipino | 9 | 1.5% |
| Hispanic | 444 | 72.7% |
| Two or More Races | 24 | 3.9% |
| Pacific Islander | 3 | 0.5% |
| White | 119 | 19.5% |

Conclusions based on this data:

1.

School and Student Performance Data

Overall Performance

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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Green ratings in English Language Arts, Mathematics, and English Learner Progress on the 2024 Fall Dashboard indicate that students are performing well across key academic areas. This suggests that current instructional strategies and interventions are effectively supporting student achievement.
2. Sustained Progress for English Learners:

The Green rating for English Learner Progress reflects significant improvement in language acquisition and proficiency, aligning with gains seen in CAASPP performance. Continued focus on language development and differentiated support will help maintain this positive trend.

School and Student Performance Data

Academic Performance English Language Arts

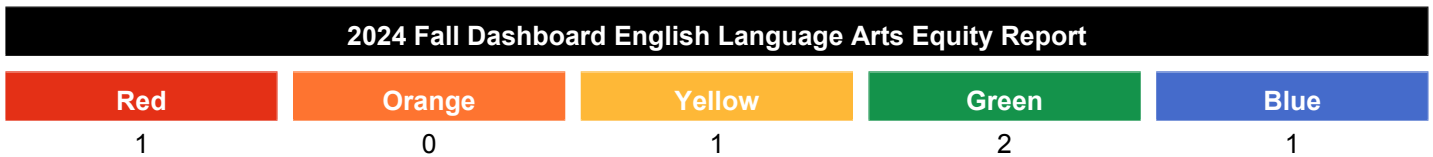
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p> <p>Green</p> <p>13.3 points above standard</p> <p>Increased 7.6 points</p> <p>329 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>18.1 points below standard</p> <p>Increased 8.6 points</p> <p>97 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>5.0 points below standard</p> <p>Increased 11.2 points</p> <p>197 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>81.1 points below standard</p> <p>Declined 4.2 points</p> <p>39 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>4.0 points below standard</p> <p>Increased 8.0 points</p> <p>231 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>22.2 points above standard</p> <p>Increased 9.6 points</p> <p>12 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Blue</p> <p>52.6 points above standard</p> <p>Increased 4.0 points</p> <p>73 Students</p> |

Conclusions based on this data:

- Overall Growth with Strong Gains for Key Groups:
All students are 13.3 points above standard in ELA with a 7.6-point increase. Socioeconomically disadvantaged and Hispanic students also made strong gains, increasing by 11.2 and 8 points respectively, though both remain slightly below standard. Targeted supports are helping close these gaps.
- Urgent Support Needed for Students with Disabilities:
Students with disabilities are 81.1 points below standard and have declined by 4.2 points, earning a Red rating. Focused interventions are urgently needed to address this gap.

School and Student Performance Data

Academic Performance Mathematics

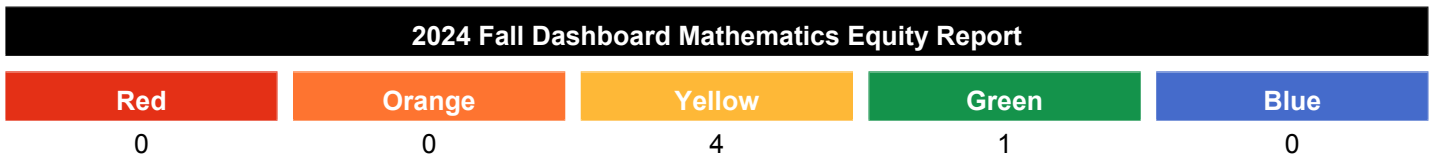
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Green</p> <p>10.6 points below standard</p> <p>Increased 3.1 points</p> <p>330 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>38.0 points below standard</p> <p>Increased 9.6 points</p> <p>98 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27.6 points below standard</p> <p>Increased 7.5 points</p> <p>198 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>89.7 points below standard</p> <p>Increased 3.6 points</p> <p>39 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>25.3 points below standard</p> <p>Increased 9.2 points</p> <p>232 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>12.2 points below standard</p> <p>Declined 13.9 points</p> <p>12 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Green</p> <p>25.8 points above standard</p> <p>Declined 9.4 points</p> <p>73 Students</p> |

Conclusions based on this data:

- Overall Growth with Progress for Key Subgroups:**
 All students are now 10.6 points below standard in math but showed a 3.1-point increase, earning a Green rating. English Learners, Hispanic, and socioeconomically disadvantaged students also made gains, improving by 9.6, 9.2, and 7.5 points respectively, though they remain below standard. Continued targeted support is needed to close these gaps.
- Declines in Performance for Some Groups:**
 While most groups showed growth, White students and students identifying as Two or More Races saw declines in performance. White students dropped 9.4 points but remain 25.8 points above standard, while students of Two or More Races declined 13.9 points, falling to 12.2 points below standard. These trends suggest a need to investigate factors contributing to these declines.

School and Student Performance Data



Academic Performance English Learner Progress

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

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|---|---|
| English Learner Progress  Green 50.5% making progress. Number Students: 91 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 3 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|--------------------------------------|--|
| Decreased One ELPI Level 20.9% | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 28.6% | Maintained ELPI Level 4 0% | Progressed At Least One ELPI Level 50.5% |

Conclusions based on this data:

- Steady Progress in English Language Acquisition:**
 50.5% of English Learners made progress by advancing at least one ELPI level, earning a Green rating. This indicates that instructional strategies are effectively supporting language development for many students.
- High Percentage of Students Not Advancing:**
 While half of the English Learners showed growth, 28.6% maintained lower ELPI levels, and 20.9% decreased by one level. This highlights the need for targeted interventions to support students who are struggling to advance in their language proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p> <p>Green</p> <p>6.2% Chronically Absent</p> <p>Declined 4.6</p> <p>627 Students</p> | <p>English Learners</p> <p>Blue</p> <p>2.4% Chronically Absent</p> <p>Declined 7.1</p> <p>126 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>8% Chronically Absent</p> <p>Declined 5.3</p> <p>373 Students</p> |

| | | |
|---|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>11% Chronically Absent</p> <p>Declined 3.3</p> <p>73 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>6.1% Chronically Absent</p> <p>Declined 5.1</p> <p>457 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>4.2% Chronically Absent</p> <p>Declined 1.4</p> <p>24 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>White</p>  <p>Green</p> <p>5.9% Chronically Absent</p> <p>Declined 2.5</p> <p>119 Students</p> |

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

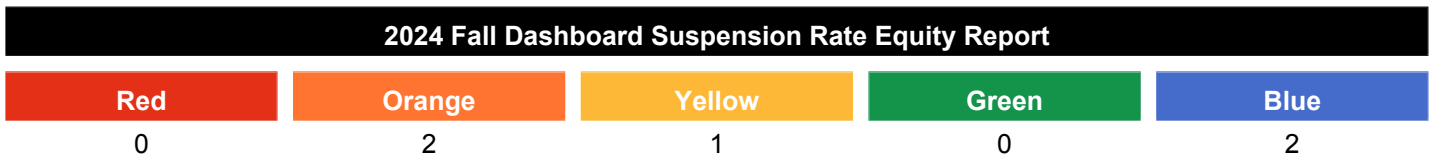
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>0.6% suspended at least one day</p> <p>Increased 0.3%</p> <p>631 Students</p> | <p>English Learners</p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>128 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>11 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.1% suspended at least one day</p> <p>Increased 0.6%</p> <p>376 Students</p> |

| | | |
|--|---|--|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>2.7% suspended at least one day</p> <p>Maintained 0%</p> <p>73 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p> | <p>Hispanic</p>  <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0%</p> <p>461 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>24 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p> | <p>White</p>  <p>Orange</p> <p>1.7% suspended at least one day</p> <p>Increased 1.7%</p> <p>119 Students</p> |

Conclusions based on this data:

1.

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.

Student Achievement

ENGLISH LANGUAGE ARTS (ELA):

By Spring 2025, the percentage of K-2 students achieving proficiency on benchmark assessments in ELA will increase by at least 10% compared to initial benchmark results.

By Spring 2025, the percentage of 2nd-grade students scoring in Levels 1 and 2 ("Not Mastered") on the final district diagnostic assessments in ELA will decrease by at least 10% compared to the results from the first district diagnostic assessment.

By Spring 2025, the overall ELA Distance from Standard (DFS) score on the SBAC for students in grades 3-6 will improve by 3 points, increasing from -45 to -42.

By Spring 2025, the percentage of English Learners in grades 3-6 making progress on the reading portion of the ELPAC will increase by at least 10% compared to previous ELPAC results.

MATHEMATICS:

By Spring 2025, the percentage of K-2 students achieving proficiency on benchmark assessments in Math will increase by at least 10% compared to initial benchmark results.

By Spring 2025, the percentage of 2nd-grade students scoring in Levels 1 and 2 ("Not Mastered") on the final district diagnostic assessments in Math will decrease by at least 10% compared to the results from the first district diagnostic assessment.

By Spring 2025, the overall Math Distance from Standard (DFS) score on the SBAC for students in grades 3-6 will improve by 3 points, increasing from -78 to -75.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 1: All students will demonstrate proficiency or growth toward proficiency in ELA and math.

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.

Performance Gaps Among Student Groups:

English Learners: This group is performing below their peers in both ELA and mathematics, highlighting a significant achievement gap. Socioeconomically Disadvantaged Students: These students exhibit lower academic performance and higher absenteeism rates compared to their peers.

Steps Take to Address These Areas:

Targeted Academic Interventions: Implementation of specialized instruction and RTI programs and differentiated instruction strategies to support struggling students.

Professional Development: Ongoing training for teachers to employ evidence-based instructional practices aimed at improving student outcomes and to close the achievement gap.

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 |
|-------------------|-------------------------|----------------------|
| iReady | D2 - 2025 Data | Increase by 10% |
| SBAC | 2025 Data | Increase by 3 points |
| Benchmark Testing | Fall 2025 Data | Increase by 10% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|--|
| 1.1 | <p>Certificated Personnel Support</p> <p>Professional Development: Provide ongoing training focused on best instructional practices, data-driven instruction, and continuous improvement.</p> <p>Collaboration Time: Fund structured release times and substitutes to allow teachers to participate in Professional Learning Communities (PLCs), focusing on data analysis, lesson planning, enrichment, interventions, and monitoring student progress.</p> <p>Curriculum Implementation: Support the implementation of California Common Core Standards and college and career readiness pathways through targeted instruction.</p> <p>Specialized Programs: Support Gifted and Talented Education (GATE) with training and resources.</p> <p>Strengthen Response to Intervention (RTI) programs with certificated staff support during the school day and in before/after-school programs.</p> <p>Provide support for Transitional Kindergarten and Dual Language Academy instruction.</p> | All Students | <p>17,852 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Transportation for Field Trips</p> <p>15,303 Title I 4000-4999: Books And Supplies Supplementary Instructional Materials</p> <p>6,000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Copier / Lease</p> <p>50,460 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs P.E. Teacher for K-6 (Mon, Wed. & Thurs.)</p> <p>3,300 Title I 5000-5999: Services And Other Operating Expenditures FSD Print Shop</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|--|
| | Enhance services for English Learners through targeted instruction and intervention. | | <p>6,500 Title I 5000-5999: Services And Other Operating Expenditures Professional Development</p> <p>15,000 LCFF - Supplemental 2000-2999: Classified Personnel Salaries RTI - Instructional Assistant (additional time)</p> <p>22,039 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries TK/Kinder Instructional Assistant (additional time)</p> <p>30,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Instructional Assistant (Reading and Math Intervention Groups)</p> <p>12,773 Title I 2000-2999: Classified Personnel Salaries Instructional Assistants (1st-2nd and Combination classes)</p> |
| 1.2 | <p>Classified Personnel Support</p> <p>Instructional Aides: Provide instructional aide support for TK-6th grade RTI (push-in and pull-out small group instruction), with additional focus on K-2 classrooms to support early literacy and numeracy.</p> <p>Special Education Support: Fund special education staff, including Resource Specialist Program (RSP) and Speech-Language Pathology (SLP) services, to meet the needs of students with disabilities.</p> <p>Program Support: Assist in the implementation of before and after-school enrichment and intervention programs.</p> <p>Provide logistical support for Visual and Performing Arts programs, field trips, and other enrichment activities.</p> | All Students | <p>6,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Focus Teacher for Math interventions</p> <p>1,500 LCFF - Supplemental 6000-6999: Capital Outlay Media Center Furniture</p> <p>3,000 LCFF - Supplemental 4000-4999: Books And Supplies Media Center Books English/Spanish</p> <p>10,568 Title I</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|--|
| | | | 4000-4999: Books And Supplies Supplemental Instructional materials 9,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Interventions 5,000 Title I 2000-2999: Classified Personnel Salaries Interventions 24,010 LCFF - Base 4000-4999: Books And Supplies Supplementary Instructional Materials |
| 1.3 | <p>Instructional Purchases and Resources</p> <p>Curriculum and Supplementary Materials: Purchase supplementary materials to enhance standards-aligned instruction in core content areas.</p> <p>Expand classroom libraries with inclusive and diverse book selections to support literacy development.</p> <p>Technology and Equipment: Fund the lease and maintenance of copiers and essential classroom technology to support instructional delivery.</p> <p>Instructional Enrichment: Support Visual and Performing Arts programs through materials and resources.</p> <p>Fund transportation and admission costs for educational field trips to provide real-world learning experiences.</p> | All Students | |
| 1.4 | | | |

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.

Technology and Digital Literacy

All Raymond students will have access to and demonstrate master of 21st Century learning tools, resources, and skills in support of relevant and rigorous learning experiences.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 2: FSD will provide access to high quality digital tools, infrastructure, resources, personalized learning technology and professional learning so that all students have opportunities to access engaging online instructional resources and can demonstrate digital and informational literacy skills required for college and career success.

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.

To ensure effective integration of technology in instruction and operations, we aim to systematically replace aging technology and infrastructure as it becomes outdated or non-functional.

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 |
|---|------------------------------|-----------------------|
| Access to age appropriate technology | Start of the school year- 0% | 100% of all students. |
| Completion of Common Sense Media Lessons-yearly | Start of the school year- 0% | 100% of all students. |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|---|-----------------------|--|
| 2.1 | <p>Certificated Personnel Support</p> <p>Professional Development: Provide ongoing training for staff on instructional technology integration, focusing on delivering rigorous, standards-aligned curricula through 21st Century Learning strategies.</p> <p>Offer professional development on Project-Based Learning (PBL) and the use of digital tools to enhance student engagement, voice, choice, and agency.</p> <p>Support digital citizenship and internet safety workshops for both staff and parents.</p> | | <p>21,496 Title I 4000-4999: Books And Supplies Purchase supplementary Digital Resources</p> <p>6,000 Title I 4000-4999: Books And Supplies Purchase supplementary items - keyboards</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | <p>Program Support: Implement and support Common Sense Media to promote digital citizenship and safe online practices, while fostering innovative teaching through technology integration.</p> <p>Provide student training in digital literacy skills, ensuring students can effectively use technology for learning, critical thinking, and problem-solving.</p> | | <p>headphones, cases, TV's, library books, etc.</p> <p>10,000 LCFF - Base 6000-6999: Capital Outlay PBIS T-shirts and incentives</p> <p>6,000 Title I 1000-1999: Certificated Personnel Salaries Professional Development Opportunities, substitutes, conferences, and extra hours</p> <p>13,000 Title I 4000-4999: Books And Supplies Replacement of devices, learning tools</p> |
| 2.2 | <p>Classified Personnel Support</p> <p>Technology Access and Maintenance: Support the maintenance and management of 1:1 iPad programs for grades TK-6, ensuring all devices are updated and functional.</p> <p>Assist in the Library Media Center to promote access to digital resources and literacy tools.</p> <p>Provide technical support for students and staff to ensure smooth integration of technology in daily instruction.</p> <p>Parent and Community Engagement: Maintain iPads for parent use and assist in facilitating parent training sessions on digital tools and internet safety.</p> <p>Support community involvement through digital literacy initiatives and workshops.</p> | | <p>10,233 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Additional instructional assistants and extra hours</p> |
| 2.3 | <p>Instructional Purchases and Resources</p> <p>Technology Equipment and Maintenance: Update and replace iPads, keyboards, headphones, cases, and apps to ensure students and staff have access to reliable and up-to-date technology.</p> <p>Maintain and upgrade resources for the Visible Innovation Program and Library Media Center.</p> | | |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|-----------------------|
| | <p>Support student and staff access to supplementary digital resources that enhance instruction.</p> <p>Digital Instructional Resources: Purchase software programs that provide interventions and enrichment in core subjects, including: iReady lessons for ELA and Math BrainPOP with ELL components Nearpod, Raz-Kids, Accelerated Reader, Reflex Math, Starfall, FastBridge, and Aleks</p> <p>Update the Digital Library to include diverse and engaging resources for students at all grade levels.</p> <p>Project-Based Learning & 21st Century Skills: Support Project-Based Learning (PBL) initiatives that integrate technology, allowing students to collaborate, create, and solve real-world problems.</p> <p>Promote the use of instructional technology to deliver rigorous, relevant content aligned with core content standards and 21st Century Learning principles.</p> | | |

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 Secure Environment

Raymond School will provide a welcoming, inclusive, safe, and secure environment for all students, families, and community members, as measured by increased positive responses on the annual LCAP parent survey (growth of at least 5% in key indicators of school climate and engagement), and increased attendance at parent meetings and events by 10% compared to the previous year.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 3: All FSD departments and school sites will work to provide a safe and secure environment that promotes the physical, social, and emotional health and well-being of all staff and students.

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.

Raymond Elementary School should enhance support for English Language Learners to ensure their academic success and integration into the school community. This includes providing targeted instructional strategies, professional development for teachers on ELL best practices, and resources for families to support learning at home.

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 |
|---|---|-------------------------------------|
| Decrease chronic absenteeism by 2% annually among all student groups, particularly English learners and socioeconomically disadvantaged students. | Dashboard Data | Decrease |
| Survey Data (Community, Staff, and Students) | Feelings of Safe and Secure environment 92% | Increase |
| Second Step lessons | Zero Percents | 100% completion at all grade levels |
| Dashboard Suspension | Dashboard Data | Decrease/Maintain |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|--|
| 3.1 | Certificated Personnel Support Counseling and Mental Health Services: Provide counseling support services to address the mental health and emotional well-being of all students and staff. | | 5,000 LCFF - Supplemental 4000-4999: Books And Supplies Emergency Preparedness Supplies and Materials |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|--|
| | <p>Implement programs that promote emotional well-being, such as social-emotional learning (SEL) and anti-bullying initiatives.</p> <p>Offer mentoring opportunities during unstructured times, like lunch, to foster positive relationships and support student well-being.</p> <p>Attendance and Engagement Programs: Promote school attendance through proactive interventions and incentives.</p> <p>Support Saturday School programs to improve attendance and provide academic support.</p> <p>Provide targeted support for Foster Youth and Homeless students to ensure access to resources and consistent attendance.</p> | | <p>18,798 Title I 2000-2999: Classified Personnel Salaries Counseling interns additional hours</p> <p>1,000 Title I 4000-4999: Books And Supplies PBIS posters, supplies, rewards</p> <p>3,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Student assemblies</p> <p>1,000 Title I 2000-2999: Classified Personnel Salaries Saturday School Support staffing</p> <p>19,028 LCFF - Base 5800: Professional/Consulting Services And Operating Expenditures CNJ Soccer Lunch Program</p> <p>1,000 LCFF - Base 6000-6999: Capital Outlay School improvements in facilities</p> <p>1,000 LCFF - Base 2000-2999: Classified Personnel Salaries Extra time for custodial</p> <p>200 LCFF - Base 4000-4999: Books And Supplies Student Recognition or Rewards</p> <p>19,296 LCFF - Base 2000-2999: Classified Personnel Salaries</p> |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|---|-----------------------|-------------------------------|
| | | | Extra Supervision of students |
| 3.2 | <p>Classified Personnel Support</p> <p>Health and Safety Personnel: Fund and maintain a Health Assistant to support student health needs.</p> <p>Supply and maintain the nursing station and health office to ensure proper care and hygiene standards.</p> <p>Supervision and Security: Support supervision of students during recess, lunch, and before/after school, including noon duty supervisors and parking lot supervision.</p> <p>Implement a visitor management system to monitor campus access and ensure safety for all students and staff.</p> | | |
| 3.3 | <p>Instructional Purchases and Resources</p> <p>Emergency Preparedness and Safety Resources: Provide emergency preparedness training and purchase necessary materials to ensure staff and students are ready for any emergency situation.</p> <p>Support and regularly update school safety plans to align with district and state guidelines.</p> <p>Fund resources and materials for the Positive Behavioral Interventions and Supports (PBIS) program to create a safe, positive school climate.</p> <p>Facility Maintenance and Upgrades: Upgrade or maintain facilities as needed to ensure a safe, clean, and functional learning environment for all.</p> <p>Invest in safety infrastructure, such as improved lighting, secure entry points, and playground maintenance.</p> <p>Programs for Well-being and Safety: Support anti-bullying programs and other initiatives that foster a safe and inclusive school environment.</p> <p>Provide materials and resources for foster youth and homeless students to ensure they have the support needed for success.</p> | | |
| 3.4 | | | |

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.

Parent Engagement

Raymond School will support excellent communication among all members of our school community and within our district and city geographic area at large.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP 4: FSD will promote engagement of all families by creating a culture of inclusion through open and effective lines of communication and by providing families meaningful opportunities to support and celebrate student learning and cultures.

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.

Raymond Elementary is dedicated to strengthening family-school partnerships by improving communication, increasing equitable participation, and addressing barriers such as language access and scheduling conflicts. Data shows a need for more options for parent meetings to accommodate parents' working schedules.

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 |
|---|-------------------------|------------------|
| School Survey and LCAP Survey | Fall and Winter Survey | Increase by 10% |
| Parent Meetings (SSC, ELAC, PTA, Coffee with the Principal) | # of parents completed | Increase by 10% |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|-----------------------|---|
| 4.1 | Certificated Personnel Support Parent and Community Engagement: Foster Parent Advisory Groups such as PTA, School Site Council (SSC), English Learner Advisory Committee (ELAC), Family Nights, Parent Coffees, Parent Socials, and Champions for Learning to encourage collaboration and input from families. | | 1,000 Title I 4000-4999: Books And Supplies Materials for PTA, ELAC, SSC, Parent Coffees, Dual Language Immersion Parent mtgs and DLA Steering Committee Mtgs. Also, RTI parent mtgs., Parent training based on ELAC needs assessment. |

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|-------------------------|--|-----------------------|---|
| | <p>Organize Parent Education Classes based on needs assessments to provide relevant resources and training.</p> <p>Conduct parent meetings tailored to the specific needs and interests of families to increase engagement.</p> <p>Student Recognition and Community Involvement: Highlight student achievements through student events, assemblies, and newsletters to foster pride and community spirit.</p> <p>Encourage student participation in community events to build connections beyond the classroom.</p> <p>Coordinate celebrations and recognition for students, staff, and parents to honor growth, achievements, and contributions.</p> | | <p>16,407 Title I 2000-2999: Classified Personnel Salaries Social Service Assistant</p> <p>5,000 LCFF - Base 2000-2999: Classified Personnel Salaries Office overtime for communication with parents</p> <p>500 Title I 5000-5999: Services And Other Operating Expenditures Food and drinks for parent meetings</p> <p>2,000 Title I 2000-2999: Classified Personnel Salaries Childcare and Interpreter at all parent mtgs. & teacher parent conferences</p> <p>8,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Parent Education Classes on topics requested by parent advisory groups</p> |
| 4.2 | <p>Classified Personnel Support</p> <p>Bilingual and Translation Services: Ensure the school has adequate bilingual staff and a Social Services Assistant to support communication with diverse families.</p> <p>Provide translation services for parent conferences, meetings, weekly messages, flyers, and other communications to ensure all families are included and informed.</p> <p>Parent and Community Support: Facilitate parent and community volunteer programs to strengthen the connection between the school and the broader community.</p> <p>Offer logistical support for school events, parent meetings, and community engagement initiatives.</p> | | |

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.

Budget Summary

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

Budget Summary

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$407,263.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |

Other Federal, State, and Local Funds

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

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title I | \$151,645.00 |

Subtotal of additional federal funds included for this school: \$151,645.00

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

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| LCFF - Base | \$79,534.00 |
| LCFF - Supplemental | \$176,084.00 |

Subtotal of state or local funds included for this school: \$255,618.00

Total of federal, state, and/or local funds for this school: \$407,263.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| LCFF - Base | 79,534.00 |
| LCFF - Supplemental | 176,084.00 |
| Title I | 151,645.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000-1999: Certificated Personnel Salaries | 73,039.00 |
| 2000-2999: Classified Personnel Salaries | 106,507.00 |
| 4000-4999: Books And Supplies | 100,577.00 |
| 5000-5999: Services And Other Operating Expenditures | 34,152.00 |
| 5700-5799: Transfers Of Direct Costs | 50,460.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 30,028.00 |
| 6000-6999: Capital Outlay | 12,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---------------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF - Base | 25,296.00 |
| 4000-4999: Books And Supplies | LCFF - Base | 24,210.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Base | 19,028.00 |
| 6000-6999: Capital Outlay | LCFF - Base | 11,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Supplemental | 67,039.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Supplemental | 25,233.00 |
| 4000-4999: Books And Supplies | LCFF - Supplemental | 8,000.00 |

| | | |
|---|---------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | LCFF - Supplemental | 23,852.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Supplemental | 50,460.00 |
| 6000-6999: Capital Outlay | LCFF - Supplemental | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 6,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 55,978.00 |
| 4000-4999: Books And Supplies | Title I | 68,367.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 10,300.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 11,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 238,305.00 |
| Goal 2 | 66,729.00 |
| Goal 3 | 69,322.00 |
| Goal 4 | 32,907.00 |

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
- 2 Other School Staff
- 5 Parent or Community Members

| Name of Members | Role |
|-------------------|----------------------------|
| Cristina Centeno | Principal |
| Julianne Ettinger | Other School Staff |
| Georgina Mojica | Classroom Teacher |
| Rosalie Stout | Classroom Teacher |
| Elisabeth Aguayo | Other School Staff |
| Melissa Pepin | Classroom Teacher |
| Janeth Shipman | Parent or Community Member |
| Darrlene Alquiza | Parent or Community Member |
| Anne Stott | Parent or Community Member |
| Priscilla Santos | Parent or Community Member |
| Jenette Lopez | Parent or Community Member |
| Keiko Suda | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 24, 2025.

Attested:



Principal, Cristina S. Centeno on 04/24/25

SSC Chairperson, Anne Stott on 04/24/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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