



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Stephen Foster Elementary School	19643036011704	October 29, 2024	December 12, 2024

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

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

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

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

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the Stephen Foster Elementary School Plan is to outline the school's goals, strategies, and actions to

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	3
Plan Description	5
Educational Partner Involvement	5
Resource Inequities	6
Comprehensive Needs Assessment Components	6
Data Analysis	6
Surveys	6
Classroom Observations	8
Analysis of Current Instructional Program.....	8
California School Dashboard (Dashboard) Indicators.....	15
Other Needs	15
School and Student Performance Data	17
Student Enrollment.....	17
CAASPP Results.....	20
ELPAC Results	25
California School Dashboard	29
Overall Performance	31
Goals, Strategies, & Proposed Expenditures.....	44
Goal 1.....	44
Goal 2.....	52
Goal 3.....	60
Budget Summary	63
Budget Summary	63
Other Federal, State, and Local Funds	63
Budgeted Funds and Expenditures in this Plan	64
Funds Budgeted to the School by Funding Source.....	64
Expenditures by Funding Source	64
Expenditures by Budget Reference	64
Expenditures by Budget Reference and Funding Source	64
Expenditures by Goal.....	65
School Site Council Membership	66
Recommendations and Assurances	67
Instructions.....	68
Appendix A: Plan Requirements	75
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	78

Appendix C: Select State and Federal Programs 81

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of the Stephen Foster Elementary School Plan is to outline the school's goals, strategies, and actions to

Stephen Foster Elementary School's plan for effectively meeting the Every Student Succeeds Act (ESSA) requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs includes the following elements:

1. Implementation of evidence-based interventions: Foster's plan ensures equitable access to resources and opportunities by addressing the needs of subgroups of students, including English language learners, African American students, and students with disabilities.
2. LCAP Alignment: Foster's plan aligns with the goals, actions, and metrics outlined in the District's LCAP. This includes ensuring that the plan addresses the state priorities identified in the LCAP and reflects the school's unique needs and context.
3. Integration of Programs: Foster's plan identifies how the school will integrate and coordinate various federal, state, and local programs to maximize resources and support student achievement. This may involve leveraging funding to implement targeted interventions and initiatives outlined in the school's plan.
4. Data-driven Decision Making: Foster's plan emphasizes the use of data to inform decision-making and monitor progress towards goals. This includes collecting and analyzing multiple sources of data, such as student assessments, attendance rates, and discipline data, to identify areas of improvement and make informed adjustments to the plan.
5. Stakeholder Engagement: Foster will engage stakeholders: parents, teachers, staff, and community members, in the development, implementation, and evaluation of Foster's plan. This involves conducting surveys, holding meetings, and establishing advisory committees, such as School Site Council and English Learner Advisory Committee, to ensure diverse perspectives are considered.
6. Professional Development: Foster's plan provides for ongoing professional development opportunities for teachers and staff to enhance their instructional practices and support the implementation of the school plan. This includes training on evidence-based strategies, data analysis, and culturally responsive teaching.

By addressing these elements, Foster's plan will effectively meet the ESSA requirements while aligning with the LCAP and other federal, state, and local programs. This ensures a comprehensive and coordinated approach to improving student achievement and meeting the needs of all students.

Educational Partner Involvement

How, when, and with whom did Stephen Foster Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Stephen Foster Elementary School Site Council is made up of one administrator, one classified staff member, three teachers and five parents. The SSC will meet on the following dates: October 1, 2024, October 29, 2024, January 28, 2025, March 25, 2025 and May 13, 2025. The SSC reviewed and analyzed school budgets, student achievement data, parent, student, and staff surveys, effectiveness of school plan actions and suggestions for school goals. The process is designed to involve all educational partners and includes input from teachers, staff, parents and students through surveys, ELAC meetings, leadership team meetings, professional development feedback, and PTA considerations. The School Site Council considered the input and approved the revised School Plan on October 29, 2024.

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.

Stephen Foster staff are actively engaged in implementing a multi-tiered system of support. School wide, we have identified effective strategies for teachers and students within each tier to establish clear guidelines for intervention models a student receives before any other evaluative action is taken to meet their academic, social emotional, behavioral, or chronic absenteeism challenges, especially for the 2023 student group targeted for additional support and improvement (ATSI) - African American students. Foster has resource inequities with staffing at some levels; although funding is available, it is challenging to hire special education instructional aides, certificated, and classified staff to fill current vacancies. At this time, we have openings for special education aides, library/ media instructional assistant, music teacher, and general education instructional aides.

As of March 2025, we have successfully hired a library media technician, two kindergarten instructional aides an a.m. and a p.m.. We have offered TK instructional aide positions to multiple candidates after interviews. All current special education aide positions are filled by agency aides. A half-time music teacher has been difficult to find, but we are in an improved position with a partner school and are looking forward to filling the music teacher position for the 25-26 school year. We continue to work with the Bellflower Unified School District personnel commission to interview and select instructional assistants for Kinder, First, and Second grades. We were proud collaborators with the human resources department during the Bellflower Unified School District Job Fair in February of 2025. Finally, we are pleased to announce that per review of the criteria for Every Student Succeeds Act (ESSA) Stephen Foster has been exited from Additional Targeted Support and Improvement (ATSI) goals regarding the performance of our students of African-American descent, specifically in the area of improved attendance.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Healthy Kids Survey is completed annually by 5th grade students. The report provides data in the following areas: fostering safe and supportive school climates, social-emotional competencies, and engagement in the learning; preventing youth health-risk behaviors and other barriers to academic achievement and; promoting positive development, resilience, and well-being. Results of key indicators are:

2023-2024

86% of students indicated that they were treated with respect by teachers and other grown-ups at school

83% of students indicated that they felt safe at school

90% of students indicated feeling academically motivated

65% of students indicated having a caring adult relationship at school

2022-2023

96% of students indicated that they were treated with respect by teachers and other grown-ups at school

79% of students indicated that they felt safe at school

88% of students indicated feeling academically motivated

72% of students indicated having a caring adult relationship at school

Social-Emotional Learning (SEL) Survey - The survey is given to students in grades 3-6 and all teaching staff. The SEL survey measures three areas: Student Environment and Supports - includes

teacher-student relationships, sense of belonging, school safety and others; Social Competencies - includes measures of Grit, Growth Mindset, and self-efficacy, and others; Teacher Skills and Perspectives - includes professional learning about SEL, school climate, resources for school support, and more.

Fall 2023-2024

Data results in the area of Student Environment and Supports:

Students in grades 3-5 data results:

71% of students reported having favorable teacher-student relationships.

67% of students reported having a favorable sense of belonging.

Students in grade 6 data results:

69% of students reported having favorable teacher-student relationships.

52% of students reported having a favorable sense of belonging.

Data results in the area of Student Competencies

Students in grades 3-5 data results

70% of students reported having favorable social awareness.

71% of students reported having favorable self-management

62% of students reported having favorable grit

58% of students reported having a favorable growth mindset.

Students in grades 6 data results

65% of students reported having favorable social awareness.

75% of students reported having favorable self-management

61% of students reported having favorable grit

55% of students reported having a favorable growth mindset.

Fall 2022-2023

Data results in the area of Student Environment and Supports:

Students in grades 3-5 data results:

75% of students reported having favorable teacher-student relationships.

72% of students reported having a favorable sense of belonging.

Students in grade 6 data results:

80% of students reported having favorable teacher-student relationships.

60% of students reported having a favorable sense of belonging.

Data results in the area of Student Competencies

Students in grades 3-5 data results

69% of students reported having favorable social awareness.

72% of students reported having favorable self-management

58% of students reported having favorable grit

52% of students reported having a favorable growth mindset.

Students in grades 6 data results

74% of students reported having favorable social awareness.

77% of students reported having favorable self-management

64% of students reported having favorable grit

68% of students reported having a favorable growth mindset.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Throughout each school year, both formal and informal classroom walkthroughs and observations are conducted. Formal observations average 45 minutes so that all components of the lesson can be observed, and areas for growth can be identified and supported. Classroom walkthroughs and informal visits range from 10 to 20 minutes in length and occur throughout the school year, at different times in the school day and in the various disciplines of education. During these classroom observations, evidence of a measurable objective or essential question is reviewed with students. Evidence is sought during every visit, of students identifying the objective or essential question and teachers providing support for student understanding of the standard. Students are directly instructed to collaborate in groups, using accountable talk and other critical thinking skills, to maximize opportunities to interact and explain how they will demonstrate their learning. Students can be seen building knowledge through reading, writing, or speaking about all types of text, literary and informational, citing evidence from the text, and using academic language to answer questions.

Technology is used for instruction along with more traditional methods. Students in the upper grades are able to log into their google classroom to view teacher created presentations, review and submit work, communicate with their peers and teachers, and interact with resources to increase their understanding of content standards. All students access district platforms and apps through their Clever portal. Teachers are observed providing feedback to individual students during class meetings, before and after class, and through the technology portals. Students are observed providing feedback to peers during class meetings. Teachers integrate behavioral supports and dynamic instructional strategies during class in order to optimize learning time.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers utilize data from local and state assessments to modify and improve instruction to increase student achievement. Teachers in grades TK-2 analyze local assessments for ELA, Math, and Writing (NWEA) as well as ELPAC assessment data to create goals for each grade level during their weekly PLCs, identify individual student needs, and to inform instruction. Teachers plan their instructional units based on the identified goals and the district assessment calendar. Teachers in grades 3-6 utilize state and local assessment data, ELPAC data, as well as CAASPP interim and summative assessment data to inform instruction and to determine instructional goals. This information is also used to create and recreate groups for cycles of targeted intervention in ELA, Math, and Writing. Teachers utilize assessment data as a determining factor for multi-tiered systems of supports. Teachers plan Tier 1 interventions and make recommendations for academic interventions at the Tier 2 & 3 levels. Teachers monitor EL students' progress in language acquisition through ELA district assessments and ELPAC results. These students are monitored every trimester to identify qualifications for reclassification.

Multiple measures, such as SBAC results, NWEA assessments, district assessments, and data from classroom discussions, projects, assessments, and observations, are used to facilitate improvement in student achievement. School-wide data is analyzed by school staff and discussed with the School Site Council and English Learner Advisory Committee to determine the needs and goals of Foster students. Assessment data is also used to develop Expanded learning and opportunities and tutoring after school. Students are taught in whole and small groups to meet individual student needs. Instruction is differentiated within the classroom setting to meet students where they are and address their various learning needs.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet weekly in Professional Learning Communities (PLC) to analyze data from curriculum-embedded assessments to determine needs for reteaching, Tier 1 intervention and planning of future instruction. Assessment data includes all district aligned curriculum in the areas of ELA, Math and ELD. Teachers discuss instructional strategies, techniques and supports needed from the school's two instructional specialists.

District-adopted curriculum is used for all students. Data is collected into a districtwide internet-based data collection program that allows access to data for current and past district and state assessment results. Educators can analyze this data along with grade-level and school-wide data shared at Professional Learning Community meetings and staff meetings to determine instructional goals and come to consensus regarding best practices to not only meet needs, but also challenge those students achieving at higher levels. Flexible, small groups of students are modified on an ongoing basis using this information. Academic goals are established, monitored, and modified based on student progress.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Stephen Foster teachers all meet the highly qualified requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Stephen Foster has 26 teachers: 20 with clear credentials and 6 with preliminary credentials. All teachers have the opportunity to attend Professional Development at the school and district level, focusing on district initiatives and strategies to support instruction. Foster Elementary promotes on site professional learning opportunities for grade level planning and across grade level standards alignment. Teacher training focuses on the ELA curriculum, ELD strategies and practices, SBAC preparation and testing procedures, Thinking Maps critical thinking graphic organizers, math best practices and support with FastForWord, ST Math and Zearn, technology use in the class and at home with 2:1 chromebook provision, and Tier 2 and 3 intervention support with both push in and pull out groups.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is aligned to the California Common Core State Standards, District and LCAP Goals, as well as school and grade level goals, in consideration of teacher and staff development needs. Professional development opportunities are offered in the areas of English Language Arts (ELA), English Language Development (ELD), Word Study, Math, Social Studies, Science (NGSS), technology, and Positive Behavior Intervention and Support (PBIS). Content standards are the foundational base for all professional development training. School-wide, small group, and individual student performance expectations are integrated into training sessions to meet all students' academic needs. Professional development trainings occur a minimum of once per month, with teachers following up on best practices during weekly PLCs. Special Education Teachers also have additional content specific trainings monthly to support their development of Individualized Education Plans and Unique modified supplementary curriculum. To best support students with moderate to severe impact of their disability and the sensory and physical needs they display, staff are trained in Non- Violent Crisis Intervention methods and strategies of deescalating behavioral episodes. The school site Leadership team also meets monthly to Teachers reflect upon teaching practices and determine professional development needs and other school based activities.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Foster has an Instructional Leadership Team composed of: the Principal, Assistant Principal, Intervention Teachers, and teacher leaders in the areas of Technology, GATE, Grades K-3, Grades 4-6, and ELD. The site administration supports teachers with evaluating and developing their professional practice, as well as, progress monitoring of professional growth goals and student accountability through observations and collaboration during PLCs. The Intervention teachers focus on instructional assistance in the areas of Math, ELA literacy skills through decoding, reading comprehension, phonemic awareness, systematic word study, vocabulary development, fluency, and writing. In addition, teachers are provided support with lessons, instructional materials, and integrating core content areas into ELD instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Foster's teachers collaborate weekly in grade-level meetings and Professional Learning Committees (PLCs). Teachers collaborate during grade-level PLC meetings each week and focus on struggling learners, common assessments, grade level goals, instructional practices and challenging high achieving students. Teachers use data to drive instructional planning during PLC meetings with the site intervention teachers every other week. They have independent teacher preparation time on alternating weeks. Additionally, many grade level teams collaborate during their own planning time. As an extra level of commitment to excellence, teachers are given 2 days per year to engage in vertical alignment across PLCs. Our Intervention teachers collaborate with grade-level teams on-site at district-wide meetings regularly to analyze data, discuss student progress, form small instructional groups, and discuss teaching strategies to ensure student growth toward meeting all standards.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum and instructional materials utilized at Foster are directly aligned to the California State Standards in all content areas, including English Language Development. District Adopted Curricula include McGraw-Hill Education – CA Reading Wonders, McGraw-Hill Education – CA Inspire Science, Savvas-My World Interactive for K-5 and Teacher Curriculum Institute History Alive for 6th, Great Minds - Eureka Math, McGraw-Hill Education – CA StudySync, Houghton Mifflin – CA Go Math, Inspire Science and HM Harcourt. Teaching practices and instructional materials are adopted based on content and performance standards. Foster teachers integrate instructional practices into lessons and learning opportunities. Educators are focused on ensuring that students understand the measurable daily objectives derived from the content standards. The core curriculum is standards-based and spirals standards through the units of study from year to year. Students are taught to self-reflect and determine personal mastery towards standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers adhere to the recommended minutes for ELA and Math and implementation of their Daily Instructional Minutes reporting is monitored at the school site. Instructional minute schedules are also submitted to administrators in the District office for review and approval. They are used for teacher accountability during classroom visits and informal observations.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

ELA and Math instruction is aligned to our district pacing guide, instructional minute requirements and assessment calendar. Students are provided literacy instruction at their level of academic need following the MTSS model through small group instruction, team teaching, and during the intervention classes. The Intervention teacher and grade-level teams focus on literacy instruction for specific grade level needs. Students are grouped by literacy and mathematical needs, and groups are sized according to targeted academic goals for intervention and acceleration. Targeted instruction groups are provided with activities that address their areas of deficit and supplement concept understanding with programs such as FastForWord, ST Math, and Smarty Ants.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students are provided with standard based materials according to their grade level, EL status, and individual educational plans. Bellflower Unified School District adopted standards-based curriculum is used by, and available to, all teachers. The curriculum includes leveled materials for all student groups: at grade level, remedial and advanced, and English learners. All general education teachers have been provided full classroom sets of all adopted materials in all content areas for the students they instruct. Teachers of students with disabilities in specialized special day classes who use a modified, supplementary curriculum have been provided with grade level, general education content for their use and reference for lesson planning and IEP development.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Current curriculum adoptions match state requirements in all core areas. All teachers at Foster use BUSD standards-based adopted materials in accordance with District initiatives for Tier I instruction in the general education setting. For Tiers II and III, standards and research-based intervention programs are used that meet the academic learning needs of all students. Core and supplemental instruction are also differentiated to meet the language acquisition needs of English learners for designated and integrated ELD time and support requirements.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students have equitable access to all programs, classrooms, and services. In addition to instruction in English Language Arts, English Language learning students receive 30 minutes of designated ELD instruction daily and language scaffolding throughout the daily instruction. Foster employs three bi-lingual instructional aides who work directly with students, offering them direct interpretation of teacher directions and information, both in class and during intervention groups. The district-wide curriculum adoption provides differentiated instructional materials to allow struggling students to meet standards and students meeting and surpassing standards to be appropriately challenged. Teachers use modified curriculum during small group instruction throughout the day in class and in intervention groupings. Specially Designed Academic Instruction in English or SDAIE strategies include: sentence frames and conversation starters to provide conversational and participation support for English learners to meet language objectives. Direct Interactive Instruction strategies include: chanting, focus on student engagement, collaborative conversations, highlighting of academic vocabulary in texts, and encourage gradual release to independent learning. Critical thinking graphic organizers like Thinking Maps, provide a crucial scaffold for students learning to organize what they are presented to master comprehension and writing skills. Additionally, students have access to and are encouraged, through coordinated afterschool tutoring sessions, to participate in FEV tutoring for a period of 10 weeks with a dedicated tutor.

Evidence-based educational practices to raise student achievement

Response to Intervention (RtI) is implemented school wide: teachers implement tiered instruction through ongoing, leveled groupings in order to implement differentiated instruction to remediate skill development and challenge advanced learners. All supplemental programs and services support standards-based instruction and the district adopted curriculum. To support learning for students demonstrating advanced levels of understanding in academic ability, leadership, visual and performing arts, or creativity, Gifted and Talented Education (GATE) enrichment programs are available after school. To support English language development, SDAIE strategies will be utilized during integrated ELD instruction in all content areas in addition to designated ELD instruction daily. Intervention programs and strategies are used to meet the individual needs of all students. Intervention groups for struggling learners are data-driven flexible groupings based on assessed areas of need. For social-emotional learning, Foster uses Second Step lessons that are delivered in class by teachers, as well as specific directed lessons presented by the School Counselor, when requested. Foster has also implemented a social support program across cognitive functioning levels called Circle of Friends. Circle of Friends (CoF) is a school inclusion program for students who experience social isolation due to disability or other challenges. Through weekly lunches and meaningful activities students develop compassion and the understanding that they are more alike than different. CoF promotes a culture of acceptance and genuine friendship.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Foster works directly with Caring Connections, a non-profit organization, a part of the Healthy Start collaborative to meet the needs of the children and families of the Bellflower Unified School District. The collaborative organization consists of more than 50 local agencies dedicated to helping children and families in the community by: improving student achievement and attendance in school, increasing awareness of available community resources, providing families with connections to community resources, and connecting individuals to high-quality programs and services offered by collaborative partners. BUSD Family Support Staff, "Case Managers," work at school sites to ensure that families are aware of community resources and special services available through partnerships with local service providers. Services to families include access to health care, medical and dental services, mental health counseling, tutoring, transportation assistance, food, clothing, and more at no or low cost to them.

Foster also hosts family engagement nights throughout the year to involve and inform families in the steps to help their students increase in Math literacy, Reading comprehension, and other academic skills. Throughout the year coffee with the Counselor and Principal is open to parents' participation and questions. Foster works with our community partners to bring innovative and motivating programs to the campus such as Read to Achieve, a reading program sponsored by the Clippers Basketball team through which students and their families can receive game tickets for tracking their reading minutes for a month.

Teachers and parents work together to develop Academic Intervention Plans for students to meet grade-level standards at the Fall Parent Teacher Conferences, and on an as needed basis for academics and behavior support needs, as they arise. Parents have access to teachers for conferences throughout the year to focus on increasing student achievement.

Student Study Team meetings are held as needed for students who are struggling with academics or behavior. These meetings create the space for the family and educational team to discuss areas of need and concern and work together to identify intervention strategies that will support the student. At the meetings, the school counselor and Caring Connections Case Manager can provide referrals for community-based services for students in need. Teachers can identify intervention strategies for increased opportunities for learning and behavioral support strategies can be developed and implemented with the support of Behavioral Assistants on campus.

Before and afterschool programs to assist parents who work, such as Think Together, a free after school care program available to all families on a first-come basis, and the YMCA, a before and after school care program, are safe and caring environments for students.

The Parent Teacher Association works in collaboration with the school administration to enhance the school calendar with events that support student engagement and morale through activities such as: fundraising events, carnival, father daughter and mother son events, support of the Revolutionary Reenactment and the history based Wax Museum. Additionally, parents encourage their children to participate,

Foster provides individual student access to tutoring services, on campus during the school day to support instruction, in the afternoons during designed small group access sessions with teacher support, and on an individual basis for students at home. This is provided through "Paper" tutoring, a free online tutoring program offered 24/7 as well as FEV tutoring, to provide students with personalized, engaging instruction any time, any place. Teachers also offer individual tutoring to students before and afterschool for test preparation and remediation.

All of these resources have a positive impact on student learning and families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Not applicable

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Foster employs three bi-lingual instructional assistants who support small group ELA and math instruction during school day through direct interpretation of instruction and reteaching of essential standards. Foster's 2:1 technology support provides chromebooks for student use in school and at home to complete in class assignments and homework. These devices also allow students to access the supplementary supports of Paper tutoring, ST Math, SeeSaw and other intervention and academic support platforms. Students identified for targeted support attend intervention four days a week to improve reading achievement and fundamental Math. Supplementary software programs such as Smarty Ants and Fast ForWord enhance students' language skills. District categorical funding provides: Intervention teachers, Chromebooks, and Professional Learning opportunities for teachers.

Fiscal support (EPC)

The school receives the following fiscal support: Supplementary Grant, Concentration Grant, SISS, Prop 28, grants and donations. In addition to the school site allocations the District also provides additional services: intervention teachers (2), a Caring Connections case manager, a library media aide, and full day instructional aide for Transitional Kindergarten.

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.

In 2023, Chronic Absenteeism for identified student groups (African American students, Students with Disabilities, and White students) were in the "Red" performance category. Other identified student groups (English Learners, Hispanic, Two or More Races, and Socioeconomically disadvantaged) were in the "Orange" performance category.

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.

For ELA, all students ranked as "Green", the only identified student group two or more performance levels below "Green" in this area was socioeconomically disadvantaged. For Math, all students ranked as "Green", the only identified student group two or more performance levels below "Green" was Students with Disabilities.

Other Needs

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

An identified area of additional support lies in our special education teachers' need for additional training and understanding of the Alternate English Language Proficiency Assessment in California (ELPAC). Through increased understanding of its demands and requirements, we will be better able to provide instructional supports for daily teaching and language exposure to promote the essential skill development and vocabulary acquisition that students who are

most impacted by their disabilities need to increase their performance and demonstrate a Mastery of English at a level that is commensurate with their intellectual and language functioning.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Stephen Foster 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	0.36%	0.19%	0.19%	2	1	1
African American	7.79%	5.61%	5.97%	43	30	31
Asian	7.97%	6.54%	7.90%	44	35	41
Filipino	4.89%	4.86%	4.62%	27	26	24
Hispanic/Latino	55.62%	56.64%	55.30%	307	303	287
Pacific Islander	1.63%	1.68%	1.93%	9	9	10
White	14.49%	15.33%	13.49%	80	82	70
Multiple/No Response	6.52%	8.22%	9.83%	36	44	51
Total Enrollment				552	535	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten		47	29
Kindergarten	77	101	56
Grade 1	64	57	65
Grade 2	80	69	60
Grade3	71	78	75
Grade 4	89	68	73
Grade 5	67	97	73
Grade 6	104	65	88
Total Enrollment	552	535	519

Conclusions based on this data:

- 23-24 school year shows Hispanic/Latino subgroup has the largest population with 287 students.
- All student enrollment sub-groups have decreased since the 2020-21 school year, as has the Hispanic subgroup.

3. We've seen a decrease in enrollment in the last few years. The total enrollment has decreased by 30 students since the 2021-22 school year.

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	42	48	47	7.4%	7.6%	8.7%
Fluent English Proficient (FEP)	35	21	17	5.9%	6.3%	3.3%
Reclassified Fluent English Proficient (RFEP)	23	14	13	2.3%	2.6%	2.5%

Conclusions based on this data:

1. The number of English learners has decreased from 23-24 to 24-25, as of now, Foster has 44 students identified as EL.
2. Foster has reclassified one student in 24-25 school year and is in the process of reclassifying 3 more.
3. Reclassification criteria should be promoted to teachers and staff to ensure that all students eligible are considered for this designation.

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	70	73	69	69	72	69	69	72	69	98.6	98.6	100
Grade 4	85	66	69	85	66	69	85	66	69	100.0	100.0	100
Grade 5	66	90	74	66	89	73	66	89	73	100.0	98.9	98.6
Grade 6	96	66	84	96	66	81	96	66	81	100.0	100.0	96.4
All Grades	317	295	296	316	293	292	316	293	292	99.7	99.3	98.6

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	2425.	2446.	2441.	30.43	31.94	31.88	28.99	27.78	24.64	13.04	25.00	20.29	27.54	15.28	23.19
Grade 4	2471.	2466.	2490.	24.71	28.79	37.68	27.06	25.76	20.29	21.18	16.67	21.74	27.06	28.79	20.29
Grade 5	2543.	2520.	2509.	39.39	30.34	24.66	28.79	26.97	31.51	21.21	19.10	19.18	10.61	23.60	24.66
Grade 6	2537.	2569.	2568.	16.67	27.27	32.10	38.54	43.94	33.33	23.96	19.70	20.99	20.83	9.09	13.58
All Grades	N/A	N/A	N/A	26.58	29.69	31.51	31.33	30.72	27.74	20.25	20.14	20.55	21.84	19.45	20.21

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	23.19	22.22	20.29	53.62	62.50	62.32	23.19	15.28	17.39
Grade 4	16.47	12.12	26.09	63.53	66.67	62.32	20.00	21.21	11.59
Grade 5	24.24	20.22	13.70	69.70	64.04	69.86	6.06	15.73	16.44
Grade 6	17.71	18.18	27.16	61.46	74.24	58.02	20.83	7.58	14.81
All Grades	19.94	18.43	21.92	62.03	66.55	63.01	18.04	15.02	15.07

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	26.09	29.17	24.64	46.38	59.72	57.97	27.54	11.11	17.39
Grade 4	15.29	25.76	33.33	64.71	53.03	44.93	20.00	21.21	21.74
Grade 5	40.91	31.46	23.29	50.00	53.93	57.53	9.09	14.61	19.18
Grade 6	14.58	33.33	38.27	64.58	54.55	50.62	20.83	12.12	11.11
All Grades	22.78	30.03	30.14	57.59	55.29	52.74	19.62	14.68	17.12

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	10.14	6.94	8.70	72.46	79.17	75.36	17.39	13.89	15.94
Grade 4	12.94	12.12	10.14	69.41	69.70	78.26	17.65	18.18	11.59
Grade 5	15.15	17.98	10.96	78.79	66.29	72.60	6.06	15.73	16.44
Grade 6	18.75	18.18	19.75	72.92	75.76	71.60	8.33	6.06	8.64
All Grades	14.56	13.99	12.67	73.10	72.35	74.32	12.34	13.65	13.01

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	13.04	18.06	14.49	65.22	65.28	75.36	21.74	16.67	10.14
Grade 4	12.94	12.12	20.29	75.29	69.70	65.22	11.76	18.18	14.49
Grade 5	30.30	21.35	19.18	63.64	64.04	53.42	6.06	14.61	27.40
Grade 6	17.71	28.79	25.93	66.67	60.61	62.96	15.63	10.61	11.11
All Grades	18.04	20.14	20.21	68.04	64.85	64.04	13.92	15.02	15.75

Conclusions based on this data:

- Overall achievement for all students exceeding ELA standards increased from 29.69% in 22-23 to 31.51% in 23-24. The 23-24 ELA SBAC results indicate that reading is a strength with 21.92% of students exceeding the standard,

2. The 23-24 ELA SBAC results indicate that reading is a strength with 21.92% of students exceeding the standard, writing is a strength with 30.14% exceeding the standard, and research/inquiry is a strength with 20.21% exceeding the standard. All areas demonstrating growth over 22-23 test results.
3. Stephen Foster exceeded the district average in ELA. 56.37% of the students met or exceeded ELA standards at Foster, while the district percentage for students meeting and exceeding the standard is 43.66%.

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	70	73	69	69	72	69	69	72	69	98.6	98.6	100
Grade 4	85	66	69	85	66	69	85	66	69	100.0	100.0	100
Grade 5	66	90	74	66	89	73	66	89	73	100.0	98.9	98.6
Grade 6	96	66	84	96	66	82	96	66	82	100.0	100.0	97.6
All Grades	317	295	296	316	293	293	316	293	293	99.7	99.3	99

* 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	2424.	2442.	2454.	18.84	30.56	24.64	34.78	23.61	36.23	15.94	22.22	18.84	30.43	23.61	20.29
Grade 4	2474.	2462.	2485.	15.29	18.18	21.74	27.06	27.27	27.54	41.18	33.33	30.43	16.47	21.21	20.29
Grade 5	2510.	2513.	2494.	15.15	25.84	21.92	25.76	16.85	20.55	39.39	30.34	28.77	19.70	26.97	28.77
Grade 6	2515.	2553.	2529.	17.71	37.88	20.73	25.00	15.15	28.05	23.96	22.73	19.51	33.33	24.24	31.71
All Grades	N/A	N/A	N/A	16.77	27.99	22.18	27.85	20.48	27.99	30.06	27.30	24.23	25.32	24.23	25.60

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	24.64	30.56	27.54	49.28	45.83	56.52	26.09	23.61	15.94
Grade 4	12.94	24.24	24.64	64.71	53.03	50.72	22.35	22.73	24.64
Grade 5	13.64	23.60	12.33	71.21	49.44	56.16	15.15	26.97	31.51
Grade 6	16.67	24.24	21.95	48.96	57.58	51.22	34.38	18.18	26.83
All Grades	16.77	25.60	21.50	57.91	51.19	53.58	25.32	23.21	24.91

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	21.74	23.61	30.43	56.52	61.11	52.17	21.74	15.28	17.39
Grade 4	22.35	15.15	23.19	57.65	63.64	55.07	20.00	21.21	21.74
Grade 5	12.12	20.22	12.33	69.70	68.54	56.16	18.18	11.24	31.51
Grade 6	12.50	18.18	17.07	65.63	60.61	67.07	21.88	21.21	15.85
All Grades	17.09	19.45	20.48	62.34	63.82	58.02	20.57	16.72	21.50

Conclusions based on this data:

1. Overall SBAC Math scores increased from 48.47% of students meeting or exceeding standards in 22-23, to 50.17% of students meeting or exceeding standards in 23-24.
2. Communicating reasoning is a relative strength when compared with the other instructional areas in mathematics with 20.48% exceeding standards. This is an increase from 22-23 with 19.45% above standard.
3. Stephen Foster exceeded the district average in Math. 50.49% of the students met or exceeded Math standards at Foster, while the district percentage for students meeting and exceeding the standard is 26.84%.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	6	4	4
1	*		*	*		*	*		*	4		*
2	*	*	*	*	*	*	*	*	*	7	4	*
3	*	*	*	*	*	*	*	*	*	6	7	6
4	*	*	*	*	*	*	*	*	*	7	7	6
5	*	1533.5	*	*	1542.4	*	*	1524.4	*	4	11	5
6	*	*	*	*	*	*	*	*	*	*	5	6
All Grades										36	38	31

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	18.18	*	*	36.36	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	26.32	16.13	38.89	36.84	41.94	33.33	31.58	22.58	16.67	5.26	19.35	36	38	31

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	27.27	*	*	18.18	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	42.11	45.16	38.89	36.84	22.58	16.67	18.42	16.13	11.11	2.63	16.13	36	38	31

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	27.27	*	*	27.27	*	*	36.36	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	7.89	6.45	27.78	23.68	22.58	38.89	47.37	45.16	27.78	21.05	25.81	36	38	31

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	45.45	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	26.32	41.94	55.56	57.89	38.71	19.44	15.79	19.35	36	38	31

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	72.73	*	*	9.09	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.11	63.16	45.16	52.78	31.58	32.26	11.11	5.26	22.58	36	38	31

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	45.45	*	*	36.36	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	5.56	10.53	16.13	61.11	52.63	45.16	33.33	36.84	38.71	36	38	31

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*		*	*		*	*		*	*		*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.89	18.42	12.90	69.44	71.05	70.97	16.67	10.53	16.13	36	38	31

Conclusions based on this data:

1. There was a significant increase in the percentage of students at the well developed level in the writing domain from 13.89% in 21-22 to 18.42% in 22-23.

2. The percentage of students in the oral language well-developed proficiency level has increased from 21-22 (33.33%) to 22-23 (42.11%)
3. The percentage of students in the Writing Domain well-developed proficiency level has increased from 21-22 (13.89%) to 22-23 (18.42%)

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
519	66.3%	9.2%	0.8%
Total Number of Students enrolled in Stephen Foster 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	48	9.2%
Foster Youth	4	0.8%
Homeless	6	1.2%
Socioeconomically Disadvantaged	344	66.3%
Students with Disabilities	129	24.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	31	6%
American Indian	1	0.2%
Asian	41	7.9%
Filipino	24	4.6%
Hispanic	287	55.3%
Two or More Races	51	9.8%
Pacific Islander	10	1.9%
White	70	13.5%

Conclusions based on this data:

1. 2023-2024: The number of Socioeconomically Disadvantaged students is 344, comprising 66.3% of our student population. This is a significant increase from previous school years.
2. 2023-2024: The population of Students with Disabilities is 129, comprising 24.9% of our student population. This is an increase from years past. We are proud to support both Mild/ Mod and Extensive Needs students on our campus with 7 Special Day Classes.
3. 2023- 2024: The English Learners population is at 48 students, comprising 9.2% of our student population. This an increase from year past, and more than our current number of 40 students in the 2024-2025 school year.

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.

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2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Chronic absenteeism is very high for all student groups. We are holding attendance meetings with parents and investigating the causes so we can address accordingly.
- More information needed on English learner progress in order to provide appropriate support.
- Suspension rate is very low showing that student engagement is high.

School and Student Performance Data

Academic Performance English Language Arts

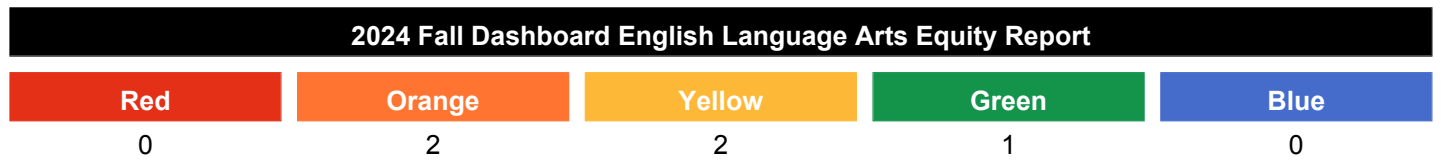
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 18.0 points above standard Maintained 1.1 points 299 Students	English Learners  Orange 31.1 points below standard Maintained 0.4 points 37 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Yellow 4.5 points below standard Maintained 2.1 points 195 Students

Students with Disabilities  Orange 66.3 points below standard Declined 15.5 points 70 Students	African American  No Performance Color 17.6 points above standard Increased 5.8 points 21 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 71.5 points above standard Increased 6.7 points 24 Students	Filipino  No Performance Color 12.8 points above standard Declined 8.7 points 17 Students	Hispanic  Yellow 6.2 points above standard Maintained 0.3 points 160 Students
Two or More Races  No Performance Color 52.2 points above standard Increased 3.0 points 21 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Green 28.3 points above standard Declined 10.7 points 46 Students

Conclusions based on this data:

1. 2023-2024 Although overall ELA achievement is high, several student groups are below the standard: Socioeconomically Disadvantaged students are 4.5 points below standard, Students with Disabilities are 66.3 points below standard, and EL students (37 students) are in the orange range at 31.1 points below standard.
2. 2023-2024 African American students (21 students) have increased their performance with 17.6 points above standard.
3. 2023-2024 Hispanic students (160 students) are in the yellow range and are scoring 6.2 points above standard.

School and Student Performance Data

Academic Performance Mathematics

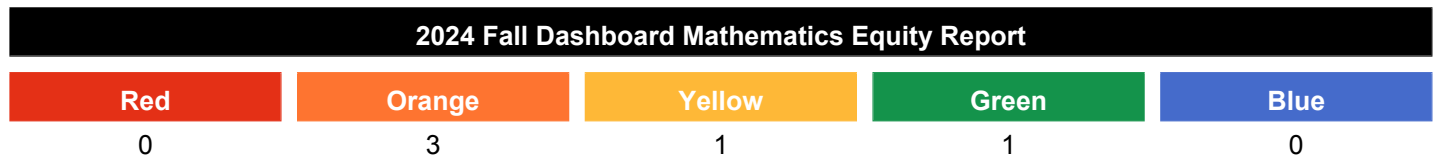
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 10.0 points below standard Declined 3.7 points 299 Students	English Learners  Orange 44.3 points below standard Maintained 1.0 points 37 Students	Long-Term English Learners  No Performance Color Less than 11 Students 1 Student
Foster Youth  No Performance Color Less than 11 Students 3 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 30.5 points below standard Maintained 1.7 points 195 Students

Students with Disabilities  Orange 83.3 points below standard Declined 14.1 points 70 Students	African American  No Performance Color 39.4 points below standard Declined 19.2 points 21 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color 58.3 points above standard Maintained 1.3 points 24 Students	Filipino  No Performance Color 27.8 points below standard Declined 15.9 points 17 Students	Hispanic  Yellow 24.0 points below standard Declined 6.3 points 160 Students
Two or More Races  No Performance Color 12.7 points above standard Increased 12.2 points 21 Students	Pacific Islander  No Performance Color Less than 11 Students 7 Students	White  Green 14.3 points above standard Declined 6.4 points 46 Students

Conclusions based on this data:

1. 2023-2024 We have three student groups in the Orange level: EL's, Students with Disabilities and Socioeconomically Disadvantaged. Overall All Students are in yellow.
2. 2023-2024 African American students (21 students) also do not have a performance level but are 39.4 points below standard. Hispanic student (160 students) performance data is in the yellow range, at 24.0 points below standard.
3. 2023-2024 Math is an area of need for intervention for most groups, with the exception of students identified as White.

School and Student Performance Data

Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red 44.4% making progress. Number Students: 36 Students	 No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.1%	22.2%	2.8%	36.1%

Conclusions based on this data:

1. 2023-2024 11.1% of ELs decreased 1 ELPI level out of 36 students.
2. 2023-2024 36.1% of ELs progressed at least 1 ELPI level out of 36 students.
3. 2023-2024 2.8% of ELs maintained at level 4 out of 36 students.

School and Student Performance Data

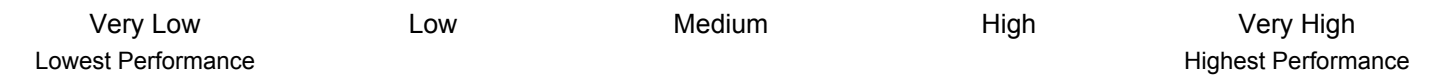
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

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.

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 20.3% Chronically Absent Declined 13.5 542 Students	English Learners  Orange 22.4% Chronically Absent Declined 8.5 49 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  No Performance Color 53.3% Chronically Absent 0 15 Students	Socioeconomically Disadvantaged  Yellow 24.9% Chronically Absent Declined 14 370 Students

Students with Disabilities  Orange 32.6% Chronically Absent Declined 16.3 141 Students	African American  Orange 31.6% Chronically Absent Declined 3.7 38 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 7.3% Chronically Absent Declined 1.3 41 Students	Filipino  No Performance Color 20.8% Chronically Absent Declined 3.3 24 Students	Hispanic  Yellow 22.2% Chronically Absent Declined 14.8 302 Students
Two or More Races  Yellow 18.2% Chronically Absent Declined 21.8 55 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Yellow 11.3% Chronically Absent Declined 19.2 71 Students

Conclusions based on this data:

1. 2023-2024 Overall we are in the yellow indicator and have declined by 13.5 points in absenteeism, with the following subgroups declining: All
2. 2023-2024 No subgroups are in the red.
3. 2023-2024 Asian students have the lowest absenteeism at 7.3%.

School and Student Performance Data

Academic Engagement

Graduation Rate

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Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

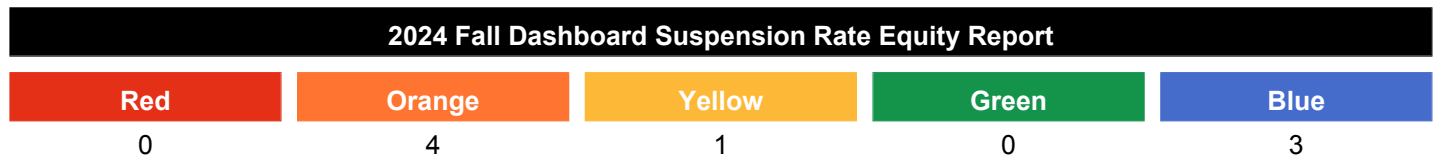
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This section provides number of student groups in each level.



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		
All Students  Yellow 0.9% suspended at least one day Increased 0.9% 556 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 50 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Homeless  No Performance Color 0% suspended at least one day 16 Students	Socioeconomically Disadvantaged  Orange 1.1% suspended at least one day Increased 1.1% 379 Students

Students with Disabilities  Orange 1.4% suspended at least one day Increased 1.4% 144 Students	African American  Orange 2.6% suspended at least one day Increased 2.6% 39 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 41 Students	Filipino  No Performance Color 0% suspended at least one day Maintained 0% 24 Students	Hispanic  Yellow 1% suspended at least one day Increased 1% 311 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Orange 1.4% suspended at least one day Increased 1.4% 74 Students

Conclusions based on this data:

1. 2023-2024 There was an overall increase in the number of suspensions in the following groups: White, Hispanic, African American, Students with Disabilities, and Socioeconomically Disadvantaged.
2. 2023-2024 Suspension rates for the following subgroups was maintained: Asians, Two or more Races, and English Learners.
3. 2023-2024 Stephen Foster Admin have been working in cooperation with school staff to increase the accuracy of documentation regarding disciplinary action and student behavior on campus in Aeries.

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.

Safe and Collaborative Learning Conditions

As part of developing quality Tier 1 instruction to meet the academic needs of all learners, Foster implements weekly social emotional learning experiences for students through Second Step curriculum implementation, Restorative Justice Circle promotion and facilitation during times of student conflict, and Positive Behavior Interventions and Supports at the Tier 1, 2, and 3 levels with specific strategies to create a sense of engagement and belonging within and outside of classrooms for all students, especially for African American students. These three core programs work simultaneously to scaffold student ownership of their own behavior, a positive school culture for all students, and the sense of safety on campus that leads to a level of engagement that has students advocating for their own learning, leading each other to strive for better learning outcomes, and increase their own school attendance.

As part of developing first, best instruction, all teachers at Foster benefit from Professional Learning Community collaboration time at the grade level and across grades on a weekly and twice-yearly basis. This PLC time is an opportunity for teachers to focus on academic and behavioral data to identify students in need of Tier 2 and Tier 3 supports which can include counseling referrals, academic intervention in English Language Arts and Math, and increased communication with parents and families. Teachers received training at the beginning of the school year with a program called Conscious Discipline that aligns with PBIS strategies implemented in the classroom that build a positive school culture for all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide all students safe, collaborative conditions for learning.

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.

All students will be able to share in a collective understanding of feeling safe in their learning environment and have a connected relationship with their teachers, as demonstrated through their sense of belonging, recognition of their value and worth, and have the confidence to make academic, social and emotional, and behavioral growth, ultimately resulting in increased consistent school attendance, especially for students included in the Foster ATSI group of African American students who are underperforming based upon CA Dashboard data.

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

23-24 California Healthy Kids and SEL (Panorama) Surveys	Healthy Kids Survey is completed annually by 5th grade students. The report provides data in the following areas: fostering safe and supportive school climates, social-emotional competencies, and engagement in the learning; preventing youth health-risk behaviors and other barriers to academic achievement and; promoting positive development, resilience, and well-being. Results of key indicators are: 2023-2024 86% of students indicated that they were treated with respect by teachers and other grown-ups at school 83% of students indicated that they felt safe at school 90% of students indicated feeling academically motivated 65% of students indicated having a caring adult relationship at school Social-Emotional Learning (Panorama SEL) Survey - The survey is given to students in grades 3-6 and all teaching staff. The SEL survey measures three areas: Student Environment and Supports - includes teacher-student relationships, sense of belonging, school safety and others; Social Competencies - includes measures of Grit, Growth Mindset, and self-efficacy, and others; Teacher Skills and Perspectives - includes professional learning about SEL, school climate, resources for school support, and more. Fall 2023-2024 Data results in the area of Student Environment and Supports: Students in grades 3-5 data results: 71% of students reported having favorable teacher-student relationships. 67% of students reported having a favorable sense of belonging. Students in grade 6 data results: 69% of students reported having favorable teacher-student relationships. 52% of students reported having a favorable sense of belonging. Data results in the area of Student Competencies Students in grades 3-5 data results 70% of students reported having favorable social awareness.	By Spring 2025, these indicators will positively increase by 3-5% respectively.
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	71% of students reported having favorable self-management 62% of students reported having favorable grit 58% of students reported having a favorable growth mindset. Students in grades 6 data results 65% of students reported having favorable social awareness. 75% of students reported having favorable self-management 61% of students reported having favorable grit 55% of students reported having a favorable growth mindset.	
Student Panorama Survey Fall 2024-2025	77% Self Management Grades 3-5 64% Social Awareness Grade 3-5 62% Perserverance Grades 3-5 57% Growth Mindset Grades 3-5 47% Emotion Regulation Grades 3-5 75% Self Management 6th Grade 65% Social Awareness 6th Grade 61% Perserverance 6th Grade 55% Growth Mindset 6th Grade 48% Emotion Regulation 6th Grade	By the Spring 2025 administration of the Panorama survey teachers and school staff will work to improve students' understanding of themselves and their strengths and increase students' responding to the survey questions to the following percentages: 80% Self Management Grades 3-5 68% Social Awareness Grade 3-5 65% Perserverance Grades 3-5 62% Growth Mindset Grades 3-5 55% Emotion Regulation Grades 3-5 82% Self Management 6th Grade 72% Social Awareness 6th Grade 68% Perserverance 6th Grade 60% Growth Mindset 6th Grade 55% Emotion Regulation 6th Grade
Teacher Panorama Survey Fall 2024-2025	72% Teacher/Student Relationships Grades 3-5 69% Sense of Belonging Grades 3-5 61% Teacher/Student Relationships 6th grade 52% Sense of Belonging 6th grade	By the Spring 2025 administration of the Panorama survey teachers will work to improve their relationships with students and increase students' sense of belonging to the following percentages: 75% Teacher/Student Relationships Grades 3-5 72% Sense of Belonging Grades 3-5 70% Teacher/Student Relationships 6th grade 60% Sense of Belonging 6th grade
A2A and Aeries Chronic Absentee Data Fall 2024	17.2% of students have been identified as chronically absent for the Fall 2024. ATSI group, African American students are reported 35.3% chronically absent. Students with Disabilities are reported 48.9% chronically absent. White students are reported 30.5% chronically absent.	By Spring 2025, students will decrease their chronic absenteeism to under 14% as measured by A2A and Aeries monthly reports.

Incident Reporting Fall 2024	September 2024 Breaking Classroom Rules 1 Breaking Playground Rules 5 Disruption 1 Defiance 1 Inappropriate Language 1 Inappropriate PDA 1 October 2024 Breaking Classroom Rules 5 Breaking Playground Rules 5 Property Damage 1 Disruption 3 Spreading Rumors 2 Inappropriate Language 2 Disrespectful 1	By the Spring of 2025, students will decrease their incidents of unexpected behavior by 10% overall.
Teacher Professional Learning Community Support and Development		Teachers will have access to 2 Professional Development days, 2 Professional Collaboration days, 2 hours of Professional Development on school specific topics each month, and 4-6 hours a month for PLC grade level collaboration.

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	Social Emotional Learning and Support: Second Step: This Social Emotional Learning curriculum will be implemented with fidelity across grade levels on a one lesson a week basis by teachers in their classrooms, as well as provided as a supplemental support by the school counselor on a rotating basis and as needed. Lunch Bunch: Foster will begin principal-led group sessions, in a Lunch Bunch format, on an alternating weekly basis for targeted and excelling students in the area of social emotional functioning to highlight and directly teach specific strategies to students to deal with conflicts in a positive manner. Counseling Referrals and Caring Connections: Teachers, staff, and administration will be active participants in the referral process to school based counseling in the general education setting as well as that of the designated service provided through the IEP process. Families will be referred to the support network of Caring Connections and other agencies in the community. Restorative Justice: The healing practices of the Restorative Justice Circle program will be implemented by teachers, counselor, and administration for the promotion of	All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students (ATSI group), Socioeconomically Disadvantaged Students, and Students with Disabilities. All students will benefit by increasing their sense of safety and our positive learning environment.	1,000.00 LCFF - Supplemental 3000-3999: Employee Benefits CSW, District Obligated Caring Connections 2,000.00 District Funded 2000-2999: Classified Personnel Salaries CSW, District Obligated Caring Connections 17,116.00 Concentration Grant 4000-4999: Books And Supplies General Classroom Supplies 5,929.00 SISS 4000-4999: Books And Supplies Materials and Supplies 8,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Nurse Additional Hours

	peace and repair of relationships among staff, students, and families. PBIS Implementation and Promotion Strategies: Foster's school based PBIS Team will complete the survey on a quarterly basis and purposefully remediate areas in which students can be more effectively supported through teacher reinforces behaviors, resulting in a general increase in safe and expected behavior from students toward each other reducing the number of injuries and referrals to the office on a weekly basis. Sensory Room: With the support of two dedicated Behavior Technicians, Foster will support the sensory and behavioral needs of students most profoundly impacted by their disabilities. Behavior Technicians: Two District provided behavior technicians will support students in the general education and special education settings with behavioral, transitional, and toileting support throughout the day, as well as provide specific support of students with special needs in the sensory room Health Office: In order to promote student health and wellbeing, the Health Office, classrooms and general campus must be clean and maintained. Health Office staff require additional paid time for the essential completion of data entry into the Student Information System. (Add a row for the expenditure needed here to the right) Wellness Center: Foster Administration and staff will develop a schedule for the use of the Wellness Room to promote and instruct students in the skills of appropriate and expected social emotional functioning. Incident reporting: Accurate and consistent incident reporting and documentation is a focus of the new administration to Foster this school year.		1,000.00 LCFF - Supplemental 3000-3999: Employee Benefits School Nurse Additional Hours 11,100.00 SISS 5000-5999: Services And Other Operating Expenditures Health Office and Custodial Supplies
1.2	Attendance: Active and deliberate phone, in person, and email contact will be made on a weekly basis with families of students demonstrating consistent tardiness, and lapses in attendance to provide support and guidance about state mandates about student attendance, especially with the identified ATSI population of African American students. Referrals to Caring Connectios and other community agencies will be provided at parent conferences.	All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students (ATSI group), Socioeconomically Disadvantaged Students, and Students with Disabilities.	0 District Funded None Specified Attendance A2A

1.3	Teacher Professional Growth Professional Learning Communities: Teachers have access to collaboration time on a weekly basis for collaboration time during which they have the opportunity to review data and collective assessments to adjust and plan for next steps in student achievement. The instructional focus this year is on writing and improving students' written performance assessment results on the CAASPP by a minimum of one point. Teachers are implementing the RACES writing strategy across grade levels to support students in demonstrating the skills needed for restating the prompts and providing evidence to support their claims. Teachers will be supported with 2 days for collaboration time throughout the year for collaboration and grade level alignment.	All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students (ATSI group), Socioeconomically Disadvantaged Students, and Students with Disabilities.	0 District Funded None Specified Additional funding as indicated in goal 2
1.4	Expanded Learning: FEV and Paper Tutoring: FEV Tutoring currently has 34 students enrolled and started on 10/28/2024. Paper Tutoring is available to all students and is currently being utilized by 3rd through 6th grade students to support in class writing and other homework help. The YMCA program offers before and afterschool care at a cost to families. Think Together offers after school care to students at no cost. Additional homework assistance is coordinated with Mayfair High School students to support the academic times in the YMCA and Think Together programs.	All Students and with focused attention on targeted students with chronic attendance problems, English Language Learners, African American students (ATSI group), Socioeconomically Disadvantaged Students, and Students with Disabilities.	24,540.00 Concentration Grant 5000-5999: Services And Other Operating Expenditures YMCA Playground Partners Additional Support
1.6			
1.8			

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.

Second Step: This has been implemented with fidelity. Teachers filled out a schedule (attached to the hub) and admin has observed lessons on multiple occasions during scheduled times. There is also a method for teachers to invite the

school counselor to deliver lessons on any given topic. We have seen growth in our students' social emotional learning as evidenced by staff observations, student interviews, and panorama data.

Lunch Bunch: Foster began a principal-led series of monthly group sessions per lunch grade level spans (1-2, 3-4, 5-6), in the Foster Wellness Room for targeted and excelling students in the area of social emotional functioning to highlight and directly teach specific strategies to students to deal with conflicts in a positive manner. This has also been implemented with fidelity. Originally Lunch Bunch invitations were "all are welcome." However, after review, we have moved into an "invite only" model to target specific students and specific skills. This has increased student engagement communication of personal needs and expression of emotions as well as coping mechanisms.

Counseling Referrals and Caring Connections:

Teachers, staff, and administration have been active participants in the referral process to school based counseling. Our Caring Connections case manager took on another role in the school district early in the school year and we have been supported by other case managers from off site for our caring connections referrals.

Restorative Justice:

The healing practices of the Restorative Justice Circle program have been primarily lead by school administration and have been an effective tool in repairing relationships between students after incidents of conflict.

PBIS Implementation and Promotion Strategies:

We have increased our implementation of PBIS practices to create a Tier 2 team in addition to our Tier 1 team. These teams meet on a monthly basis to address behavioral strategies and increase the accuracy of our documentation practices to include check-in and check-out as well as Daily Progress Reports with specific students. We have also expanded our Tier 3 interventions with specific students through the use of token charts and the treasure box in the Principal's office to reward increase behavioral self-awareness and compliance with expected rules.

Sensory Room:

With the support of our dedicated Behavior Technician, Foster has been able to safely support the sensory and behavioral needs of students most profoundly impacted by their disabilities in our 5 classroom for students with extensive needs. This sensory exploration space is also accessible to students in the general education program on an as needed and reward basis.

Behavior Technicians: The number of behavior technicians at Foster has fluctuated over the course of the year. At this time we have one that consistently supports, not only students in the general education and special education settings, but also other instructional aides with modeling, suggestions, and research based strategies for increased behavioral compliance.

Incident reporting:

Accurate and consistent incident reporting and documentation is a focus of the new administration to Foster this school year and has been completed with fidelity with the support of the school clerk.

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

The health clerks have not utilized the additional funding to complete the necessary paperwork and data entry work as identified above. This funding will continue to support this work.

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.

At this time, the direction of the goal and the actions identified to achieve them will remain the same.

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.

ELA, ELD, and Math - Students will demonstrate proficiency of grade level standards on local and state collective assessments and teachers will use that data to improve students' achievement results through targeted intervention.

Foster Elementary will provide all students with District approved, research-based curriculum aligned with the California State Standards in the areas of English Language Arts and Mathematics to support effective and dynamic first instruction of students, using data-driven instructional practices to ensure all students are college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide all students with a guaranteed, viable curriculum through effective, data-driven instructional practices to ensure all students are college and/or career ready.

Identified Need

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

Students in all grade levels use standards-based curriculum and benefit from dynamic teacher instruction with rigor, aligned with ELA and math standards. The assessment data collected from teacher, district and state collective assessments is analyzed and disaggregated to develop and monitor targeted student groups in order to increase the percentage of students meeting and exceeding state testing standards.

English learners benefit from designated and integrated English Language Development support in order to increase their achievement in ELA and other essential subject content.

Foster's primary goal is to ensure students can read and comprehend grade level texts and communicate their understanding through written or oral language. Through targeted assistance and academic supports, Foster staff will work to build student capacity and achievement rates in ELA and Math for students in the following subgroups: English Learners, students with disabilities, socio-economically disadvantaged, and African Americans (ATSI group).

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
NWEA Reading and Language Data - Fall 2024	Reading: Kindergarten - High Average and High 48% First Grade - High Average and High 48% Second Grade - High Average and High 43% Third Grade - High Average and High 64% Forth Grade - High Average and High 45% Fifth Grade - High Average and High 60% Sixth Grade - High Average and High 43% Language: Second Grade - High Average and High 22% Third Grade - High Average and High 53% Forth Grade - High Average and High 50% Fifth Grade - High Average and High 59% Sixth Grade - High Average and High 49%	Increase the amount of students achieving high and high average on NWEA test by 5%.
NWEA Math Data - Fall 2024	Kindergarten - High Average and High 55% First Grade - High Average and High 55% Second Grade - High Average and High 30% Third Grade - High Average and High 38% Forth Grade - High Average and High 36% Fifth Grade - High Average and High 30% Sixth Grade - High Average and High 27%	Increase the amount of students achieving high and high average on the NWEA Math test by 5%.
NWEA Reading Data -Fall 2023 Foundational Skills	Phonological Awareness: TK-2nd Grade 43% of TK, 43% of K, 40% of 1st Exceeds Expectations 13% of K, 32% of 1st Meets Expectations 43% of K, 18% of 1st Approaching Expectations 10% of 1st, Below Expectations Phonics: TK-2nd Grade 61% of TK, 17% of K, 36% of 1st Exceeds Expectations 61% of K, 26% of 1st Meets Expectations	Increase phonological awareness and phonics achievement by 20%. Increase the amount of 2nd grade students meeting the oral reading threshold by 15%. Increase the amount of students achieving high and high average on the MAP Growth Reading test by 20%.

	21% of K, 12% of 1st Approaching Expectations 26%% Below Expectations Second Grade Foundational skills-53% Oral Reading-47% MAP Growth Reading TK-3rd Kinder-Low-9%, Low Average-19%, Average-17%, High Average-35%, High 20% First-Low 25%, Low Average-11%, Average-23%, High Average-24%, High-17% Second-Low-20%, Low Average-20%, Average-27%, High Average-12%, High-21% Third-Low-27%, Low Average-12%, Average-12%, High Average-36%, High-13%	
NWEA Math Data-Fall 2023	Math-K/1 Kindergarten-Low-13%, Low Average-2%, Average-25%, High Average-31%, High-29% First Grade-Low-19%, Low Average-25%, Average-17%, High Average-24%, High-15% Math 2-3 Second Grade-Low-25%, Low Average-16%, Average 29%, High Average-18%, High-12% Third Grade-Low-18%, Low Average-29%, Average-20%, High Average-23%, High-10%	
SBAC ELA-Spring 2023	Overall Standard Exceeded-29.69% Standard Met-30.72% Standard Nearly Met-20.14% Standard Not Met-19.45% 3rd Grade Standard Exceeded-31.94% Standard Met-27.78% Standard Nearly Met-25.00% Standard Not Met-15.28% 4th Grade Standard Exceeded-28.79% Standard Met-25.76% Standard Nearly Met-16.67% Standard Not Met-28.79% 5th Grade Standard Exceeded-30.34% Standard Met-26.97% Standard Nearly Met-19.10% Standard Not Met-23.60%	Increase the percentage of students meeting and exceeding standards on the SBAC ELA by 10% in grades 3rd-6th on the Spring 2023 SBAC ELA.

	Standard Exceeded-27.27% Standard Met-43.94% Standard Nearly Met-19.70% Standard Not Met-9.09%	
SBAC Math-Spring 2023	Overall Standard Exceeded-27.99% Standard Met-20.48% Standard Nearly Met-27.30% Standard Not Met-24.23% 3rd Grade Standard Exceeded-30.56% Standard Met-23.61% Standard Nearly Met-22.22% Standard Not Met-23.61% 4th Grade Standard Exceeded-18.18% Standard Met-27.27% Standard Nearly Met-33.33% Standard Not Met-21.21% 5th Grade Standard Exceeded-25.84% Standard Met-16.85% Standard Nearly Met-30.34% Standard Not Met-26.97% 6th Grade Standard Exceeded-37.88% Standard Met-15.15% Standard Nearly Met-22.73% Standard Not Met-24.24%	Increase the percentage of students meeting and exceeding standards on the SBAC Math by 10% in grades 3rd-6th on the Spring 2023 SBAC Math
Summative ELPAC-Spring 2023	Overall Well-Developed-11.11% Moderately Developed-38.89% Somewhat Developed-33.33% Minimally Developed-16.67%	Increase the percentage of students in the well- developed proficiency level 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
2.1	Classroom teachers will utilize state, district (NWEA) and teacher created common assessments to continually monitor student progress, using School City to generate class, subgroup, and individual student reports for review and data analysis (during analysis, specific	All students with focus on struggling ATSI (African American Student group) students based on data	8,000.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra aide support for interventions 9,982.00

	attention will be provided to addressing the needs of struggling ATSI students). Teachers will provide systematic phonics and phonological awareness Tier 1 instruction (Fast ForWord Tier 3, 10 day Word Study plan- Tier 1, Second Dose Word Study- Tier 2, Rewards- Tier 2, explicit syllabification instruction Tier 1.) K-2 Students will use phonics skills to decode text during reading. Grade 3-6 Students will decode multisyllabic words using word analysis skills and be able to fluently read grade level text. Supplemental ELA materials will be used to support implementation of these strategies. Students not meeting grade level standards will be provided with supplementary and intervention services in Tier 2 and 3 groups. Teachers will review the assessment results of individual students to determine specific content and performance standards not mastered. Bi-lingual Aides extra duty to support intervention. Professional Development: Professional Development is offered for teachers and other staff members to improve Tier 1 and Tier 2 instruction and meet the needs of diverse learners within their classrooms through data analysis and effective collaborative planning. Teachers will implement research based strategies from professional development and apply it to their instructional programs, including integrating the use of technology and the district provided chromebooks. Administration, Intervention Teachers, and District support staff will provide resources for teachers and students, including English learners, by modeling and coaching best practices for instruction and designated and integrated ELD.		LCFF - Supplemental 3000-3999: Employee Benefits Benefits for Extra aide support for interventions 12,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitutes for Collaboration PLCs 3,000.00 Concentration Grant 1000-1999: Certificated Personnel Salaries Substitutes for Professional Development 3,751.00 LCFF - Supplemental 3000-3999: Employee Benefits Certificated Benefits 17,379.00 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Tech
2.2	English Language Development: Teachers will collaborate to plan designated and integrated ELD instruction. All English learners will receive 30 minutes of daily designated instruction and integrated language instruction and supports throughout the instructional day. To ensure all English Learners acquire full proficiency in English by increasing one performance band or increasing within their identified language proficiency level as measured by the ELPAC, Foster will create and support focused opportunities for students to practice the practice tests for the ELPAC. Ongoing monitoring of EL's will be completed by the administration and will be reclassified as soon as they are eligible. ELD instruction with the use of SDAIE strategies are being implemented school	English learners, struggling ATSI students based on data which is Foster's African American student group	43,773.00 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Bilingual IA and IA (3 IAs) 2,901.00 Concentration Grant 3000-3999: Employee Benefits Classified Benefits 22,208.00 LCFF - Supplemental 4000-4999: Books And Supplies Supplemental Tech 13,000.00 Concentration Grant

	wide and are supported by three bilingual aides for the 24-25 school year. Teachers and the administration will inform parents of the requirements of reclassification through informational letters and ELAC and SSC meetings. Additionally the supports of Fast Forward and Word Study Intervention will be implemented at the appropriate grade levels.		2000-2999: Classified Personnel Salaries Bilingual IA and IA (3 IAs)
2.3	Expanded Learning Programs: Fall cycle has started with zumba, chess and magic classes being offered after school. We currently have 10 TK-2nd grade students enrolled in zumba, 15 5-6th grade students enrolled in chess, and 12 3-4th enrolled in magic. ThinkTogether students for the fall cycle have the same classes offered as well was stemnectics and LIFT culinary. Spring cycle will offer podcasting, drones, and dance with opportunity for typing, coding and more dependent on interest surveys and feedback from fall cycle. FEV and Paper Tutoring: FEV Tutoring currently has 34 students enrolled and started on 10/28/2024 Paper Tutoring is available to all students and is currently being utilized by 3rd through 6th grade students to support in class writing and other homework help. Teacher academic remediation and test review classes before and after school; 2 teachers are offering this support at this time. Robotics class development and community outreach for support. Teacher Training for Teaching Pottery to make more effective use of the kiln on campus and the supplies purchased for its use. Computer Literacy and Typing Programs High School student volunteers in our Think Together and YMCA after school programs. There are currently 9 HS students from Mayfair HS that have communicated with the Foster principal to begin supporting academic work time in both the Think Together and YMCA programs. To support and increase student performance on foundational skills, Word Study is implemented for kindergarten and first grade students.	All students with focus on ATSI group, African American students.	12,500.00 LCFF - Supplemental 4000-4999: Books And Supplies Computer Software & Related Exp 2,000.00 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Teacher's salaries - Extra Duty
2.4	Instructional Leadership Team Support and Guidance: Intervention Teachers will analyze student performance data and and work with grade level	Students in grades K through 6 receive the support of two intervention teachers that provide Tier 2 and 3	0.00 District Funded 1000-1999: Certificated Personnel Salaries Intervention Support Stipends

	PLCs to develop schedules, group member identification, and specific skills for remediation. Two intervention teachers run small groups of Tier 3 students focused on reading decoding and reading comprehension supported by the District provided Fast ForWord program. Increase hours of instructional aides to provide support in grade level intervention sessions reducing the ratio of learner to instructor. At this time, we have expanded three aides by one hour each to support academic intervention small groups.	academic intervention and remediation. Instructional aide support is provided to lower student to staff ratios and increase individualized differentiation for better learning outcomes.	
2.5	Teachers will incorporate math fluency instruction into daily math instruction. The Intervention Teacher and Instructional Specialist will support T1 fluency and T2 intervention implementation through co-plan, co-teach methods. Additional support through ST Math, CGI Math strategies, math accountable talk strategies, and integrating technology in math will provide support for student achievement. Supplemental math materials to support these strategies.	All Students and Targeted Students Struggling in Math	0.00 District Funded 1000-1999: Certificated Personnel Salaries Teacer Interventions
2.6	Students will receive systematic Tier 2 ELA and Math interventions for 30 minutes at least four days a week. Targeted students will receive research-based ELA intervention during the school day based on an RtI model. Additional Tier 3 ELA intervention for targeted students during the school day through FastForWord and ST Math Tier 2 and 3 supports will also be developed for targeted students in the classroom with their primary teacher.	Students who need academic support to accelerate learning	0.00 District Funded 1000-1999: Certificated Personnel Salaries Intervention Teacher

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.

Classroom teachers have effectively utilized state, district (NWEA) and teacher created common assessments to continually monitor student progress and in coordination with the two intervention teachers meet monthly to review and adjust student groups for targeted intervention support on specifically identified skills in Tier 2 and 3 groups.

Bi-lingual Aides have been provided with the opportunity to work extra hours to support newcomers and intervention groups. We will continue with three bilingual aides to support instruction in the classroom as well as in the intervention groups for next year.

Professional Development has been offered to teachers throughout the school year on the following topics: Conscious Discipline, Parent Square, Wonders, Learning Ally, with consultation support from Fast ForWord and ST Math representatives. They have been offered the opportunities twice this school year to meet as grade level PLCs to collaboratively plan and adjust pacing guides.

English Language Development has been promoted not only through the support of our bi-lingual aides and teachers, but through the targeted individualized support of our newcomers, specialized sessions for ELs at Levels 2 and 3 for increased exposure to the ELPAC testing platform, and the successful reclassification of our Level 4 students.

Our Expanded Learning program was successful with 74 students overall participating this year. We offered: Zumba, Drones, Podcasting, Magic, and Chess classes.

Intervention Teachers have joined grade level Professional Learning Communities (PLCs) and have shortened the cycle of data analysis of student performance to more accurately monitor and move students through the intervention skill specific reteaching sessions.

We were able to successfully increase hours of bi-lingual instructional aides to provide support in grade level intervention sessions reducing the ratio of learner to instructor.

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

Unfortunately, FEV Tutoring went out of business and we have not found a replacement for this type of academic support.

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

We will increase professional development for our teachers of students with extensive needs and in our other special education programs to help them focus on the specific skills they need to be aware of and teach to support those students in achieving to their individual language capacities to pass the Alternate ELPAC, allowing them the opportunity to reclassify and leave their LTEL status behind them. This will also include additional training about the use of the IEP process to consider the benefit of exempting students from specific testing domains.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Parent Engagement

Foster will increase parent involvement through parent inclusion in the various advisory committees, building parental capacity for policy and program decision making, and increasing parent engagement through child-centered relationships between staff and families that are mutual, culturally responsive, and support student learning and achievement.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Bellflower Unified School District will provide ongoing communication and opportunities for stakeholders to advocate for the success of all 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.

Stephen Foster families participate in many of our school events during the day and after school. However, there is a need to improve participation in school committees like SSC and ELAC.

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
Parent Participation Tracker 2022-2023	5,802 parents participation for the 2022-2023 school year	Increase participation in school committees/events by 5%.
2023-2024 California Healthy Kids Survey data	20% of Parents responded to the 2023-2024 California Healthy Kids Survey Parental Involvement Responses 43% of fifth grade parents report Foster promotes parental involvement 66% of fifth grade parents report involvement in their child's schooling 46% of fifth grade parents report the school encourages parents to be an active partner 29% of fifth grade parents report Foster actively seeks their input 89% of fifth grade parents report feeling welcome to participate at Foster	80% of Parents will respond to the 2024-2025 California Healthy Kids Survey CSPS Report According to the 2023-2024 Healthy Kids Survey: 80% of fifth grade parents will report Foster promotes parental involvement. 80% of fifth grade parents report involvement in their child's schooling 80% of fifth grade parents report the school encourages parents to be an active partner 80% of fifth grade parents report Foster actively seeks their input 100% of fifth grade parents report feeling welcome to participate at Foster .

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	Foster will maintain ongoing communication with parents regarding committees and council meetings, for parents to be part of to make informed decisions on school related issues. Blackboard communication to invite our parents to our committee monthly meetings. Teachers inviting parents through Class Dojo, Remind, or emails. Continue having student recognition assemblies with parent participation.	Stephen Foster students will benefit from the increase in parent involvement in our school committees particularly ATSI group, African American Students, in increasing sense of belonging and attendance.	0.00 District Funded 5900: Communications Parent Square
3.2	Send invites to all of our parent community for our PTA and SSC events. Reach out our EL parent community for participation in ELAC. Promote our PTA events, parent nights, and parent support through our CSW.	Continue promoting engagement from parent community for our PTA, SSC and ELAC so they can better serve students.	0.00 District Funded 5900: Communications CSW
3.3	The following opportunities will be available to parents to assist them to acquire skills to help their children with the academic coursework: Parenting Classes through Caring Connections Parent conferences and meetings Student Success Team Data review and analysis on SSC and advisory committees Teacher directed parent workshops Case manager Conferences and goal setting meetings with teachers	Parent education workshops and materials will be provided to assist parents in supporting students with academics at home with focus on Foster's ATSI group (African American Students)	0.00 District Funded 5900: Communications Caring Connections

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.

Communication with staff and parents has increased regarding committees and council meetings. Invites are sent out consistently and in a timely manner. AP has gained access to Stephen Foster Elementary Instagram account from the DO and has promoted PTA events, parent nights, parent support, and other various parental involvement opportunities. We continue to have student recognition assemblies with ample parent and family involvement. SSTs have been running successfully and with fidelity. Parent conferences, as well as admin involved parent conferences when requested, have proven to be effective with both academic and behavioral concerns. FACTOR classes were a success for a limited number of parents. We will work with the FACTOR parent communication teams to increase our attendees for next year. Teachers have also been holding goal setting conferences with students. Daily Progress Reports have been an effective measure to increase home-school communication about our PBIS expectations as well.

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

Blackboard communication system has been replaced by ParentSquare. Ideally we would like for the staff to completely convert to emails and ParentSquare.

We have sent invites to all stated committees, however it has been difficult to fill ELAC parent positions.

We have begun the training process for our newly hired Caring Connections Case Manager.

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

In order to increase parent access to parent meetings, we hired a Khmer interpreter to help facilitate ELAC meetings.

This is a cost we will need to consider as an ongoing expense for next school year.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$221,179.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
Concentration Grant	\$60,557.00
District Funded	\$2,000.00
LCFF - Supplemental	\$141,593.00
SISS	\$17,029.00

Subtotal of state or local funds included for this school: \$221,179.00

Total of federal, state, and/or local funds for this school: \$221,179.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Concentration Grant	60,557.00
District Funded	2,000.00
LCFF - Supplemental	141,593.00
SISS	17,029.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	17,000.00
2000-2999: Classified Personnel Salaries	74,773.00
3000-3999: Employee Benefits	18,634.00
4000-4999: Books And Supplies	57,753.00
5000-5999: Services And Other Operating Expenditures	53,019.00
5900: Communications	0.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Concentration Grant	3,000.00
2000-2999: Classified Personnel Salaries	Concentration Grant	13,000.00
3000-3999: Employee Benefits	Concentration Grant	2,901.00

4000-4999: Books And Supplies	Concentration Grant	17,116.00
5000-5999: Services And Other Operating Expenditures	Concentration Grant	24,540.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	2,000.00
5900: Communications	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	14,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	59,773.00
3000-3999: Employee Benefits	LCFF - Supplemental	15,733.00
4000-4999: Books And Supplies	LCFF - Supplemental	34,708.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	17,379.00
4000-4999: Books And Supplies	SISS	5,929.00
5000-5999: Services And Other Operating Expenditures	SISS	11,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	70,685.00
Goal 2	150,494.00
Goal 3	0.00

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
Giorgia Diomedes	Principal
Laura Boppell	Classroom Teacher
Mario Patron	Classroom Teacher
Abraham Sandoval	Classroom Teacher
Christa Jackson	Other School Staff
Marlo Mervosh	Other School Staff
Marissa Ramirez	Parent or Community Member
Daniel Navar	Parent or Community Member
Yvonne Reyes	Parent or Community Member
Amy Barker	Parent or Community Member
Heather Estes	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/29/24.

Attested:



Principal, Giorgia Diomedes on 10/29/2024



SSC Chairperson, Marlo Mervosh on 11/14/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

Stephen Foster Elementary English Learner Advisory Committee (ELAC)

Meeting Minutes

English Learner Advisory Committee

September 13, 2024

8:45 am-9:45 am

Room 51 or Google Meet

Mandated Topics: (Check the topic(s) that were discussed at the meeting)

X	1. Assist in the development of the schoolwide needs assessment
	2. Assist with efforts to make parents aware of the importance of regular attendance
	3. Advise on the effectiveness of the school's program for English learners
X	4. Provide input to the School Site Council (SSC) on the development of the School Plan for Student Achievement (SPSA)
	5. Receive training to assist members in carrying out their legal responsibilities
X	6. Elect representative(s) for the District English Learner Advisory Committee (DELAC)
	7. Other

I. Welcome and Introductions: Mrs. Christa Jackson, the assistant principal, introduced herself and went over the agenda for this morning's meeting. Mr. Ayala translated for the parents present.

II. Call to Order: The meeting began at 8:45 am

III. Meeting Records

A. Approval of Proposed Agenda: Mrs. Jackson, read the agenda. Mr. Ayala translated. No roles have been assigned, so there was no proposed or approving the agenda for this first meeting.

B. Meeting Minutes: The Secretary did not have any previous meeting minutes to read, as this was the first official meeting.

IV. AGENDA ITEMS

A. ELAC Overview

a. What is ELAC, Why we have an ELAC, When ELAC meets, Where we will meet, and the roles of ELAC members.

B. Stephen Foster's English Learners

a. We have 500 total enrollment, 44 of those are English learners, and we have 9 different languages spoken at our school site.

C. 24-25 ELAC Member Election

a. We discussed the roles and responsibilities of each role and let the parents decide what they wanted to volunteer for.

b. We took a vote and these are the results: For the role of President, Michelle Mera was proposed by Ms. Diomedes, Mrs. Pena, Mrs. Doza and seconded by Mrs. Jackson. Ms. Mera was elected as the ELAC President. The role of Vice President; Mrs. Pena, Mrs. Daza proposed Mrs. Jackson and Mr. Patron and Ms. Diomedes seconded this notion. Mrs. Jackson was elected as the ELAC Vice

President. The role of Secretary; Mrs. Jackson proposed Mr. Patron and Ms. Diomedes, Mrs. Pena, and Mrs. Daza seconded this notion. Mr. Patron was elected as the ELAC Secretary. Mrs. Daza proposed to be the DELAC Representative and Mrs. Jackson, Ms. Diomedes, and Mr. Patron seconded this notion. Mrs. Daza was elected as the DELAC Representative. Mrs. Pena proposed to be the Alternate DELAC Representative. Ms. Diomedes, Mrs. Jackson, and Mr. Patron seconded this notion. Mrs. Pena was elected as the Alternate DELAC Representative. All roles have been assigned.

D. DELAC Information

- a. Mrs. Jackson went over what DELAC is.

E. CAASPP Assessments: ELPAC

- a. Mrs. Jackson went over what ELPAC is.

F. CAASPP Assessments: SBAC

- a. Mrs. Jackson went over what SBAC is.

G. 22-23 Foster Data

- a. Mrs. Jackson went over the Data at our school site. Of our English learners, 49.96% have not met standards, 26.42% are nearly met, 18.87% have met the standards, and 5.66% have exceeded the standards. Mrs. Daza brought up a concern that her student is frustrated with learning English and he is in Pre-K. Mrs. Jackson addressed her concern by explaining that all students in Kindergarten and Pre-K are also learning English as a whole class. An additional aid was added to the classroom for extra support.

H. Attendance

- a. Mrs. Jackson went over how important school attendance is. Our school's absenteeism is very high.

I. Funding: LCFF & Title III

- a. Mrs. Jackson went over our LCFF and Title III. How important it is for parent involvement, so we can better support our students.

J. School Site Council

- a. Mrs. Jackson explained what our School Site Council is and that anyone is welcome to attend these meetings. These meetings accrue 5 times each school year and meet at Stephen Foster from 3:30-4:30 pm.

K. Future Meetings

- a. The next meeting will be held on November 15, 2024 at Stephen Foster in Room 51 at 8:45 am. We will be going over reclassification criteria, Stephen Foster's ELD program, CA school dashboard and SBAC data, and the Stephen Foster Parent involvement.

V. DELAC Report: There have not been any DELAC meetings yet to report on this year.

VI. Other Presentation(s): Summary of other presentations: No other presentations.

VII. Unfinished or New Business: No new or unfinished business.

VIII. Public Comments: No additional comments.

VIII. Announcements: No other announcements.

X. Adjournment: The meeting was adjourned at 9:23 am with a reminder that the next meeting will be held on November 15th at 8:45 am.

Minutes submitted by: Michelle Mera, ELAC Temporary Secretary

Translated into Spanish and Khmer by: Michelle Mera, President

Espanol:

Escuela primaria Stephen Foster Comité asesor de estudiantes de inglés (ELAC)

Actas de reuniones

Comité asesor de estudiantes de inglés

13 de septiembre de 2024

8:45 am-9:45 am

Sala 51 o Google Meet

Temas obligatorios: (Marque el/los tema(s) que se discutieron en la reunión)

X	1. Ayudar en el desarrollo de la evaluación de necesidades de toda la escuela.
	2. Ayudar con los esfuerzos para concienciar a los padres sobre la importancia de la asistencia regular.
	3. Asesorar sobre la eficacia del programa de la escuela para estudiantes de inglés.
X	4. Proporcionar información al Consejo del Sitio Escolar (SSC) sobre el desarrollo del Plan Escolar para el Logro Estudiantil (SPSA)
	5. Recibir capacitación para ayudar a los miembros a cumplir con sus responsabilidades legales.
X	6. Elegir representante(s) para el Comité Asesor de Estudiantes de Inglés del Distrito (DELAC)
	7. Otro

I. Bienvenida y presentaciones: La Sra. Christa Jackson, subdirectora, se presentó y repasó la agenda de la reunión de esta mañana. El Sr. Ayala tradujo para los padres presentes.

II. Llamado al orden: La reunión comenzó a las 8:45 am

III. Actas de reuniones

A. Aprobación de la agenda propuesta: La Sra. Jackson leyó la agenda. El Sr. Ayala tradujo. No se han asignado funciones, por lo que no se propuso ni aprobó la agenda para esta primera reunión.

B. Actas de la reunión: El Secretario no tenía ninguna acta de reunión anterior para leer, ya que esta era la primera reunión oficial.

IV. TEMAS DEL ORDEN DEL DÍA

L. Descripción general de ELAC

a. ¿Qué es ELAC?, ¿Por qué tenemos un ELAC?, ¿Cuándo se reúne ELAC?, ¿Dónde nos reuniremos? y los roles de los miembros de ELAC.

M. Los estudiantes de inglés de Stephen Foster

a. Tenemos una matrícula total de 500 alumnos, 44 de ellos son estudiantes de inglés y en nuestra escuela se hablan 9 idiomas diferentes.

N. Elección de miembros del ELAC 24-25

c. Discutimos los roles y responsabilidades de cada rol y dejamos que los padres decidieran en qué querían colaborar voluntariamente.

d. Hicimos una votación y estos son los resultados: Para el papel de Presidente, Michelle Mera fue propuesta por la Sra. Diomedes, la Sra. Pena, la Sra. Doza y secundada por la Sra. Jackson. La Sra. Mera fue elegida como Presidenta del

ELAC. Para el papel de Vicepresidente; la Sra. Pena, la Sra. Daza propusieron a la Sra. Jackson y el Sr. Patron y la Sra. Diomedes apoyaron esta noción. La Sra. Jackson fue elegida como Vicepresidenta del ELAC. Para el papel de Secretaria; la Sra. Jackson propuso al Sr. Patron y la Sra. Diomedes, la Sra. Pena y la Sra. Daza apoyaron esta noción. El Sr. Patron fue elegido como Secretario del ELAC. La Sra. Daza propuso ser la Representante del DELAC y la Sra. Jackson, la Sra. Diomedes y el Sr. Patron apoyaron esta noción. La Sra. Daza fue elegida como Representante del DELAC. La Sra. Pena propuso ser la Representante Alterna del DELAC. La Sra. Diomedes, la Sra. Jackson y el Sr. Patron apoyaron esta idea. La Sra. Peña fue elegida como representante suplente del DELAC. Se han asignado todos los roles.

- O. Información de DELAC
 - a. La Sra. Jackson repasó qué es DELAC.
- P. Evaluaciones CAASPP: ELPAC
 - a. La Sra. Jackson repasó qué es ELPAC.
- Q. Evaluaciones CAASPP: SBAC
 - a. La Sra. Jackson repasó qué es SBAC.
- R. 22-23 Datos de acogida
 - a. La Sra. Jackson revisó los datos en nuestro sitio escolar. De nuestros estudiantes de inglés, el 49,96 % no ha cumplido con los estándares, el 26,42 % está cerca de cumplirlos, el 18,87 % ha cumplido con los estándares y el 5,66 % los ha superado. La Sra. Daza planteó una inquietud sobre su estudiante, que está en preescolar y está frustrado con el aprendizaje del inglés. La Sra. Jackson abordó su inquietud explicando que todos los estudiantes de jardín de infantes y preescolar también están aprendiendo inglés como una clase completa. Se agregó un asistente adicional al aula para brindar apoyo adicional.
- S. Asistencia
 - a. La Sra. Jackson resaltó la importancia de la asistencia a la escuela. El ausentismo en nuestra escuela es muy alto.
- T. Financiación: LCFF y Título III
 - a. La Sra. Jackson repasó nuestra LCFF y el Título III. Lo importante que es la participación de los padres para que podamos apoyar mejor a nuestros estudiantes.
- U. Consejo del sitio escolar
 - a. La Sra. Jackson explicó qué es nuestro Consejo Escolar y que todos pueden asistir a estas reuniones. Estas reuniones se realizan 5 veces por año escolar y se llevan a cabo en Stephen Foster de 3:30 a 4:30 p. m.
- V. Reuniones futuras
 - a. La próxima reunión se llevará a cabo el 15 de noviembre de 2024 en Stephen Foster, en la sala 51, a las 8:45 a. m. Repasaremos los criterios de reclasificación, el programa ELD de Stephen Foster, el panel de control de la escuela de California y los datos de SBAC, y la participación de los padres de Stephen Foster.

V. Informe de DELAC: Aún no se han celebrado reuniones de DELAC para informar este año.

VI. Otras presentaciones: No hay otras presentaciones.

VII. Asuntos pendientes o nuevos: No hay asuntos nuevos ni pendientes.

VIII. Comentarios públicos: No hay comentarios adicionales.

VIII. Anuncios: No hay otros anuncios.

X. Levantamiento de la sesión: La reunión se levantó a las 9:23 am con el recordatorio de que la próxima reunión se llevará a cabo el 15 de noviembre a las 8:45 am.

Actas presentadas por: Michelle Mera, Secretaria Temporal de ELAC

Traducido al español y al jemer por: Michelle Mera, Presidenta

Stephen Foster បឋមសិក្សា គណៈកម្មាធិការប្រឹក្សាអ្នកសិក្សាភាសាអង់គ្លេស (ELAC)

នាទីប្រជុំ

គណៈកម្មាធិការប្រឹក្សាអ្នកសិក្សាភាសាអង់គ្លេស
ថ្ងៃទី ១៣ ខែ កញ្ញា ឆ្នាំ ២០២៤
៨:៤៥ ព្រឹក - ៩:៤៥ ព្រឹក
បន្ទប់ 51 ឬ Google Meet

ប្រធានបទដែលបានកំណត់៖ (ពិនិត្យមើលប្រធានបទដែលត្រូវបានពិភាក្សានៅក្នុងកិច្ចប្រជុំ)

X	1. ជួយក្នុងការអភិវឌ្ឍន៍ការវាយតម្លៃតម្រូវការទូទាំងសាលា
	2. ជួយដោយការខិតខំប្រឹងប្រែងដើម្បីធ្វើឱ្យឪពុកម្តាយដឹងពីសារៈសំខាន់នៃការចូលរួមជាទៀងទាត់
	3. ណែនាំអំពីប្រសិទ្ធភាពនៃកម្មវិធីរបស់សាលាសម្រាប់អ្នកសិក្សាភាសាអង់គ្លេស
X	4. ផ្តល់ធាតុចូលដល់ក្រុមប្រឹក្សាគេហទំព័រសាលា (SSC) លើការបង្កើតផែនការសាលារៀនសម្រាប់សមិទ្ធផលសិស្ស (SPSA)
	5. ទទួលបានការបណ្តុះបណ្តាលដើម្បីជួយសមាជិកក្នុងការអនុវត្តការទទួលខុសត្រូវផ្នែកច្បាប់របស់ពួកគេ។
X	6. ជ្រើសរើសតំណាងសម្រាប់គណៈកម្មាធិការប្រឹក្សាអ្នកសិក្សាភាសាអង់គ្លេសក្នុងស្រុក (DELAC)
	7. ផ្សេងៗ

I. ការស្វាគមន៍ និងការណែនាំ៖ លោកស្រី Christa Jackson ដែលជាជំនួយការនាយកសាលា បានណែនាំខ្លួននាង និងបានទៅមើលរបៀបវារៈសម្រាប់កិច្ចប្រជុំនៅព្រឹកនេះ។ លោក អែយ៉ា បកប្រែជូនម៉ាតាបិតាដែលមានវត្តមាន។

II. ហៅទៅបញ្ជាក់៖ កិច្ចប្រជុំបានចាប់ផ្តើមនៅម៉ោង ៨ និង៩នាទីព្រឹក

III. កំណត់ត្រាកិច្ចប្រជុំ

A. ការអនុម័តរបៀបវារៈដែលបានស្នើឡើង៖ លោកស្រី Jackson សូមអានរបៀបវារៈ។

លោក អាយ៉ាឡា ប្រែសម្រួល។ មិនមានតួនាទីត្រូវបានចាត់តាំងទេ

ដូច្នេះមិនមានការស្នើ ឬអនុម័តរបៀបវារៈសម្រាប់កិច្ចប្រជុំលើកដំបូងនេះទេ។

B. កំណត់ហេតុកិច្ចប្រជុំ៖ លេខាធិការមិនមានកំណត់ហេតុប្រជុំពីមុនមកអានទេ

ព្រោះនេះជាកិច្ចប្រជុំផ្លូវការលើកដំបូង។

IV. ធាតុរបៀបវារៈ

C. ទិដ្ឋភាពទូទៅ ELAC

a. តើអ្វីទៅជា ELAC ហេតុអ្វីបានជាយើងមាន ELAC នៅពេលដែល ELAC ជួប កន្លែងដែលយើងនឹងជួប និងតួនាទីរបស់សមាជិក ELAC ។

D. អ្នកសិក្សាភាសាអង់គ្លេសរបស់ Stephen Foster

a. យើងមានការចុះឈ្មោះចូលរៀនសរុបចំនួន 500 នាក់ ក្នុងចំណោមនោះ 44

នាក់គឺជាអ្នកសិក្សាភាសាអង់គ្លេស ហើយយើងមាន 9

ភាសាផ្សេងៗគ្នាដែលនិយាយនៅក្នុងគេហទំព័រសាលារបស់យើង។

E. 24-25 ការបោះឆ្នោតសមាជិក ELAC

a. យើងបានពិភាក្សាអំពីតួនាទី និងទំនួលខុសត្រូវនៃតួនាទីនីមួយៗ

ហើយអនុញ្ញាតឱ្យឪពុកម្តាយសម្រេចចិត្តថាពួកគេចង់ស្ម័គ្រចិត្តសម្រាប់អ្វី។

- b. យើងបានបោះឆ្នោត ហើយទាំងនេះគឺជាលទ្ធផល៖ សម្រាប់តួនាទីជាប្រធានាធិបតី Michelle Mera ត្រូវបានស្នើឡើងដោយលោកស្រី Diomedes, Mrs. Pena, Mrs. Doza និងទីពឹងដោយលោកស្រី Jackson ។ លោកស្រី Mera ត្រូវបានជ្រើសរើសជាប្រធាន ELAC។ តួនាទីរបស់អនុប្រធាន; លោកស្រី Pena លោកស្រី Daza បានស្នើលោកស្រី Jackson និងលោក Patron និងលោកស្រី Diomedes លើកយកទស្សនៈនេះ។ លោកស្រី Jackson ត្រូវបានជ្រើសរើសជាអនុប្រធាន ELAC ។ តួនាទីរបស់លេខាធិការ; លោកស្រី Jackson បានស្នើឱ្យលោក Patron និងលោកស្រី Diomedes លោកស្រី Pena ហើយលោកស្រី Daza បានយល់ស្របចំពោះទស្សនៈនេះ។ លោក Patron ត្រូវបានជ្រើសរើសជាលេខាធិការ ELAC ។ លោកស្រី Daza បានស្នើឱ្យធ្វើជាអ្នកតំណាង DELAC ហើយលោកស្រី Jackson លោកស្រី Diomedes និងលោក Patron បានលើកយកទស្សនៈនេះ។ លោកស្រី ជាហ្សា ត្រូវបានជ្រើសរើសជាតំណាង DELAC។ អ្នកស្រី ប៉េណា ស្នើឱ្យធ្វើជាតំណាងក្រុមហ៊ុន DELAC ជំនួស។ លោកស្រី Diomedes លោកស្រី Jackson និងលោក Patron បានលើកយកទស្សនៈនេះ។ លោកស្រី ប៉េណា ត្រូវបានបោះឆ្នោតជ្រើសរើសជាតំណាង DELAC ជំនួស។ តួនាទីទាំងអស់ត្រូវបានចាត់តាំង។

F. ព័ត៌មាន DELAC

- a. លោកស្រី Jackson បានទៅមើលអ្វីដែល DELAC ជាអ្វី។

G. ការវាយតម្លៃ CAASPP៖ ELPAC

- a. លោកស្រី Jackson បានទៅមើលអ្វីដែល ELPAC ជាអ្វី.

H. ការវាយតម្លៃ CAASPP៖ SBAC

- a. លោកស្រី Jackson បានទៅមើលអ្វីដែល SBAC ជា។

I. 22-23 Foster Data

- a. លោកស្រី Jackson បានទៅមើលទិន្នន័យនៅលើគេហទំព័រសាលារបស់យើង។ ក្នុងចំណោមអ្នកសិក្សាភាសាអង់គ្លេសរបស់យើង 49.96% មិនបានបំពេញតាមស្តង់ដារ 26.42% ជិតបំពេញបាន 18.87% បានបំពេញតាមស្តង់ដារ និង 5.66% បានលើសពីបទដ្ឋាន។ អ្នកស្រី ជាហ្សា បានលើកឡើងពីការព្រួយបារម្ភថា សិស្សរបស់គាត់មានការខកចិត្តនឹងការរៀនភាសាអង់គ្លេស ហើយគាត់កំពុងរៀននៅ Pre-K ។ អ្នកស្រី Jackson បានលើកឡើងពីកង្វល់របស់គាត់ ដោយពន្យល់ថា សិស្សទាំងអស់នៅក្នុងថ្នាក់មត្តេយ្យ និង Pre-K ក៏កំពុងរៀនភាសាអង់គ្លេសពេញថ្នាក់ផងដែរ។ ជំនួយបន្ថែមត្រូវបានបន្ថែមទៅថ្នាក់រៀនសម្រាប់ជំនួយបន្ថែម។

J. ការចូលរួម

- a. លោកស្រី Jackson បាននិយាយអំពីថា តើការចូលរៀននៅសាលាមានសារៈសំខាន់ប៉ុណ្ណា។ អវត្តមានរបស់សាលារបស់យើងគឺខ្ពស់ណាស់។

K. មូលនិធិ៖ LCFF & Title III

- a. លោកស្រី Jackson បានឆ្លងកាត់ LCFF និងចំណងជើង III របស់យើង។ តើវាមានសារៈសំខាន់ប៉ុណ្ណាសម្រាប់ការចូលរួមរបស់មាតាបិតា ដូច្នេះយើងអាចគាំទ្រសិស្សរបស់យើងបានប្រសើរជាងមុន។

L. ក្រុមប្រឹក្សាសាលា

- a. លោកស្រី Jackson បានពន្យល់ពីអ្វីដែលក្រុមប្រឹក្សាសាលារបស់យើងគឺ ហើយថាអ្នកណាម្នាក់ត្រូវបានស្នើសុំក្នុងការចូលរួមកិច្ចប្រជុំទាំងនេះ។ ការប្រជុំទាំងនេះទទួលបាន 5 ដងក្នុងមួយឆ្នាំសិក្សា ហើយជួបគ្នានៅ Stephen Foster ចាប់ពីម៉ោង 3:30-4:30 រសៀល។

M. ការប្រជុំនាពេលអនាគត

- a. កិច្ចប្រជុំបន្ទាប់នឹងធ្វើឡើងនៅថ្ងៃទី 15 ខែវិច្ឆិកា ឆ្នាំ 2024 នៅ Stephen Foster ក្នុងបន្ទប់លេខ 51 វេលាម៉ោង 8:45 ព្រឹក។ យើងនឹងឆ្លងកាត់លក្ខណៈវិនិច្ឆ័យនៃការចាត់ថ្នាក់ឡើងវិញ កម្មវិធី ELD របស់ Stephen Foster ផ្ទាំងគ្រប់គ្រងសាលារៀន CA និងទិន្នន័យ SBAC និងការចូលរួមរបស់មាតាបិតា Stephen Foster ។

V. របាយការណ៍របស់ DELAC៖ មិនទាន់មានកិច្ចប្រជុំរបស់ DELAC ណាមួយនៅឡើយទេដើម្បីវាយការណ៍អំពីឆ្នាំនេះ។

VI. បទបង្ហាញផ្សេងទៀត៖ មិនមានបទបង្ហាញផ្សេងទៀតទេ។

VII. អាជីវកម្មមិនទាន់បញ្ចប់ ឬអាជីវកម្មថ្មី៖ គ្មានអាជីវកម្មថ្មី ឬមិនទាន់បញ្ចប់។

VIII. មតិសាធារណៈ៖ មិនមានមតិបន្ថែមទេ។

VIII. សេចក្តីប្រកាស៖ មិនមានការប្រកាសផ្សេងទៀតទេ។

X. សេចក្តីជូនដំណឹង៖ កិច្ចប្រជុំត្រូវបានពន្យារពេលនៅម៉ោង ៩:២៣នាទីព្រឹក ដោយរំលឹកថា កិច្ចប្រជុំបន្ទាប់នឹងធ្វើឡើងនៅថ្ងៃទី១៥ ខែវិច្ឆិកា វេលាម៉ោង ៨:៤៥នាទីព្រឹក។

នាទីដាក់ជូនដោយ៖ Michelle Mera លេខាធិការបណ្តុះអាសន្ន ELAC
បកប្រែជាភាសាអេស្ប៉ាញ និងខ្មែរដោយ៖ Michelle Mera, President

Meeting Sign-in Sheet

Or dial: (US) +1 201-782-6643 PIN: 138 337 877#)

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Voting Ballot for ELAC Membership

SF Elementary School

Ballot for ELAC Membership 2024-2025

Please vote for at least 5 of ELAC members:

President: Attends SSC meetings, Signs letters/documents (Vote for 1)

- ☒ Michelle Mera
- ☐ Name:

Vice-President: Helps chairperson with any tasks needed. (Vote for 1)

- ☒ Christa Jackson
- ☐ Name:

Secretary: Takes meeting notes, Maintains documents in a secure binder and keeps them for 3 years. (Vote for 1-2)

- ☒ Mario Patron
- ☐ Name:

DELAC Representative: Attends district DELAC to represent our school. (Vote for 1)

- ☒ Paola Daza
- ☐ Name:

Alternate DELAC Representative: Attends district DELAC to represent our school when DELAC representative is unable. (Vote for 1-2)

- ☒ Lorena Pena
- ☐ Name:

Other ELAC Supports (Non-Vote Members)

Mr. Josue Ayala - Counselor (Translator)
Ms. Giorgia Diomedes - SF Principal

24-25 ELAC Officers

Stephen Foster Elementary School

President: Leads meetings, Attends SSC meetings, Signs letters/documents

- Michelle Mera

Vice-President: Helps chairperson with any tasks needed.

- Christa Jackson

Secretary: Takes meeting notes, Maintains documents in a secure binder and keeps them for 3 years.

- Mario Patron

DELAC Representative: Attends district DELAC to represent our school.

- Paola Daza

Alternate DELAC Representative: Attends district DELAC to represent our school when DELAC representative is unable.

- Lorena Pena

Other ELAC Supports (Non-Vote Members)

Mr. Josue Ayala - Counselor (Translator)

Ms. Giorgia Diomedes - SF Principal

24-25 ELAC Member Contact List

Stephen Foster Elementary School

Position/Cargo	Name/Nombre	Email/Correo Electrónico	Phone Number Número de telefono	Student Name and Grade Nombre del estudiante y grado
President -Leads meetings, Attends SSC meetings, Signs letters/documents	Michelle Mera	michellemera@busd.k12.ca.us	562-804-6518 ext. 6460	n/a
Vice-President -Helps chairperson with any tasks needed.	Christa Jackson	ChristaJackson@busd.k12.ca.us	562-804-6518 ext. 6452	n/a
Secretary -Takes meeting notes, Maintains documents in a secure binder and keeps them for 3 years.	Mario Patron	MarioPatron@busd.k12.ca.us		n/a
DELAC Representative -Attends district DELAC to represent our school when DELAC representative is unable.	Paola Daza	Yeliztun@yahoo.it	562-676-1741	Omar Cuellar
Alternate DELAC Representative -Attends district DELAC to represent our school when DELAC representative is unable.	Lorena Pena	loredvd3@gmail.com	562-846-8058	David Quezada
Translator/Support	Josue Ayala	JosueAyala@busd.k12.ca.us	562-804-6518 ext. 6453	n/a
Support	Giorgia Diomedes	giorgiadiomedes@busd.k12.ca.us	562-804-6518 ext. 6491	n/a



Stephen Foster Elementary School

SSC Meeting: Library

October 29, 2024

MEMBERS PRESENT:

Quorum was met Yes X No

• Giorgia Diomedes	Principal	• Daniel Navar	Parent (2024-2026)
• Mario Patron	Classroom Teacher (2023-2025)	• Marissa Ramirez	Parent (2023-2025)
• Laura Boppell	Classroom Teacher (2024-2026)	• Yvonne Reyes	Parent (2023-2025)
• Abraham Sandoval	Classroom Teacher (2024-2026)	• Amy Barker	Parent (2024-2026)
• Marlo Mervosh	School Personnel (2024-2026)		
Guest Name: Christa Jackson, Geraldine Anejo			

Item	Description/Actions	Meeting Summary
Call to Order	Ms. Diomedes	Meeting was called to order at 3:34 p.m.
Approval of Proposed Agenda	Ms. Diomedes	Christa Jackson motioned to approve the agenda, Marlo Mervosh seconded the motion. Motion carried.
Approval of Minutes	Ms. Diomedes	Daniel Navar motioned to approve last meeting's minutes. Christa Jackson seconded the motion. Motion carried.
Opportunity For Public Comment	SSC members / Public Attendees	Reviewed our dashboard data. Daniel Navar asked if tardies are included in Chronic Absenteeism We discussed there will be an increase in discipline data for various reasons year over year.
Committee Reports	Ms. Diomedes	SPSA review Writing Goal, Socio-emotional Goal, and Parent Engagement Goals were discussed. Budget was reviewed. ELP opportunities were also discussed. Teacher credential program was discussed as an option for Prop 28 funds. Parents are interested in music for students. Coding is an interest school wide.

Item	Description/Actions	Meeting Summary
Unfinished Business	Ms. Diomedes	Revisit President of Council. Christa Jackson motioned for Marlo Mervosh to be president. Christa Jackson seconded, motion carried. Giorgia Diomedes motioned for Christa Jackson to be Secretary. Marrisa Ramirez seconded, motion carried.
New Business • Training • Officers • Calendar • Questions	Ms. Diomedes	Lunch Bunch with the Principal Presentations and Videos in Shared Google Folder
Next meeting 12/17/24 3:30PM	Christa Jackson	
Adjournment	Ms. Diomedes	Meeting Adjourned at 4:30 pm



Stephen Foster Elementary

2024-2025



School Site Council Stephen Foster Elementary School

Giorgia Diomedes, School Principal	
Laura Boppell, Classroom Teacher	
Mario Patron, Classroom Teacher	
Abraham Sandoval, Classroom Teacher	
Marlo Mervosh, Other School Staff	
Yvonne Reyes, Parent	
Marissa Ramirez, Parent	
Amy Barker, Parent	
Heather Estes, Parent	
Geraldine Alejo	
Daniel Navar	
Other Non-voting Member	
Christa Jackson, Assistant Principal	



Stephen Foster Elementary

2024-2025



School Site Council Agenda

October 29, 2024

3:30 - 4:30

Welcome and Introductions	
Call to Order	Quorum Notes Sign-in Sheet
Offices	Officers: Revisit President of the Council
Training	Presentations and Videos in the Shared Google Folder
Calendar	Review Meeting Dates Time of Meetings
Committee Reports	SPSA review 24-25
Questions	
Adjournment	4:30pm



By Signing this document you agree and approve to the School Plan for student Achievement

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