



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Blanche Sprentz Elementary School	34673306033146	May 20, 2025	August 14, 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 School Site 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 Blanche Sprentz Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

BSE moved out of ATSI school year 2024.

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

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Plan Description

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

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

BSE moved out of ATSI school year 2024.

The Blanche Sprentz Single Plan for Student Achievement (SPSA) aligns with the goals of the district Local Control Accountability Plan (LCAP), which is aligned with state and federal priorities and mandates, including those of Every Student Succeeds Act (ESSA). The long-term goal of eliminating the achievement gap and improving learning outcomes for all students will be a focus. To meet district LCAP goals and ESSA requirements, and to support learning for all students at Blanche Sprentz, this year we will continue our focus on school climate, working as a professional learning community to maximize student growth, and targeting essential standards with evidence-based practices and common assessments.

School Vision and Mission

Blanche Sprentz supports the FCUSD Vision: Empowering All Students to Thrive Through Educational Excellence.

At Blanche Sprentz, our mission is to ensure evident levels of growth for all students in academic achievement and social emotional learning, through a positive, creative, and culturally responsive school climate in partnership with students, staff, families, and the community. Our vision is to prepare all students to become responsible citizens and productive members of a culturally diverse society. Blanche Sprentz students are provided with an environment that is safe, kind, respectful, supportive, and educationally inspiring. Our school climate encourages students to demonstrate openness, trust, self-esteem, self-determination, and respect for self and others. We provide an intentional focus on student achievement.

Language arts, mathematics, social studies, science, technology, physical education, and the fine arts are included in our district adopted curriculum. All subjects are taught in the context of meaningful learning experiences that take advantage of children's natural curiosity. Learning in the classroom is reinforced with homework assignments that students can complete independently. Special services are provided by a psychologist, speech pathologist, occupational therapist, behavior specialist, nurse, health clerk, resource specialist, self-contained special education teacher, and library clerk. Students have access to well-equipped Science, Technology, Engineering, Art, and Math (STEAM) materials to enrich learning and increase exposure to science and technology.

School & Community Profile

Blanche Sprentz Elementary (BSE) is located on a tiered hillside just a few miles east of the American River and south of Folsom Lake, in northern Folsom, California. BSE has a rich heritage of community pride and neighborhood charm. The campus presents an inviting landscape as it sits on the corner of Flower Drive and Willowmere Drive with its well-maintained landscape and clean aesthetic. It is complemented by the beautiful and spacious Ed Mitchell Park equipped with tennis courts, and neighborhood dog walkers, making it a hub for our community.

Blanche Sprentz Elementary's enrollment was 363 students in the 2024-2025 school year. Of the total number of students enrolled, 47% were identified as socioeconomically disadvantaged. In addition, 14% of our students were English Language Learners (ELL). The school's largest ethnic group is white, with 55% of the school population identifying themselves as white. In terms of racial subgroups, significant numbers include Hispanic at 21.2%, two or more races at 9.2%, and Asian at 11.5%. All of our teachers hold state-approved teaching credentials. We have a library clerk and parent coordinator who facilitate educational opportunities for all our students. All of our educational programming operates with three tenets in mind, "All means all," "What is best for the students?," and "Parents are their children's first teachers."

Blanche Sprentz Elementary School provides a challenging curriculum aligned with the district adopted curriculum while allowing students to explore and develop their interests and talents. All students are assessed formally throughout the year and ongoing formative assessments guide the development of appropriate interventions to meet the needs of each student. Response to Intervention and Student Study Team (SST) meetings for students as needed, based on parent and/or teacher requests, and regular reviews of student performance data during Every Student by Name (ESBN) meetings. We assess students for 504 plans and special education services when needs are suspected and/or identified, or when appropriate requests for testing are received. Gifted and Talented Education (GATE) students are clustered in fourth and fifth grades, and conferences are held between the parent/guardian and teacher to discuss differentiated instruction to meet their child's needs for enrichment. University of Florida Literary Institute (UFLI) and Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) is taught school-wide from kindergarten through fifth grade. Our English Learners (EL) receive both designated and integrated instruction from their classroom teacher as well as the Intervention teacher. Additional translations and support come from the assistance of a Bilingual Instructional Assistant (BIA), who supports students in their general education classrooms.

Blanche Sprentz maintains a positive school environment through teamwork and the efforts of our staff, students, and families. Our hardworking school staff is called upon to model the behavior we expect from our students. We expect our staff and students to be Respectful, on time, Courageous, and Kind (ROCK). We facilitate the Special Friends program at our site two days per week, as well as Positive Behavior Interventions and Supports (PBIS) based upon clearly defined standards of student behavior, consequences, and rewards, including weekly character awards, biweekly raffles, and trimester awards. Before and after school care is provided by our Student Care Center. During all school activities, including extracurricular, emphasis is placed on developing personal responsibility and a social conscience. We teach students to support themselves and one another's social, intellectual, and emotional growth, and to support and advocate for one another. We offer extra-curricular activities including student council, art, chess club, engineering, coding, and Good News Club (offered by community partners on site). Our strong Parent Teacher Organization (PTO) enhances positive parent/teacher/principal interactions, communication, and cooperation, provides a calendar full of fun activities for students, and supports the school site and facilities.

Blanche Sprentz families consistently and repeatedly express the desire to be involved in their children's education, and we enjoy a high rate of parent and community volunteerism. We encourage a productive partnership between home and school, including frequent and open communication. Our PTO is extremely active, with the participation of parents, community members, teachers, and our site principal, and provides many activities, fundraisers, and events for the students and families of Blanche Sprentz. The school expends considerable time and resources establishing strong connections to our families and community through our School Site Council (SSC), communications using Blackboard Connect, soliciting input through district surveys, as well as multiple volunteer opportunities. Our Blackboard Connect messages (voice, email, and text), school marquee, and school web page keep families informed about schedules, events, and activities happening at school. Frequent communications from teachers by email, phone, and text, regular conferences, and parent involvement in the classroom all help to build a positive learning environment and strong relationships. We collaborate with community partners including the PC Pals/Intel program, Oak Hills Church (for a community service day) Folsom's Hope, Kaiser Permanente, Micron Corporation, Sacramento Rivercats, Folsom Parks and Recreation, Folsom Rotary Club, Folsom Lions Club, and Folsom Police and Fire Departments. Many parents are frequent and active volunteers in the classroom, providing robust support for students and staff. Our strong and energized PTO further enhances positive parent/teacher/principal interactions and cooperation. Our PTO meets monthly, and they play a key role at Blanche Sprentz. In addition to providing fun extracurricular opportunities, they provide supplemental instructional materials for each classroom, help fund classroom field trips, and provide funding for after school clubs.

Educational Partner Involvement

How, when, and with whom did Blanche Sprentz 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

Blanche Sprentz utilized a variety of outreach efforts for input and feedback on the development of our Single Plan for Student Achievement (SPSA). In composing this year's SPSA, our principal reflected on teacher and community input collected from the CHKS and Panorama surveys during the 2024-2025 school year. Our English Learner Advisory Committee (ELAC) and School Site Council (SSC) provide input into the plan during our scheduled meetings, noting areas of concern and growth. The Blanche Sprentz staff reviewed the SPSA plan and goals at our May 1, 2025, staff meeting. Our ELAC and SSC committees reviewed the final SPSA on May 20, 2025.

Throughout the year, Blanche Sprentz involves our school community, including parents, staff, and students, in developing and monitoring our school plan. The following groups continue to monitor and have input into the plan throughout the year:

- Site Leadership teams (Guiding Coalition, Climate Facilitator Team, or PBIS, with monthly meetings)
- School Site Council (SSC) meets 6 times a year: 09/17/24, 10/29/24, 11/12/24, 02/05/25, 04/08/25, 05/20/25
- English Learner Advisory Committee (ELAC) minimum 6 times a year: 09/17/24, 10/29/24, 11/12/24, 02/05/25, 04/08/25, 05/20/25
- Parent Survey - California Healthy Kids Survey (October/November 2024)
- Every Student by Name (ESBN) and Class Placement meetings three times a year
- Consultations with the Director of Categorical Programs (ongoing)
- Faculty meetings (LCAP workshop and review)

Resource Inequities

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

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

Blanche Sprentz Elementary was removed from ATSI school year 2024.

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.

Chronic Absenteeism has significantly improved and moved to the green. English Language Arts and Mathematics are areas that need continued improvement based on 2024 CA Dashboard data. Blanche Sprentz increased three student groups performing in the low category for Chronic Absenteeism including Students with Disabilities, Socioeconomically Disadvantaged, and English Learners. English Language Arts has one student group performing in the low category: Students with Disabilities. Steps taken to address Chronic Absenteeism were: biweekly meetings between the principal and attendance clerk identifying students at risk of becoming chronic, increase in School Attendance Review Team (SART) meetings, attendance rewards, attendance announcements at Back to School Night, Parent Teacher Organization meetings, School Site Council meetings, and English Learner Advisory Committee meetings. Steps taken to address English Language Arts were: Grade-level team Strategic Measurable Attainable Relevant Timebound, or (SMART) goals common formative and summative assessments in English Language Arts, implementation of the University of Florida Literacy Institute (UFLI) curriculum for phonics and phonemic awareness instruction, spelling inventory assessment, identification in Every Student By Name meetings, pull-out Tier 3 reading intervention using Systematic Instruction of Phonics and Phonemic Awareness (SIPPS), and Heggerty and Kilpatrick drills.

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.

Blanche Sprentz did not have any student groups two or more performance levels below the "all student" performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Blanche Sprentz 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	0.55%	0.79%	0.29%	2	3	1
African American	1.38%	3.44%	3.50%	5	13	12
Asian	7.18%	7.41%	7.00%	26	28	24
Filipino	0.83%	0%	0.29%	3	0	1
Hispanic/Latino	21.27%	20.9%	25.07%	77	79	86
Pacific Islander	%	0%	%	0	0	
White	56.08%	55.82%	50.44%	203	211	173
Multiple/No Response	12.71%	11.64%	13.41%	46	44	46
Total Enrollment				362	378	343

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	129	134	41
Grade 1	50	61	43
Grade 2	36	57	59
Grade3	42	41	62
Grade 4	44	44	44
Grade 5	61	41	48
Total Enrollment	362	378	343

Conclusions based on this data:

1. BSE has a diverse student body with about 49% of students identifying as an ethnic group other than White, including: Hispanic/Latino, Multiple Ethnicities, Asian, Filipino, and American Indian.
2. BSE's enrollment has seen about a 12% decrease due to movement of Transitional Kindergarten classes to neighboring school sites.
3. BSE's largest ethnic group is White at 50% of students enrolled.

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	32	45	43	10.0%	8.8%	12.5%
Fluent English Proficient (FEP)	13	12	14	4.9%	3.6%	4.1%
Reclassified Fluent English Proficient (RFEP)				8.6%		

Conclusions based on this data:

- English Learners make up about 13 percent of BSE student enrollment.
- About 14% of BSE students are Fluent English Proficient meaning they speak English proficiently in addition to their native language.
- The Reclassification of English Learners at Blanche Sprenzt increased from 2023 to 2024.

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	47	40	66	44	39	62	44	39	62	93.6	97.5	93.9
Grade 4	47	43	44	46	43	41	46	43	41	97.9	100.0	93.2
Grade 5	65	40	50	64	40	48	64	40	48	98.5	100.0	96
All Grades	159	123	160	154	122	151	154	122	151	96.9	99.2	94.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2404.	2409.	2417.	22.73	23.08	20.97	13.64	28.21	20.97	25.00	20.51	35.48	38.64	28.21	22.58
Grade 4	2476.	2498.	2482.	30.43	41.86	34.15	28.26	11.63	19.51	21.74	23.26	24.39	19.57	23.26	21.95
Grade 5	2553.	2514.	2521.	42.19	30.00	31.25	28.13	30.00	31.25	17.19	17.50	16.67	12.50	22.50	20.83
All Grades	N/A	N/A	N/A	33.12	31.97	27.81	24.03	22.95	23.84	20.78	20.49	26.49	22.08	24.59	21.85

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	22.73	17.95	12.90	50.00	64.10	70.97	27.27	17.95	16.13
Grade 4	30.43	30.23	29.27	58.70	62.79	58.54	10.87	6.98	12.20
Grade 5	37.50	25.00	29.17	54.69	57.50	56.25	7.81	17.50	14.58
All Grades	31.17	24.59	22.52	54.55	61.48	62.91	14.29	13.93	14.57

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	18.18	12.82	14.52	45.45	58.97	56.45	36.36	28.21	29.03
Grade 4	4.35	20.93	9.76	69.57	62.79	73.17	26.09	16.28	17.07
Grade 5	32.81	20.00	18.75	57.81	57.50	62.50	9.38	22.50	18.75
All Grades	20.13	18.03	14.57	57.79	59.84	62.91	22.08	22.13	22.52

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	15.91	12.82	9.68	63.64	71.79	82.26	20.45	15.38	8.06
Grade 4	17.39	13.95	12.20	73.91	74.42	80.49	8.70	11.63	7.32
Grade 5	14.06	12.50	8.33	81.25	80.00	81.25	4.69	7.50	10.42
All Grades	15.58	13.11	9.93	74.03	75.41	81.46	10.39	11.48	8.61

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.64	12.82	14.52	50.00	64.10	72.58	36.36	23.08	12.90
Grade 4	13.04	30.23	12.20	76.09	55.81	78.05	10.87	13.95	9.76
Grade 5	28.13	20.00	22.92	59.38	75.00	68.75	12.50	5.00	8.33
All Grades	19.48	21.31	16.56	61.69	64.75	72.85	18.83	13.93	10.60

Conclusions based on this data:

1. The percentage of 3rd-5th grade students meeting or exceeding standards in ELA decreased slightly from 2022-2023 to 2023-2024.
2. 4th grade is the leading grade level with 90% of students meeting and/or exceeding standards.
3. 4th grade is a far leader in the Writing domain with 84% of students meeting and/or exceeding standards.

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	47	40	66	45	39	65	45	39	65	95.7	97.5	98.5
Grade 4	47	43	44	46	43	43	46	43	43	97.9	100.0	97.7
Grade 5	65	40	50	64	40	49	64	40	49	98.5	100.0	98
All Grades	159	123	160	155	122	157	155	122	157	97.5	99.2	98.1

* 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	2410.	2419.	2432.	20.00	17.95	21.54	22.22	28.21	32.31	24.44	25.64	16.92	33.33	28.21	29.23
Grade 4	2490.	2495.	2479.	26.09	20.93	20.93	26.09	32.56	27.91	32.61	37.21	34.88	15.22	9.30	16.28
Grade 5	2522.	2502.	2504.	25.00	17.50	24.49	20.31	17.50	10.20	35.94	45.00	36.73	18.75	20.00	28.57
All Grades	N/A	N/A	N/A	23.87	18.85	22.29	22.58	26.23	24.20	31.61	36.07	28.03	21.94	18.85	25.48

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	22.22	23.08	26.15	46.67	56.41	46.15	31.11	20.51	27.69
Grade 4	21.74	20.93	25.58	58.70	67.44	53.49	19.57	11.63	20.93
Grade 5	23.44	12.50	24.49	64.06	62.50	46.94	12.50	25.00	28.57
All Grades	22.58	18.85	25.48	57.42	62.30	48.41	20.00	18.85	26.11

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	26.67	12.82	23.08	51.11	69.23	60.00	22.22	17.95	16.92
Grade 4	21.74	30.23	18.60	56.52	55.81	55.81	21.74	13.95	25.58
Grade 5	21.88	10.00	8.16	60.94	67.50	75.51	17.19	22.50	16.33
All Grades	23.23	18.03	17.20	56.77	63.93	63.69	20.00	18.03	19.11

Conclusions based on this data:

1. 3rd-5th grade students maintained or increased in their overall achievement of meeting or exceeding standards from 2022-2023 to 2023-2024.
2. Problem Solving and Modeling/Data Analysis saw increases in percentage above the standard in the 3rd, 4th, and 5th grades.
3. Communicating Reasoning is the strongest domain for the 3rd and 5th graders with 83% at, near, or above standard.

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	1424.9	1398.9	1409.8	1446.4	1415.5	1434.4	1374.4	1359.5	1352.3	14	24	18
1	*	*	*	*	*	*	*	*	*	9	*	9
2	*	*	*	*	*	*	*	*	*	8	8	*
3	*	*	1502.4	*	*	1495.4	*	*	1508.9	*	8	15
4	*	*	*	*	*	*	*	*	*	4	*	5
5	*	*	*	*	*	*	*	*	*	7	5	4
All Grades										44	50	53

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	14.29	0.00	16.67	57.14	33.33	11.11	14.29	41.67	38.89	14.29	25.00	33.33	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	26.67	*	*	53.33	*	*	6.67	*	*	13.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.36	10.00	18.87	36.36	40.00	28.30	34.09	36.00	22.64	18.18	14.00	30.19	44	50	53

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	14.29	16.67	22.22	57.14	33.33	16.67	21.43	25.00	33.33	7.14	25.00	27.78	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	46.67	*	*	20.00	*	*	20.00	*	*	13.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	28.00	32.08	43.18	42.00	18.87	20.45	16.00	22.64	18.18	14.00	26.42	44	50	53

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	5.56	35.71	16.67	22.22	42.86	50.00	27.78	21.43	33.33	44.44	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	20.00	*	*	33.33	*	*	26.67	*	*	20.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.55	6.00	9.43	25.00	24.00	28.30	36.36	44.00	24.53	34.09	26.00	37.74	44	50	53

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	28.57	16.67	27.78	64.29	70.83	66.67	7.14	12.50	5.56	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	46.67	*	*	33.33	*	*	20.00	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	25.00	24.00	37.74	59.09	66.00	47.17	15.91	10.00	15.09	44	50	53

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	14.29	16.67	22.22	78.57	54.17	27.78	7.14	29.17	50.00	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	46.67	*	*	26.67	*	*	26.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.73	32.00	26.42	59.09	52.00	33.96	18.18	16.00	39.62	44	50	53

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	7.14	4.17	5.56	78.57	66.67	50.00	14.29	29.17	44.44	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	20.00	*	*	53.33	*	*	26.67	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	9.09	6.00	9.43	56.82	66.00	50.94	34.09	28.00	39.62	44	50	53

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	12.50	11.11	57.14	37.50	33.33	28.57	50.00	55.56	14	24	18
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	6.67	*	*	80.00	*	*	13.33	*	*	15
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	13.64	16.00	5.66	59.09	56.00	62.26	27.27	28.00	32.08	44	50	53

Conclusions based on this data:

1. The number of English Learners tested for ELPAC increased from 50 to 53 students.
2. In the Writing Domain, 62% of ELs are performing in Somewhat/Moderately, while 32% performed at Beginning.
3. In the Listening Domain, 67% of ELs performed in the Somewhat/Moderately performance level.

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.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
343	36.7%	12.5%	0.3%
Total Number of Students enrolled in Blanche Sprentz 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	43	12.5%
Foster Youth	1	0.3%
Homeless	11	3.2%
Socioeconomically Disadvantaged	126	36.7%
Students with Disabilities	54	15.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.5%
American Indian	1	0.3%
Asian	24	7%
Filipino	1	0.3%
Hispanic	86	25.1%
Two or More Races	46	13.4%
Pacific Islander	0	0.0%
White	173	50.4%

Conclusions based on this data:

1. BSE's percentage of socioeconomically disadvantaged students has increased and remains one of the highest percentages for a Folsom elementary school.

2. Of our English Learners, students identifying as Hispanic/Latino is our largest group at 25%.
3. Students identifying as Two or More Races and Asian are the next two largest groups.

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  Yellow	Chronic Absenteeism  Green	Suspension Rate  Orange
Mathematics  Yellow		
English Learner Progress  No Performance Color		

Conclusions based on this data:

- Academic Performance in English Language Arts and Math and Conditions and Climate are areas for continuous improvement.
- Academic Engagement, specifically Chronic Absenteeism, is an area of great growth and strength for BSE.

3. BSE does not have enough English Learners to show a Performance Level at this time, but this will still be an area of focus.

School and Student Performance Data

Academic Performance English Language Arts

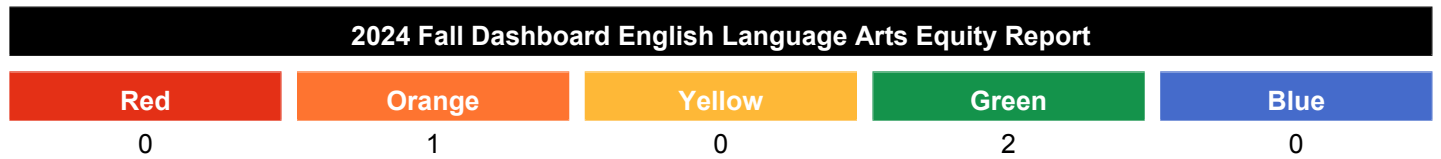
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This section provides number of student groups in each level.



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  Yellow 3.3 points above standard Declined 5.3 points 145 Students	English Learners  No Performance Color 32.6 points below standard Increased 31.3 points 19 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 3.9 points below standard Increased 3.6 points 60 Students

Students with Disabilities  Orange 65.6 points below standard Declined 14.8 points 34 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 22.9 points below standard Declined 11.5 points 35 Students
Two or More Races  No Performance Color 2.0 points below standard Declined 34.5 points 22 Students	Pacific Islander  No Performance Color 0 Students	White  Green 14.0 points above standard Maintained 0.1 points 74 Students

Conclusions based on this data:

1. BSE saw growth in ELA from the SED subgroup from orange to green from 2023 to 2024.
2. Achievement gaps are shown in our socioeconomically disadvantaged students and students with disabilities in math.
3. Students identifying as Two or More Races declined as subgroup in ELA.

School and Student Performance Data

Academic Performance Mathematics

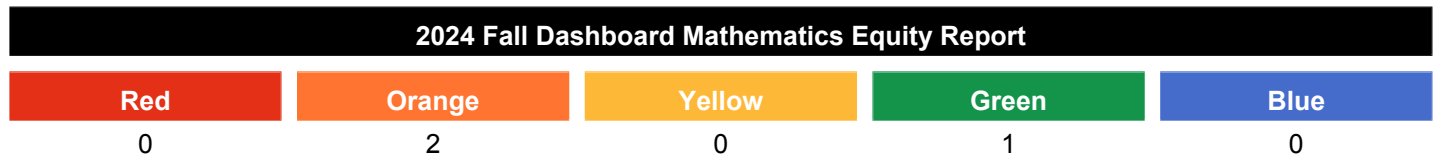
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 6.3 points below standard Maintained 1.2 points 146 Students	English Learners  No Performance Color 54.6 points below standard Maintained 1.6 points 21 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Less than 11 Students 0 Students	Homeless  No Performance Color Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 33.8 points below standard Declined 10.3 points 62 Students

Students with Disabilities  Orange 72.5 points below standard Declined 40.2 points 34 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  No Performance Color Less than 11 Students 9 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 39.2 points below standard Maintained 2.1 points 36 Students
Two or More Races  No Performance Color 7.9 points above standard Declined 12.5 points 21 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.4 points above standard Increased 4.2 points 75 Students

Conclusions based on this data:

1. While the White subgroup of students saw a significant increase,
2. Socioeconomically Disadvantaged students and Students with Disabilities declined significantly in math.
3. Although the students identifying as Two or More Races declined, their overall score is higher than our students identifying as White.

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
No Performance Color 44% making progress. Number Students: 25 Students	No Performance Color making progress. 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
16%	40%	0%	44%

Conclusions based on this data:

1. 84% of English Learners maintained or progressed at their ELPI level.
2. 16% of English Learners decreased one ELPI level.
3. Targeted support is needed for all English Learners.

School and Student Performance Data

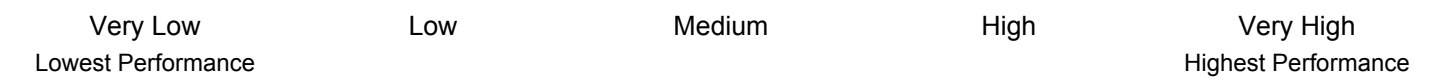
Academic Performance College/Career Report

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students  Green 9.8% Chronically Absent Declined 8 368 Students	English Learners  Yellow 18% Chronically Absent Declined 8.3 61 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color 33.3% Chronically Absent Increased 2.6 18 Students	Socioeconomically Disadvantaged  Yellow 17.5% Chronically Absent Declined 12.8 154 Students

Students with Disabilities  Yellow 13.7% Chronically Absent Declined 12.1 73 Students	African American  No Performance Color 41.7% Chronically Absent Increased 3.2 12 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color 10.3% Chronically Absent Declined 4.4 29 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Yellow 15.8% Chronically Absent Declined 7.1 95 Students
Two or More Races  Green 6.4% Chronically Absent Declined 10.9 47 Students	Pacific Islander  No Performance Color 0 Students	White  Green 5.5% Chronically Absent Declined 9.2 183 Students

Conclusions based on this data:

1. BSE has seen a tremendous decline and is in the green category for Chronic Absenteeism.
2. Multiple subgroups declined including Students with Disabilities, Two or More Races, Asian, White, and Hispanic students.
3. Students identifying as Two or More Races and White are in the green category for Chronic Absenteeism.

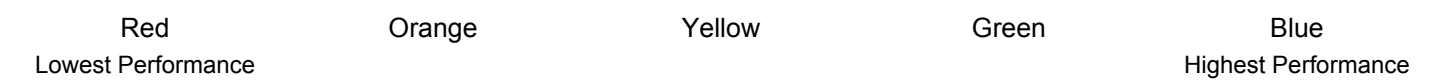
School and Student Performance Data

Academic Engagement Graduation Rate

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

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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 students completing high school, which includes students who receive a standard high school diploma.

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

Conclusions based on this data:

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

School and Student Performance Data

Conditions & Climate Suspension Rate

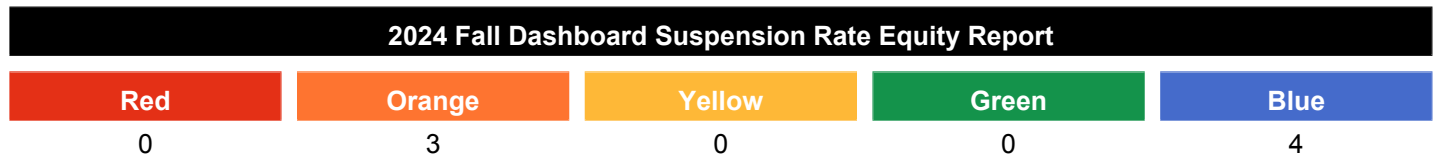
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 1.6% suspended at least one day Increased 1.6% 380 Students	English Learners  Blue 0% suspended at least one day Maintained 0% 61 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Homeless  No Performance Color 5.6% suspended at least one day Increased 5.6% 18 Students	Socioeconomically Disadvantaged  Orange 1.9% suspended at least one day Increased 1.9% 157 Students

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 73 Students	African American  No Performance Color 0% suspended at least one day Maintained 0% 15 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Maintained 0% 30 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Orange 1.1% suspended at least one day Increased 1.1% 95 Students
Two or More Races  Blue 0% suspended at least one day Maintained 0% 49 Students	Pacific Islander  No Performance Color 0 Students	White  Orange 2.6% suspended at least one day Increased 2.6% 189 Students

Conclusions based on this data:

1. BSE's Suspension Rate increased 1.6% to score in the orange.
2. The suspension rate is very low for all student subgroups.
3. The students identifying as White, Hispanic, Homeless, and Socioeconomically Disadvantaged saw slight increases.

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.

LCAP Goal 1: Enhancing Student Achievement Through High-Quality Instruction and Targeted Support
Student progress and educational outcomes will be monitored for success using assessment results.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 1: All student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and underserved student populations (State Priority 4 and 8)
1.01 - Ensure students are meeting grade-level standards in ELA and math (1st, 3rd, 5th, 8th, and 11th grades) with a specific emphasis on marginalized and underserved student populations
1.02 - Ensure English Learners, Foster Youth, and Students with Disabilities make grade level progress through access to grade level curriculum and quality first instruction.
1.03 - Improve TK/Kindergarten readiness as measured by curriculum embedded assessment.
1.04 - Grad rate focus; monitor yearly high school progress to ensure all students make annual progress toward graduating within their 4-year cohort.

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.

There is a need for collaboration time and PD related to 1) aligning 15-day challenge plans with essential standards, 2) generating pre and post assessments for use when grouping students with homogeneous academic needs and 3) designing targeted instruction through MTSS rotations.

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
4.1 CAASPP ELA	All Students are Medium (Yellow) on the CAASPP. 3.3 points above standard for all students (145 students) White students are High (Green) Socioeconomically Disadvantaged students are Medium (Yellow) Students with Disabilities are Low (Orange) ELs are Low but increased significantly	Increase points above standard for all students.
4.2 CAASPP Math	All Students are Medium (Yellow) on the CAASPP. -6.3 points below standard for all students (146 students) White students are High (Green) Students with Disabilities are Low (Orange)	Increase points above standard for all students.

	Socioeconomically Disadvantaged Students are Low (Orange)	
4.3 ELPAC EL Progress	44% of ELs progressed at least one English Learner Performance Index level (25 students)	Increase ELs progressing at least one level by 5%.
4.4 CAST (Science)	54.17 Met/Exceeded (increase of 14% from 2022-2023)	Increase percentage of met/exceeded by 5% to 59%.

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	Every Student by Name (ESBN) Meetings in Trimesters 1 and 2. Teacher Release Days: All grade-level teams will utilize PLT/WIN release time to collaboratively complete year-round pacing guides, 15-day challenge unit plans, and both common formative and summative assessments, as well as writing assessments in Mathematics and English Language Arts. Through the school's Individualized Teacher Action Plan, teams will analyze assessment results to identify areas for reteaching or enrichment, providing targeted support to promote student growth.	All Students	2000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Substitute cost to relieve teachers from classes and discuss Every Student by Name 13000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Cert. extra time 3311 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
1.2	Parent Coordinator provides detailed information for teachers to provide equity for all students.	All Students	
1.3	Intervention Teacher	Students At Risk	General Fund 1000-1999: Certificated Personnel Salaries Intervention Teacher will use district diagnostic and grade- level common assessment data to identify struggling students, develop and implement support strategies to reach mastery of essential standards. General Fund 3000-3999: Employee Benefits Employee Benefits
1.4	Program Monitor	English Learners & Reclassified English Learners	District Funded 1000-1999: Certificated Personnel Salaries Program Monitor will meet with BIA, General Education

			Paraeducator and Principal quarterly to identify struggling students and develop strategies to implement for support to reach mastery of essential standards.
1.5	Bilingual Instructional Aide	English Learners & Reclassified English Learners	6601 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 3939 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
1.6	General Education Paraeducator, 2 hours	Students At Risk	9680 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator Wages 3601 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator Benefits
1.7	Health Assistant Extended Hours to support all students and families.	All Students	
1.8	School Clerk Extended Hours to support all students and families.	All Students	
1.9	Special Friends - 10 hours of Tier 2 SEL Support	Students At Risk	LCFF - Supplemental 5700-5799: Transfers Of Direct Costs 5744 Elementary Interventions
1.10	Project Read is an application that supports students' phonemic awareness and decoding skills. Cost \$3.50/student x 175 K-2 students.	All Students	600 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Project Read

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.

Implementation of the above strategies was at 100%. Effectiveness of the strategies was shown by an overall increase in the number of students meeting or exceeding English Language Arts and Math standards on the CAASPP 2025.

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

Major differences include: the decrease of certificated substitute funding for professional learning community time, the addition of Special Friends support pulled from the LCFF Supplemental Budget, and the increase in the General Paraeducator hours. Although still a high priority, Educator Effectiveness Grant funding will be used to support grade-level team members meeting around PLC questions 1-4. Special Friends is a program that has been supported at BSE for many years, and it was added to the LCFF Supplemental Funding due to the increase in the unduplicated percentage of students at BSE (44%). Our general paraeducator showed increases in student mastery of phonics, phonemic awareness, and fluency during her 1 additional daily hour paid for by LCFF Supplemental funding.

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.

Goal 1 has changed its focus to Progress Monitoring which was the focus of Goal 4 for the previous Folsom Cordova LCAP. Additional changes are made to the identified subgroups of students. BSE does not have any groups in ATSI compared with EL, Asian, and Hispanic subgroups last year. The subgroups Students with Disabilities and Socioeconomically Disadvantaged will continue to be a focus for our site.

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.

Student Engagement

Increase parent and student engagement and provide a safe, healthy, and positive learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: Increase parent and student engagement with an intentional focus on historically marginalized and underserved student populations (State Priority 3, 5, and 6)
2.01 - Increase student attendance rates and reduce chronic absenteeism.
2.02 - Increase the high school graduation rate and decrease the dropout rate for all students.
2.03 - Reduce student suspensions, expulsion rates, and bullying incidents.
2.04 - Increase opportunities for family engagement and parent input and the utilization of volunteers.
2.05 - Improve the efficacy and accessibility of district communications to increase two-way engagement with all stakeholders and foster community partnerships.

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.

Increase of parent, family and community partnerships to increase student attendance and improve academic and social emotional performance.

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
2.1 - Attendance Rates - CA Dashboard Data	9.8% of BSE students are Chronically Absent with 4 groups in the medium (yellow) category: Hispanic, EL, SED, SWD and 2 groups in the Low (green) category: Two or more Races, White.	2.1 Decrease the Chronically Absent percentage by 2%. Special Friends will have a positive effect on student attendance rates.
2.3 - Suspension Data - CA Dashboard & PowerSchool Data	1.6% of BSE students were suspended at least one day according to the 2024 CA Dashboard.	2.3 BSE will continue to use Restorative Practices to address the root cause of poor behavior choices. Suspension will only be used as absolutely necessary for the safety of all students. Special Friends support will help reduce students from getting sent out of the classroom.
2.4 - Volunteers and Parent Attendance	2 parents of unduplicated students attended Site Council, ELAC, and PTO meetings regularly.	2.4 Parent and community volunteers will increase by 5%, with an emphasis on engaging parents of unduplicated students and special needs subgroups. In order to increase the input from parents in making decisions for the school district, increase Family

		Partnership Meetings attendance by 10% throughout the academic school year. Parent attendance at English Learners Advisory Committee (ELAC) and School Site Council (SSC) meetings will meet or exceed the minimum requirement.
2.5 - Community Partnerships	5 Community Partnerships: Folsom's Hope, Peterson Place, Folsom Library, Dine & Donate Restaurants	2.5 - Community Partnerships will increase by 5% with an emphasis on engaging families of unduplicated students and special needs subgroups.
2.6 - Communication	5 platforms of communication: ParentSquare Messages, Site Council, ELAC, PTO, BSE Bi-Weekly Newsletter.	2.6 - Communications from School to Home will increase with a focus on unduplicated students.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Special Friends Tier 2 Social Emotional Learning Support	Students At Risk	3000 LCFF - Supplemental 5700-5799: Transfers Of Direct Costs 10 hours of Classified wages for SEL Support
2.2	Bilingual Instructional Assistant works with specific students on specific areas of need identified by formative and summative assessments.	English Learners & Reclassified English Learners	6601 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Salary for three 6-hour days supporting English Learners. 3938 LCFF - Supplemental 3000-3999: Employee Benefits BIA Benefits
2.3	Yard Supervisor training to include 5 hours over the course of the year.	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries yard duty PD LCFF - Supplemental 3000-3999: Employee Benefits Yard Supervisor Benefits
2.4	School Clerk	All Students	5351 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our School Clerk assists with attendance and student engagement for our at-risk populations and students who

			have been historically marginalized. 4163 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.5	Health Assistant	All Students	3316 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant works in partnership with our staff, families, and students to increase student health, wellness, and engagement. 1360 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.6	Parent Coordinator	All Students	4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Facilitates family outreach, school communication, and student and family engagement opportunities. 3765 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
2.7	Environmental Camp Scholarships	Students At Risk	
2.8	General Education Paraeducator	Students At Risk	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access to grade level standards and reach grade level proficiency. LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator Benefits
2.9			
2.10	PBIS Conference	Students At Risk	2525 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conference

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 implementation of the above strategies was near 100%. Yard Supervisor training increased to 4 total hours and 5 hours would be optimal. Effectiveness of the above strategies showed in the a reduction of chronic absenteeism by nearly 8%, and an overall increase in parental support and approval on the California Healthy Kids Survey.

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

The only major differences are the use of LCFF Supplemental Funding for the Special Friends program, and the intent to increase the number of Classified Staff trainings throughout the school year to finetune recess structure and support.

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

There are no changes to be made to this goal, its outcomes or strategies at this time.

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.

Cross-Curricular Content Area Instruction

Provide students with high quality classroom instruction and access to a broad course of study.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 3: All students will receive equitable, high-quality instruction that promotes college and career readiness through a broad course of study. (State Priority 2, 4 and 7)
 3.01 - Provide Transformative Social Emotional Learning (T-SEL) and culturally relevant professional development on instructional strategies and essential standards.
 3.02 - Provide professional development opportunities in quality first instruction.
 3.03 - Ensure all teachers use research-based EL instructional strategies to guarantee students access to instruction and improve achievement.
 3.04 - Provide access to A-G, CTE, IB, AP and STEM courses to ensure students are college and career ready

Identified Need

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

The need to integrate literacy and math skills within the content areas in ways that are interactive, highlight the shift towards 21st Century Learning.

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
3.1 Professional Development on Transformative SEL & Culturally Relevant Instructional Strategies.	3.1 Students will be led in goal setting based on district assessments and supplemental curriculum such as Star Reading, Star Math, Lexia Core-5, and Read Naturally.	3.1 Provide the equivalent of two days of Professional Development to implement state standards including math, ELA, ELD & science. Provide Yard Supervisor training on restorative practices.
3.2 Professional Development on Building Integrated Units, 15-Day Challenges (PLC), and Think SRSD Writing training.	3.2 Minimum of 1 day offered to create integrated units based on science and social science essential standards/learning. Blanche Sprentz also incorporates PD in weekly staff meetings, minimum days, and Professional Development days into the ongoing professional learning opportunities at the site. Yard Supervisor training to be implemented before school starts and on Super Minimum Days.	3.2 Essential Learning will be planned cross-curricular, and teachers will complete at least 3 15-day challenges based on Maria Nielsen's training. 1 day will be paid for with Site Supplemental funding.

3.3 EL instructional strategies	3.3 Designated ELD Professional Development (PD) (district and site offerings)	3.3 Train all teachers and administrators in research based EL strategies and ELD (e.g., designated and integrated ELD).
3.4 Access to STEAM Activities & Essential Learning	3.4 Elem STEAM participation: Remodeled STEAM Lab, Mystery Science, Young Rembrandts Art Club, DaVinci Day Rotations	3.4 Increase the opportunities for elementary STEAM activities by 5%, including Environmental Camp scholarship funding.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Environmental Camp Scholarships	Students At Risk	LCFF - Supplemental 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3000-3999: Employee Benefits
3.2	Training for Classified Staff on: De-escalation, Structured Recess, PBIS strategies	All Students	980 LCFF - Supplemental 2000-2999: Classified Personnel Salaries De-escalation Training 303 LCFF - Supplemental 3000-3999: Employee Benefits
3.3	Professional Development (PD): Think SRSD Writing, High Reliability Schools (HRS), Professional Learning Communities (PLCs)	All Students	9000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Conferences
3.4	Lexia Core-5 and Read Naturally Training	All Students	Donations 5800: Professional/Consulting Services And Operating Expenditures Lexia Core-5 and Read Naturally Training
3.5	Health Assistant Additional Hours	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant Additional Hours support all students. LCFF - Supplemental 3000-3999: Employee Benefits

3.6	Bilingual Instructional Aide	English Learners & Reclassified English Learners	6600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps support all students with language support with integrated and designated ELD. 3938 LCFF - Supplemental 3000-3999: Employee Benefits Employee Benefits
3.7	Intervention Teacher	ELs, ASIA, HS	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher will work with grade level teams to provide high quality first instruction and tier 2 and 3 interventions for unduplicated students. Learning Recovery 3000-3999: Employee Benefits Employee Benefits
3.8	Program Monitor	English Learners & Reclassified ELs	District Funded 1000-1999: Certificated Personnel Salaries Program Monitor meetings provide training and data analysis to support ELs.
3.9	Guiding Coalition Meetings	All Students	Donations 1000-1999: Certificated Personnel Salaries Guiding Coalition members will be paid for their time to meet before school twice per month to identify and support struggling students.
3.10	School Clerk Extended Hours to support all students.	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries School Clerk Wages LCFF - Supplemental 3000-3999: Employee Benefits School Clerk Benefits

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.

Implementation and effectiveness of the release time for teachers to create 15-Day Challenges was at 100%. BSE's Guiding Coalition met twice per month regularly and added a full day of time to establish professional learning goals for the final staff meetings and collaboration times based on the Science of Reading and Shifting the Balance learning. BSE will focus on grade-level teams building up to 6 integrated units per year based on essential learning in science, social science, and English Language Arts to build background knowledge and vocabulary for students.

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 no major changes from the implementation of the strategies and the budgeted expenditures. Due to the change in our district LCAP, a focus on student goal setting has been added to focus on Transformative SEL and Culturally Responsive instructional strategies such as giving students choices and building student agency. Professional development in digital and independent supplemental curriculums, Lexia Core-5 and Read Naturally, will allow students to work toward establishing goals and provide time for teachers to meet with students individually or in small groups.

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 one change that will occur is the professional development of one paid release day by site supplemental funds with the district providing two days for grade-level teams to meet and create 15-day challenges.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Highly Qualified Teachers, Equitable Curriculum and Instruction, and School Facilities

All students, with a focus on students identified as socioeconomically disadvantaged and students with disabilities, will receive equitable instruction that supports inclusion of all students from highly qualified teachers and have access to a curriculum that promotes college and career readiness in a well-maintained school facility.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 4: Provide a safe, healthy, and positive school environment where students feel connected and thrive (State Priority 1 and 6)

4.01 - Maintain the appropriate assignment of fully credentialed teachers and provide new teacher support.

4.02 - Maintain schools in good repair.

4.03 - Educators use linguistically and culturally responsive instructional strategies and materials designed to address academic content standards and the cultural, social, physical, and emotional well-being of all students

Identified Need

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

Students identified as socioeconomically disadvantaged and students with disabilities show lower levels of proficiency in ELA and Math on CAASPP than other student groups and our school average.

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
Credential Audit	100%	1.1 Ensure all certificated staff have appropriate credentials for assignment and all employees are evaluated based on District standards and timelines. Monitor teacher induction - Beginning Teacher Support and Assessment (BTSA) participation by tracking successful completion of year 1 and year 2 and the number of teachers completing.
Williams Act- Facilities	100%	1.2 100% of schools are in good or exemplary repair based on the Williams Act criteria.
Williams Act - Instructional Materials Audit	100%	1.3 Maintain 100% compliance with the Williams Act and sufficiency of materials at all schools.
California Healthy Kids Survey	64% of students reported helping to create an anti-bullying climate.	1.4 Increase percentage of students and parents reporting they strongly

agree on the CHKS of an anti-bullying climate at BSE.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Parent Coordinator creates classroom signage for Williams Act, Behavior Expectations, Safety Drills.	All Students	4840 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator creates uniform classroom signage and posts expectations. 3764 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator benefits.
4.2	General Education Paraeducator Support	Students At Risk	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our General Education Paraeducator helps support our unduplicated pupils access to grade level standards and reach grade level proficiency. LCFF - Supplemental 3000-3999: Employee Benefits General Education Paraeducator benefits
4.3	Extended Elementary School Clerk Hours	All Students	5351 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries School Clerk to help build relationships with families and inform staff with special circumstances. 4163 LCFF - Supplemental 3000-3999: Employee Benefits School Clerk benefits
4.4	Professional Training on Lexia Core-5 and/or Read Naturally supplemental curriculum to support independent learning and goal setting.	All Students	Donations 5800: Professional/Consulting Services And Operating Expenditures Professional Learning in digital supplementary curriculum

4.5	Bilingual Instructional Assistant	ELs, Reclassified ELs	6600 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Our Bilingual Instructional Assistant helps, support all students with language support with integrated and designated ELD. 3938 LCFF - Supplemental 3000-3999: Employee Benefits BIA benefits
4.6	Health Assistant Additional Hours	All Students	3315 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant to support all students with Immunizations, field trips and any medical needs. 1360 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant Benefits
4.7	Yard Supervisor Training	All Students	LCFF - Supplemental 2000-2999: Classified Personnel Salaries Yard Supervisor Training to include addressing areas or times with an increase in behaviors. LCFF - Supplemental 3000-3999: Employee Benefits Yard Supervisor Benefits
4.8	Field Trip Support: Walker Creek Ranch Environmental Camp	All Students	2000 LCFF - Supplemental 5800: Professional/Consulting Services And Operating Expenditures Field Trip Cost Support
4.9	Intervention Teacher Trains All Teachers on Assessment Best Practices and Collecting Formative and Summative Data	All Students	Learning Recovery 1000-1999: Certificated Personnel Salaries Intervention Teacher Trains All Teachers on Assessment Best Practices and Collecting Formative and Summative Data Learning Recovery 3000-3999: Employee Benefits Intervention Teacher Benefits

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.

Implementation of the added personnel hours have improved goal 4 by increasing the percentage of students and parents reporting the BSE facility is in good working condition.

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

No major changes in the intended implementation or budgeted expenditures are expected at this time.

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.

No changes are planned for this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

District Goal 1: Student Achievement and success.
School Goal (s):

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Performance Goal 1: World Language students will reach high standards at a minimum of attaining proficiency or better.
Performance Goal 5: All students will graduate from high school.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$137,743.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF - Supplemental	\$137,743.00

Subtotal of state or local funds included for this school: \$137,743.00

Total of federal, state, and/or local funds for this school: \$137,743.00

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
LCFF - Supplemental	137743	0.00
Donations		
Learning Recovery		

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	137,743.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,351.00
2000-2999: Classified Personnel Salaries	58,724.00
3000-3999: Employee Benefits	41,543.00
5000-5999: Services And Other Operating Expenditures	11,525.00
5700-5799: Transfers Of Direct Costs	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	2,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	20,351.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	58,724.00
3000-3999: Employee Benefits	LCFF - Supplemental	41,543.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	11,525.00

5700-5799: Transfers Of Direct Costs	LCFF - Supplemental	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	2,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,732.00
Goal 2	38,859.00
Goal 3	20,821.00
Goal 4	35,331.00

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
Jenna Schuette	Principal
Sara Huntington	Classroom Teacher
Julie Smith	Classroom Teacher
Jill Godtland	Classroom Teacher
Kandice White	Other School Staff
Katie Salcone	Parent or Community Member
Daron Bracht	Parent or Community Member
Khoa Tran (ELAC Representative)	Parent or Community Member
Sam Skinner	Parent or Community Member
Shannon Bezich	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.

English Learner Advisory Committee (ELAC)

A committee comprised of parents, staff, and community members specifically designated to advise school officials on English Learner program services. Education Code Section 35147 (c), 52176 (b), and (c), 62002.5, and 64001 (a). The current make-up of the ELAC is as follows:

Name of ELAC Members	Role
Jenna Schuette	Principal
Julie Smith	Classroom Teacher
Maria Swaney	Other School Staff
Khoa Tran	Parent or Community Member
Sonya Hasanzada	Parent or Community Member
Wahid Danish	Parent or Community Member
Sangeetha Pakkath Kalarikkal	Parent or Community Member

Parents of English learners must comprise the same percentage of the ELAC membership as English learners constitute of the school's total student population. Example, if 25% of the students in a school are English learners, then parent/guardians of English learners must comprise 25% of the ELAC membership. Other members can be parent/guardians, school staff, and/or community members as long as the minimum percentage requirement for EL parents is maintained.

Each California public school, grades kindergarten through 12, with 21 or more English learners must form an ELAC.

1. The ELAC shall be responsible for advising the principal and staff on programs and services for English learners and the School Site Council on the development of the School Plan for Student Achievement (SPSA)
2. The ELAC shall assist the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
- c. Ways to make parents aware of the importance of regular school attendance.

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



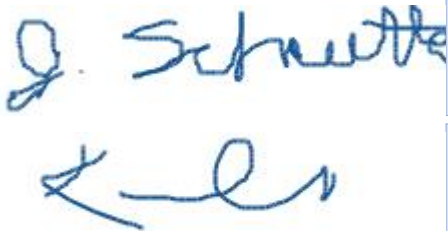
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 20, 2025.

Attested:



Principal, Jenna Schuette on 05/20/25

SSC Chairperson, Katie Salcone on 05/20/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/at si planning webinar 22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/at si plans summary.asp>

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023

BSE School Site Council (SSC)

Agenda & Minutes

2024-2025

Principal: Jenna Schuette

SSC Chair: Katie Salcone

SSC Secretary: Jill Godtland

Meeting Date: May 20, 2025

Meeting Location: Teams Meeting & In-person (Jenna Schuette, Jill Godtland, Julie Smith & Khoa Tran)

Starting Time: 4:00 PM

Ending Time: 5:00 PM

Participants: Jenna Schuette, Jill Godtland, Sara Huntington, Kandice White, Julie Smith, Katie Salcone, Daron Bracht, Khoa Tran (ELAC)

#	Item/Time Limit	Actions Requested	Person Responsible
1	Call to Order (1 minute)	None	SSC Chair/Principal
2	Roll Call (1 minute)	None	Secretary
3	Additions/Changes to the Agenda (1 minute)	Input	SSC Chair/Principal
4	Reading and Approval of the Minutes (5 minutes)	None	Secretary
5	New Business (30 minutes): • <u>BSE Needs Assessment 2024-2025</u> ◦ Khoa requested more practice materials for English Learners. ■ Clever Link to BSE Website ■ ELD Plan 2025-2026 ◦ Behavior Academies ■ Student Support • Natural Helpers • <u>Site Plan Student Achievement (SPSA) 2025-2026</u> ◦ Goals 1-4 ◦ Grade-level Passages - helpful for parents to see the grade-level reading levels and practice fluency ◦ All in favor of the SPSA: 8 yeses, 0 nays • <u>Site Supplemental Funding</u> = \$50,000 Plan 2025-2026 Site Council Members	Input/Information	SSC Chair/Principal
8	Public Comment	Input	SSC Chair
9	Adjournment (1 minute):	None	SSC Chair

ELAC/SSC - 5/20/25

[illegible]

1. Summary

Meeting title School Site Council (SSC) #5

Attended people 8

Start time 5/20/25, 3:57:36 PM

End time 5/20/25, 4:59:25 PM

Meeting duration 1h 1m 48s

Average attendance 35m 38s

2. Participants

Name	First Join	Last Leave	In-Meeting Email	Participant Role
Jenna Schuett	5/20/25, 4:58m 49s	5/20/25, 4:58m 49s	JSchuett@	JSchuett@ Organizer
Sara Hunt	5/20/25, 3:52m 21s	5/20/25, 4:1h 1m 21s	shuntingto	shuntingto Attendee
Kandice White	5/20/25, 4:58m 57s	5/20/25, 4:58m 57s	kanwhite@	kanwhite@ Attendee
Katie (Unverified)	5/20/25, 4:4m 6s	5/20/25, 4:4m 6s		Attendee
Katie (Unverified)	5/20/25, 4:12m 33s	5/20/25, 4:12m 33s		Attendee
Daron Brack	5/20/25, 4:16m 23s	5/20/25, 4:16m 23s		Attendee
Katie (Unverified)	5/20/25, 4:39m 33s	5/20/25, 4:39m 33s		Attendee
Daron Brack	5/20/25, 4:33m 25s	5/20/25, 4:33m 25s		Attendee

3. In-Meeting Activities

Name	Join Time	Leave Time	Duration	Email	Role
Jenna Schuett	5/20/25, 4:58m 49s	5/20/25, 4:58m 49s		JSchuett@	Organizer
Sara Hunt	5/20/25, 3:52m 21s	5/20/25, 4:1h 1m 21s		shuntingto	Attendee
Kandice White	5/20/25, 4:58m 57s	5/20/25, 4:58m 57s		kanwhite@	Attendee
Katie (Unverified)	5/20/25, 4:4m 6s	5/20/25, 4:4m 6s			Attendee
Katie (Unverified)	5/20/25, 4:12m 33s	5/20/25, 4:12m 33s			Attendee
Daron Brack	5/20/25, 4:16m 23s	5/20/25, 4:16m 23s			Attendee
Katie (Unverified)	5/20/25, 4:39m 33s	5/20/25, 4:39m 33s			Attendee
Daron Brack	5/20/25, 4:33m 25s	5/20/25, 4:33m 25s			Attendee