School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mark Keppel School	19648736021455	October 12, 2023	December 12, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

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

The SPSA is developed through data analysis to address improvements in targeted areas of need.
The SPSA includes Goals, actionable steps, and allocation of resources.
The Keppel SPSA is aligned to the following LCAP goals and identifies action steps to address ATSI targeted areas for improvement.
Goal 1: Academics- High Quality Instruction in ELA/ELD and Math
Goal 2: College and Career Readiness
Goal 3: Create a Positive School Climate and Environment Conducive to Learning
Goal 4: Parent Involvement: Increase Opportunities for Parents in Meaningful High Impact Activities that Support Teaching and Learning.

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Educational Partner Involvement

How, when, and with whom did the 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

February 9, 2023 - SSC
Mr. Naruko explained that the SPSA is aligned to the district's LCAP plan. He asked for input regarding the following 4 areas:
1. Support High Quality Teaching and Learning with State Standards:
Jessica Sanchez, SSC member stated that there is a need to improve the after-school STAR program so that they are not just babysitting. She stated that there is a great opportunity to help students achieve through tutoring and providing opportunities that are engaging.
Angelica Sanchez, SSC member also shared that students need to find reasons to want to attend school.

2. Develop a College and Career Culture:
Nichole McKinney, SSC member stated that there is a need to promote colleges by having college recruitors visit elementary schools to showcase their school.
Jessica Sanchez, SSC member agreed and also stated that career days would motivate students.
Mr. Naruko discussed the need for parents to understand A-G requirements so that thewy can support their meet the admission requirments to UC or Cal State schools.

3. Create Positive School Climate and Environment Conducive to Learning:
Mr. Naruko shared that all PUSD elementary schools have full-time counselors and social workers to support behavior and social-emotional needs.
Nichole McKinney, SSC member stated that Keppel has a Community Closet that contains clothing to support students that have basic needs.

4. Develop Parent and Community Partnerships (Parent Involvement)
Stacy Garcia, SSS member stated that the school should host “Donuts with Dads” and “Muffin with Moms” events to get parents involved.
Jessica Sanchez, SSC member asked about the “Daughters and Dads” Dance.

September 28, 2023 - SSC
Mr. Naruko explained the role of the School Site Council (SSC) including the development, monitoring, and evaluation of the School Plan (SPSA). He explained that the council is made up of 5 parents/community members and 5 staff members. Collectively, the SSC serves as an important part of building effective schools. He explained that the plan includes the identification of site needs, development of site goals, analysis of progress, and allocation of resources including 2023-2024 Title 1 funding.
The meeting adjourned at 8:30 am

October 2, 2023 - Leadership Team Meeting
The leadership team discussed and identified elements that supported a college-going culture and address the site's AVID Goal.
It was proposed to reinstate Monday Morning Assemblies as a means to promote inclusion of all students and staff. The assemblies will begin October 16, 2023

October 5, 2023 - SSC

Mr.Naruko shared 2022-23 school data including SBAC, i-Ready, attendance, and LCAP/Title I Parent Surveys. He stated that the data has been difficult to use as a monitoring tool over the past three years due to testing conditions and changes in the test. (Online versus in-person and changes in the 2021-22 assessment). He stated that the results from the 2022-23 school year will set the benchmark to measure growth in the current school year. He also indicated the discrepancy between non-English learners and English learners in ELA and Math.
He stated that i-Ready is the current district initiative to monitor student progress. It is aligned to the California State Standards and will be administered three times per year. He presented the 2022-23 i-Ready diagnostic data which indicated growth during the 2022-23 school year in both ELA and mathematics.

Mr. Naruko presented the 2022-23 SPSA Evaluation Page.
The council reviewed and discussed each item under Goal 1 – High Quality Instruction
The first item addressed was coach support.
Input: Teachers, Christina Soto and Gilbert Munoz explained that both coaches provide professional development, co-teaching, and ELD support. They shared that both coaches are an important component of teacher support and development through coaching cycles, modeling, and collaboration.
Mr. Naruko shared that both coaches provided ELD instruction during the 2022-23 school year and which resulted in the reclassification of 42 students.
The council was in agreement to continue all Action Steps for Goal 1.

The council reviewed the Action Steps and results for Goal 2 - College and Career Readiness
Parent Input: Daisy Gonzalez stated the Parent Square was helpful in communicating information.
Mr. Naruko shared that Keppel is working on providing students with hands-on learning experiences that allow students to solve real-world problems.

The council reviewed and discussed the Action Steps and results for Goal 3 - Create a Positive School Climate and Environment Conducive to Learning.
Mr. Naruko shared that he will continue with Safe and Civil assemblies three times per year.
He also stated that Play Works will continue to be a means to teach students how to play recess games and resolve conflicts.
The council was in agreement to continue all Action Steps for Goal 2.

The council reviewed and discussed the Action Steps and results for Goal 4: Parent Involvement: Increase Opportunities for Parents in Meaningful High Impact Activities that Support Teaching and Learning.
Mr. Naruko shared the data from the 2022-23 LCAP/Title I Survey. All areas were rated as Above Average.
Mr. Naruko stated that in 2022-23, Keppel had 5 parent meetings. He stated the goal was 9. The council agreed that monthly meetings and calendars should be continued.
Parent Input: The council agreed that parent meetings are key to informing parents of opportunities to participate in schools.

The meeting was adjourned at 8:30 am.

October 5, 2023 - ELAC
Mr. Naruko explained the role of the English Learner Advisory Committee. He also reviewed the ELAC Bylaws. He stated that ELAC provides input to SSC regarding support to English learners.
Mr. Naruko stated that ELD instruction was a key component of daily learning for Els as it focused on listening, speaking, reading and writing. He shared that ELD instruction is based on El levels

derived from the ELPAC assessment. Additionally, Mr. Naruko shared the discrepancy between ELs and non ELs on the SBAC assessment.
Question: Angelica Sanchez asked what the discrepancy is on the i-Ready assessment. Mr. Naruko responded that he will look into it.
Input: Angelica Sanchez stated that her family speaks both languages at home to support both school and culture.
Input: Rosa Diaz shared that she is active at all the schools that her kids attend.
The ELAC members were pleased with the reclassification results and would like to continue with ELD instruction to target specific El levels.
The meeting adjourned at 9:40 am

October 12, 2023 - SSC
SPSA Draft was reviewed including all goals and strategies.
Goal 1 - Academics – High Quality Instruction in ELA/ELD and Mathematics
Christina Soto - Motioned to approve Goal 1 and all Action Steps
Alberto Medrano - 2nd to approve.
Motioned carried - Goal 1 approved.

Goal 2 - College and Career Readiness
Angelica Sanchez - Motion to approve goal 2
Stacy Garcia - motion 2nd
Motion carried - Goal 2 approved

Goal 3 - Create a Positive School Climate and Environment Conducive to Learning
Angelica Sanchez - Motion to approve goal 3
Amie Grommet - motion 2nd
Motioned carried - Goal 3 approved.

Goal 4 - Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.
Daisy Gonzalez - Motion to approve Goal 4
Angelica Sanchez - motion 2nd
Motioned carried - Goal 4 approved.

Daisy Gonzalez - Motioned to approve the 2023-24 SPSA.
Angelica Sanchez - 2nd

Plan was approved and accepted by the 2023-24 Keppel School Site Council on October 12, 2023

October 12, 2023 - ELAC
Mr. Naruko restated the role of ELAC as an advisory committee to support English learners. He reviewed the ELPAC assessment as a tool to measure progress. He stated that the goal is to help students develop their English skills so that they could be successful in core instruction. He also stated that students who are not reclassified before middle school will need to take ELD instead of an elective.
Parent Question: Rosa Diaz asked if students could reclassify in middle school. Mr. stated that students can reclassify at all levels.
Mr. Naruko reviewed all SPSA Goals and Action Steps as they pertained to English Learners.
He stated that Goal 1 includes Actions to support Instructional Coaches who support ELD instruction, co-teaching, and collaboration.
Mr. Naruko asked if the committee had any questions or input in the development of the SPSA.

The ELAC committee stated that everything was clearly indicated in the SPSA.
Alberto Medrano motioned to approve finalizing all input in the development of the SPSA.
Angelica Sanchez seconded the motion.
The motion was carried. The ELAC committee approved all input provided in the development of the SPSA on October 12, 2023

Resource Inequities

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

Resource inequities at Keppel Elementary include available funding to support daily intervention/enrichment programs, availability of interventions across all grade levels to support student achievement, and availability of staff to support after-school tutorials. Additionally, poor attendance due to Covid-related absenteeism has negatively impacted student achievement, social development, and behaviors. Additionally, attendance monitoring has been a challenge as the numbers become unmanageable making SART meetings difficult to schedule. As a result ATSI-identified subgroups have been impacted

Paramount Unified School District
SPSA Evaluation Template

Template and Instructions

For all SPSA actions, complete Table 1 below.

1. Text of Strategy/Activity - (This will be automatically pulled from your 2022-2023 SPSA in DTS)
2. Implementation:
    1. Choose from one of these
        1. Not Implemented
        2. Partially Implemented
        3. Fully Implemented
3. Effectiveness
    1. Choose from one of these
        1. Not Effective
        2. Somewhat Effective
        3. Very Effective
4. Data to support Effectiveness Claim
    1. What data (qualitative or quantitative) supports your effectiveness claim
    2. If actual data is not yet available, enter the data you plan to use
5. Continue Action?
    1. Choose Yes or No
6. 23-24 SPSA Location - Don't complete until writing the 2023-2024 SPSA
    1. Goal
    2. S/A #

Table 1
Review of 2022-2023 Strategies/Activities

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	1	Provide ELA Instructional Coach to support learning through ELA/ELD professional development, co-planning, co-teaching, ELD direct instruction, demonstration lessons, and MTSS Team and Intervention support.	Fully Implemented	Very Effective	Improved Instruction and learning Supports for English learners as indicated in the reclassification results.	Yes	pg. 37
1	2	Provide Math Instructional Coach to support learning through math professional development, co-planning, co-teaching, ELD direct instruction, demonstration lessons, and MTSS Team and Intervention support	Fully Implemented	Very Effective	Improved Instruction and learning Supports for English learners as indicated in the reclassification results.	Yes	pg. 37
1	3	Provide Library Tech to support instruction in literacy including web-based language arts programs, and resources.	Fully Implemented	Very Effective	Students had access to both non-fiction and fictional books including resource materials. (Alignment to Common Core shift of 50/50 ratio to support expository text.	Yes	pg. 38

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
1	4	Purchase computers/printer/hardware/software to support technology-based instruction in ELA/ELD and Mathematics	Fully Implemented	Very Effective	100% of teachers and students have up to date hardware and software to support Common Core-aligned instruction and learning.	Yes	pg. 38
1	5	Provide supplemental web-based programs to support ELA/ELD and Mathematics	Fully Implemented	Very Effective	Teachers have access to online resources to support foundational reading skills and organizational instructional tools including Pear Deck Students have access to i-Ready.	Yes	pg. 39
1	6	Provide fieldtrips and/or assemblies including web-based activities to support grade-level curriculum, attendance, and building a Positive School Climate and Environment Conducive to Learning	Fully Implemented	Somewhat Effective	AVID -trained teachers at all grade levels Safe and Civil Assemblies for all grade levels resulted in low suspension rate. Attendance was a challenge as Covid-protocols were in place during 2022-23 ELOP Funds allowed for 12 teachers to participate in after-school enrichment programs. All grades attended fieldtrips.	Yes	pg. 39
1	7	Provide extra hours to support interventions and enrichment programs for all students including Els	Fully Implemented	Very Effective	ELOP Funds allowed for 12 teachers to participate in after-school enrichment programs. All grades attended fieldtrips.	Yes	pg. 40
1	8	Provide supplemental materials, equipment, books, and resources to improve achievement and attendance as well as promote a College a Career Culture (Goal 1 and 2)	Fully Implemented	Very Effective	All classrooms have sufficient materials and supplies to support supplemental programs and interventions.	Yes	pg. 40
1	9	Provide teacher collaboration, planning	Fully Implemented	Very Effective	Teachers are provided with built-	Yes	pg. 41

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
		time, and professional development and resources to improve instruction and learning for all students including English learners.			in collaboration time 2 times per month. They are also able to collaborate after school hours for planning, coaching, and AVID work.		
1	10						
1	11						
1	12						
1	13						
1	14						
1	15						
1	16						
1	17						
1	18						
1	19						
1	20						
2	1	Provide monthly Partners in Education meeting (PIE) to address school-wide needs including technology, academic support and attendance.	Partially Implemented	Somewhat Effective	Help 5 out of 9 parent meetings.	Yes	pg. 44
2	2	Provide monthly calendar of events and parent meetings via hard copy flyers, emails, and through the Keppel website.	Fully Implemented	Somewhat Effective	Monthly calendars sent home. Use of Parent Square to communicate with families.	Yes	pg. 44
2	3						
2	4						
2	5						
2	6						
2	7						
2	8						
2	9						
2	10						
2	11						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
2	12						
2	13						
2	14						
2	15						
2	16						
2	17						
2	18						
2	19						
2	20						
3	1	Provide events/assemblies including web-based activities to promote attendance and to building a Positive School Climate and Environment Conducive to Learning	Partially Implemented	Somewhat Effective	Due to health and safety, large groupings including assemblies were held minimally.	Yes	pg. 45
3	2	Implement Playworks Coaching program to promote student and adult leadership, teach sportsmanship while learning new games and activities during recess and lunch.	Fully Implemented	Very Effective	Play Works implementation fully implemented. Data includes schedules, observation of Safe and Civil Common Area Guidelines.	Yes	pg. 48
3	3	Provide awards and incentives to increase attendance, achievement, and behavior.	Partially Implemented	Somewhat Effective	Trimester Awards assemblies completed for all grades.	Yes	pg. 48
3	4	Purchase supplies, materials and P.E. equipment to support a Safe and Civil environment.	Fully Implemented	Very Effective	P.E. equipment is plentiful at Keppel. Games and equipment are provided for all recess and lunches.	Yes	pg. 49
3	5						
3	6						
3	7						
3	8						
3	9						
3	10						
3	11						
3	12						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
3	13						
3	14						
3	15						
3	16						
3	17						
3	18						
3	19						
3	20						
4	1	Provide monthly Partners in Education meeting (PIE) to address school-wide needs including technology, academic support and attendance.	Partially Implemented	Somewhat Effective	Help 5 out of 9 parent meetings.	Yes	pg. 51
4	2	Provide events/assemblies including web-based activities to promote attendance and to building a Positive School Climate and Environment Conducive to Learning	Partially Implemented	Somewhat Effective	Due to health and safety, large groupings including assemblies were held minimally.	Yes	pg. 52
4	3						
4	4						
4	5						
4	6						
4	7						
4	8						
4	9						
4	10						
4	11						
4	12						
4	13						
4	14						
4	15						
4	16						
4	17						
4	18						

2022-23 Goal	2022-23 S/A #	Strategy/Activity in 2022-2023 SPSA	Implementation	Effectiveness	Data to support effectiveness claim	Continue in 23-24	23-24 SPSA Location
4	19						
4	20						

Based upon this review in Table 1, use Table 2 to answer the prompt:

Briefly describe the overall implementation and overall effectiveness of the strategies/activities in each Goal.

This text will be entered into the “Annual Review” section of your SPSA. Begin the narrative now, and revise as additional data is available. Table 1 will supplement the narrative, so a brief summary is sufficient.

Table 2
Overall Narrative

2022-23 Goal	Description
1	The overall implementation of Goal 1 ranged from very effective to somewhat effective. ELD instruction was done consistently as a result of well-planned lessons and coach support.
2	The overall implementation of Goal 2 ranged from very effective to somewhat effective. Parent involvement was limited with few attendees coming to parent meetings. Implementation of AVID showed slow but continuous progress towards training teachers across of all grade levels.
3	Areas that showed effective implementation included Play Works to support Safe and Civil practices. Chronic absenteeism decreased by 14%. However, it continues to be a challenge.
4	As mentioned in Goal 2, parent involvement was limited due to low attendance.

Based upon this review, and the actual implementation of your SPSA, use Table 3 to answer this prompt

Briefly describe any major differences in what was planned and what occurred in 2022-2023.

Address actions that were planned but didn’t occur, actions that were significantly different than planned, or significant differences between the original budget and actual expenditures, and the impact of the differences on students.

Enter as much information as you can now, and revise as additional information is available. This text will be entered into the “Annual Review” section of your SPSA.

Table 3
Major Differences Between Plan and Execution of the 2022-2023 SPSA

2022-23 Goal	Major differences
1	Coach support continues to indicate improvements in classroom instruction through coaching cycles. The 2022-23 metrics are new as state assessments have been revised. 2023-24 data will show a stronger indication of Goal 1 Action Steps.
2	Goal 2 indicated an action step to include 9 parent meetings. Only 5 parent meetings were completed.
3	Goal 3 indicated actions to support attendance through school-wide assemblies. Through the use of ELOP programs, student engagement improved. However, overall attendance continued to suffer.
4	Goal 4 indicated an action step to include 9 parent meetings. Only 5 parent meetings were completed.

Which actions will be changed (modified, combined, expanded, etc.) in the 2023-2024 SPSA? Describe these changes in Table 4.

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 4
Recommended Modifications Between 2022-2023 and 2023-2024

2022-23 Goal	2022-23 S/A #	Text in 2022-2023 SPSA	Text for 2023-2024 SPSA	23-24 SPSA Location

4		Provide events/assemblies including web-based activities to promote attendance, and to build a positive school climate and environment conducive to learning.	Provide events/assemblies including web-based activities to promote attendance, and to build a positive school climate and environment conducive to learning.(SSC input indicated that the 2022-23 goal was appropriate but would like to increase school-wide family events to support learning and parent involvement)	pg. 39

What new actions, if any, will be added to the 2023-2024 SPSA? Describe these in Table 5

Do not enter a 2023-2024 Location until you have completed or nearly completed your 2023-2024 SPSA

Table 5
Recommended New Actions in 2023-2024

Goal	Strategy/Activity Text	Data that will be used to evaluate the impact	23-24 SPSA Location
2 -3	Implement weekly AVID assembly to promote a college and career-going environment.	Participation and number of events	pgs. 44- 45
2 - 4	Include attendance concerns during MTSS team meetings and develop Attendance Site Plan and Procedures to support ATSI subgroups.	School-wide attendance including ATSI Attendance Data	pg. 45
3 -3	Provide equipment, materials, supplies, awards, and incentives to increase attendance and behavior. (including ATSI-identified subgroups)	School-wide attendance including ATSI Attendance Data	pg. 48

Based upon the prior two tables, use Table 6 to describe, in narrative form the following prompt for each goal:

Describe any major changes between 2022-2023 and 2023-2024 that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis.

This text will be entered into the “Annual Review” section of your SPSA. You may begin entering text now, but should focus on other aspects of the SPSA first and come back to this prompt when the SPSA is nearly complete. Table 4 and Table 5 will supplement the narrative, so you do not need to repeat all details from those tables.

Table 6
Narrative of Changes to 2023-2024 SPSA

2023-24 Goal	Major differences
1	Metrics will remain the same as 2022-23 data set baseline data.
2	Inclusion of weekly AVID assemblies to support College and Career environment.
3	Metric for attendance goal will increase from 5% to 10% reduction of chronic absenteeism. Inclusion of ATSI subgroup will be included in data analysis.
4	Goal and metrics will remain the same.

CE Program Instrument

CE 18: School Site Evaluation of Program Effectiveness

18.0 A school operating a program that requires a SPSA shall carry out the following requirements:
(20 U.S.C. Section 6314[b][3]; 34 CFR Section 200.26[c]; EC sections 64001[i], 64001[g][2][B], 64001[h])
(a) Annually evaluate the implementation of, and results achieved by, the program, using data from the state’s annual assessments and other indicators of academic achievement. (34 CFR Section 200.26[c][1])
(b) Determine whether the 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. (34 CFR Section 200.26[c][2])

(c) Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the program.
(34 CFR Section 200.26[c][3])

CDE SPSA Instructions
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 of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Briefly describe any major differences between either/or the intended implementation or 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.25%		0	1
African American	4.9%	4.68%	4.07%	22	20	16
Asian	0.2%	0.47%	0.25%	1	2	1
Filipino	0.5%	0.23%	0.25%	2	1	1
Hispanic/Latino	93.3%	93.21%	94.66%	416	398	372
Pacific Islander	%	0.23%	0.51%		1	2
White	0.5%	0.23%	0%	2	1	0
Multiple/No Response	0.7%	0.94%	0%	3	4	0
			Total Enrollment	446	427	393

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	65	64
Grade 1	67	56	67
Grade 2	65	60	68
Grade3	70	62	63
Grade 4	89	101	63
Grade 5	92	83	68
Total Enrollment	446	427	393

Conclusions based on this data:

1. Declining enrollment in grades 4 and 5. Overall decrease in enrollment from 427 (2021-22) to 393 (2022-23)

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	155	161	165	34.8%	37.7%	42.0%
Fluent English Proficient (FEP)	97	84	59	21.7%	19.7%	15.0%
Reclassified Fluent English Proficient (RFEP)	16	7	42	10.3%		

Conclusions based on this data:

1. The number of English learners has increased from 161(2021-22) to 165 (2022-23)
2. The percentage of English learners has increased by 4.3% from 2021-22 to 2022-23
3. Increase of reclassified students from 2021-22 (7 students) to 202-23 (42 students)

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	61	65	68	59	65	68	59	65	100.0	96.7	100.0
Grade 4	88	94	63	87	91	63	87	91	63	98.9	96.8	100.0
Grade 5	92	119	69	91	115	67	91	115	67	98.9	96.6	97.1
All Grades	248	274	197	246	265	195	246	265	195	99.2	96.7	99.0

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2351.	2403.	2408.	8.82	15.25	16.92	11.76	23.73	24.62	26.47	23.73	26.15	52.94	37.29	32.31
Grade 4	2410.	2436.	2448.	4.60	10.99	20.63	17.24	21.98	23.81	24.14	26.37	15.87	54.02	40.66	39.68
Grade 5	2454.	2458.	2457.	7.69	7.83	8.96	27.47	22.61	23.88	17.58	27.83	20.90	47.25	41.74	46.27
All Grades	N/A	N/A	N/A	6.91	10.57	15.38	19.51	22.64	24.10	22.36	26.42	21.03	51.22	40.38	39.49

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.35	11.86	12.31	41.18	67.80	66.15	51.47	20.34	21.54
Grade 4	5.75	7.69	9.52	63.22	69.23	68.25	31.03	23.08	22.22
Grade 5	6.59	6.09	2.99	68.13	66.96	65.67	25.27	26.96	31.34
All Grades	6.50	7.92	8.21	58.94	67.92	66.67	34.55	24.15	25.13

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.94	11.86	10.77	44.12	50.85	61.54	52.94	37.29	27.69
Grade 4	3.45	10.99	11.11	54.02	54.95	61.90	42.53	34.07	26.98
Grade 5	10.99	13.04	10.45	50.55	49.57	55.22	38.46	37.39	34.33
All Grades	6.10	12.08	10.77	50.00	51.70	59.49	43.90	36.23	29.74

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.41	5.08	7.69	82.35	76.27	80.00	13.24	18.64	12.31
Grade 4	4.60	7.69	11.11	77.01	78.02	69.84	18.39	14.29	19.05
Grade 5	7.69	7.83	10.45	65.93	69.57	64.18	26.37	22.61	25.37
All Grades	5.69	7.17	9.74	74.39	73.96	71.28	19.92	18.87	18.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.41	13.56	10.77	63.24	62.71	63.08	32.35	23.73	26.15
Grade 4	5.75	6.59	12.70	75.86	78.02	61.90	18.39	15.38	25.40
Grade 5	5.49	7.83	8.96	68.13	64.35	65.67	26.37	27.83	25.37
All Grades	5.28	8.68	10.77	69.51	68.68	63.59	25.20	22.64	25.64

Conclusions based on this data:

1. Increase of students in grades 3-5 who met standard in ELA.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	61	65	68	61	65	68	61	65	100.0	100.0	100.0
Grade 4	88	94	63	88	91	63	88	91	63	100.0	96.8	100.0
Grade 5	92	119	69	91	116	69	91	116	69	98.9	97.5	100.0
All Grades	248	274	197	247	268	197	247	268	197	99.6	97.8	100.0

* 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2350.	2385.	2402.	2.94	6.56	9.23	11.76	21.31	24.62	14.71	27.87	30.77	70.59	44.26	35.38
Grade 4	2402.	2421.	2450.	0.00	4.40	6.35	6.82	18.68	26.98	38.64	32.97	38.10	54.55	43.96	28.57
Grade 5	2431.	2416.	2437.	1.10	0.00	7.25	8.79	6.03	14.49	29.67	27.59	21.74	60.44	66.38	56.52
All Grades	N/A	N/A	N/A	1.21	2.99	7.61	8.91	13.81	21.83	28.74	29.48	29.95	61.13	53.73	40.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	1.47	9.84	9.23	42.65	44.26	46.15	55.88	45.90	44.62
Grade 4	0.00	6.59	9.52	31.82	43.96	53.97	68.18	49.45	36.51
Grade 5	0.00	0.00	7.25	36.26	37.07	40.58	63.74	62.93	52.17
All Grades	0.40	4.48	8.63	36.44	41.04	46.70	63.16	54.48	44.67

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	4.41	11.48	16.92	33.82	44.26	44.62	61.76	44.26	38.46
Grade 4	3.41	5.49	12.70	46.59	48.35	63.49	50.00	46.15	23.81
Grade 5	3.30	0.86	7.25	46.15	43.10	47.83	50.55	56.03	44.93
All Grades	3.64	4.85	12.18	42.91	45.15	51.78	53.44	50.00	36.04

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	5.88	8.20	9.23	51.47	62.30	72.31	42.65	29.51	18.46
Grade 4	3.41	4.40	7.94	59.09	57.14	66.67	37.50	38.46	25.40
Grade 5	6.59	3.45	2.90	62.64	47.41	50.72	30.77	49.14	46.38
All Grades	5.26	4.85	6.60	58.30	54.10	62.94	36.44	41.04	30.46

Conclusions based on this data:

1. 2022-23 data indicates grade 3 has the greatest percentage of students who exceed the standard.
2. 2022-23 data indicated grade 5 has the greatest percentage of students who are meeting the standard.

School and Student Performance Data

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1432.6	1424.6	1421.1	1441.0	1440.3	1422.2	1413.1	1388.1	1418.7	26	36	21
1	1410.5	1432.3	1466.9	1431.0	1447.1	1476.6	1389.7	1416.9	1456.7	26	25	33
2	1470.1	1483.3	1472.6	1459.7	1498.8	1474.5	1480.2	1467.2	1470.2	22	22	32
3	1482.7	1476.0	1515.1	1490.4	1471.6	1536.5	1474.5	1479.9	1493.4	23	22	21
4	1502.8	1503.5	1520.0	1500.5	1506.5	1527.8	1504.6	1500.1	1511.7	29	32	23
5	1504.6	1519.7	1528.2	1503.9	1513.5	1544.6	1504.8	1525.6	1511.6	19	39	22
All Grades										145	176	152

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	8.33	23.81	30.77	52.78	9.52	42.31	27.78	33.33	11.54	11.11	33.33	26	36	21
1	0.00	8.00	3.03	19.23	32.00	66.67	30.77	40.00	30.30	50.00	20.00	0.00	26	25	33
2	4.55	22.73	6.25	50.00	36.36	53.13	36.36	31.82	28.13	9.09	9.09	12.50	22	22	32
3	8.70	0.00	28.57	34.78	40.91	38.10	34.78	31.82	28.57	21.74	27.27	4.76	23	22	21
4	6.90	12.50	26.09	51.72	43.75	39.13	24.14	28.13	21.74	17.24	15.63	13.04	29	32	23
5	10.53	12.82	45.45	36.84	43.59	22.73	31.58	33.33	22.73	21.05	10.26	9.09	19	39	22
All Grades	7.59	10.80	19.74	37.24	42.61	41.45	33.10	31.82	27.63	22.07	14.77	11.18	145	176	152

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	13.89	28.57	42.31	47.22	14.29	30.77	27.78	23.81	11.54	11.11	33.33	26	36	21
1	3.85	20.00	27.27	38.46	36.00	48.48	23.08	36.00	24.24	34.62	8.00	0.00	26	25	33
2	13.64	36.36	18.75	27.27	36.36	53.13	54.55	22.73	18.75	4.55	4.55	9.38	22	22	32
3	26.09	9.09	66.67	52.17	54.55	23.81	13.04	18.18	9.52	8.70	18.18	0.00	23	22	21
4	37.93	37.50	60.87	37.93	43.75	26.09	13.79	9.38	8.70	10.34	9.38	4.35	29	32	23
5	21.05	25.64	68.18	47.37	51.28	18.18	15.79	10.26	4.55	15.79	12.82	9.09	19	39	22
All Grades	20.00	23.86	42.11	40.69	45.45	33.55	24.83	19.89	15.79	14.48	10.80	8.55	145	176	152

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	0.00	19.05	15.38	30.56	4.76	50.00	55.56	52.38	19.23	13.89	23.81	26	36	21
1	0.00	4.00	3.03	19.23	20.00	45.45	26.92	36.00	42.42	53.85	40.00	9.09	26	25	33
2	0.00	9.09	6.25	63.64	27.27	34.38	18.18	27.27	37.50	18.18	36.36	21.88	22	22	32
3	4.35	0.00	9.52	17.39	31.82	19.05	47.83	31.82	57.14	30.43	36.36	14.29	23	22	21
4	3.45	6.25	8.70	27.59	25.00	39.13	34.48	34.38	21.74	34.48	34.38	30.43	29	32	23
5	5.26	2.56	9.09	15.79	23.08	18.18	36.84	56.41	50.00	42.11	17.95	22.73	19	39	22
All Grades	4.83	3.41	8.55	26.21	26.14	28.95	35.86	42.61	42.76	33.10	27.84	19.74	145	176	152

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	22.22	28.57	84.62	72.22	38.10	7.69	5.56	33.33	26	36	21
1	11.54	24.00	42.42	53.85	68.00	57.58	34.62	8.00	0.00	26	25	33
2	9.09	31.82	18.75	68.18	63.64	71.88	22.73	4.55	9.38	22	22	32
3	21.74	27.27	19.05	52.17	54.55	76.19	26.09	18.18	4.76	23	22	21
4	27.59	53.13	39.13	51.72	34.38	52.17	20.69	12.50	8.70	29	32	23
5	26.32	10.26	40.91	63.16	76.92	50.00	10.53	12.82	9.09	19	39	22
All Grades	17.24	27.27	31.58	62.07	62.50	58.55	20.69	10.23	9.87	145	176	152

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	16.67	33.33	73.08	61.11	33.33	15.38	22.22	33.33	26	36	21
1	0.00	8.00	27.27	73.08	72.00	66.67	26.92	20.00	6.06	26	25	33
2	18.18	59.09	40.63	77.27	31.82	46.88	4.55	9.09	12.50	22	22	32
3	69.57	31.82	66.67	17.39	50.00	33.33	13.04	18.18	0.00	23	22	21
4	58.62	31.25	69.57	31.03	56.25	21.74	10.34	12.50	8.70	29	32	23
5	31.58	53.85	72.73	57.89	35.90	18.18	10.53	10.26	9.09	19	39	22
All Grades	31.72	33.52	49.34	54.48	51.14	39.47	13.79	15.34	11.18	145	176	152

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.54	0.00	19.05	69.23	86.11	52.38	19.23	13.89	28.57	26	36	21
1	3.85	8.00	21.21	30.77	44.00	48.48	65.38	48.00	30.30	26	25	33
2	0.00	13.64	6.25	86.36	50.00	62.50	13.64	36.36	31.25	22	22	32
3	4.35	0.00	4.76	52.17	45.45	47.62	43.48	54.55	47.62	23	22	21
4	0.00	6.25	13.04	55.17	46.88	47.83	44.83	46.88	39.13	29	32	23
5	0.00	5.13	13.64	52.63	74.36	50.00	47.37	20.51	36.36	19	39	22
All Grades	3.45	5.11	13.16	57.24	60.80	51.97	39.31	34.09	34.87	145	176	152

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	26.92	25.00	23.81	38.46	52.78	38.10	34.62	22.22	38.10	26	36	21
1	0.00	4.00	0.00	42.31	72.00	96.97	57.69	24.00	3.03	26	25	33
2	18.18	18.18	18.75	59.09	63.64	59.38	22.73	18.18	21.88	22	22	32
3	8.70	4.55	42.86	65.22	81.82	47.62	26.09	13.64	9.52	23	22	21
4	13.79	18.75	30.43	68.97	65.63	56.52	17.24	15.63	13.04	29	32	23
5	10.53	20.51	31.82	73.68	71.79	59.09	15.79	7.69	9.09	19	39	22
All Grades	13.10	16.48	22.37	57.24	67.05	62.50	29.66	16.48	15.13	145	176	152

Conclusions based on this data:

1. Data indicates an increase in percentage of students in level 4 from 2020-21 to 2021-22 (+ 3.21)
2. Data indicates an increase in percentage of students in level 3 from 2020-21 to 2021-22 (+ 5.37)
3. Data indicates a decrease in percentage of students at level 1 and 2 from 2020-21 to 2021-22

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
427	96.5	37.7	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mark Keppel 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	161	37.7
Foster Youth		
Homeless	4	0.9
Socioeconomically Disadvantaged	412	96.5
Students with Disabilities	21	4.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	20	4.7
American Indian		
Asian	2	0.5
Filipino	1	0.2
Hispanic	398	93.2
Two or More Races	4	0.9
Pacific Islander	1	0.2
White	1	0.2

Conclusions based on this data:

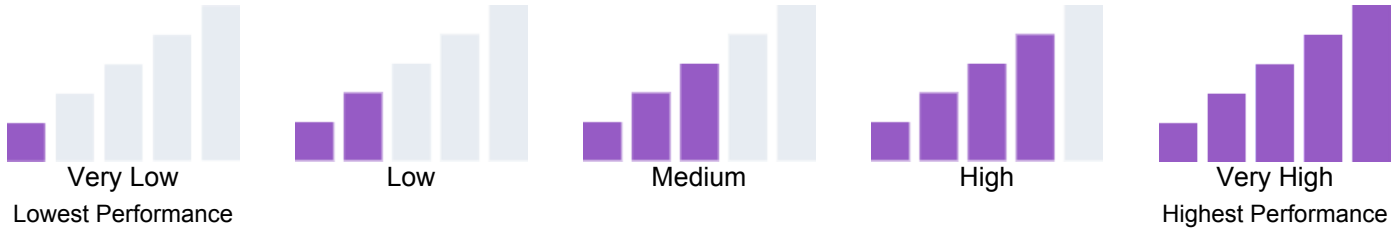
1. Data indicates that 38% of our student population are English learners (n=161) during 2021-22 school year
2. Data indicates that 96.5% of our student population are Socioeconomically Disadvantaged during 2019-20 school year.
3. Data indicates that 5% of students are identified as having a disability..

School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Low	**Chronic Absenteeism** Very High	**Suspension Rate** Very Low
Mathematics Low		
English Learner Progress Medium		

Conclusions based on this data:

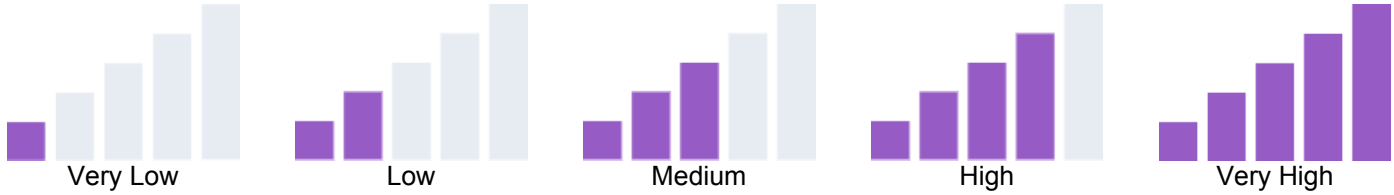
1. Chronic Absenteeism continues to be a concern.
2. Suspension rates are very low.
3. English learner progress in medium.

School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Low	
32.0 points below standard	30.4 points below standard	
210 Students	121 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	No Performance Level
6 Students	32.4 points below standard	126.3 points below standard
	209 Students	26 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students		No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 34.2 points below standard 194 Students	No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 1 Student

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
77.0 points below standard 63 Students	20.2 points above standard 58 Students	39.0 points below standard 80 Students

Conclusions based on this data:

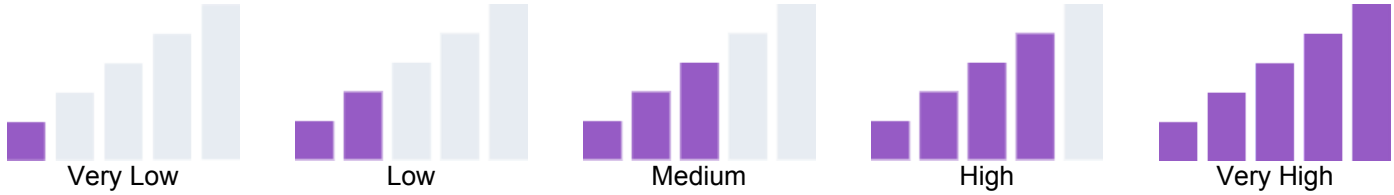
1. Data indicates that Hispanic subgroup are 34 points below the standard on SBAC. (194 students)
2. Data indicates that Socially Economically Disadvantaged student subgroup are 32 points below the standard on SBAC. (209 students)
3. Data indicates that current English learners are 77 points below the standard on SBAC. (63 students)

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low 72.2 points below standard 209 Students	Low 77.4 points below standard 121 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level 5 Students	Low 72.5 points below standard 208 Students	No Performance Level 131.1 points below standard 26 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 10 Students		No Performance Level 1 Student	No Performance Level 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Low 73.5 points below standard 193 Students	No Performance Level 2 Students	No Performance Level 1 Student	No Performance Level 1 Student

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
115.8 points below standard 63 Students	35.7 points below standard 58 Students	70.1 points below standard 79 Students

Conclusions based on this data:

1. Data indicates that English learners (63 students) are significantly below standard (115.8 points)

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Medium
49.6 making progress towards English language proficiency
Number of EL Students: 129 Students
Performance Level: 3

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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.2%	30.2%	0.0%	49.6%

Conclusions based on this data:

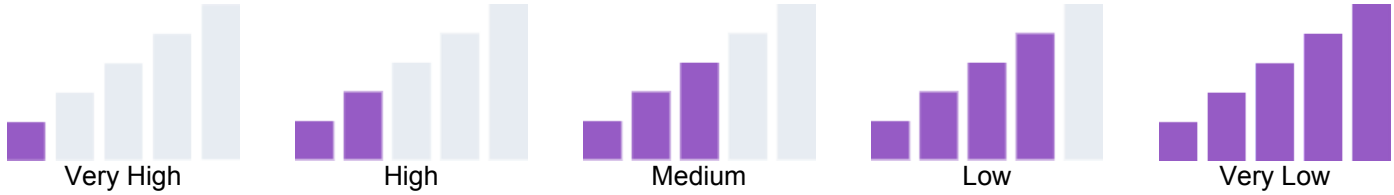
1. 2022 data indicates that 50% of students have progressed at least 1 level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Very High	Very High	No Performance Level
49.1% Chronically Absent	49.5% Chronically Absent	Less than 11 Students
491 Students	186 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
Less than 11 Students	49.4% Chronically Absent	63.3% Chronically Absent
8 Students	472 Students	49 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very High 50% Chronically Absent 32 Students		No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very High 48.9% Chronically Absent 448 Students	No Performance Level Less than 11 Students 6 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

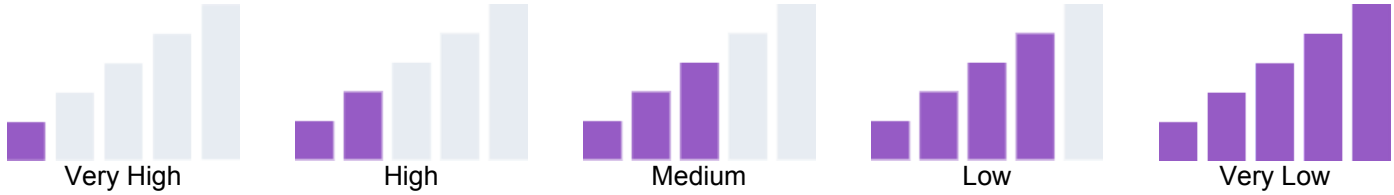
1. The 2022 data indicates that subgroups including Hispanics, African Americans, Els, SDI, and students with disabilities have high rates of chronic absenteeism.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



Lowest Performance — Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
0	0	0	0	5

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
0.4% suspended at least one day	0.5% suspended at least one day	Less than 11 Students
512 Students	191 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0.4% suspended at least one day	0% suspended at least one day
9 Students	491 Students	51 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Very Low 0% suspended at least one day 32 Students		No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Very Low 0.4% suspended at least one day 469 Students	No Performance Level Less than 11 Students 6 Students	No Performance Level Less than 11 Students 1 Student	No Performance Level Less than 11 Students 1 Student

Conclusions based on this data:

1. The data indicates that suspensions are very low across all subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

ELA/ELD and Math

LEA/LCAP Goal

Support High Quality Teaching and Learning with State Standards

Goal 1

Academics – High Quality Instruction in ELA/ELD and Mathematics

Identified Need

The 2022-23 SBAC assessment data in ELA and Math establish the baseline for future growth due to Covid-related factors and assessment changes during the 2019-20 and 2020-21 school years. However, the results continue to indicate a need to provide high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments. The data indicates a need to provide effective interventions using the CAL MTSS model with progress monitoring tools to measure growth. The data also indicates a discrepancy between the scores of non-English learners and English learners in ELA and Math. I-Ready data shows growth across all grades but indicates that several students are more than a year below grade level.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 SBAC ELA Assessment Data Distance from Level 3	2022-23 SBAC ELA Grade 3 = -24 Grade 4 = -24 Grade 5= -43	Increase 2023-24 SBAC ELA Assessment Data by 10 points (Distance from Level 3)
2022-23 SBAC Math Assessment Data Distance from Level 3	2022-23 SBAC Math Grade 3 = -34 Grade 4 = -34 Grade 5 = -86	Increase 2023-24 SBAC Math Assessment Data by 10 points (Distance from Level 3)
2022-23 ELPAC Assessment Data Percentage of students moving up 1 level	2022-23 ELPAC 49% of students increased at least 1 level.	Increase number of students who increase at least 1 level on 2023-24 ELPAC assessment by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2022-23 i-Ready ELA Data Percentage of students by grade level at or above grade level	2022-23 i-Ready 41.5%	Increase percentage of students at grade level or above in ELA by 5% at each grade level
2022-23 i-Ready Math Data Percentage of students by grade level at or above grade level	2022-23 i-Ready	Increase percentage of students at grade level or above in Math by 5% at each grade level

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ELA Instructional Coach to support learning through ELA/ELD professional development, co-planning, co-teaching, ELD direct instruction, demonstration lessons, and MTSS Team and Intervention support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
94,759.00	Title I
94,759.00	LCAP

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Math Instructional Coach to support learning through math professional development, co-planning, co-teaching, ELD direct instruction, demonstration lessons, and MTSS Team and Intervention support

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
180,256.00	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide Library Tech to support instruction in literacy including web-based language arts programs, and resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase computers/printer/hardware/software to support technology-based instruction in ELA/ELD and Mathematics

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
2,000.00	Title I

20,000.00	LCAP

Strategy/Activity 5

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental web-based programs to support ELA/ELD and Mathematics

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
5,000.00	Title I
500.00	LCAP

Strategy/Activity 6

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide fieldtrips and/or assemblies including web-based activities to support grade-level curriculum, attendance, and to build a Positive School Climate and Environment Conducive to Learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
11,217.00	Title I
	None Specified

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide extra hours to support interventions and enrichment programs for all students including Els

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
1000.00	Title I
2000.00	LCAP

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide supplemental materials, equipment, books, and resources to improve achievement, attendance an to promote a College a Career-going Culture (Goal 1 and 2)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
7,000.00	Title I
73,667.00	LCAP

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide teacher collaboration, planning time, and professional development and resources to improve instruction and learning for all students including English learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
18,000.00	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 2022-23 school year, students participated in-person learning. The results of the 2022-23 SBAC assessment indicated a need to support ELA and Math interventions based on the CALMTSS model.
Although 42 students were reclassified in 2022-23, there continues to be a discrepancy between Els and non-ELs in both ELA and Math.
Teacher collaboration time was used effectively as well as coach support to plan and deliver effective ELD instruction as indicated by the number of students who reclassified. (n=42)
During the 2022-23 school year, instructional coaches have provided demonstration lessons, co-teaching, and observation of instructional practices including the use of the UFLI model to support Foundational Reading Skills.

As identified in the 2020-22 SPSA goal 1, the provision of technology to support instruction was fully implemented and continues to be an essential component of an effective learning platform and resource for all students. All K-5 students have access to i-Ready learning. This has provided differentiated online instruction including i-Ready.

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

Goal 1 Strategy 6 and Goal 1 Strategy 7 - After-school clubs and interventions as well as fieldtrips and assemblies were provided to all students through ELOP funds. Use of Title I funds to meet this goal was decreased.

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

Goals for 2022-23 established baseline data to establish 2023-24 goals. This included SBAC and i-Ready data. The 2023-24 SPSA Goal 1 and Action Steps 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 Subject

College and Career Readiness

LEA/LCAP Goal

Develop a College and Career Culture

Goal 2

College and Career Readiness

Identified Need

Stakeholders examined 2022-23 data for attendance, discipline, and Title I survey. The data indicates a need to reduce Chronic Absenteeism to promote a College and Career Readiness environment. 2022-23 data indicated a reduction in chronic absenteeism by 14%. However, as indicated in ATSI data, there continues to be a need to address underlying factors that impact attendance and develop goal

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Database Percentage of students that are Chronically Absent	42% of students were chronically absent in 2022-23 Decreased by14% from 2021-22	Decrease the number of students who are chronically absent by 10%
Percentage of ATSI-identified subgroup students that are Chronically Absent (Students with Disabilities and African American Students	Students with Disabilities - 63% Chronic Absenteeism (n=49) African America Students - 50% Chronic Absenteeism (n=32)	Decrease the percentage of students who are chronically absent by 10%
Title 1 Parent Survey Participation Rate	53% of parents completed the survey	Increase the percentage of parents who complete the survey by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide monthly Partners in Education meeting (PIE) to address school-wide needs including technology, academic support, Safe and Civil and attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Title I Previously Funded Goal 4 Strategy 1
	LCAP Previously Funded Goal 4 Strategy 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide monthly calendar of events and parent meetings via hard copy flyers, emails, website, and Parent Square.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500.00	Title I
500.00	LCAP

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement weekly AVID assembly to promote a college and career-going culture.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500.00	LCAP

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students including ATSI-identified subgroups (African Americans and Students with Disabilities)

Strategy/Activity

Include attendance concerns during MTSS team meetings and develop Attendance Site Plan and Procedures to support ATSI subgroups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500.00	Title I

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

During the 2022-23 school year, chronic absenteeism decreased by 14%. However, chronic absenteeism remains an issue. Limited implementation of ACT, SART, and SARB procedures due to high numbers.

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

There were minimal differences between the 2022-23 SPSA goals and expenditures for College and Career Readiness.

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

The 2023-24 SPSA will include Action Step 3 - Implement weekly AVID assembly to promote a college and career-going culture.
The 2023-24 SPSA will include Action Step 4 - Include attendance concerns during MTSS team meetings to develop Attendance Site Plan and Procedures to support ATSI-identified subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Create positive school climate and environments conducive to learning.

LEA/LCAP Goal

Create Positive School Climate and Environments Conducive to Learning

Goal 3

Create a Positive School Climate and Environment Conducive to Learning

Identified Need

As part of the comprehensive needs assessment, stakeholders examined available data for attendance and discipline. The data indicates a need to promote a Safe and Orderly Learning Environment and reduce Chronic Absenteeism.
Chronic absenteeism was reduced by 14%. However, chronic absenteeism continues to be a concern as it impacts academic performance.
Suspension rates continue to be low (7 in 2022-23)
Play Works coaches and instruction have shown reductions in recess-related incidents and injury (observational data)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Synergy Database Percentage of students that are Chronically Absent	2022-23 Chronic Absenteeism Data Decrease by 14% from 2021-22	Decrease the percentage of students who are chronically absent by 10%
Percentage of ATSI-identified subgroup students that are Chronically Absent (Students with Disabilities and African American Students	Students with Disabilities - 63% Chronic Absenteeism (n=49) African America Students - 50% Chronic Absenteeism (n=32)	Decrease the percentage of students who are chronically absent by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide events/assemblies including web-based activities to promote attendance and to building a Positive School Climate and Environment Conducive to Learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	Title I Previously Funded – Goal 1 Strategy 6
0	LCAP Previously Funded – Goal 1 Strategy 6

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement Playworks Coaching program to promote student and adult leadership, teach sportsmanship while learning new games and activities during recess and lunch.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
0	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students including ATSI-identified subgroups

Strategy/Activity

Provide equipment, materials, supplies, awards and incentives to increase attendance, achievement, and behavior.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
10,000	LCAP
5,000	Title I

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase supplies, materials and P.E. equipment to support a Safe and Civil environment.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
20,000.00	LCAP

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Incentive programs helped to maintain good attendance for some students. Chronically absent students needed to be monitored more efficiently and effectively. This was difficult due to the large number of students as well as Covid-related absences.
Play Works was fully implemented and was positively impactful.

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

Funds and implementation were sufficient to support this goal as Play Works was district funded and P.E. equipment was purchased with LACOE grant.

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

The 2023-24 SPSA Goal for Creating a Positive School Climate and Environment Conducive to Learning will remain the same but will reflect an increase in the goal for attendance from 5% to 10% reduction in Chronic Absenteeism. Additionally, attendance goal to support ATSI subgroups was added to SPSA Goal 2

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

LEA/LCAP Goal

Develop Parent and Community Partnerships

Goal 4

Parent Involvement: Increase opportunities for parents in meaningful high impact activities that support teaching and learning.

Identified Need

Stakeholders examined 2022-23 data from the LCAP/Title I Survey including samples of applicable questions from the survey. It was noted that results ranged from 95% to 100%. The data indicated that parents are satisfied with all areas of the survey. It was noted by SSC members that communication has improved because of monthly calendars and Parent Square. SSC members also stated that school-wide events including STEAM Night, Movie Night, and after-school clubs were parent involvement highlights in 2022-23

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Participation Rate of Title I Survey	Title I Participation Rate 2022-23 -	Increase 2023-24 Title I Survey Participation Rate by 10%
Number of Parent Education Workshops	2022-23 - Total of 5 Parent Ed. workshops	2023-24 Increase the number of Parent Education by 3 (8)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide monthly Partners in Education meeting (PIE) to address school-wide needs including technology, academic support and attendance.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
500.00	Title I

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide events/assemblies including web-based activities to promote family engagement, academics, attendance, and to building a Positive School Climate and Environment Conducive to Learning

Proposed Expenditures for this Strategy/Activity
List the amount(s) and 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.

Amount(s)	Source(s)
0	Title I Previously Funded – See Goal 1, Strategy 6
0	LCAP Previously Funded – See Goal 1, Strategy 6

Annual Review

SPSA Year Reviewed: 2022-23

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 deleted.

ANALYSIS

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

Parent Education meetings were limited to 5 during the 2022-23 school year with limited attendance. Additionally, school-wide assemblies and events were limited to two events. School family calendars were provided to all families during the 2022-23 school year.

School-wide family events including Movie Night, Art Nigh, and STEAM Nights had large number of participants.

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

Title I funds for after -school events were supplemented with ELOP funds.

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

The 2023-24 SPSA Goals will remain the same for Parent Involvement.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$127,476
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$547,658.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$127,476.00

Subtotal of additional federal funds included for this school: $127,476.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCAP	$420,182.00

Subtotal of state or local funds included for this school: $420,182.00

Total of federal, state, and/or local funds for this school: $547,658.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCAP	420,182.00
Title I	127,476.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCAP	420,182.00
	Title I	127,476.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	510,158.00
Goal 2	2,000.00
Goal 3	35,000.00
Goal 4	500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Michael Naruko	Principal
Gilbert Munoz	Classroom Teacher
Christina Soto	Classroom Teacher
Luisana Avalos	Classroom Teacher
Amie Grommet	Other School Staff
Stacy Garcia	Parent or Community Member
Angelica Sanchez	Parent or Community Member
Alberto Medrano	Parent or Community Member
Daisy Gonzalez	Parent or Community Member
Rosa Diaz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2023.

Attested:

	Principal, Michael Naruko, Principal on 10/12/23
	SSC Chairperson, Stacy Garcia on 10/12/23

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

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

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

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

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

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

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and

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; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement 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 stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (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 (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.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified 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 (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 Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified 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.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: 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/

Developed by the California Department of Education, January 2019