



Schoolwide Plan Program (SWP)

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Scott Lane Elementary School	43-69674-6049019	April 10, 2025	June 12, 2025

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

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

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

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

This plan is being used by Scott Lane Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

Scott Lane Elementary is deeply committed to supporting all students in reaching their full academic, social-emotional, and personal potential. Our school's goals align directly with the three overarching priorities of the SCUSD Local Control and Accountability Plan (LCAP).

1. Academic Achievement and Equity:

In alignment with LCAP Goal 1, "All students will make measurable annual progress toward mastering California Standards and toward graduation," Scott Lane implements a comprehensive academic program designed to raise overall student achievement while accelerating the growth of historically underserved groups, including English Learners and students from low-income backgrounds—who together make up the majority of our student population. Through highly effective instruction, our Dual Language Immersion (DLI) program, and intentional language development strategies, we ensure equitable access to rigorous content and opportunities for academic success.

2. Whole Child Support:

To address LCAP Goal 2, "All students will equitably receive the social-emotional and behavioral support they need," Scott Lane has built a multi-tiered system of support that includes Positive Behavioral Interventions and Supports (PBIS), targeted SEL instruction, and proactive behavioral supports. These systems foster resilience and critical life skills in our students, helping them develop as future-ready learners prepared to collaborate, solve problems, and thrive in a diverse global society.

3. Family and Community Engagement:

Scott Lane is equally aligned with LCAP Goal 3, which emphasizes meaningful collaboration with students, families, and community stakeholders. Our school promotes strong partnerships through consistent communication, shared decision-making, and inclusive practices. We engage with families, community organizations, and district partners to expand learning opportunities and ensure every student graduates prepared for success.

Through our intentional focus on instruction, language development, collaboration, social-emotional learning, and strong community partnerships, Scott Lane is fulfilling the district's LCAP vision by meeting the holistic needs of our students and preparing them to excel both in and beyond the classroom.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Scott Lane Elementary engaged in a collaborative and data-driven process to develop and refine our School Plan for Student Achievement (SPSA). Meetings were held with the School Site Council (SSC) on October 10, 2024, and April 10, 2025, during which the SPSA was reviewed and discussed to ensure alignment with school goals and student needs.

To inform our planning, we utilized a variety of stakeholder input and data sources, including the county's Social Emotional Learning (SEL) Survey, which provided valuable insight into students' perspectives, outlooks, and experiences. Additional feedback was gathered from teachers through union representation, grade-level meetings, and individual conversations; from SSC and ELAC members, who represented the voices of families and community stakeholders; and from our PTA through regular meetings and discussions.

Our Leadership Team conducted a comprehensive analysis of this feedback alongside academic and behavioral data. Together, we identified areas of strength and areas in need of growth. We then crafted problem statements based on these findings and used a root cause analysis tool to dig deeper into contributing factors. This process allowed us to develop targeted strategies to address identified gaps, ensuring that our plan reflects the needs of our entire learning community and aligns with our LCAP priorities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Referring to the California school Dashboard the overall performance for English Language Arts is in Orange and the student groups of English Language Learners, Hispanic, and Socioeconomically Disadvantage progress is in red.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

According to the California School Dashboard no student groups are performing two or more performance levels below the all students performance.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.28%	0.25%	%	1	1	
African American	2.50%	3.28%	2.44%	9	13	10
Asian	7.78%	8.08%	7.56%	28	32	31
Filipino	1.11%	1.26%	1.71%	4	5	7
Hispanic/Latino	77.50%	76.52%	79.02%	279	303	324
Pacific Islander	0.83%	0.51%	0.24%	3	2	1
White	7.22%	6.57%	5.85%	26	26	24
Multiple/No Response	2.50%	3.28%	2.93%	9	13	12
Total Enrollment				360	396	410

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	88	58
Grade 1	64	46	76
Grade 2	64	69	48
Grade3	64	67	70
Grade 4	53	72	66
Grade 5	59	54	72
Total Enrollment	360	396	410

Conclusions based on this data:

1. Scott Lane Elementary has seen its total enrollment grow from 360 students in 2021-2022 to 410 students in 2023-2024.
2. Kindergarten enrollment has fluctuated, with 56 students in 2021-2022, 88 students in 2022-2023, and 58 students in 2023-2024.
3. The school population is predominantly Hispanic/Latino/a/x, with this group comprising 77.50% of students in 2021-2022, 76.52% in 2022-2023, and 79.02% in 2023-2024

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	209	215	228	50.10%	58.1%	55.6%
Fluent English Proficient (FEP)	39	57	53	12.70%	10.8%	12.9%
Reclassified Fluent English Proficient (RFEP)	16	27	26	3.8%	4.4%	6.3%

Conclusions based on this data:

1. In the 2023-24 school year, 55.6% of students at Scott Lane Elementary are English Learners, which is slightly lower than the 58.1% in 2022-23. This equates to 228 students classified as English Learners.
2. While the percentage of English Learners dipped slightly, the actual number of EL students increased from 215 in 2022-23 to 228 in 2023-24. This indicates a need for continued focus on resources and support for this growing population.
3. 12.9% of students in 2023-24 were Initially Fluent English Proficient (IFEP), the highest percentage in the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	67	76	65	62	71	65	62	71	95.6	92.5	93.4
Grade 4	56	78	68	54	66	64	54	66	64	96.4	84.6	94.1
Grade 5	58	52	78	55	50	71	55	50	70	94.8	96.2	91
All Grades	182	197	222	174	178	206	174	178	205	95.6	90.4	92.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2403.	2398.	7.69	14.52	18.31	12.31	16.13	19.72	27.69	35.48	22.54	52.31	33.87	39.44
Grade 4	2426.	2407.	2428.	3.70	7.58	17.19	24.07	16.67	17.19	38.89	21.21	23.44	33.33	54.55	42.19
Grade 5	2450.	2435.	2395.	9.09	4.00	5.71	20.00	24.00	7.14	21.82	18.00	15.71	49.09	54.00	71.43
All Grades	N/A	N/A	N/A	6.90	8.99	13.66	18.39	18.54	14.63	29.31	25.28	20.49	45.40	47.19	51.22

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	14.52	15.49	56.92	66.13	61.97	35.38	19.35	22.54
Grade 4	5.56	4.55	12.50	81.48	66.67	60.94	12.96	28.79	26.56
Grade 5	9.09	2.00	5.71	69.09	72.00	47.14	21.82	26.00	47.14
All Grades	7.47	7.30	11.22	68.39	67.98	56.59	24.14	24.72	32.20

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.54	8.06	4.23	43.08	54.84	61.97	55.38	37.10	33.80
Grade 4	0.00	7.58	4.69	67.92	45.45	53.13	32.08	46.97	42.19
Grade 5	5.45	10.00	0.00	58.18	50.00	32.86	36.36	40.00	67.14
All Grades	2.31	8.43	2.93	55.49	50.00	49.27	42.20	41.57	47.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	6.15	9.68	11.27	67.69	80.65	69.01	26.15	9.68	19.72
Grade 4	3.77	3.03	17.19	81.13	71.21	62.50	15.09	25.76	20.31
Grade 5	5.45	8.00	4.29	81.82	64.00	65.71	12.73	28.00	30.00
All Grades	5.20	6.74	10.73	76.30	72.47	65.85	18.50	20.79	23.41

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.69	17.74	14.08	58.46	59.68	57.75	33.85	22.58	28.17
Grade 4	5.56	9.09	9.38	66.67	60.61	64.06	27.78	30.30	26.56
Grade 5	7.27	8.00	2.86	60.00	54.00	55.71	32.73	38.00	41.43
All Grades	6.90	11.80	8.78	61.49	58.43	59.02	31.61	29.78	32.20

Conclusions based on this data:

1. The percentage of students enrolled in grades 3-5 who participated in the CAASPP ELA assessments remained consistently high across the three years, ranging from 90.4% to 95.6%.
2. The overall percentage of students meeting or exceeding the standard in ELA increased from 25.29% in 2021-22 to 33.17% in 2022-23, but then slightly decreased to 32.31% in 2023-24.
3. Across all grade levels, the percentage of students meeting or exceeding the standard in the Writing domain was the lowest compared to other ELA domains, indicating a need for focused efforts to improve writing skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	68	67	76	65	62	76	64	62	76	95.6	92.5	100
Grade 4	57	78	68	54	76	67	54	76	67	94.7	97.4	98.5
Grade 5	59	52	78	57	51	77	57	51	77	96.6	98.1	98.7
All Grades	184	197	222	176	189	220	175	189	220	95.7	95.9	99.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2400.	2407.	4.69	9.68	18.42	20.31	20.97	27.63	28.13	30.65	18.42	46.88	38.71	35.53
Grade 4	2425.	2432.	2439.	0.00	7.89	11.94	24.07	15.79	16.42	33.33	34.21	34.33	42.59	42.11	37.31
Grade 5	2430.	2408.	2411.	3.51	0.00	2.60	5.26	0.00	6.49	24.56	25.49	16.88	66.67	74.51	74.03
All Grades	N/A	N/A	N/A	2.86	6.35	10.91	16.57	13.23	16.82	28.57	30.69	22.73	52.00	49.74	49.55

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	9.38	14.52	18.42	42.19	43.55	44.74	48.44	41.94	36.84
Grade 4	7.41	6.58	10.45	44.44	52.63	50.75	48.15	40.79	38.81
Grade 5	1.75	0.00	0.00	42.11	39.22	29.87	56.14	60.78	70.13
All Grades	6.29	7.41	9.55	42.86	46.03	41.36	50.86	46.56	49.09

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.94	9.68	19.74	64.06	67.74	57.89	25.00	22.58	22.37
Grade 4	5.56	9.21	11.94	53.70	53.95	55.22	40.74	36.84	32.84
Grade 5	5.26	0.00	1.30	47.37	47.06	45.45	47.37	52.94	53.25
All Grades	7.43	6.88	10.91	55.43	56.61	52.73	37.14	36.51	36.36

Conclusions based on this data:

1. The participation rate for the CAASPP Math assessments was consistently high, with 95.6% of enrolled 3rd graders tested in 2021-22, 92.5% in 2022-23, and 100% in 2023-24. Similarly, 4th and 5th grade saw high participation rates, ranging from 94.7% to 98.5% over the three years.
2. Overall, student performance in Math improved between 2021-22 and 2023-24. In 3rd grade, the percentage of students meeting or exceeding standards increased from 24.62% in 2021-22 to 46.05% in 2023-24. While 4th and 5th grades showed some fluctuation, they also demonstrated overall improvement across the three years.
3. The "Concepts & Procedures" claim area appears to be a relative weakness. In 2023-24, only 42.19% of 3rd graders, 44.44% of 4th graders, and 42.11% of 5th graders scored "At or Near Standard" or "Above Standard" in this area. This highlights the need for targeted instruction and support to improve students' understanding and application of mathematical concepts.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1421.1	1427.3	1404.2	1434.4	1434.9	1409.5	1390.1	1409.3	1391.9	28	47	51
1	1418.2	1448.4	1443.3	1429.8	1461.5	1445.6	1405.9	1434.6	1440.5	37	19	38
2	1450.4	1429.3	1433.5	1461.3	1418.1	1432.4	1439.0	1440.0	1434.4	32	41	24
3	1474.0	1463.1	1471.2	1473.7	1445.3	1454.7	1473.8	1480.4	1487.2	42	34	43
4	1496.6	1472.7	1503.2	1497.1	1454.9	1495.9	1495.4	1489.9	1510.1	36	52	38
5	1504.2	1522.3	1489.5	1497.2	1513.0	1472.5	1510.7	1531.1	1506.0	30	32	51
All Grades										205	225	245

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.71	23.40	11.76	39.29	29.79	41.18	39.29	31.91	25.49	10.71	14.89	21.57	28	47	51
1	2.70	5.26	13.16	18.92	42.11	31.58	40.54	42.11	28.95	37.84	10.53	26.32	37	19	38
2	3.13	0.00	0.00	37.50	34.15	37.50	46.88	31.71	37.50	12.50	34.15	25.00	32	41	24
3	4.76	0.00	16.28	33.33	26.47	18.60	38.10	44.12	44.19	23.81	29.41	20.93	42	34	43
4	8.33	1.92	21.05	44.44	25.00	42.11	25.00	44.23	13.16	22.22	28.85	23.68	36	52	38
5	6.67	21.88	5.88	50.00	28.13	27.45	36.67	34.38	39.22	6.67	15.63	27.45	30	32	51
All Grades	5.85	8.89	11.84	36.59	29.78	32.65	37.56	37.78	31.43	20.00	23.56	24.08	205	225	245

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.86	29.79	15.69	39.29	23.40	47.06	32.14	29.79	13.73	10.71	17.02	23.53	28	47	51
1	16.22	26.32	31.58	21.62	52.63	21.05	37.84	10.53	26.32	24.32	10.53	21.05	37	19	38
2	21.88	2.44	8.33	46.88	41.46	54.17	15.63	21.95	16.67	15.63	34.15	20.83	32	41	24
3	14.29	11.76	20.93	45.24	29.41	37.21	19.05	23.53	16.28	21.43	35.29	25.58	42	34	43
4	30.56	11.54	44.74	44.44	34.62	23.68	19.44	21.15	10.53	5.56	32.69	21.05	36	52	38
5	20.00	18.75	7.84	66.67	46.88	49.02	6.67	25.00	21.57	6.67	9.38	21.57	30	32	51
All Grades	20.00	16.00	21.22	43.41	36.00	38.78	21.95	23.11	17.55	14.63	24.89	22.45	205	225	245

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.57	8.51	9.80	32.14	27.66	15.69	42.86	53.19	58.82	21.43	10.64	15.69	28	47	51
1	0.00	0.00	7.89	13.51	26.32	26.32	29.73	47.37	44.74	56.76	26.32	21.05	37	19	38
2	0.00	0.00	0.00	21.88	26.83	33.33	43.75	31.71	33.33	34.38	41.46	33.33	32	41	24
3	0.00	0.00	9.30	16.67	29.41	20.93	50.00	38.24	37.21	33.33	32.35	32.56	42	34	43
4	5.56	7.69	15.79	19.44	11.54	23.68	36.11	40.38	34.21	38.89	40.38	26.32	36	52	38
5	3.33	18.75	3.92	30.00	21.88	21.57	46.67	25.00	35.29	20.00	34.38	39.22	30	32	51
All Grades	1.95	6.22	8.16	21.46	23.11	22.45	41.46	39.56	41.63	35.12	31.11	27.76	205	225	245

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	32.14	25.53	19.61	57.14	61.70	60.78	10.71	12.77	19.61	28	47	51
1	24.32	52.63	42.11	62.16	42.11	42.11	13.51	5.26	15.79	37	19	38
2	28.13	21.95	8.33	62.50	58.54	70.83	9.38	19.51	20.83	32	41	24
3	38.10	20.59	25.58	45.24	50.00	51.16	16.67	29.41	23.26	42	34	43
4	63.89	28.85	47.37	30.56	46.15	31.58	5.56	25.00	21.05	36	52	38
5	26.67	40.63	9.80	66.67	53.13	66.67	6.67	6.25	23.53	30	32	51
All Grades	36.10	29.33	25.31	53.17	52.89	53.88	10.73	17.78	20.82	205	225	245

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.71	29.79	15.69	71.43	42.55	58.82	17.86	27.66	25.49	28	47	51
1	8.11	15.79	13.16	51.35	68.42	63.16	40.54	15.79	23.68	37	19	38
2	21.88	2.44	8.33	65.63	65.85	66.67	12.50	31.71	25.00	32	41	24
3	26.19	5.88	16.28	47.62	61.76	53.49	26.19	32.35	30.23	42	34	43
4	8.33	5.77	36.84	77.78	42.31	42.11	13.89	51.92	21.05	36	52	38
5	36.67	25.00	15.69	50.00	50.00	54.90	13.33	25.00	29.41	30	32	51
All Grades	18.54	13.78	17.96	60.00	52.89	55.92	21.46	33.33	26.12	205	225	245

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	10.71	10.64	7.84	75.00	80.85	74.51	14.29	8.51	17.65	28	47	51
1	8.11	15.79	26.32	27.03	47.37	52.63	64.86	36.84	21.05	37	19	38
2	0.00	7.32	0.00	68.75	46.34	62.50	31.25	46.34	37.50	32	41	24
3	0.00	0.00	2.33	47.62	55.88	53.49	52.38	44.12	44.19	42	34	43
4	2.78	7.69	13.16	50.00	48.08	50.00	47.22	44.23	36.84	36	52	38
5	6.67	12.50	7.84	63.33	46.88	39.22	30.00	40.63	52.94	30	32	51
All Grades	4.39	8.44	9.80	53.66	55.56	55.10	41.95	36.00	35.10	205	225	245

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	34.04	21.57	60.71	44.68	58.82	25.00	21.28	19.61	28	47	51
1	0.00	0.00	0.00	59.46	84.21	81.58	40.54	15.79	18.42	37	19	38
2	9.38	4.88	4.17	53.13	63.41	62.50	37.50	31.71	33.33	32	41	24
3	4.76	5.88	20.93	78.57	76.47	62.79	16.67	17.65	16.28	42	34	43
4	8.33	15.38	15.79	72.22	55.77	68.42	19.44	28.85	15.79	36	52	38
5	20.00	31.25	7.84	70.00	59.38	68.63	10.00	9.38	23.53	30	32	51
All Grades	8.78	16.89	12.65	66.34	60.89	66.94	24.88	22.22	20.41	205	225	245

Conclusions based on this data:

1. In 2022–23, 37.78% of Emergent Bilinguals were at Level 2 in Overall Language, compared to 31.43% in 2023–24, reflecting a 6.35% decrease. While this indicates some progress, a significant portion of students remain at early language proficiency levels, highlighting the ongoing need for consistent interventions and sustained support to accelerate English language acquisition.
2. In 23-24 68.63% of 5th-grade Emergent Bilinguals achieved a "Somewhat/Moderately" level in writing, indicating improvement compared to the previous year 22-23, 59.38% an increase of 9.25%.

3. Based on the 24-25 CA Dashboard 40% of Emergent Bilinguals progressed at least one ELPI level on the ELPAC, demonstrating the effectiveness of the school's language support programs.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
410	59.8%	55.6%	0.0%
Total Number of Students enrolled in Scott Lane Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	228	55.6%
Foster Youth	0	0.0%
Homeless	5	1.2%
Socioeconomically Disadvantaged	245	59.8%
Students with Disabilities	44	10.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	2.4%
American Indian	0	0.0%
Asian	31	7.6%
Filipino	7	1.7%
Hispanic	324	79%
Two or More Races	12	2.9%
Pacific Islander	1	0.2%
White	24	5.9%

Conclusions based on this data:

- 55.6% of the student population are English Learners, highlighting the need for comprehensive language support services.

2. With 59.8% of students identified as socioeconomically disadvantaged, the school serves a population that may require additional resources and support to achieve academic success.
3. The largest racial/ethnic group is Hispanic/Latino/a/x, comprising 76.5% of the student population. This underscores the importance of culturally responsive teaching practices.

School and Student Performance Data

Overall Performance

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- Students are performing below grade level in both ELA and Math, with ELA scores falling within the "Orange" performance category and Math scores in the "Yellow" category.
- The progress of English Learners is in the "Green" category, indicating supports/interventions targeted to improve language proficiency and academic achievement is successful.

3. The school's chronic absenteeism rate falls within the "Yellow" category, suggesting that while it's not in the most severe range, it still requires attention and intervention to ensure students attend school regularly.

School and Student Performance Data

Academic Performance English Language Arts

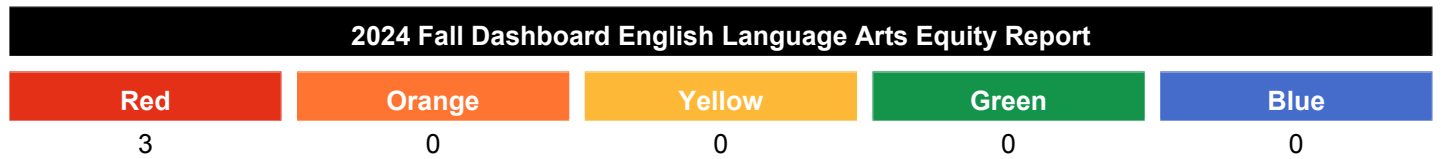
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Orange 62.9 points below standard Declined 10.5 points 192 Students	English Learners  Red 89.9 points below standard Declined 17.1 points 127 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Red 77.5 points below standard Declined 12.1 points 133 Students

Students with Disabilities  No Performance Color 117.5 points below standard Declined 9.4 points 31 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 10 Students	Filipino  No Performance Color Less than 11 Students 4 Students	Hispanic  Red 72.5 points below standard Declined 6.8 points 160 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. In English Language Arts (ELA), all student groups experienced a decline in scores; however, Hispanic students showed the smallest decrease, with a drop of only 6.8 points.
2. Current English Learners show the most significant decline in ELA performance, with scores 17.1 points below grade level, the highest among all student groups. This underscores the ongoing need for targeted interventions and sustained support to accelerate their academic progress and language development.
3. Overall, all students declined by 10.5 points in English Language Arts (ELA), indicating the need for school-wide efforts to strengthen literacy instruction, implement targeted interventions, and provide differentiated support to address learning gaps and improve academic outcomes.

School and Student Performance Data

Academic Performance Mathematics

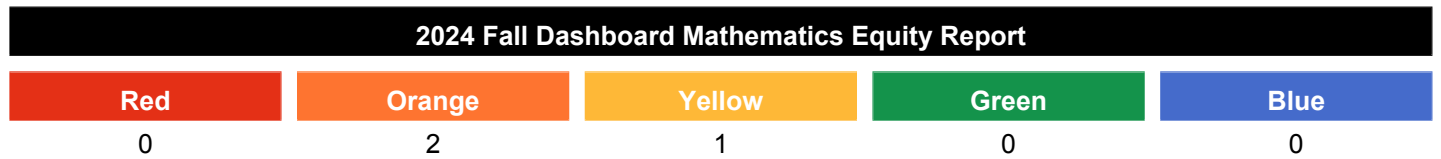
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 58.7 points below standard Increased 5.2 points 195 Students	English Learners  Orange 79.5 points below standard Maintained 1.7 points 130 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Less than 11 Students 4 Students	Socioeconomically Disadvantaged  Orange 72.7 points below standard Maintained 2.4 points 136 Students

Students with Disabilities  No Performance Color 116.7 points below standard Maintained 2.3 points 31 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 10 Students	Filipino  No Performance Color Less than 11 Students 5 Students	Hispanic  Yellow 67.1 points below standard Increased 6.5 points 162 Students
Two or More Races  No Performance Color Less than 11 Students 4 Students	Pacific Islander  No Performance Color 0 Students	White  No Performance Color Less than 11 Students 10 Students

Conclusions based on this data:

1. Overall, all students increased by 5.2 points in Math, reflecting positive growth and suggesting that current instructional strategies and supports are having an impact. Continued focus on math interventions, differentiated instruction, and data-driven practices will be essential to sustain and build on this progress.
2. Hispanic students demonstrated the highest growth in Math, with an increase of 6.5 points, indicating that targeted supports and instructional practices are positively impacting this student group's academic progress.
3. English Language Learners and Socioeconomically Disadvantaged students maintained their performance levels in Math, showing no significant increase or decrease in scores. This stability suggests a need to re-evaluate and enhance instructional strategies to ensure continued academic growth for these student groups.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
51.8% making progress.	making progress.
Number Students: 164 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14.6%	33.5%	0%	51.8%

Conclusions based on this data:

1. A significant number of English Learners are demonstrating growth, with 51.8% progressing at least one level on the English Learner Progress Indicator (ELPI). This reflects positive movement toward English proficiency and highlights the effectiveness of current language development supports, while also emphasizing the need to continue and strengthen these efforts to ensure sustained progress for all English Learners.
2. 14.6% of English Learners showed regression in their English language development, indicating a need for enhanced, differentiated instruction and targeted support to prevent further learning loss and to help these students regain momentum toward language proficiency.
3. Overall, 33.5% of English Learners maintained their ELPI level, indicating that while they are not regressing, additional targeted interventions and instructional support may be necessary to accelerate their progress toward higher levels of English proficiency.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Yellow 21.9% Chronically Absent Declined 7.9 448 Students	English Learners  Yellow 20.7% Chronically Absent Declined 7.5 256 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Yellow 22.4% Chronically Absent Declined 7.2 277 Students

Students with Disabilities  Red 32.7% Chronically Absent Increased 4.2 55 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 28.6% Chronically Absent Declined 20.1 35 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Yellow 21.8% Chronically Absent Declined 8.1 353 Students
Two or More Races  No Performance Color 15.4% Chronically Absent Declined 11.3 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 14.8% Chronically Absent Increased 1 27 Students

Conclusions based on this data:

1. In 2022-23, 28.6% of Hispanic students were chronically absent, compared to 21.8% in 2023-24, reflecting a 6.8% decrease. While this indicates some progress, a significant portion of students remain chronically absent, highlighting the ongoing need for consistent interventions and sustained support to improve attendance.
2. In 2022-23, 48.7% of Asians students were chronically absent, compared to 28.6% in 2023-24, reflecting a 20.1% decrease. Which reflects the interventions of supports implemented by the counselor, school social worker, vice principal and attendance clerk was successful. This highlights the continued need for targeted interventions and sustained support to ensure consistent attendance.
3. In 2022-23, 28.6% of Hispanic students were chronically absent, compared to 21.8% in 2023-24, reflecting an 6.8% decrease. This reflects the interventions of supports implemented by the counselor, school social worker, vice principal and attendance clerk was successful. This highlights the continued need for targeted interventions and sustained support to ensure consistent attendance.

School and Student Performance Data

Conditions & Climate Suspension Rate

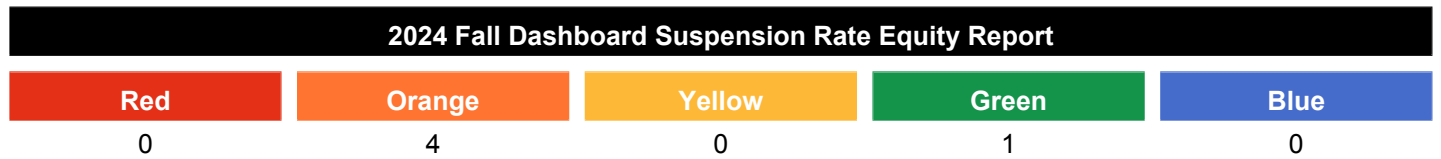
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Orange 1.7% suspended at least one day Increased 0.4% 461 Students	English Learners  Orange 2.6% suspended at least one day Increased 0.7% 265 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	Socioeconomically Disadvantaged  Orange 2.8% suspended at least one day Increased 1% 282 Students

Students with Disabilities  Orange 5.5% suspended at least one day Increased 5.5% 55 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Green 2.6% suspended at least one day Declined 2.4% 38 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Hispanic  Orange 1.9% suspended at least one day Increased 1% 361 Students
Two or More Races  No Performance Color 0% suspended at least one day Maintained 0% 13 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  No Performance Color 0% suspended at least one day Declined 3.3% 29 Students

Conclusions based on this data:

1. The school has a relatively low suspension rate overall, with only 1.7% of students suspended at least once in the school year, indicating a positive school climate.
2. While the overall suspension rate is low, disparities exist between different student groups. Students with Disabilities, English Language Learners, and Asians experience higher suspension rates compared to other racial/ethnic/disability groups, suggesting a need to examine disciplinary practices and address potential biases.
3. Students with disabilities had a suspension rate of 5.5%, which is higher than the overall student suspension rate of 1.7%, highlighting the ongoing need for consistent interventions and sustained support to address the disproportionality with this student group.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Academic

Overall students will demonstrate a 5% academic growth and reduce achievement gaps between higher and lower performing students towards mastering California State Standards (CAASPP) as measured by the state assessments (SBAC ELA and Math grades 3-5), ELPAC and iReady Reading and Math Diagnostic.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

Analysis of student performance data reveals a trend of below-grade-level performance and persistent achievement gaps. Specifically, iReady Diagnostic 3 data from 2025 indicates that 48% of students are one grade level below in math and 37% of students are one grade level below in ELA, demonstrating a significant need for Tier I and II intervention in both core subjects. This is further supported by SBAC data, which shows that while the overall percentage of students meeting or exceeding the standard in ELA increased between 2021-22 and 2022-23, it slightly decreased in 2023-24, and that the Writing domain consistently had the lowest percentage of students meeting or exceeding the standard across all ELA domains. Further analysis of the California School Dashboard indicates that the student groups of English Language Learners and Hispanic are in the "Red" performance category in English Language Arts. Additionally, ELPAC data indicates that a notable percentage of students are still at Level 1, highlighting the ongoing need for robust English language development support.

This data exhibits the importance of implementing Tier I and II interventions to address the disparity and ensure all students have equitable academic opportunities. By focusing on interventions, ongoing assessments, and fostering an inclusive learning environment we can work towards narrowing the opportunity gap and supporting the holistic growth of all students. To address these challenges, a multi-faceted approach is essential. This approach must include: 1) strengthening core Tier I instruction to reduce the number of students requiring intervention, 2) providing targeted and differentiated Tier II interventions to accelerate student progress in ELA and math, with a focus on writing, and 3) continuing to provide robust English language development support as indicated by ELPAC data. This will necessitate professional development for teachers in areas such as differentiated instruction, sheltered instruction strategies, and effective writing instruction, as well as the strategic allocation of resources to support these interventions

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA	Baseline Diagnostic 3 2025 17% Mid or Above grade level 16% Early on grade level 37% One grade level below 19% Two grade levels below 11% Three grade levels below	By Diagnostic 3 2026 Goal 5% growth 22% Mid or Above grade level 21% Early on grade level Goal decrease 5% 32% One grade level below 14% Two grade levels below 6% Three grade levels below
iReady Math	Baseline Diagnostic 3 2025 14% Mid or Above grade level 18% Early on grade level 48% One grade level below 13% Two grade levels below 7% Three grade levels below	By Diagnostic 3 2026 Goal 5% growth 19% Mid or Above grade level 23% Early on grade level Goal decrease 5% 43% One grade level below 8% Two grade levels below 2% Three grade levels below
ELA SBAC	Baseline Spring of 2025 Overall 19.66% Standard Exceeded 18.80% Standard Met 23.08% Standard Nearly Met 48.46% Standard Not Met Hispanic/Latino/a/x 17.89% Standard Exceeded 19.57% Standard Met English Language Learners 2.13% Standard Exceeded 2.13% Standard Met	By June of 2026 Overall Goal 5 % growth 24% Standard Exceeded 23% Standard Met 28% Standard Nearly Met Goal Decrease 5% 43% Standard Not Met Hispanic/Latino/a/x 22% Standard Exceeded 24% Standard Met English Language Learners 7% Standard Exceeded 7% Standard Met
Math SBAC	Baseline Spring of 2025 Overall 16.53% Standard Exceeded 23.97% Standard Met 25.62% Standard Nearly Met 33.88% Standard Not Met Hispanic/Latino/a/x 11.46% Standard Exceeded 23.96% Standard Met English Language Learners 11.76% Standard Exceeded 1.96% Standard Met	Baseline Spring of 2026 Overall Goal 5 % growth 21% Standard Exceeded 28% Standard Met 30% Standard Nearly Met Goal Decrease 5% 28% Standard Not Met Hispanic/Latino/a/x 16% Standard Exceeded 28% Standard Met English Language Learners 16% Standard Exceeded 5% Standard Met

ELPAC	Baseline June 2025 22.29% Level 1 29.71% Level 2 32.57% Level 3 15.43% Level 4	June 2026 Goal 5 % growth 34% Level 2 37% Level 3 20% Level 4 Goal Decrease 5% 17% Level 1
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Intervention system to provide targeted Tier I & II support that will include certificated and classified/hourly/STLA staff (Literacy/Math)	English Language Learners and all student groups below grade levels in iReady, F&P and CAASPP Assessments	71,888 Title I 1000-1999: Certificated Personnel Salaries Certificated TOSA for Literacy/Math Intervention 210,975 Title I 2000-2999: Classified Personnel Salaries Three 6 hr. Instructional Paras for Intervention - English and Bilingual/Spanish 53,844 Title I 2000-2999: Classified Personnel Salaries Two 3 hr. Instructional Paras for Intervention - English and Bilingual/Spanish 21,500 Title I None Specified Hourly and additional hourly pay - Instructional Paras/Hourly /STLA for Intervention, PD, and meetings (SLT staff, etc) (Bilingual Spanish) 1,000 Title I 1000-1999: Certificated Personnel Salaries Certificated Intervention Reading/Math
1.2	Parent Workshops will be provided for K-5 families, translation/interpretation services for meetings, conferences, documents, school business, materials/supplies, etc. will be provided for parents who require translation assistance, and childcare services will be provided to families attending workshops and/or classes	All students	3,598 Title I Part A: Parent Involvement None Specified Parent workshop, materials /supplies including food/snacks 500 Title I Part A: Parent Involvement

			None Specified Translation/interpretation Services for Parent Engagement, Workshops and/or SST meetings 500 Title I Part A: Parent Involvement None Specified Childcare services for parents attending parent workshop
1.3	Materials, PD, Coaching and supplies that support all academic content areas will be provided to support teacher and student learning. (Learning materials, tools, and supplemental materials including but not limited to: Reading, Writing, Math Workshop Materials/Supplies, ELD, DLI, Assessment materials, AVMR, Classroom materials for small group guided reading, guided math, guided reading books, classroom leveled reading materials including high interest, supplemental Origo Math Tools, Reading Recovery books, classroom, and school library books, technology/headphones/digital subscriptions etc., recess/PE equipment, Art, Garden, Makers/STEAM activities and field trips.	All students	21,937 Title I None Specified Materials, PD, Coaching, supplies, field trips and technology to support ELD and DLI instruction, hotspots, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) 1,000 Targeted Allocation None Specified Classroom supplies/instructional materials/books/technology
1.4	Provide teacher teams with time to collaborate and learn together (PLC) hourly pay for certificated and classified to plan and/or attend PD/Conferences and SLT out of the instructional day	All Students	1,567 Targeted Allocation None Specified Certificated and classified Hourly Pay to be used for collaboration, PLC, Professional Development out of the instructional day
1.5	Certificated subs to release teachers during the instructional day for SST/MTSS (PBIS) Process/Teacher/Intervention Collaboration	All students	2,000 Targeted Allocation None Specified Certificated subs to be used for teachers to collaborate and use data to support students and school

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

iReady- ELA Diagnostic 3 -2024 to March 2025 over all students meeting/exceeding 33% which is a 4% decrease and iReady- Math Diagnostic 3 -2024 to March 2025 over all students meeting/exceeding 32% which is a 2% decrease. Implementing Tier I & II intervention support consistently since the beginning of the school year for our sub groups especially our historically underserved (Hispanic/Latino/a/x, ELLs, Socioeconomic Disadvantage, Disabilities) students is needed to support academic performance growth based on iReady and F & P beginning at the start of the school year.

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

We initially intended to have seven intervention staff begin at the start of the school year. Due to challenges in hiring qualified staff all Intervention Tier I & II classified staff started 2nd semester.

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.

Begin the school year and maintain all Tier I & II Intervention staff to support students reading and math growth

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Development

Overall students will demonstrate a 5% growth on the ELPAC.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and accelerate achievement of historically underserved student groups to narrow opportunity gaps.

Identified Need

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

Our EL students need support in acquiring English, including academic vocabulary, to increase achievement on ELPAC, iReady, SBAC ELA & Math, and F & P assessments.

ELPAC assessment data shows 43.6% of students had growth indicating this is an area of need. Goal is for all students to show growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	Baseline June 2025 22.29% Level 1 29.71% Level 2 32.57% Level 3 15.43% Level 4	June 2026 Goal 5 % growth 34% Level 2 37% Level 3 20% Level 4 Goal Decrease 5% 17% Level 1

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Purchase materials and supplies to support ELD instruction SEAL strategies as well as hire classified and certificated staff/interventionist to implement Tier I and II supports	Language Learners and newcomers in particular, but all students benefit from strategies.	0 None Specified None Specified Title1 and Targeted: Materials and supplies to support ELD

			instruction and SEAL allocated under Goal 1 0 None Specified None Specified Classified and certificated interventionists allocated under Goal 1
1.2	Purchase materials and supplies to increase student motivation, engagement and achievement in ELD, purchase technology to support student learning in the classroom, field trips and visiting programs will be provided to K-5 students to increase English language, vocabulary and background knowledge, fifth grade students participate in Science Camp to increase academic vocabulary and background knowledge.	All Students	0 None Specified None Specified Enrichment program materials costs (funded through donations) 0 None Specified None Specified 5th Grade Science Camp (District to cover up to costs for all students) 0 None Specified None Specified hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) allocated under Goal 2
1.3	Bilingual personnel will be present in the office to assist parents and students who only speak Spanish or it is their primary language	Language Learners and newcomers	7,822 Targeted Allocation 2000-2999: Classified Personnel Salaries Salary for Bilingual Attendance Clerk
1.4	PIP and Counseling programs will be provided for at-risk EL students to support with SEL	Students with SEL needs based on staff observation, BTT, and SWISS data	0 None Specified None Specified Salaries for PIP/Counseling Services (Budgeted under Goal 3 1.7 - School Climate)
1.5	ELSAT will monitor ELPAC assessment and manage English Learner paperwork and parent communication	Language Learners and newcomers	0 None Specified None Specified ELSAT funded through district funds

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

ELLs are growing in the ELPAC Assessment with 51.8% making progress an increase of 11.8 % from the 23-24 school year.

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

N/A

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.

Continue to implement designated ELD and SEAL strategies to support students growth in language acquisition.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

School Climate

The staff, students, families and communities will focus on a safe, supportive, positive and inclusive school climate at Scott Lane. A positive school climate will serve to improve social-emotional well-being, morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic areas. Parent and community involvement in the school will increase. Ultimately, this will have a positive effect on behavior, student achievement, and citizenship at our school, as well as attendance. Vice Principal, Social worker/Counselor/Student and Family Family Engagement Liaison will meet with students and families with chronic absentees with a focus on our White, Asian, and student with disabilities (ATSI) to provide support to increase attendance.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2. All students will equitably receive the social-emotional and behavioral support they need to graduate as resilient, future-ready, lifelong learners who think critically, solve problems collaboratively, and are prepared to thrive in a global society.
3. SCUSD will partner with students and families, and with labor, business and community members to create and expand opportunities for students to graduate as resilient, future ready, lifelong learners who think critically, solve problems collaboratively and are prepared to thrive in a global society.

Identified Need

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

Analysis of the Developmental Relationships Survey data reveals a critical need to strengthen students' social and emotional competencies, particularly in Classroom Order, where a significant 29% of students reported weakness. This indicates that over a quarter of students are experiencing challenges with classroom management and structure, which likely hinders their ability to fully engage in the learning process and negatively impacts the overall learning environment.

Corroborating this, SWIS report data shows that the classroom is the location with the highest frequency of referrals (190 referrals, 47.15%), and that defiance/insubordination/non-compliance and physical aggression are among the top reported behaviors. This convergence of data suggests that the challenges in Classroom Order are manifesting in observable behavioral issues within the classroom setting.

Several factors could contribute to improvements in this area, such as proactive disciplinary measures, enhanced support systems for students, and the implementation of Social Emotional Learning (SEL) instruction by credentialed staff, including school-wide lessons, small group mentoring, and recess support. To sustain and further these improvements, and based on surveys and the Behavior Tracking Tool (BTT), there is a need to continue implementing comprehensive SEL instruction and strengthen Tier 1 and Tier 2 PBIS interventions. The hiring of a Wellness Coach I to support students' self-management and social-emotional regulation is also identified as a need.

Furthermore, to ensure consistent implementation and effectiveness of support, all staff (certificated and classified) require continuous training in a Multi-Tier System of Support (MTSS) for social and behavioral needs. The ongoing challenge of retaining noon-duty supervisors, who are crucial for a safe recess environment, necessitates continuous hiring and training. To further support positive recess behavior, the continued partnership with BGS to provide structured play and problem-solving lessons is essential.

To address these complex issues, a multi-faceted approach is needed. Providing teachers with professional development in evidence-based classroom management strategies, trauma-informed practices, and restorative justice to create more supportive and structured learning environments, implementing school-wide interventions focused on teaching and reinforcing positive behavioral expectations, with a focus on de-escalation strategies and conflict resolution, exploring strategies to enhance students' sense of agency and voice within the classroom to foster greater investment and adherence to classroom norms, hiring a Wellness Coach I to provide targeted support for students' self-management and social-emotional regulation, providing ongoing training for all staff in MTSS for social and behavioral needs, continuing to partner with BGS for structured play and problem-solving support during recess, improving the recruitment, retention, and training of noon-duty supervisors.

By addressing both the perceived lack of order and the high rates of classroom behavioral incidents, while also considering the contributing factors and necessary supports, the school can work towards creating a more positive, productive, and equitable learning environment

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Developmental Relationship Survey	Baseline 2024-2025 Developmental Relationships: 43% Strong Experience of Developmental Relationships 6% Weak Experience of Developmental Relationships Social and Emotional Competencies: 54% Strong Social and Emotional Competencies 13% Weak Social and Emotional Competencies 26% Weak Self Management Equitable Practices: 59% Strong Social Responsiveness Environment 3% Weak Social Responsiveness Environment	By June of 2026 Overall Goal 5 % growth Developmental Relationships: 48% Strong Experience of Developmental Relationships Overall Goal Decrease 1% Weak Experience of Developmental Relationships By June of 2026 Overall Goal 5 % growth Social and Emotional Competencies: 59% Strong Social and Emotional Competencies Overall Goal Decrease 5% 8% Weak Social and Emotional Competencies 21% Weak Self Management By June of 2026 Overall Goal 5 % growth Equitable Practices: 64% Strong Social Responsiveness Environment Overall Goal Decrease 3% 0% Weak Social Responsiveness Environment
Behavioral Tool Tracker (SWISS)	Baseline 2024-2025 Behavior: 20.10% Physical Contact/Physical Aggression 11.17% Physical Aggression Location: 47.15% Classroom 28.4% Playground/Outdoor Area	By June 2026 Decrease 5% Behavior: 15% Physical Contact/Physical Aggression 6% Physical Aggression Location: 42% Classroom 23% Playground/Outdoor Area

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will build positive school and classroom community through PBIS (now incorporates Beary Good Citizen, adopted school wide values and the 3 Agreements instruction and activities), Teachers	All Students	

	and staff will infuse character and Mindset education in to curricular areas		
1.2	5th grade students have the opportunity to participate in Safety Patrol	All Students	0 None Specified None Specified Safety Patrol supplies funded through donations and/or PTA funds
1.3	Students will participate in structured play, sporting events during recess. In addition to learning through play, students will learn about conflict resolution and teamwork.	All Students	34,000 Title I None Specified Organization to support with Positive Behavior Intervention and school climate during class and recess times with structured play, teach and reinforce conflict resolution, teamwork and sporting events during recess.
1.4	TK-5 students and staff will participate in school wide PBIS program, T-shirts and incentives will be purchased to support positive playground and classroom behavior from the PBIS Bear Store, staff and families will participate in school wide day and evening events, 3rd, 4th and 5th grade students will have the opportunity to participate in Student Council, and will purchase items for the PBIS Bear Store	All Students	1,000 Targeted Allocation 4000-4999: Books And Supplies Incentives for PBIS Bear Store and activities
1.5	Staff will participate(released) in PBIS training with district coach as well as classroom visit to collect data and SST meetings (roving sub to release teachers)	All Students	0 None Specified None Specified Sub pay to release teachers for MTSS (walks/planning/review school wide data needs, SST meetings) Goal 1
1.6	School will provide annual community events to promote positive school and community climate, parent participation and student achievement, Translation will be provided for parents for conferences, documents, day to day school business, School will offer parent education nights on topics of interest (gang prevention, nutrition, health/wellness, how to help my child with homework, how to support my child so that he/she will do well in school, SEAL topics, etc.), Parents incentives will be offered to increase attendance and participation during events, Communication between home and school will take place throughout the school year(website, texts, emails, phone blasts, phone calls, flyers, home visits, etc.), PTA sponsored events will occur throughout the year, School will invite and encourage partnership programs with community organizations, colleges and companies (Intel, Santa Clara Masons, Santa Clara University, Rotary, etc.), School facilities will be well-kept to promote school pride and positive school climate, Staff provide training for parents to	All Students	0 None Specified None Specified Parent Involvement Services Translations (allocated Goal 1) 0 None Specified None Specified Childcare (allocated Goal 1)

	learn how to support teachers and students in the classroom, Parents will be invited to attend special events in the classroom Childcare will be provided for afternoon and evening events, CCSS and curriculum workshops will be provided to parents several times throughout the school year, purchase materials to promote positive school climate, school cleanliness, safety, etc., When available, support services will be provided for students with behavioral, emotional and other special needs.		
1.7	At-risk students participate in counseling services. These services will include work with our Wellness Coordinator, as well as the PIP Counselor, at-risk students will be provided with additional support through a grade-level paraprofessionals and/or classroom assistants, all Scott Lane students will have or be provided student uniforms that are within uniform guidelines	Students with SEL needs based on staff observation, BTT, and SWISS data	16,656 Title I None Specified PIP counselor
1.8	Students, parents and staff participate in an annual survey to ensure school climate goals are being met, 1st-5th grade students participate in a school wide school climate survey to inform future goals and specific areas of focus, School Site Council and staff participate in on-going evaluations of current programs, Stakeholders (certificated, hourly and classified school staff, SSC members, and other parents who express interest) are offered the opportunity to give input on the School Plan each year through a 'poster' process (goals, actions and expenditures list are posted in a public area, stakeholders are invited to review the School Plan and write down input on the posters), Principal implements a yearly needs assessment survey of staff, students and groups [SSC, ELAC, School PLC, Student Council, Site Learning Team (SLT), etc.] to determine changes for the following school year, Principal and YMCA leaders collaborate to ensure that that after school program supports the regular school day (discussion of grade level year-long plans, students adhere to the expectations of the PBIS program, parents feel comfortable participating both during and after school, etc., Site Learning Team meets 5-6 times per year to collaborate and advise on school improvement implementation	All Students	
1.9	Wellness Coach I (SEL/PBIS) to support school-wide daily with SEL in grades Tk-5, deliver SEL Lessons, support teachers in arranging a calming/deescalating corner, support students with high social and emotional needs, support classrooms with high need students (de escalate students), support student groups and at recess, and support students (White, Asias, Student with disabilities) and families with chronic absentees.	All students and students with SEL needs based on staff observation, BTT, and SWISS data and chronic absentees	77,812 Targeted Allocation 2000-2999: Classified Personnel Salaries
1.10	SEL/PBIS classified staff to support Positive Behavior Intervention System (PBIS) Tier I and Tier	All students and students with SEL needs based on	23,000 Title I

	II intervention in classrooms, groups and recess, check- ins throughout the day with students	staff observation, BTT, and SWISS data and chronic absentees	None Specified Classified Personnel - Positive behavior intervention system (PBIS) to support Tier I and Tier II intervention in the classroom.
1.11	Equipment/materials/incentives for recess to support PBIS, SEL and student wellness	All Students	1,000 Targeted Allocation 4000-4999: Books And Supplies Positive Behavior Intervention and support equipment/materials/incentives to support with PBIS and SEL of students in and outside the classroom as well as attendance
1.12	Certificated subs to provide PBIS Team time to monitor and collect data in partnership/collaboration with the MTSS District Behavior Coach to prepare Professional Development for the staff	All Students	0 None Specified None Specified Certificated subs to be used for partnership/collaboration and professional development (allocated under Goal 1)
1.13	Parent Workshops to build capacity and support student learning and positive behavior	All Students	0 None Specified None Specified Parent workshops/capacity building/monitoring students performance, and parent skills (allocated under Goal 1) 0 None Specified None Specified Food and child care for family meetings and workshops (allocated under Goal 1)
1.14	Classified staff implement Positive Behavior Intervention System (PBIS) to support a safe climate before and during the school day.This will include hourly rate of pay for classified staff to engage in professional learning to support a safe climate.	All Students	68,671 Targeted Allocation 2000-2999: Classified Personnel Salaries Tier I and II Intervention. Positive behavior intervention system (PBIS) to support a safe climate before and during the school day. This will include hourly rate of pay for classified staff and also to engage in professional learning to support a safe climate.
1.15	Classified staff to support Positive Behavior Intervention System (PBIS) Tier I and Tier II intervention in classrooms, groups and recess, check- ins throughout the day with students and check outs (CICO), PBIS, Trauma, Deescalate training to support students.	All Students	5,000 Title I None Specified Hourly and additional hourly pay - Instructional Paras/Hourly /STLA for Intervention, CICO, SEL, PD, and training/meetings (SLT staff, etc) (Bilingual Spanish)

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

The strategies articulated in this goal support students' academic, social, and emotional needs. To achieve this, the plan outlines several key activities and expenditures, including hiring a Wellness Coach I, continuing the implementation of structured play during recess to teach students about conflict resolution and teamwork, and providing support services for students with behavioral, emotional, and other special needs. Additionally, at-risk students will have access to counseling services through the Wellness Coordinator and the PIP Counselor. The school will also continue to refine the Positive Behavior Intervention System (PBIS) to create a safe and supportive climate. This includes staff training, materials, and incentives to promote positive behavior. Finally, parent workshops will be conducted to build capacity and support student learning and positive behavior, and classified staff will implement PBIS and provide Tier I and Tier II interventions

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

We were not able to higher a qualified classified employee to support SEL lessons, mentoring, and supports in and out of the classroom. We are hiring a Wellness Coach I to support our students' needs in social and emotional regulations as well as self-management (physical aggression).

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

We will hire a Wellness Coach I to support our students' needs in social and emotional regulations as well as self-management (physical aggression) and continue to have BGS on campus to support students with structured play and problem resolution at recess.

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$625,270.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$459,800.00
Title I Part A: Parent Involvement	\$4,598.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$464,398.00

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 (\$)
None Specified	\$0.00
Targeted Allocation	\$160,872.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$160,872.00

Total of federal, state, and/or local funds for this school: \$625,270.00

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
Title I	459,800	0.00
Title I Part A: Parent Involvement	4,598	0.00
Targeted Allocation	160,872	0.00

Expenditures by Funding Source

Funding Source	Amount
None Specified	0.00
Targeted Allocation	160,872.00
Title I	459,800.00
Title I Part A: Parent Involvement	4,598.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	72,888.00
2000-2999: Classified Personnel Salaries	419,124.00
4000-4999: Books And Supplies	2,000.00
None Specified	131,258.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	154,305.00
4000-4999: Books And Supplies	Targeted Allocation	2,000.00
None Specified	Targeted Allocation	4,567.00

1000-1999: Certificated Personnel Salaries	Title I	72,888.00
2000-2999: Classified Personnel Salaries	Title I	264,819.00
None Specified	Title I	122,093.00
None Specified	Title I Part A: Parent Involvement	4,598.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	390,309.00
Goal 2	7,822.00
Goal 3	227,139.00

School Site Council Membership

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

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

Name of Members	Role
Claudia Corpus	Principal
Raquel Dominguez	Other School Staff
Vince Fernandez	Other School Staff
Robyn McKay	Classroom Teacher
Cristela Ramirez	Classroom Teacher
Lauren Broker	Classroom Teacher
Jucelia Alvarez	Parent or Community Member
Rachelle Rasmussen	Parent or Community Member
Yara Hildago Barajas	Parent or Community Member
Hilda Gonzalez Alvarez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

Other: School Leadership

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 04/10/25.

Attested:



Principal, Claudia Corpus on 04/21/2025



SSC Chairperson, Rachelle Rasmussen on 04/21/2025