



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Theodore Judah Elementary School	34673306033252	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 Theodore Judah Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Additional Targeted Support and Improvement
Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

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

Additional Targeted Support and Improvement

Additional Targeted Support and Improvement (ATSI) Subgroups - Students with Disabilities.

The purpose of this plan is to align our site goals to the Local Control and Accountability Plan (LCAP) goals of the district. The focus on school-wide coherence, teamwork, student engagement, student achievement, Social-Emotional Learning, and Professional Learning Community (PLC) practices is how we will meet the Every Student Succeeds Act (ESSA) requirements. The long-term goal of eliminating the achievement gap, with all students performing at high levels, will be a focus. Evidence-based interventions including identifying essential standards, providing Multi-Tiered Systems of Support (MTSS), and using common assessments to flexibly group students, will be part of the intention of the School Plan for Student Achievement (SPSA).

School Vision and Mission

Vision Statement: Theodore Judah Elementary empowers all students to thrive.

Mission Statement: To inspire a thriving community of compassionate, open-minded, independent thinkers:

We create inclusive and collaborative learning environments.

We build meaningful relationships.

We challenge students to persevere.

We develop and celebrate the whole child.

We promote high expectations that meet the needs of all students.

We honor diversity and succeed through unity.

School & Community Profile

Theodore Judah Elementary is one of 21 elementary schools in the Folsom Cordova Unified School District. Located in the city of Folsom—approximately 15 miles east of Sacramento—our school serves a culturally and socioeconomically diverse community. We follow a traditional academic calendar from August to May, with school hours from 8:15 AM to 2:45 PM. During the first month of the 2024–2025 school year, we enrolled 626 students in kindergarten through grade 5. Demographic data from that year shows our student population was 41.4% Asian, 26.4% White, 17.9% Hispanic, 11.2% Two or more races, and 2.2% African American.

At Theodore Judah, we respect and celebrate individual differences. Our staff and administration are committed to inspiring students to become lifelong learners. We serve both general and special education students in TK through fifth grade. A distinguishing feature of our school is the Academy for Advanced Learning, a selective program that serves gifted and high-achieving students from across the district and nearby areas. In addition to our neighborhood program ("Core"), we currently offer two Academy classes per grade level in grades 1 through 5.

Our current classroom configuration includes:

Preschool and Transitional Kindergarten (TK)

2 Kindergarten classes

4 First grade classes

4.5 Second grade classes (2.5 Core, 2 Academy)

4.5 Third grade classes (2.5 Core, 2 Academy)

4 Fourth grade classes (2 Core, 2 Academy)

4 Fifth grade classes (2 Core, 2 Academy)

We implement the California Common Core State Standards using state- and district-adopted instructional materials. Chromebooks are available in every classroom to support student learning.

Parent involvement is a valued part of our school culture. Our active Parent Teacher Organization (PTO) organizes events, provides classroom funds, and supports school-wide initiatives. A dedicated parent coordinator helps facilitate volunteer clearance, communicates with families, and promotes engagement across the school.

We believe strong relationships are central to a positive school culture. Our active community volunteer program includes parents, high school students, senior citizens, business partners, and faith-based organizations. Many local organizations contribute time and resources, including Intel, which annually awards funds based on volunteer hours. These contributions help us enrich programs and create meaningful opportunities for all students. Our teachers collaborate to cultivate a responsive, inclusive environment focused on both academic success and social-emotional development.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council includes parent representatives along with district employees focused on outreach and communication. Specific School Site Council meetings are held every other month. The current SPSA was reviewed, and additional feedback on data and goals was discussed. The process and timeline for stakeholder involvement were outlined. Student achievement data and relevant topics, including standards-based instruction and student progress, family engagement strategies, school culture, and student engagement, were discussed at each monthly meeting. At the May meeting, attendees reviewed the school's 2024-2025 goals and discussed how they related to Folsom Cordova Unified School District's (FCUSD) newly revised LCAP priorities. Stakeholder involvement around the revision of the prior academic year's goals occurred in May. The revised SPSA template was used in the revision of the goals for 2025-2026, and staff and parent involvement in the revision process was solicited. Ongoing meetings throughout the 2025-2026 school year will track and monitor the goals.

SSC Meetings 24/25:

August 22, 2024

August 29, 2024

January 16, 2025

February 13, 2025

May 20, 2025 (SPSA and Supplemental Spending Plan were approved at this meeting)

ELAC Meetings 24/25:

August 22, 2024

August 29, 2024

January 16, 2025

February 13, 2025

May 20, 2025 (SPSA and Supplemental Spending Plan were approved at this meeting)

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.

We are ATSI for students with disabilities. To ensure we are fully supporting students with disabilities, we will utilize targeted academic interventions, use inclusive teaching practices, engage our families of students with disabilities, and provide professional development to staff where needed.

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.

English Learner Progress is in the orange category. 41.1% are making progress, maintained since last year. English Learner performance in ELA declined by 12.2 points and decreased in Math by 30.3 points. English Learners progressing at least one ELPI level increased by 1.1% from 2023 to 2024.

To address these outcomes, we are utilizing a bilingual instructional aide (BIA) for 6 hours per day. We are also continuing with a full-time paraeducator to support first instruction and tier 1 interventions. Additionally, we are adding a half day of release time for all teachers once a month. This time will be used to collaborate, review student performance data, and determine interventions to support all students, but specifically those not performing.

Students with Disabilities continue to underperform. Additionally, the suspension rate for this subgroup increased from 22-23 to 23-24.

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.

Hispanic and Socioeconomically Disadvantaged students moved from the orange category to yellow in ELA. The all-student performance indicator is blue in ELA. The distance from the standard indicator moved from 62.6 to 72.3 in ELA.

Hispanic students remained in the orange category, and Socioeconomically Disadvantaged students moved from yellow to the orange category in Math. The all-student performance indicator is green in Math. The distance from the standard indicator moved from 62.6 to 72.3 in ELA.

To address these outcomes, we are continuing additional bilingual instructional aide (BIA) time by two hours (6 total). We are also continuing a full-time paraeducator to support first instruction and tier 1 interventions. Additionally, we are continuing a half day of release time for all teachers once a month. This time will be used to collaborate, review student performance data, and determine interventions to support all students, but specifically those not performing. We will also provide professional development and resources to teachers throughout the school year to support improved instructional practices focused on reaching all students.

Our students with disabilities are not performing at the level of all students, indicating a need to continue providing support to these students.

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 Theodore Judah 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	0.34%	0.34%	0.32%	2	2	2
African American	2.36%	2.24%	2.24%	14	13	14
Asian	40.98%	42.51%	41.37%	243	247	259
Filipino	0.51%	0.69%	0.48%	3	4	3
Hispanic/Latino	18.89%	18.76%	17.89%	112	109	112
Pacific Islander	0.17%	0.34%	0.16%	1	2	1
White	27.15%	24.44%	26.36%	161	142	165
Multiple/No Response	9.61%	10.67%	11.18%	57	62	70
Total Enrollment				593	581	626

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	51	43	47
Grade 1	105	98	104
Grade 2	108	103	103
Grade3	101	105	94
Grade 4	120	118	129
Grade 5	108	114	125
Total Enrollment	593	581	626

Conclusions based on this data:

1. Theodore Judah Elementary has an academy program which attracts students from throughout the area. This leads to a greater enrollment than our neighborhood school would have otherwise.
2. Our demographic data is consistent and has not changed much.
3. Our enrollment continues to be high.

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	64	64	75	11.6%	10.8%	12.0%
Fluent English Proficient (FEP)	116	117	137	19.9%	19.6%	21.9%
Reclassified Fluent English Proficient (RFEP)				9.0%		

Conclusions based on this data:

1. The number of English Learners has increased.
2. Our number of English Learners is consistent indicating a need to provide yearly support.
3. We continued to serve our (English Learner) EL students by placing them in small groups with an experienced bilingual aide, using data to determine interventions, focusing on strong tier 1 instruction that includes supports for EL students, utilizing curriculum focused on building EL student proficiency in English, and providing designated ELD time.

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	103	105	97	102	105	94	102	105	94	99.0	100.0	96.9
Grade 4	123	121	126	121	121	125	121	121	125	98.4	100.0	99.2
Grade 5	109	115	130	107	114	127	107	114	127	98.2	99.1	97.7
All Grades	335	341	353	330	340	346	330	340	346	98.5	99.7	98

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	2499.	2486.	2513.	54.90	53.33	61.70	11.76	13.33	12.77	15.69	9.52	15.96	17.65	23.81	9.57
Grade 4	2533.	2528.	2525.	57.85	57.02	56.00	11.57	14.88	9.60	14.88	8.26	8.00	15.70	19.83	26.40
Grade 5	2577.	2566.	2577.	57.01	47.37	56.69	14.02	24.56	14.17	14.02	18.42	13.39	14.95	9.65	15.75
All Grades	N/A	N/A	N/A	56.67	52.65	57.80	12.42	17.65	12.14	14.85	12.06	12.14	16.06	17.65	17.92

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	46.08	48.57	46.81	42.16	34.29	46.81	11.76	17.14	6.38
Grade 4	43.80	39.67	44.80	47.11	47.11	40.80	9.09	13.22	14.40
Grade 5	49.53	45.61	45.67	42.99	43.86	40.94	7.48	10.53	13.39
All Grades	46.36	44.41	45.66	44.24	42.06	42.49	9.39	13.53	11.85

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	50.00	47.62	51.06	32.35	26.67	39.36	17.65	25.71	9.57
Grade 4	41.32	43.80	45.60	42.15	36.36	29.60	16.53	19.83	24.80
Grade 5	50.47	42.11	51.97	37.38	39.47	33.07	12.15	18.42	14.96
All Grades	46.97	44.41	49.42	37.58	34.41	33.53	15.45	21.18	17.05

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	31.37	30.48	35.11	58.82	54.29	57.45	9.80	15.24	7.45
Grade 4	28.10	24.79	24.80	66.12	65.29	65.60	5.79	9.92	9.60
Grade 5	28.04	21.05	36.22	68.22	71.93	54.33	3.74	7.02	9.45
All Grades	29.09	25.29	31.79	64.55	64.12	59.25	6.36	10.59	8.96

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	43.14	34.29	50.00	44.12	52.38	42.55	12.75	13.33	7.45
Grade 4	38.02	37.19	44.80	49.59	52.89	40.00	12.40	9.92	15.20
Grade 5	43.93	28.95	44.88	44.86	60.53	45.67	11.21	10.53	9.45
All Grades	41.52	33.53	46.24	46.36	55.29	42.77	12.12	11.18	10.98

Conclusions based on this data:

1. Participation in statewide testing has remained consistently high across all three years, with testing rates above 98% for all grades. This reflects strong testing compliance and student engagement, ensuring the data accurately represents overall academic performance.
2. There was a positive shift in overall achievement in 2023–24, particularly in Grade 3 and Grade 5, where the percentage of students meeting or exceeding standards increased significantly compared to the previous year. This suggests effective instructional practices and targeted interventions may be yielding results.
3. Student performance in the domains of Writing and Research/Inquiry showed the most improvement in 2023–24. Writing saw a notable rise in the percentage of students scoring “Above Standard,” while Research/Inquiry gains were evident across all tested grades. This points to strengthened skills in critical thinking, written expression, and analysis.

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	103	105	97	102	105	95	102	105	95	99.0	100.0	97.9
Grade 4	123	121	126	122	121	125	122	121	125	99.2	100.0	99.2
Grade 5	109	114	130	108	114	128	108	114	127	99.1	100.0	98.5
All Grades	335	340	353	332	340	348	332	340	347	99.1	100.0	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2492.	2492.	2501.	50.00	53.33	54.74	18.63	16.19	12.63	13.73	8.57	17.89	17.65	21.90	14.74
Grade 4	2546.	2551.	2546.	50.82	56.20	54.40	15.57	14.05	11.20	24.59	16.53	12.80	9.02	13.22	21.60
Grade 5	2565.	2576.	2560.	55.56	53.51	54.33	7.41	14.91	8.66	6.48	15.79	11.81	30.56	15.79	25.20
All Grades	N/A	N/A	N/A	52.11	54.41	54.47	13.86	15.00	10.66	15.36	13.82	13.83	18.67	16.76	21.04

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	43.14	48.57	45.26	40.20	32.38	43.16	16.67	19.05	11.58
Grade 4	50.82	51.24	53.60	36.89	34.71	24.80	12.30	14.05	21.60
Grade 5	50.93	45.61	47.24	24.07	42.98	29.13	25.00	11.40	23.62
All Grades	48.49	48.53	48.99	33.73	36.76	31.41	17.77	14.71	19.60

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	50.98	54.29	52.63	38.24	32.38	34.74	10.78	13.33	12.63
Grade 4	48.36	53.72	55.20	43.44	33.88	30.40	8.20	12.40	14.40
Grade 5	46.30	36.84	40.16	34.26	52.63	40.16	19.44	10.53	19.69
All Grades	48.49	48.24	48.99	38.86	39.71	35.16	12.65	12.06	15.85

Conclusions based on this data:

1. Testing participation remained consistently strong across Grades 3–5, with over 98% of students tested each year from 2021–22 to 2023–24. This high level of participation ensures that achievement data reflects a comprehensive view of student performance.
2. The percentage of students meeting or exceeding standards in overall achievement has held relatively stable over the three-year period, with a slight increase in Grade 3 performance and minor fluctuations in Grades 4 and 5. Approximately 65% of students consistently met or exceeded grade-level standards in ELA and Math combined.
3. Student performance in Communicating Reasoning improved slightly in Grades 3 and 4, indicating stronger mathematical thinking and justification skills. However, Problem Solving and Modeling results varied, with Grade 5 showing a decline in students performing above standard and an increase in those below standard, suggesting a need for targeted support in applying math to real-world contexts.

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	*	*	1403.8	*	*	1419.7	*	*	1366.3	6	9	16
1	1487.3	*	1426.6	1478.9	*	1429.9	1494.8	*	1422.8	12	8	13
2	1459.7	*	1434.5	1454.1	*	1435.0	1464.6	*	1433.4	13	9	11
3	1479.3	1484.3	*	1486.8	1486.4	*	1471.0	1481.5	*	11	15	10
4	1513.9	1501.2	1489.8	1514.7	1505.0	1495.8	1512.5	1496.9	1483.1	13	12	19
5	*	1519.9	1490.9	*	1513.4	1478.8	*	1525.6	1502.5	10	11	12
All Grades										65	64	81

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	*	*	12.50	*	*	12.50	*	*	37.50	*	*	37.50	*	*	16
1	16.67	*	15.38	66.67	*	38.46	16.67	*	7.69	0.00	*	38.46	12	*	13
2	0.00	*	18.18	61.54	*	27.27	23.08	*	18.18	15.38	*	36.36	13	*	11
3	9.09	6.67	*	36.36	40.00	*	36.36	26.67	*	18.18	26.67	*	11	15	*
4	30.77	8.33	0.00	23.08	50.00	42.11	38.46	25.00	42.11	7.69	16.67	15.79	13	12	19
5	*	27.27	16.67	*	36.36	25.00	*	27.27	33.33	*	9.09	25.00	*	11	12
All Grades	12.31	14.06	10.00	46.15	42.19	33.75	27.69	23.44	28.75	13.85	20.31	27.50	65	64	80

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	*	*	18.75	*	*	12.50	*	*	31.25	*	*	37.50	*	*	16
1	33.33	*	7.69	25.00	*	53.85	41.67	*	15.38	0.00	*	23.08	12	*	13
2	15.38	*	45.45	53.85	*	0.00	15.38	*	18.18	15.38	*	36.36	13	*	11
3	45.45	20.00	*	18.18	40.00	*	27.27	20.00	*	9.09	20.00	*	11	15	*
4	30.77	41.67	31.58	53.85	25.00	47.37	7.69	25.00	10.53	7.69	8.33	10.53	13	12	19
5	*	27.27	25.00	*	45.45	33.33	*	18.18	16.67	*	9.09	25.00	*	11	12
All Grades	29.23	25.00	27.50	41.54	35.94	32.50	18.46	20.31	16.25	10.77	18.75	23.75	65	64	80

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	*	*	12.50	*	*	6.25	*	*	43.75	*	*	37.50	*	*	16
1	16.67	*	15.38	66.67	*	38.46	16.67	*	0.00	0.00	*	46.15	12	*	13
2	0.00	*	0.00	46.15	*	36.36	30.77	*	27.27	23.08	*	36.36	13	*	11
3	0.00	6.67	*	9.09	6.67	*	54.55	46.67	*	36.36	40.00	*	11	15	*
4	7.69	8.33	0.00	38.46	16.67	15.79	30.77	41.67	26.32	23.08	33.33	57.89	13	12	19
5	*	9.09	8.33	*	27.27	16.67	*	36.36	25.00	*	27.27	50.00	*	11	12
All Grades	4.62	12.50	6.25	35.38	20.31	23.75	38.46	37.50	27.50	21.54	29.69	42.50	65	64	80

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	*	*	25.00	*	*	37.50	*	*	37.50	*	*	16
1	41.67	*	23.08	58.33	*	61.54	0.00	*	15.38	12	*	13
2	7.69	*	36.36	76.92	*	45.45	15.38	*	18.18	13	*	11
3	45.45	26.67	*	45.45	53.33	*	9.09	20.00	*	11	15	*
4	46.15	33.33	36.84	46.15	50.00	63.16	7.69	16.67	0.00	13	12	19
5	*	27.27	16.67	*	63.64	50.00	*	9.09	33.33	*	11	12
All Grades	30.77	31.25	28.75	58.46	53.13	52.50	10.77	15.63	18.75	65	64	80

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	*	*	18.75	*	*	18.75	*	*	62.50	*	*	16
1	16.67	*	0.00	83.33	*	69.23	0.00	*	30.77	12	*	13
2	23.08	*	36.36	61.54	*	27.27	15.38	*	36.36	13	*	11
3	54.55	26.67	*	27.27	46.67	*	18.18	26.67	*	11	15	*
4	30.77	50.00	26.32	61.54	41.67	63.16	7.69	8.33	10.53	13	12	19
5	*	63.64	41.67	*	27.27	33.33	*	9.09	25.00	*	11	12
All Grades	30.77	31.25	23.75	56.92	48.44	46.25	12.31	20.31	30.00	65	64	80

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	*	*	12.50	*	*	43.75	*	*	43.75	*	*	16
1	33.33	*	23.08	66.67	*	30.77	0.00	*	46.15	12	*	13
2	23.08	*	0.00	53.85	*	63.64	23.08	*	36.36	13	*	11
3	9.09	13.33	*	36.36	20.00	*	54.55	66.67	*	11	15	*
4	7.69	8.33	0.00	38.46	50.00	47.37	53.85	41.67	52.63	13	12	19
5	*	9.09	0.00	*	54.55	41.67	*	36.36	58.33	*	11	12
All Grades	15.38	14.06	7.50	53.85	39.06	47.50	30.77	46.88	45.00	65	64	80

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	*	*	18.75	*	*	43.75	*	*	37.50	*	*	16
1	16.67	*	7.69	75.00	*	61.54	8.33	*	30.77	12	*	13
2	7.69	*	18.18	69.23	*	45.45	23.08	*	36.36	13	*	11
3	0.00	20.00	*	90.91	60.00	*	9.09	20.00	*	11	15	*
4	15.38	16.67	5.26	69.23	50.00	63.16	15.38	33.33	31.58	13	12	19
5	*	27.27	8.33	*	54.55	50.00	*	18.18	41.67	*	11	12
All Grades	9.23	23.44	10.00	73.85	53.13	57.50	16.92	23.44	32.50	65	64	80

Conclusions based on this data:

1. The number of students assessed increased from 64 in 2022–23 to 80 in 2023–24, indicating more EL students. However, only 10% of students achieved Level 4 in overall language proficiency in 2023–24, while over 49% remained at Level 2 or below, suggesting a continued need for targeted English language development support, especially in early grades.

2.

compared to just 30% in Written Language, indicating a need to strengthen writing and reading instruction for English learners.

3. In the 2023–24 Reading and Writing domains, a significant portion of students remained at the "Beginning" level (45% and 32.5%, respectively). This trend points to an urgent need to enhance foundational literacy skills through structured support, particularly in Grades K–2 where gaps are most pronounced.

School and Student Performance Data

Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
626	30.2%	12%	0.0%
Total Number of Students enrolled in Theodore Judah 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	75	12%
Foster Youth	0	0.0%
Homeless	19	3%
Socioeconomically Disadvantaged	189	30.2%
Students with Disabilities	48	7.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	2.2%
American Indian	2	0.3%
Asian	259	41.4%
Filipino	3	0.5%
Hispanic	112	17.9%
Two or More Races	70	11.2%
Pacific Islander	1	0.2%
White	165	26.4%

Conclusions based on this data:

1. We have a rich and vibrant school community. We will continue to find ways to support all student academically and socially.

2. Our school hosts an academy program. Half of our students come from other schools within FCUSD.
3. Our number of EL students continues to rise each year. The number of students with disabilities is low but we will continue to find ways to support these students to the best of our ability.

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  Blue	Chronic Absenteeism  Orange	Suspension Rate  Orange
Mathematics  Green		
English Learner Progress  Orange		

Conclusions based on this data:

1. Students demonstrated high academic performance, earning a Blue rating in English Language Arts and a Green rating in Mathematics. These results reflect strong instructional practices and student success in key academic areas.

2. The Orange ratings in Chronic Absenteeism, Suspension Rate, and English Learner Progress indicate significant areas of concern. These suggest a need for stronger systems of student support, behavior intervention, and targeted services for English learners.
3. Persistent Orange performance in conditions and engagement measures highlights the importance of investing in school climate initiatives, culturally responsive practices, and family engagement strategies to promote equitable outcomes for all student groups.

School and Student Performance Data

Academic Performance English Language Arts

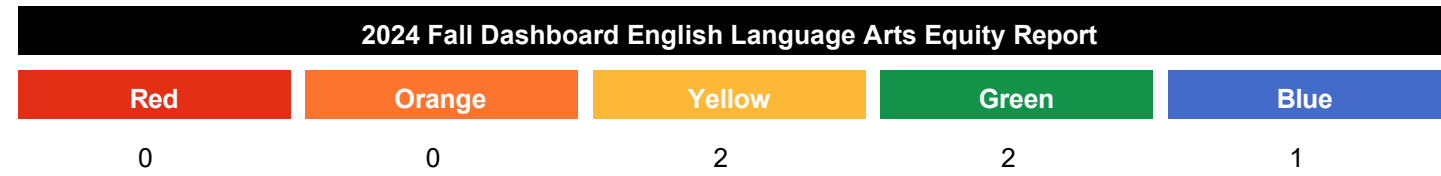
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This section provides number of student groups in each level.



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  Blue 72.3 points above standard Increased 9.7 points 338 Students	English Learners  Green 2.6 points above standard Increased 4.9 points 64 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 122.0 points below standard 12 Students	Socioeconomically Disadvantaged  Yellow 45.5 points below standard Increased 7.1 points 95 Students

Students with Disabilities  No Performance Color 50.0 points below standard Increased 32.8 points 23 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 151.9 points above standard Increased 23.7 points 164 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Yellow 34.5 points below standard Increased 8.5 points 64 Students
Two or More Races  No Performance Color 14.7 points above standard Declined 17.3 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Green 14.0 points above standard Declined 5.8 points 72 Students

Conclusions based on this data:

1. Strong Overall Academic Achievement in ELA- The school earned a Blue performance level for all students in English Language Arts, scoring 72.3 points above standard and improving by 9.7 points from the previous year. This indicates high overall achievement and continued academic growth in literacy instruction.
2. English Learners performed in the Green level and improved by 4.9 points, reflecting progress in language development. However, students identified as socioeconomically disadvantaged and Hispanic remain in the Yellow performance level, performing well below standard despite moderate gains.
3. Students with disabilities and homeless students performed significantly below standard (50 and 122 points respectively), despite improvement. These outcomes highlight a continued need for targeted interventions and support systems to close opportunity gaps for vulnerable student populations.

School and Student Performance Data

Academic Performance Mathematics

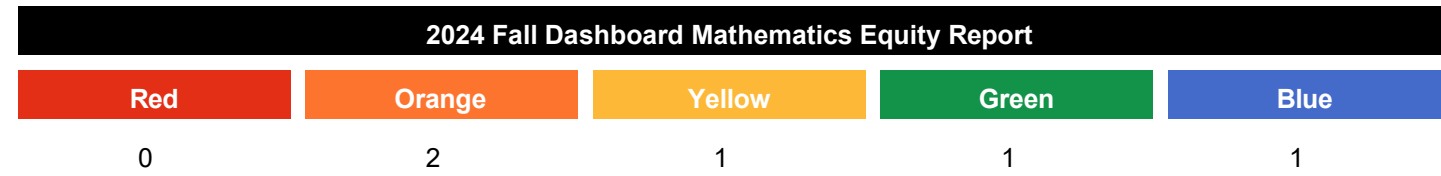
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 55.3 points above standard Declined 6.2 points 338 Students	English Learners  Green 2.0 points above standard Declined 9.9 points 65 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 160.9 points below standard 12 Students	Socioeconomically Disadvantaged  Orange 72.6 points below standard Declined 21.5 points 95 Students

Students with Disabilities  No Performance Color 107.3 points below standard Declined 51.0 points 22 Students	African American  No Performance Color Less than 11 Students 6 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 144.7 points above standard Increased 12.6 points 165 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Orange 66.3 points below standard Declined 20.2 points 63 Students
Two or More Races  No Performance Color 5.9 points above standard Declined 34.5 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Yellow 18.1 points below standard Declined 30.9 points 72 Students

Conclusions based on this data:

1. Most students received a Green performance level in mathematics, scoring 55.3 points above standard. Although this represents a decline of 6.2 points from the previous year, overall performance remains strong, indicating a solid foundation in math instruction.
2. While Asian students scored in the Blue range and well above standard (+144.7), several student groups—such as socioeconomically disadvantaged and Hispanic students—performed well below standard and received Orange ratings. These gaps highlight a continued need for differentiated instructional support and equity-focused strategies.
3. Students with disabilities and homeless students performed more than 100 points below standard, with each group experiencing a further decline. These data underscore the urgency of implementing intensive academic interventions and wraparound services to address the needs of the most vulnerable learners.

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
 Orange	 No Performance Color
41.1% making progress.	making progress.
Number Students: 56 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
21.4%	37.5%	0%	41.1%

Conclusions based on this data:

- Only 41.1% of English Learners demonstrated progress toward English language proficiency, resulting in an overall Orange performance level. This indicates that a majority of English Learners are not meeting expected growth targets and require additional support.
- Nearly 59% of English Learners either maintained lower ELPI levels (37.5%) or decreased a level (21.4%), with no students maintaining the highest level (ELPI 4). These trends highlight challenges in sustaining growth across all levels of language proficiency.
- The data reveals a pressing need for intensified, differentiated instruction in designated and integrated ELD, as well as increased monitoring and intervention to accelerate progress and reduce language stagnation among 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  Orange 9.1% Chronically Absent Increased 0.5 651 Students	English Learners  Orange 12.6% Chronically Absent Increased 1.7 87 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 29.6% Chronically Absent Declined 7.9 27 Students	Socioeconomically Disadvantaged  Orange 20.1% Chronically Absent Declined 0.9 219 Students

Students with Disabilities  Orange 20% Chronically Absent Increased 7.2 55 Students	African American  No Performance Color 27.8% Chronically Absent Increased 4.7 18 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0.8% Chronically Absent Maintained 0.4 262 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 17.4% Chronically Absent Maintained 0.1 121 Students
Two or More Races  Red 22.2% Chronically Absent Increased 11.3 72 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 8.1% Chronically Absent Declined 5.5 172 Students

Conclusions based on this data:

1. With an overall Orange rating and 9.1% of all students chronically absent, chronic absenteeism continues to be a significant challenge, especially among English Learners (12.6%), socioeconomically disadvantaged students (20.1%), and students with disabilities (20%).
2. Students identified as Two or More Races received a Red rating with a sharp increase in chronic absenteeism (22.2%, up 11.3 points), while homeless students also showed very high absence rates (29.6%). These disparities indicate the need for targeted outreach and attendance interventions for the most vulnerable groups.
3. Asian students earned a Blue rating with a chronic absenteeism rate of just 0.8%, and White students performed at the Green level despite a decline. These results suggest that successful attendance strategies may be in place for some groups and could inform broader schoolwide efforts.

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

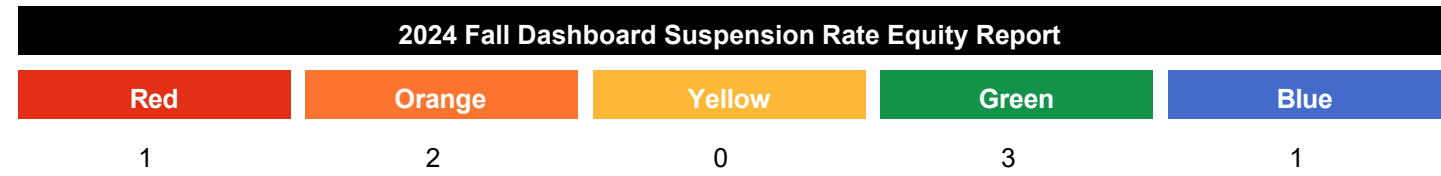
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 1.5% suspended at least one day Increased 0.5% 663 Students	English Learners  Green 1.1% suspended at least one day Declined 0.3% 93 Students	Long-Term English Learners  No Performance Color 0 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 3.6% suspended at least one day Declined 2.7% 28 Students	Socioeconomically Disadvantaged  Green 2.6% suspended at least one day Declined 0.4% 229 Students

Students with Disabilities  Red 8.9% suspended at least one day Increased 2.5% 56 Students	African American  No Performance Color 5.3% suspended at least one day Declined 1.4% 19 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
Asian  Blue 0% suspended at least one day Maintained 0% 262 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Orange 2.4% suspended at least one day Increased 1.5% 125 Students
Two or More Races  Orange 2.7% suspended at least one day Increased 2.7% 73 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 1.7% suspended at least one day Declined 1% 178 Students

Conclusions based on this data:

1. The school received an Orange rating for suspension rates, with 1.5% of all students suspended at least once—a 0.5% increase from the previous year. This suggests the need for renewed focus on proactive behavior supports and restorative practices.
2. Students with disabilities had the highest suspension rate at 8.9% and received a Red rating, with a 2.5% increase from the prior year. This indicates an urgent need for targeted behavioral interventions, inclusive supports, and staff training.
3. Several student groups, including English Learners, socioeconomically disadvantaged students, and White students, experienced a decline in suspension rates, earning Green ratings. Asian students achieved a Blue rating with 0% suspended.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Student progress and educational outcomes will be monitored to increase and improve success with an emphasis on historically marginalized and most vulnerable student populations.

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.

Support for English learners and students with disabilities.

Support for TK-2 early literacy.

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
CAASPP ELA - Distance from Standard (DFS)	All students scored 72.3 points above standard (Blue) in 2024, with an increase of 9.7 points from the previous year.	Maintain Blue performance and increase DFS to 75 points above standard for all students.
CAASPP Mathematics – Distance from Standard (DFS)	All students scored 55.3 points above standard, rated Green in 2024, with a decline of 6.2 points from the previous year.	Increase DFS to 60 points above standard and maintain the Green performance level, reversing the prior year's decline.
CAASPP Math - DFS for Socioeconomically Disadvantaged	72.6 points below standard, Orange, with a decline of 21.5 points in 2024.	Improve to 60 points below standard and raise performance level to Yellow.
English Learner Progress Indicator (ELPI)	41.1% of English Learners made progress, rated Orange in 2024.	Increase percentage of English Learners making progress to 50% and achieve a Yellow performance level.

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	General Education Paraeducator helps support unduplicated students reach grade level proficiency. Supports classroom teacher in delivery of tier 1 instruction and additional supports.	All students	15543 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 6850 LCFF - Supplemental 3000-3999: Employee Benefits Paraeducator
1.2	Teacher Release Time (substitute to cover in classroom) - PLC Development Focus	All students	15058 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time 3348 LCFF - Supplemental 3000-3999: Employee Benefits Subs for release time
1.3	Use of BIA for targeted support, use of Intervention Teacher for targeted support, and teacher support (strategies, data review) for supporting ELLs.	ELLs	7266 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA 2835 LCFF - Supplemental 3000-3999: Employee Benefits BIA 2642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries .25 BIA time 1031 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Benefits
1.4	Intervention Teacher	Students below grade level	79314 Learning Recovery 1000-1999: Certificated Personnel Salaries MTSS Intervention 27120 Learning Recovery 3000-3999: Employee Benefits MTSS Intervention
1.5	Common Planning Time (CPT) and PLC Facilitators - PLC facilitators guide the PLC work at our site and provide guidance for optimizing	All	

	common planning time. Common planning time is used to develop professional capacity, and instructional practices, and identify and plan support and extension for students.		
1.6	Every Student by Name (ESBN) - ESNB is a strategy used to collect student data three times per school year in order to establish goals for growth and monitor progress. The goal of ESNB is to ensure every student is connected with an adult and is receiving the support they need to show mastery of standards.	All	
1.7	Instructional Supplies to support K-2 UFLI phonics-based instruction, grade level standards, 3rd grade literacy goals.	All	4000 LCFF - Supplemental 4000-4999: Books And Supplies Instructional Supplies
1.8	Assistant Principal	All Students	61,225.50 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 18,261 LCFF - Supplemental 3000-3999: Employee 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.

We are seeing progress in the right direction for student performance. We will utilize CPT time to develop instructional practices, through the PLC process, which support all students. Teachers are continuing in LETRS training professional development, which will equip them with research-backed practices on the science of learning to read. We will implement UFLI (phonics-based instruction) consistently for grades K-2.

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

There are no differences between the goal and strategies to meet the 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.

Most of the strategies will be continued. We will utilize Responsive Classroom to create the right learning environment for all students to be successful and learn academic practices. We will utilize WIN time to support all students and additional resources as needed. We will utilize classroom instruction practices that support English Learner development along with the support of a bilingual aide. We will use a general paraeducator to support instruction in the classroom and intervention. We will focus on developing instructional practices to support strong tier 1 instruction.

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.

Increase parent and student engagement by developing a safe, healthy, and positive school climate.
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.

Theodore Judah Elementary has a high level of parent engagement and community partnerships. We will improve our classroom culture building to provide an even more positive learning environment.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism Rate	9.1% of students were chronically absent in 2024, rated Orange, with an increase of 0.5%.	Reduce the chronic absenteeism rate to 7.5% and improve the performance level to Yellow.
Suspension Rate	1.5% of students were suspended at least once in 2024, rated Orange, with an increase of 0.5%.	Reduce the suspension rate to 1.0% and improve the performance level to Yellow.
California Healthy Kids Survey (CHKS) – “Parents feel welcome to participate at this school.” (agree/strongly agree responses)	89% of families responded positively in the 2024 survey.	Increase positive family responses to 92% in the 2025 survey by expanding volunteer opportunities, family events, and communication regarding ways to participate at TJE.
CHKS – “School keeps me well informed about school activities” (agree/strongly agree responses)	94% of families reported satisfaction with school communication in 2024.	Increase positive responses to 97% by updating the school website regularly and sending consistent weekly newsletters.

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	Parent coordinator-weekly parent newsletter, updated website, parent volunteer coordination, PTO liaison, open communication, community partner connections	All students	2192 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator additional hour 10362 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator 4572 LCFF - Supplemental 3000-3999: Employee Benefits Parent Coordinator 5181 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Parent Coordinator additional hour per year
2.2	Climate and Culture Site Coordinator	All	
2.3	School-wide focus on Responsive Classroom Practices	All	
2.4	Provide counseling, support, and resources to students and families in need through our MHS/SWS	All students with emotional support needs	
2.6	Outreach, resources, incentives, reminders for attendance	ATSI subgroup - Student with Disabilities and other students with attendance concerns	10700 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Attendance Clerk 3975 LCFF - Supplemental 3000-3999: Employee Benefits Attendance Clerk
2.7	Utilize our Bilingual Instructional Aide for family outreach and support.	English Learning Students	7266 LCFF - Supplemental 2000-2999: Classified Personnel Salaries BIA Family Outreach 2835 LCFF - Supplemental 3000-3999: Employee Benefits 2642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries

			.25 additional BIA time 1031 LCFF - Supplemental 3000-3999: Employee Benefits .25 additional BIA time benefits
2.8	Health Assistant	All Students	5216 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Health Assistant 2063 LCFF - Supplemental 3000-3999: Employee Benefits Health Assistant
2.9	Intervention Teacher	All	
2.10	Guiding Coalition/Leadership Team - plan instruction, SEL, PBIS, and general school activities in order to promote academic achievement, SEL, and positive behavior supports focused on student development.	All	
2.11	Climate and Culture Team- plan and organize PBIS related supports for students, including incentives programs (Cougar Carts), alignment of SEL monthly focuses, Second Step SEL curriculum, and behavior supports for students (Check-in/Check-out, alternatives to suspension).	All	
2.12	Assistant Principal	All Students	61,255.50 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries 18,261 LCFF - Supplemental 3000-3999: Employee 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.

We will implement a variety of strategies to strengthen parent and student engagement by fostering a safe, healthy, and positive school climate. Our Climate and Culture Team, which meets regularly, plays a central role in guiding this work. The team selects monthly social-emotional learning (SEL) themes, coordinates Second Step lessons, plans student celebrations, manages the schoolwide behavior recognition system, organizes the check-in/check-out process, and supports students who require tier two and three behavioral interventions.

We will continue to implement and expand Responsive Classroom practices, which are research-based and designed to support both academic and social-emotional skill development.

Our Parent Coordinator supports family engagement by coordinating volunteer clearance and sharing resources and information through newsletters, the school website, and in-person events. Additionally, our Site Attendance Team will partner with students and families to ensure absences are addressed and will promote regular attendance through a recognition system for students with excellent attendance.

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

There are no major differences between the goal and the activities we will engage in to meet the 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.

Most of the strategies will be continued. We will utilize Responsive Classroom, and various student and parent engagement strategies (outreach, newsletter, PTO). We will focus our attendance efforts to ensure students with disabilities are attending regularly and have support.

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.

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

We have a need to improve instructional practices to ensure all students get what they need and have the opportunity for additional support. Develop PLC practices and grow collective teacher efficacy to ensure all students have access to high-quality instruction and access to a broad course of study. Ensure teachers have time to collaborate in order to improve quality first instruction as well as instructional practices for EL students.

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	Teachers will have the opportunity to attend professional development on the New Art and Science of Teaching (NASOT), Professional Learning Communities, and additional training related to improving student outcomes through first instruction.	50% of teachers will have attended training on NASOT, PLC, or additional training related to improving student outcomes through first instruction.
3.2 Classroom walkthrough data showing use of designated and integrated ELD strategies.	New goal focused on observed classrooms demonstrating consistent use of research-based ELD strategies.	70% of classrooms consistently implementing ELD strategies, as documented through classroom walkthroughs.
3.3 Teacher participation in release time.	New goal focused on teacher participation in release time, creation of focused plans to support first instruction to reach all learners.	75% of teachers creating focused plans with evidence of planned first instruction and intervention for learners needing additional time.
3.4 Percentage of English Learners progressing at least one ELPI level on the ELPAC.	In 2023–2024, 41.1% of English Learners made progress on the	Increase to 50% of English Learners making progress, moving performance to Yellow or higher.

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	Teacher and staff professional development focused on NASOT, PLC, additional training related to improving student outcomes through first instruction.	All students	6941 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures Professional Development
3.2	Designated ELD Training and Support	All students, English Learners, and ATSI subgroup - Students with Disabilities	
3.3	Teacher Release Time (substitute to cover in classroom) - PLC Development Focus	All Students	15058 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries Subs for release time 3348 LCFF - Supplemental 3000-3999: Employee Benefits Subs for release time
3.4	Professional Learning Community (PLC) on-site training		
3.5	Program monitor to support ELs and teachers	English Learners	
3.6	Provide additional programs and support to LTELs and high need students Provide BIA support	ELs and students failing to make adequate progress.	7266 LCFF - Supplemental 2000-2999: Classified Personnel Salaries In-class support for ELs, provide additional interventions and services during the school year, as student academic needs are determined 2835 LCFF - Supplemental 3000-3999: Employee Benefits 2642 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Extra time BIA 1031 LCFF - Supplemental 3000-3999: Employee Benefits Benefits
3.7	Curriculum and Instruction Team - Provide support and guidance by helping all staff understand and	All	

	develop tiers of support, intervention plans, extension activities, monitoring student progress, and supporting high levels of learning for all students.		
3.8	Responsive Classroom training and support		
3.9	General Education Paraeducator helps support unduplicated students reach grade level proficiency. Supports classroom teacher in delivery of tier 1 instruction and additional supports.	All	15543 LCFF - Supplemental 2000-2999: Classified Personnel Salaries Paraeducator 6850 LCFF - Supplemental 3000-3999: Employee Benefits 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.

We will use Common Planning Time (CPT) to develop instructional strategies through the Professional Learning Community (PLC) process that supports the academic growth of all students.

Teachers are continuing their professional development through LETRS training, which provides research-based practices grounded in the science of reading. Additionally, K-2 teachers will attend training in UFLI (explicit phonics instruction) to ensure that early literacy achievement is successful.

Teachers also receive one half-day of release time to collaborate, plan high-quality first instruction, and design targeted interventions for students based on assessment data.

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

There are no differences between the goal and strategies to meet the 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.

Most of the strategies will be continued. We will utilize MTSS to support all students and additional resources as needed.

We will utilize classroom instruction practices that support English Learner development, along with the support of a bilingual aide. We will use a general paraeducator to support instruction in the classroom and intervention. We will add monthly teacher release time for collaboration focused on discussing instructional strategies and identifying interventions for students.

Additionally, we are adding paraeducator and BIA support for classroom and student support.

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.

All students will receive equitable instruction from highly qualified teachers and have access to a curriculum that promotes college and career readiness.

Through frequent review, professional development, evaluations, and collaborative work as a Professional Learning Community (PLC) Theodore Judah Elementary will ensure that all highly qualified teachers are given the support and tools needed to fully implement adopted curriculum in a well-maintained 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.

Provide all students instruction in essential grade level standards.

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 Evaluations	4.1 TalentEd evaluation system will be used to ensure all staff are evaluated.	4.1 All teachers on evaluation this year will complete the evaluation cycle.
4.2 Beginning Teacher Induction (formerly BTSA)	4.2 Support new teachers in completing the requirements for Induction	4.2 All beginning teachers will complete induction requirements. The principal will meet with the induction support provider and new teacher to ensure that the focus of support aligns with school goals
4.3 Access to curriculum (William Act audit)	4.3 Inventory and order of all adopted curriculum	4.3 Every classroom will have appropriate adopted materials.
4.4 Provide supplemental curriculum.	4.4 Supplemental materials will be provided when data indicates additional support materials are required for remediation or enrichment	4.4 Researched based supplemental materials will be used on a case-by-case basis as approved by the district.
4.5 Well-maintained facility	4.5 Monthly facility checks and regular meetings with Head Custodian	4.5 Our campus will be a safe, functional, and aesthetically pleasing learning environment.

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	Complete all the required evaluations and provide timely feedback to all staff.	All students	
4.2	Support new teachers in completing the requirements for Induction.	All students	
4.3	Use Bilingual Instructional Assistant, General education paraeducator, Intervention, and MTSS to work with EL, LTEL, and Reclassification Fluent English Proficient (RFEP) students, and to support the delivery of the adopted curriculum.	All students, English Learners	
4.5	Professional development for teachers and staff in PLC and Responsive Classroom	All	
4.6	Program Monitor - identifies supports for English Learners and ensures progress.	English Learners	
4.7	Provide access to training focused on linguistically and culturally responsive instructional strategies and materials.	All	
4.8	Monthly facilities checks and frequent meetings with head custodian.	All	

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.

All teachers were evaluated on a regular basis and provided with meaningful feedback and, when necessary, coaching to improve practice.

Teachers were supported through the induction program.

We maintained our school through monthly facility checks and frequent walk-throughs; collaboration between the administrator and head custodian ensured that all areas of the campus were well maintained.

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

There was no difference in meeting the goal and the strategies and activities used to achieve the 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.

There will be no significant changes to this goal, the annual outcomes, metrics, or strategies/activities.

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	\$443,559.00
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	\$337,125.00
Learning Recovery	\$106,434.00

Subtotal of state or local funds included for this school: \$443,559.00

Total of federal, state, and/or local funds for this school: \$443,559.00

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	337125	0.00
Learning Recovery	106434	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	337,125.00
Learning Recovery	106,434.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	231,911.00
2000-2999: Classified Personnel Salaries	93,300.00
3000-3999: Employee Benefits	107,407.00
4000-4999: Books And Supplies	4,000.00
5000-5999: Services And Other Operating Expenditures	6,941.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	152,597.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	93,300.00
3000-3999: Employee Benefits	LCFF - Supplemental	80,287.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	6,941.00

1000-1999: Certificated Personnel Salaries
3000-3999: Employee Benefits

Learning Recovery
Learning Recovery

79,314.00
27,120.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3

Total Expenditures
244,493.50
137,551.50
61,514.00

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

3 Parent or Community Members

Name of Members	Role
Jonathan Johnson	Principal
Lynette Greco	Classroom Teacher
Jennifer Brown	Classroom Teacher
Silia Blount	Other School Staff
Kelly Wittman	Classroom Teacher
Kristina Mattox	Parent or Community Member
Alyssa Huante	Parent or Community Member
Shirisha Middela	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	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
Jonathan Johnson	Principal
Silia Blount	Other School Staff
Lynette Greco	Classroom Teacher
Kelly Wittman	Classroom Teacher
Jennifer Brown	Classroom Teacher
Shirisha Middela	Parent or Community Member
Alyssa Huante	Parent or Community Member
Kristina Mattox	Parent or Community Member
	Parent or Community Member
	Parent or Community Member
	Classroom Teacher

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, Jonathan Johnson, Ed.D. on 5/20/25
	SSC Chairperson, Silia Blount on 5/20/25

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/atiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atiplansummary.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

Theodore Judah Elementary School

Site Council/ELAC Meeting Minutes

May 13, 2025

Location: Room 1 and Virtual via Teams

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jennifer Brown (teacher), Lynette Greco (teacher), Kelly Wittman, Shirisha Middela (parent), Alyssa Huante (parent), Kristina Mattox (parent)

Jonathan Johnson opened the meeting at 3:03pm.

A quorum was established.

Jonathan Johnson gave an explanation of what the Single Plan for Student Achievement (SPSA) is.

Jonathan Johnson gave an explanation of what the Local Control and Accountability Plan (LCAP) is.

Jonathan Johnson gave a review of the Theodore Judah student data from the CA Dashboard.

Jonathan Johnson reviewed how the supplemental funds will be spent and how the plan aligns with SPSA and LCAP goals. The majority of the supplemental funds will be used to fund an additional paraeducator and an additional two hours per day for the bilingual aide.

Jonathan Johnson moved to approve the supplemental funds plan as presented. A digital vote was taken. Motion approved.

Jonathan Johnson shared information about the new principal, Dr. Laura Sloan.

Silia Blount shared that the Site Council/ELAC is looking for new members for the 2025-26 school year.

The next Site Council/ELAC meeting will be Tuesday, May 20, 2025, at 3:45pm via Teams.

Meeting adjourned at 3:37pm.

Theodore Judah Elementary School

Site Council/ELAC Meeting Minutes

May 20, 2025

Location: Virtual via Teams

Attendees: Jonathan Johnson (Principal), Silia Blount (classified staff), Jennifer Brown (teacher), Lynette Greco (teacher), Pranav Bhatt (parent), Kristina Mattox (parent)

Jonathan Johnson opened the meeting at 3:46pm.

A quorum was established.

Jonathan Johnson moved to approve the minutes from the May 13, 2025 meeting. A digital vote was taken. Motion approved.

Silia Blount shared information about the Strengthening Families program for the 2025-26 school year.

Lynette Greco shared information about 5th grade students who have been reclassified as proficient in English.

Silia Blount shared that the Site Council/ELAC is looking for new members for the 2025-26 school year.

Meeting adjourned at 3:52pm.

Theodore Judah Elementary

SITE COUNCIL/MEETING SIGN IN

E l-ft-C--

Date:5/13/25

Jennifer Brown
Lynette Greco
Silia Blount
Krishna Mathx
Kelly Wittman
Alyssa Huante
Shirisha Middella

Jennifer Brown
Lynette Greco
Blount
Kelly Wittman - teacher
via Teams
via Teams