



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Martin Gwinn	43695836118376	5/20/25	

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

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

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

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

This plan is being used by San Martin Gwinn for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	4
Educational Partner Involvement.....	5
Comprehensive Needs Assessment Components	5
California School Dashboard (Dashboard) Indicators.....	5
Other Needs.....	5
School and Student Performance Data	7
Student Enrollment.....	7
CAASPP Results.....	10
ELPAC Results	15
Student Population.....	19
Overall Performance	21
Academic Performance.....	22
Academic Engagement.....	27
Conditions & Climate.....	29
Goals, Strategies, & Proposed Expenditures.....	31
Goal 1.....	31
Goal 2.....	40
Goal 3.....	43
Goal 4.....	47
Budget Summary	52
Budget Summary	52
Other Federal, State, and Local Funds	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source	53
Expenditures by Budget Reference	53
Expenditures by Budget Reference and Funding Source.....	53
Expenditures by Goal.....	53
School Site Council Membership	54
Recommendations and Assurances	55
Instructions.....	56
Appendix A: Plan Requirements	63
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	66
Appendix C: Select State and Federal Programs	69

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 San Martin Gwinn for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

San Martin Gwinn's school plan has been developed with educational partners, including the principal, teachers and other staff, and parents/guardians. Input from educational partners was gathered through staff meetings, surveys, informal parent meetings, and School Site Council and English Language Advisory Council Meetings.

The school plan is informed by student performance on accountability indicators from the California School Dashboard and local assessment data. Dashboard indicators addressed in this plan include chronic absenteeism, suspensions, English language arts, and mathematics. The plan was developed in response to a school-level needs assessment, including evidence-based, computer-based, and teacher-developed interventions. The plan responds to identified resource inequities and is approved by the School Site Council and the Board of Morgan Hill Unified School District.

The plan aligns site goals with Morgan Hill Unified School District's Local Control and Accountability Plan (LCAP) goals.

The SPSA is organized under the goals listed below and is aligned with the district's LCAP. The actions under each goal are also aligned with the LCAP. The actions are structured by a Multi-Tiered System of Support to distinguish core programs from strategic or intensive support programs.

1.0 Academics Goal: Through equitable, inclusive access, advance college, career, and civic readiness for all students.

-1.1. Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged.

-1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged.

-1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.

-1.4 English Learners: Facilitate English Learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.

-1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

2.0 Family and Community Engagement Goal: Promote family and community engagement and participation in the education process for all students.

3.0 School Climate and Culture Goal: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

- 3.1 Attend to Social-Emotional Learning and Development: Within the three-year cycle of this plan, develop whole-child wellness centers at the two middle and two high school schools, K-8 and elementary sites, and our alternative high school to improve timely student and community access to our growing inventory of social-emotional and school-linked services. Provide social-emotional learning strategies and practices intentionally designed, assessed, and monitored for student outcomes within multi-tiered support systems. Build a community of practice in collaboration with staff and students to establish culturally responsive and inclusive school-wide equity practices that create the conditions for belonging, safe learning environments, and meaningful learning experiences by June 2027.

Educational Partner Involvement

How, when, and with whom did San Martin Gwinn 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 Plan for Student Achievement (SPSA) represents the school's allocation of resources towards specific actions designed to meet established goals. The goal-setting process is based on the school's mission and vision. The priority areas are addressed through the actions in the SPSA, and they are monitored throughout the year by reporting progress to educational partner groups, the School Site Council (SSC), the Home and School Club (HSC), the Guiding Coalition, and the English Language Advisory Committee (ELAC). All educational partners are consulted and provided input regarding recommendations for revisions to the plan. The overarching goal of the SPSA is constant improvement of the educational outcomes for all students.

During the last two SSC meetings this year, on April 22nd and May 20th, the principal shared the allocations for the next school year and reviewed the proposed goals and actions planned to align funding with the district's LCAP goals. In addition, the school's budget and actions were reviewed with the ELAC. The ELAC approved the SPSA during the May 20th meeting.

The SPSA was reviewed with the School Site Council during meetings on the dates below:

1/14/25
2/11/25
3/11/25
4/22/25
5/20/25

The ELAC submitted its annual needs assessment survey to help inform the SPSA during the April 20th ELAC meeting.

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.

According to the California School Dashboard, SMG performed in the orange category for English language arts progress.

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

According to the California School Dashboard, the student groups of English learners, long-term English learners, socioeconomically disadvantaged, and students with disabilities performed two levels below the "all student" level in Math on the California Assessment of Student Performance and Progress (CAASPP). On the suspension indicator, the "all student" performance was green, but long-term English learners and students of two or more races were in the orange.

Other Needs

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

Based on iReady diagnostic assessment data for English reading and math, students categorized as English Learners and students with disabilities perform significantly lower in most grade levels than non-English Learners and students not in Special Education.

Whole School Diagnostic 3 iReady Data Percentage of Students on Grade Level:

iReady English Reading
All English Learners: 18%
Non-English Learners: 42%

iReady Math
English Learners: 17%
Non-English Learners: 35%

iReady English Reading
Special Education: 5%
Non-Special Education: 37%

iReady Math
Special Education: 8%
Non-Special Education: 31%

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for San Martin Gwinn. 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	0.31%	0.29%	0.30%	2	2	2
African American	0.31%	0.15%	0.15%	2	1	1
Asian	1.23%	1.03%	1.04%	8	7	7
Filipino	0.92%	0.74%	0.45%	6	5	3
Hispanic/Latino	78.62%	79.68%	79.91%	511	541	537
Pacific Islander	%	0%	%	0	0	
White	12.92%	12.52%	12.20%	84	85	82
Two or More Races	2.31%	2.5%	2.68%	15	17	18
Not Reported	3.38%	3.09%	3.27%	22	21	
Total Enrollment				650	679	672

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	56	95	69
Grade 1	78	57	82
Grade 2	70	77	57
Grade 3	69	75	71
Grade 4	77	73	73
Grade 5	73	82	75
Grade 6	79	79	78
Grade 7	68	76	75
Grade 8	80	65	68
Total Enrollment	650	679	672

Conclusions based on this data:

1. Enrollment is consistently over 650 annually.

2. As grade levels travel up, the middle school enrollment has grown larger.

3. The largest student group continues to be Hispanic/Latino.

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	285	271	261	43.8%	39.9%	38.8%
Fluent English Proficient (FEP)	77	106	103	11.8%	15.6%	15.3%

Conclusions based on this data:

1. The percentage of EL students overall has decreased slightly 38.8% from 43.8% two years prior.
2. The number of FEP students has consistently stayed above 77.
3. The percentage of FEP students remained steady at 15% for the 22-23 and 23-24 school years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	67	69	70	67	69	70	67	69	70	100.0	100.0	100
Grade 4	77	74	68	74	74	65	74	74	65	96.1	100.0	95.6
Grade 5	67	79	75	67	79	70	67	79	70	100.0	100.0	93.3
Grade 6	81	75	72	81	75	72	81	75	72	100.0	100.0	100
Grade 7	69	71	71	67	70	70	67	70	69	97.1	98.6	98.6
Grade 8	74	63	65	71	63	63	71	63	63	95.9	100.0	96.9
All Grades	435	431	421	427	430	410	427	430	409	98.2	99.8	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2358.	2380.	2336.	10.45	13.04	4.29	10.45	17.39	10.00	23.88	21.74	24.29	55.22	47.83	61.43
Grade 4	2385.	2388.	2408.	8.11	6.76	13.85	13.51	12.16	12.31	14.86	17.57	23.08	63.51	63.51	50.77
Grade 5	2435.	2456.	2441.	11.94	12.66	10.00	10.45	24.05	18.57	16.42	16.46	24.29	61.19	46.84	47.14
Grade 6	2453.	2457.	2478.	3.70	12.00	4.17	12.35	9.33	25.00	33.33	21.33	29.17	50.62	57.33	41.67
Grade 7	2458.	2473.	2488.	1.49	1.43	11.59	11.94	20.00	15.94	26.87	27.14	23.19	59.70	51.43	49.28
Grade 8	2483.	2508.	2499.	4.23	1.59	3.17	14.08	22.22	28.57	26.76	38.10	30.16	54.93	38.10	38.10
All Grades	N/A	N/A	N/A	6.56	8.14	7.82	12.18	17.44	18.34	23.89	23.26	25.67	57.38	51.16	48.17

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	8.96	7.25	5.71	49.25	56.52	60.00	41.79	36.23	34.29
Grade 4	5.41	6.76	16.92	52.70	60.81	47.69	41.89	32.43	35.38
Grade 5	11.94	16.46	10.00	53.73	51.90	57.14	34.33	31.65	32.86
Grade 6	4.94	10.67	6.94	50.62	36.00	51.39	44.44	53.33	41.67
Grade 7	1.49	5.71	11.76	52.24	52.86	50.00	46.27	41.43	38.24
Grade 8	4.23	12.70	6.35	43.66	53.97	55.56	52.11	33.33	38.10
All Grades	6.09	10.00	9.56	50.35	51.86	53.68	43.56	38.14	36.76

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	8.96	5.80	1.43	46.27	44.93	32.86	44.78	49.28	65.71
Grade 4	5.41	0.00	10.77	39.19	32.43	36.92	55.41	67.57	52.31
Grade 5	7.46	15.19	5.71	38.81	45.57	50.00	53.73	39.24	44.29
Grade 6	1.23	6.67	5.56	44.44	40.00	52.78	54.32	53.33	41.67
Grade 7	5.97	5.71	13.24	43.28	50.00	36.76	50.75	44.29	50.00
Grade 8	2.82	3.17	4.76	45.07	50.79	55.56	52.11	46.03	39.68
All Grades	5.15	6.28	6.86	42.86	43.72	44.12	51.99	50.00	49.02

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	5.97	8.70	5.71	67.16	71.01	51.43	26.87	20.29	42.86
Grade 4	5.41	6.76	9.23	67.57	71.62	56.92	27.03	21.62	33.85
Grade 5	2.99	7.59	10.00	77.61	68.35	67.14	19.40	24.05	22.86
Grade 6	7.41	4.00	8.33	59.26	81.33	76.39	33.33	14.67	15.28
Grade 7	5.97	12.86	10.29	71.64	75.71	72.06	22.39	11.43	17.65
Grade 8	5.63	15.87	9.52	70.42	55.56	65.08	23.94	28.57	25.40
All Grades	5.62	9.07	8.82	68.62	70.93	64.95	25.76	20.00	26.23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	7.46	14.49	4.29	56.72	60.87	55.71	35.82	24.64	40.00
Grade 4	4.05	8.11	10.77	62.16	60.81	64.62	33.78	31.08	24.62
Grade 5	8.96	12.66	11.43	50.75	58.23	51.43	40.30	29.11	37.14
Grade 6	3.70	5.33	6.94	65.43	52.00	68.06	30.86	42.67	25.00
Grade 7	1.49	4.29	10.29	58.21	57.14	52.94	40.30	38.57	36.76
Grade 8	4.23	7.94	7.94	67.61	69.84	74.60	28.17	22.22	17.46
All Grades	4.92	8.84	8.58	60.42	59.53	61.03	34.66	31.63	30.39

Conclusions based on this data:

1. CAASPP ELA scores improved in the 23-24 school year slightly by 1%.
2. Listening continues to be an area of relative strength.
3. Students continue to perform the lowest in writing.

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.

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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	67	69	70	67	68	70	67	68	70	100.0	98.6	100
Grade 4	77	74	68	73	74	67	73	74	67	94.8	100.0	98.5
Grade 5	67	79	75	66	77	74	66	77	74	98.5	97.5	98.7
Grade 6	81	75	72	80	75	71	80	75	71	98.8	100.0	98.6
Grade 7	69	71	71	67	70	69	66	70	69	97.1	98.6	97.2
Grade 8	74	63	65	71	62	63	71	62	63	95.9	98.4	96.9
All Grades	435	431	421	424	426	414	423	426	414	97.5	98.8	98.3

* 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	2384.	2388.	2362.	5.97	10.29	1.43	13.43	16.18	14.29	31.34	29.41	22.86	49.25	44.12	61.43
Grade 4	2398.	2410.	2429.	4.11	5.41	11.94	8.22	14.86	16.42	32.88	25.68	28.36	54.79	54.05	43.28
Grade 5	2445.	2424.	2428.	3.03	6.49	4.05	15.15	9.09	10.81	27.27	22.08	16.22	54.55	62.34	68.92
Grade 6	2437.	2445.	2449.	2.50	5.33	1.41	5.00	14.67	18.31	27.50	21.33	22.54	65.00	58.67	57.75
Grade 7	2448.	2451.	2473.	1.52	1.43	11.59	9.09	12.86	14.49	24.24	21.43	20.29	65.15	64.29	53.62
Grade 8	2453.	2454.	2455.	5.63	1.61	4.76	4.23	9.68	4.76	16.90	19.35	23.81	73.24	69.35	66.67
Grade 11															
All Grades	N/A	N/A	N/A	3.78	5.16	5.80	8.98	12.91	13.29	26.71	23.24	22.22	60.52	58.69	58.70

Concepts & Procedures									
Applying mathematical concepts and procedures									
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	5.97	11.76	1.43	46.27	48.53	50.00	47.76	39.71	48.57
Grade 4	2.74	5.41	10.45	36.99	40.54	41.79	60.27	54.05	47.76
Grade 5	4.55	5.19	5.41	42.42	28.57	33.78	53.03	66.23	60.81
Grade 6	1.25	6.67	4.23	31.25	33.33	36.62	67.50	60.00	59.15
Grade 7	0.00	4.29	13.04	34.85	31.43	36.23	65.15	64.29	50.72
Grade 8	4.23	0.00	3.17	29.58	38.71	33.33	66.20	61.29	63.49
Grade 11									
All Grades	3.07	5.63	6.28	36.64	36.62	38.65	60.28	57.75	55.07

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	10.45	11.76	5.71	44.78	44.12	37.14	44.78	44.12	57.14
Grade 4	4.11	6.76	11.94	41.10	33.78	43.28	54.79	59.46	44.78
Grade 5	6.06	5.19	4.05	34.85	41.56	41.89	59.09	53.25	54.05
Grade 6	2.50	5.33	2.82	37.50	44.00	50.70	60.00	50.67	46.48
Grade 7	4.55	4.29	11.59	62.12	45.71	42.03	33.33	50.00	46.38
Grade 8	4.23	4.84	6.35	53.52	46.77	57.14	42.25	48.39	36.51
All Grades	5.20	6.34	7.00	45.39	42.49	45.17	49.41	51.17	47.83

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	5.97	11.76	2.86	61.19	60.29	47.14	32.84	27.94	50.00
Grade 4	6.85	5.41	16.42	50.68	50.00	38.81	42.47	44.59	44.78
Grade 5	3.03	5.19	0.00	57.58	48.05	55.41	39.39	46.75	44.59
Grade 6	1.25	5.33	1.41	55.00	53.33	66.20	43.75	41.33	32.39
Grade 7	0.00	5.71	10.14	63.64	64.29	43.48	36.36	30.00	46.38
Grade 8	4.23	1.61	3.17	47.89	54.84	47.62	47.89	43.55	49.21
All Grades	3.55	5.87	5.56	55.79	54.93	50.00	40.66	39.20	44.44

Conclusions based on this data:

1. The percentage of students meeting or exceeding standards in math grew to 19% in the 23-24 school year compared to 18% the prior school year.
2. Applying mathematical concepts and procedures continues to be an area of weakness, but progress is being made toward increasing the number of students at or above standards.
3. Growth occurred in using appropriate tools and strategies to solve real world and mathematical problems as well as demonstrating ability to support mathematical conclusions.

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 \(ELPAC\)](http://EnglishLanguageProficiencyAssessmentsforCalifornia.org) web page or the 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	1322.5	1354.8	1386.0	1335.1	1371.4	1400.6	1292.7	1315.6	1351.7	23	34	36
1	1417.7	1380.9	1382.2	1446.9	1403.0	1394.6	1388.0	1358.4	1369.4	27	23	26
2	1447.2	1462.9	1443.2	1447.1	1474.4	1457.6	1446.9	1450.9	1428.0	33	30	26
3	1492.0	1473.3	1468.4	1509.4	1471.8	1476.0	1474.1	1474.2	1460.6	25	30	25
4	1504.4	1515.4	1457.7	1516.3	1542.9	1458.2	1491.8	1487.3	1456.6	31	25	29
5	1518.0	1552.9	1493.7	1521.4	1576.9	1482.2	1514.3	1528.6	1504.7	28	27	26
6	1520.3	1500.9	1515.3	1515.9	1486.2	1498.5	1524.3	1514.9	1531.8	35	28	22
7	1522.3	1540.9	1547.7	1509.7	1567.3	1567.0	1534.4	1513.9	1527.8	29	32	28
8	1553.5	1556.5	1544.3	1564.5	1573.9	1564.4	1542.2	1538.6	1523.6	26	24	21
All Grades										257	253	239

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	0.00	2.94	5.56	8.70	23.53	38.89	34.78	29.41	27.78	56.52	44.12	27.78	23	34	36
1	0.00	0.00	0.00	18.52	13.04	15.38	48.15	21.74	19.23	33.33	65.22	65.38	27	23	26
2	6.06	10.00	0.00	42.42	33.33	32.00	21.21	26.67	36.00	30.30	30.00	32.00	33	30	25
3	16.00	13.33	4.00	48.00	30.00	32.00	20.00	26.67	44.00	16.00	30.00	20.00	25	30	25
4	12.90	28.00	6.90	51.61	32.00	31.03	25.81	24.00	34.48	9.68	16.00	27.59	31	25	29
5	10.71	44.44	11.54	42.86	33.33	34.62	39.29	18.52	19.23	7.14	3.70	34.62	28	27	26
6	11.43	3.57	13.64	51.43	25.00	40.91	25.71	46.43	22.73	11.43	25.00	22.73	35	28	22
7	13.79	34.38	25.00	20.69	28.13	42.86	58.62	28.13	17.86	6.90	9.38	14.29	29	32	28
8	23.08	29.17	42.86	42.31	41.67	28.57	26.92	16.67	14.29	7.69	12.50	14.29	26	24	21
All Grades	10.51	18.18	11.34	37.35	28.85	33.19	33.07	26.88	26.47	19.07	26.09	28.99	257	253	238

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	4.35	14.71	16.67	17.39	20.59	38.89	21.74	17.65	19.44	56.52	47.06	25.00	23	34	36
1	22.22	8.70	7.69	29.63	26.09	23.08	33.33	43.48	26.92	14.81	21.74	42.31	27	23	26
2	24.24	23.33	20.00	30.30	26.67	48.00	24.24	36.67	12.00	21.21	13.33	20.00	33	30	25
3	44.00	30.00	24.00	36.00	26.67	40.00	8.00	20.00	20.00	12.00	23.33	16.00	25	30	25
4	48.39	64.00	27.59	32.26	20.00	41.38	9.68	4.00	13.79	9.68	12.00	17.24	31	25	29
5	28.57	70.37	26.92	60.71	22.22	38.46	7.14	3.70	7.69	3.57	3.70	26.92	28	27	26
6	31.43	14.29	9.09	42.86	42.86	54.55	17.14	21.43	18.18	8.57	21.43	18.18	35	28	22
7	17.24	53.13	57.14	34.48	34.38	21.43	44.83	6.25	10.71	3.45	6.25	10.71	29	32	28
8	42.31	50.00	57.14	50.00	33.33	28.57	0.00	8.33	0.00	7.69	8.33	14.29	26	24	21
All Grades	29.57	35.97	26.89	37.35	28.06	36.97	18.68	17.79	14.71	14.40	18.18	21.43	257	253	238

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	2.78	7.14	8.82	5.56	46.43	38.24	58.33	46.43	52.94	33.33	28	34	36
1	3.45	0.00	0.00	3.45	8.70	3.85	13.79	4.35	15.38	79.31	86.96	80.77	29	23	26
2	10.34	6.67	0.00	34.48	20.00	8.00	27.59	30.00	44.00	27.59	43.33	48.00	29	30	25
3	5.41	6.67	0.00	13.51	13.33	16.00	40.54	33.33	20.00	40.54	46.67	64.00	37	30	25
4	2.70	4.00	6.90	16.22	12.00	6.90	48.65	36.00	31.03	32.43	48.00	55.17	37	25	29
5	17.14	11.11	3.85	14.29	25.93	19.23	51.43	29.63	34.62	17.14	33.33	42.31	35	27	26
6	2.86	7.14	9.09	20.00	10.71	22.73	54.29	50.00	40.91	22.86	32.14	27.27	35	28	22
7	6.90	6.25	7.14	20.69	15.63	14.29	41.38	43.75	50.00	31.03	34.38	28.57	29	32	28
8	7.69	4.17	4.76	15.38	37.50	23.81	57.69	29.17	42.86	19.23	29.17	28.57	26	24	21
All Grades	2.33	5.14	3.78	19.84	16.60	12.61	41.63	33.60	38.24	36.19	44.66	45.38	257	253	238

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	8.70	14.71	16.67	30.43	47.06	52.78	60.87	38.24	30.56	23	34	36
1	18.52	34.78	11.54	70.37	43.48	42.31	11.11	21.74	46.15	27	23	26
2	30.30	30.00	24.00	48.48	46.67	52.00	21.21	23.33	24.00	33	30	25
3	24.00	10.00	8.00	48.00	60.00	56.00	28.00	30.00	36.00	25	30	25
4	25.81	32.00	24.14	45.16	44.00	55.17	29.03	24.00	20.69	31	25	29
5	10.71	37.04	15.38	82.14	51.85	61.54	7.14	11.11	23.08	28	27	26
6	14.29	14.29	18.18	60.00	64.29	59.09	25.71	21.43	22.73	35	28	22
7	13.79	9.38	10.71	48.28	68.75	53.57	37.93	21.88	35.71	29	32	28
8	7.69	12.50	14.29	69.23	58.33	61.90	23.08	29.17	23.81	26	24	21
All Grades	17.51	20.95	15.97	56.03	54.15	54.62	26.46	24.90	29.41	257	253	238

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	0.00	14.71	16.67	34.78	38.24	52.78	65.22	47.06	30.56	23	34	36
1	14.81	0.00	7.69	70.37	56.52	50.00	14.81	43.48	42.31	27	23	26
2	21.21	30.00	28.00	54.55	56.67	48.00	24.24	13.33	24.00	33	30	25
3	80.00	43.33	40.00	8.00	30.00	44.00	12.00	26.67	16.00	25	30	25
4	70.97	84.00	37.93	19.35	4.00	34.48	9.68	12.00	27.59	31	25	29
5	71.43	85.19	57.69	21.43	14.81	11.54	7.14	0.00	30.77	28	27	26
6	68.57	14.29	13.64	22.86	67.86	77.27	8.57	17.86	9.09	35	28	22
7	48.28	90.63	82.14	51.72	3.13	10.71	0.00	6.25	7.14	29	32	28
8	73.08	91.67	85.71	19.23	0.00	0.00	7.69	8.33	14.29	26	24	21
All Grades	50.58	49.80	39.92	33.85	30.43	36.97	15.56	19.76	23.11	257	253	238

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	0.00	2.94	2.78	43.48	44.12	66.67	56.52	52.94	30.56	23	34	36
1	11.11	4.35	3.85	14.81	4.35	23.08	74.07	91.30	73.08	27	23	26
2	9.09	16.67	0.00	45.45	30.00	56.00	45.45	53.33	44.00	33	30	25
3	4.00	10.00	4.00	48.00	26.67	36.00	48.00	63.33	60.00	25	30	25
4	0.00	8.00	3.45	61.29	40.00	34.48	38.71	52.00	62.07	31	25	29
5	3.57	11.11	11.54	64.29	59.26	34.62	32.14	29.63	53.85	28	27	26
6	8.57	3.57	18.18	40.00	25.00	31.82	51.43	71.43	50.00	35	28	22
7	13.79	9.38	7.14	44.83	21.88	42.86	41.38	68.75	50.00	29	32	28
8	19.23	25.00	14.29	46.15	41.67	52.38	34.62	33.33	33.33	26	24	21
All Grades	7.78	9.88	6.72	45.53	32.81	42.86	46.69	57.31	50.42	257	253	238

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	0.00	14.71	5.56	47.83	32.35	50.00	52.17	52.94	44.44	23	34	36
1	0.00	0.00	0.00	48.15	21.74	19.23	51.85	78.26	80.77	27	23	26
2	9.09	10.00	4.00	45.45	63.33	52.00	45.45	26.67	44.00	33	30	25
3	0.00	6.67	0.00	72.00	60.00	52.00	28.00	33.33	48.00	25	30	25
4	0.00	8.00	6.90	77.42	60.00	62.07	22.58	32.00	31.03	31	25	29
5	10.71	29.63	7.69	64.29	62.96	57.69	25.00	7.41	34.62	28	27	26
6	5.71	17.86	27.27	88.57	67.86	63.64	5.71	14.29	9.09	35	28	22
7	10.34	9.38	3.57	79.31	75.00	92.86	10.34	15.63	3.57	29	32	28
8	0.00	0.00	9.52	84.62	83.33	76.19	15.38	16.67	14.29	26	24	21
All Grades	4.28	11.07	6.72	68.09	58.50	57.98	27.63	30.43	35.29	257	253	238

Conclusions based on this data:

1. Students continue to score the highest in the speaking domain.
2. The writing domain is our highest area of need.
3. The number of English Learners has decreased to 257 from 239 between the 21-22 and 23-24 school years.

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
672	55.2%	38.8%	0.0%
Total Number of Students enrolled in San Martin Gwinn.	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	261	38.8%
Foster Youth	0	0.0%
Homeless	102	15.2%
Socioeconomically Disadvantaged	371	55.2%
Students with Disabilities	90	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1%
American Indian	2	0.3%
Asian	7	1%
Filipino	3	0.4%
Hispanic	537	79.9%
Two or More Races	18	2.7%
Pacific Islander	0	0.0%
White	82	12.2%

Conclusions based on this data:

1. The majority of the student population is Hispanic/Latino.

2. A majority of students (55%) qualify as socioeconomically disadvantaged. The number of students who qualify as socioeconomically disadvantaged declined by 4% from 2022-2023.
3. The second largest student group is students identified as English Learners.

School and Student Performance Data

Overall Performance






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

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

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



2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The math California Dashboard indicator color maintained the yellow status.
2. Progress has been made toward reducing suspensions which has resulted in a green indicator.
3. Chronic absenteeism continues to decline but remains higher than pre-Covid levels.

School and Student Performance Data

Academic Performance English Language Arts

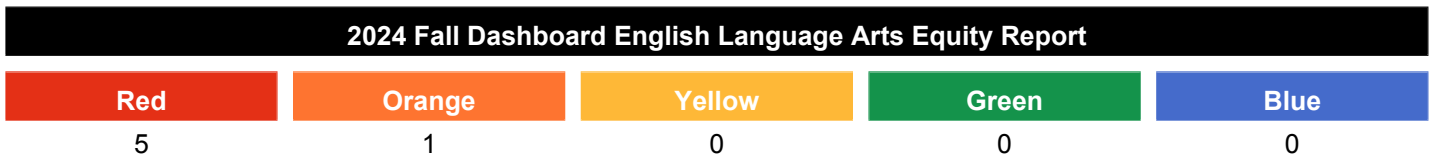
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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		
<p>All Students</p> <p>Orange</p> <p>65.5 points below standard</p> <p>Declined 5.8 points</p> <p>415 Students</p>	<p>English Learners</p> <p>Red</p> <p>93.5 points below standard</p> <p>Declined 6.8 points</p> <p>199 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>103.7 points below standard</p> <p>Declined 5.0 points</p> <p>60 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>Red</p> <p>110.3 points below standard</p> <p>Declined 13.0 points</p> <p>69 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>92.8 points below standard</p> <p>Declined 10.5 points</p> <p>244 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>123.0 points below standard</p> <p>Declined 7.4 points</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Red</p> <p>72.4 points below standard</p> <p>Declined 3.9 points</p> <p>340 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Orange</p> <p>19.8 points below standard</p> <p>Declined 6.7 points</p> <p>45 Students</p>

Conclusions based on this data:

1. All student groups declined on the ELA CAASPP.
2. Students identified as homeless showed the greatest decline on the ELA CAASPP.
3. Five student groups performed in the red category.

School and Student Performance Data

Academic Performance Mathematics

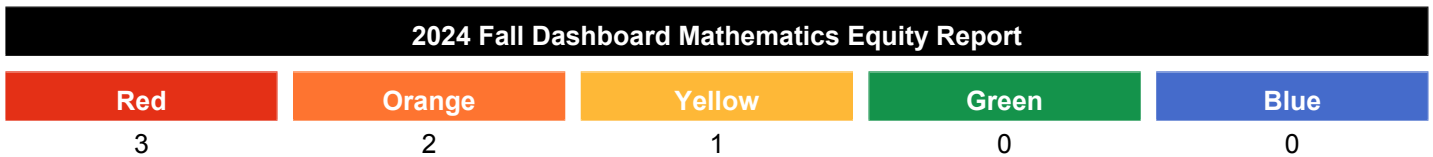
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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		
<p>All Students</p> <p>Yellow</p> <p>89.9 points below standard</p> <p>Increased 3.2 points</p> <p>415 Students</p>	<p>English Learners</p> <p>Red</p> <p>117.1 points below standard</p> <p>Maintained 1.0 points</p> <p>200 Students</p>	<p>Long-Term English Learners</p> <p>Red</p> <p>157.2 points below standard</p> <p>Declined 4.5 points</p> <p>60 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>Orange</p> <p>115.6 points below standard</p> <p>Increased 11.9 points</p> <p>70 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>113.8 points below standard</p> <p>Maintained 1.0 points</p> <p>245 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>156.6 points below standard</p> <p>Declined 3.5 points</p> <p>71 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>6 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>97.6 points below standard</p> <p>Increased 3.7 points</p> <p>340 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>38.8 points below standard</p> <p>Increased 11.5 points</p> <p>45 Students</p>

Conclusions based on this data:

1. The all students, white students, homeless students, and Hispanic students increased on the math CAASPP.
2. White students increased the most.
3. Students identified as RFEP performed better in Math in comparison to students identified as English only.

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.

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.

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  Yellow 47.1% making progress. Number Students: 187 Students	Long-Term English Learner Progress  Blue 76% making progress. Number Students: 50 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6%	36.4%	2.1%	44.4%

Conclusions based on this data:

1. The students identified as Long-Term English Learners made the highest progress with 76%.
2. The school has a large number of English learners.
3. 20% of students identified as EL decreased one level in 2022.

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.

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.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
All Students Yellow 23.1% Chronically Absent Declined 3.4 689 Students	English Learners Orange 21.5% Chronically Absent Declined 2.4 275 Students	Long-Term English Learners Orange 19.7% Chronically Absent Increased 0.9 61 Students
Foster Youth No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless Orange 32.2% Chronically Absent Declined 2.6 121 Students	Socioeconomically Disadvantaged Orange 30.3% Chronically Absent Declined 1.7 403 Students

<p>Students with Disabilities</p>  <p>Orange</p> <p>38.3% Chronically Absent</p> <p>Declined 0.7</p> <p>107 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>24.6% Chronically Absent</p> <p>Declined 3.3</p> <p>552 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>28.6% Chronically Absent</p> <p>Declined 3</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>13.4% Chronically Absent</p> <p>Declined 2.9</p> <p>82 Students</p>

Conclusions based on this data:

1. All student groups, except Long-Term English Learners, declined.
2. Students identified as homeless and students with disabilities have the highest rate of absenteeism.
3. Students identified as Hispanic were chronically absent at a higher rate than students identified as White.

School and Student Performance Data

Conditions & Climate Suspension Rate

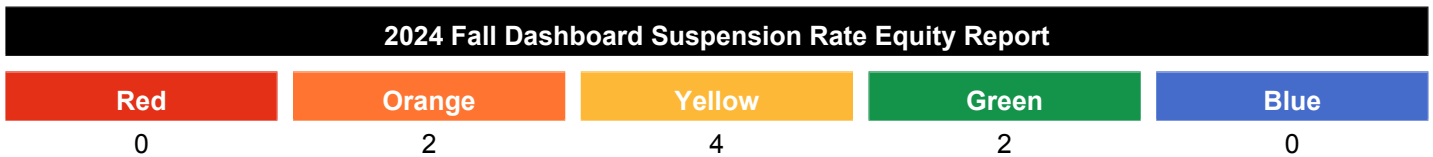
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.







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		
<p>All Students</p> <p> Green</p> <p>3% suspended at least one day</p> <p>Declined 2%</p> <p>710 Students</p>	<p>English Learners</p> <p> Green</p> <p>2.5% suspended at least one day</p> <p>Declined 3.7%</p> <p>284 Students</p>	<p>Long-Term English Learners</p> <p> Orange</p> <p>7.9% suspended at least one day</p> <p>Declined 13.3%</p> <p>63 Students</p>
<p>Foster Youth</p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>Homeless</p> <p> Yellow</p> <p>5.6% suspended at least one day</p> <p>Declined 3.7%</p> <p>126 Students</p>	<p>Socioeconomically Disadvantaged</p> <p> Yellow</p> <p>3.6% suspended at least one day</p> <p>Declined 3.1%</p> <p>415 Students</p>

<p>Students with Disabilities</p>  <p>Yellow</p> <p>5.5% suspended at least one day</p> <p>Declined 1.8%</p> <p>109 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>3.3% suspended at least one day</p> <p>Declined 2.3%</p> <p>569 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>2.4% suspended at least one day</p> <p>Increased 2.4%</p> <p>42 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>1.2% suspended at least one day</p> <p>Declined 2.3%</p> <p>85 Students</p>

Conclusions based on this data:

1. Students identified as Long-Term English Learners were suspended at a higher rate than all other student groups.
2. Overall, the suspension rate declined.
3. 3% percent of all students were suspended at least once. As a K-8 school, SMG falls under the Elementary School rating for suspensions even though the school has middle school students.

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.

College and Career Readiness

College and Career Readiness:

1. With a focus on English Learners and Students with Disabilities, there will be a 10% increase in students who score at or above standard on the CAASPP for English Language Arts and Math by May 2026.
2. 75% of all students in grades 1 through 8 will meet their annual growth goal in English and Spanish reading and math as measured by i-Ready assessments in May 2026.
3. 50% of all English Learners in grades 1 through 8 will meet their annual stretch goal in English reading and math as measured by i-Ready assessments in May 2026.
4. All students in the Dual Language Program in grades 3-8 will meet or exceed the state average score on the CAASPP Spanish assessment by May 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 1.0 Academics Goal: Through equitable, inclusive access, advance college, career, and civic readiness for all students.
- 1.1 Elementary School: Improve literacy and math proficiency for all elementary students with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged.
 - 1.2 Middle School: Build community and a supportive learning environment for all students by providing an equitable, rigorous, and culturally responsive curriculum for middle school academic success with a focus on closing the opportunity gap for students identified as English Learners, Students with Disabilities, Homeless and Foster Youth, and Socioeconomically Disadvantaged.
 - 1.3 High School: Implement and support the transition from middle to high school to increase on-track graduation rates, college and career preparation, CTE completion, and post-secondary attainment as evidenced in the California Dashboard and local indicators of student success.
 - 1.4 English Learners: Facilitate English learner success in accessing grade-level academics and developing English language proficiency to ensure equitable opportunities for all students.
 - 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

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.

After analyzing 2024-2025 iReady data, the SMG school community partners continue to identify the need to increase English and Spanish language proficiency in reading and writing for all students. Increasing math proficiency for all students is also an identified need.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady English & Spanish (available 25-26) Reading Diagnostic #3	<p>Grade 1 2023-2024 Percentage Meeting Annual Growth Goal: 35% Percentage Meeting Stretch Growth Goal: 19%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 40% Percentage Meeting Stretch Growth Goal: 15%</p> <p>Grade 2 2023-2024 Percentage Meeting Annual Growth Goal: 49% Percentage Meeting Stretch Growth Goal: 18%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 63% Percentage Meeting Stretch Growth Goal: 39%</p> <p>Grade 3 2023-2024 Percentage Meeting Annual Growth Goal: 29% Percentage Meeting Stretch Growth Goal: 15%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 63% Percentage Meeting Stretch Growth Goal: 25%</p> <p>Grade 4 2023-2024 Percentage Meeting Annual Growth Goal: 35% Percentage Meeting Stretch Growth Goal: 21%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 52% Percentage Meeting Stretch Growth Goal: 20%</p> <p>Grade 5 2023-2024 Percentage Meeting Annual Growth Goal: 44% Percentage Meeting Stretch Growth Goal: 20%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 63% Percentage Meeting Stretch Growth Goal: 35%</p>	75% of all students K-8 will meet their annual growth goal and 50% of all students will meet their annual stretch goal in in Reading in English and Spanish as measured by iReady assessments in May 2025.

	<p>Grade 6 2023-2024 Percentage Meeting Annual Growth Goal: 39% Percentage Meeting Stretch Growth Goal: 17% 2024-2025 Percentage Meeting Annual Growth Goal: 26% Percentage Meeting Stretch Growth Goal: 16%</p> <p>Grade 7 2023-2024 Percentage Meeting Annual Growth Goal: 44% Percentage Meeting Stretch Growth Goal: 16% 2024-2025 Percentage Meeting Annual Growth Goal: 26% Percentage Meeting Stretch Growth Goal: 16%</p> <p>Grade 8 2023-2024 Percentage Meeting Annual Growth Goal: 57% Percentage Meeting Stretch Growth Goal: 36% 2024-2025 Percentage Meeting Annual Growth Goal: 53% Percentage Meeting Stretch Growth Goal: 32%</p>	
iReady Math Diagnostic #3	<p>Grade 1 2023-2024 Percentage Meeting Annual Growth Goal: 37% Percentage Meeting Stretch Growth Goal: 16% 2024-2025 Percentage Meeting Annual Growth Goal: 46% Percentage Meeting Stretch Growth Goal: 22%</p> <p>Grade 2 2023-2024 Percentage Meeting Annual Growth Goal: 63% Percentage Meeting Stretch Growth Goal: 31% 2024-2025 Percentage Meeting Annual Growth Goal: 92% Percentage Meeting Stretch Growth Goal: 63%</p>	75% of all students K-8 will meet their annual growth goal and 50% of all students will meet their annual stretch goal in Math as measured by iReady assessments in May 2025.

Grade 3
2023-2024
Percentage Meeting Annual Growth
Goal: 28%
Percentage Meeting Stretch Growth
Goal: 7%
2024-2025
Percentage Meeting Annual Growth
Goal: 25%
Percentage Meeting Stretch Growth
Goal: 2%

Grade 4
2023-2024
Percentage Meeting Annual Growth
Goal: 33%
Percentage Meeting Stretch Growth
Goal: 3%
2024-2025
Percentage Meeting Annual Growth
Goal: 34%
Percentage Meeting Stretch Growth
Goal: 7%

Grade 5
2023-2024
Percentage Meeting Annual Growth
Goal: 36%
Percentage Meeting Stretch Growth
Goal: 10%
2024-2025
Percentage Meeting Annual Growth
Goal: 40%
Percentage Meeting Stretch Growth
Goal: 15%

Grade 6
2023-2024
Percentage Meeting Annual Growth
Goal: 57%
Percentage Meeting Stretch Growth
Goal: 22%
2024-2025
Percentage Meeting Annual Growth
Goal: 57%
Percentage Meeting Stretch Growth
Goal: 23%

Grade 7
2023-2024
Percentage Meeting Annual Growth
Goal: 38%
Percentage Meeting Stretch Growth
Goal: 14%
2024-2025
Percentage Meeting Annual Growth
Goal: 50%
Percentage Meeting Stretch Growth
Goal: 19%

Grade 8

	<p>2023-2024 Percentage Meeting Annual Growth Goal: 59% Percentage Meeting Stretch Growth Goal: 32%</p> <p>2024-2025 Percentage Meeting Annual Growth Goal: 64% Percentage Meeting Stretch Growth Goal: 44%</p>	
Spanish CAASPP Scores	<p>Baseline from 2024 data:</p> <p>Grade 3 2024 Score: 341 State Average: 344</p> <p>Grade 4 2024 Score: 449 State Average: 445</p> <p>Grade 5 2024 Score: 542 State Average: 545</p> <p>Grade 6 2024 Score: 643 State Average: 646</p> <p>Grade 7 2024 Score: 739 State Average: 740</p> <p>Grade 8 2024 Score: 842 State Average: 844</p>	All students in the Dual Language Program in grades 3-8 will meet or exceed the state average score on the CAASPP Spanish assessment in May 2026
English Learner Progress Indicator	<p>English Learner Progress: 2021-2022 - 50.5% Making Progress 2022-2023 - 46.2% Making Progress 2023-2024 - 47.1% Making Progress</p>	All English Learners maintain or progress at least one level as measured by the California State Dashboard indicator for English Learner Progress.

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	Provide additional hours for classified staff to support with translation during after school events, attendance at parent/guardian workshops, and other meetings.	All Students with a focus on Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	1027 LCFF Classified Hourly
1.2	Provide additional support and resources for teaching staff to improve Universal/Tier I instruction for all students.	All Students	26487 Unrestricted Lottery

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Fund certificated substitutes during the school year for grade level teacher planning, curriculum development, and student assessment data analysis.
1.3	Provide for general support for instruction and Professional Learning Community practices.	All Students with a focus on Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	1200 LCFF Fund computer application licenses 25989 LCFF Fund 9 Guiding Coalition Teacher Leader Extra Duty Stipends 5021 LCFF Multi-fund extra duty stipends for ASB, DIME Coordinator, SST Coordinator 2808 Unrestricted Lottery Multi-fund extra duty stipends for ASB, DIME Coordinator, SST Coordinator 7357 LCFF Fund Substitutes for classroom teacher attendance at Student Success Team meetings 2527 Extra Curricular Purchase sports equipment 5825 Unrestricted Lottery Fund extra certificated hourly pay to attend trainings and professional development after contractual hours.
1.4	Provide support and resources for all students.	All Students with a focus on Underperforming or disadvantaged students including Foster, Homeless,	5000 LCFF Purchase instructional supplies

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	8867 Title I Purchase instructional supplies 5000 Title I Fund admission to science camp for low socioeconomic status students 15000 Unrestricted Lottery Fund classroom instructional supplies 5933 Title I Purchase Spanish books for the school library
1.5	Provide general office supplies and computer resources to ensure the office staff have proper materials to support students and families.	All Students	5,000 Unrestricted Lottery Purchase technology over \$500, staff laptops 8000 Unrestricted Lottery Repairs, maintenance, and lease for copiers 6219 Unrestricted Lottery Purchase office supplies 500 Unrestricted Lottery Purchase health office supplies 2000 Unrestricted Lottery Purchase technology under \$500, 4 radios
1.6	Fund staff attendance at conferences for professional development focused on Dual Language Instruction such as the California Association of Bilingual Education (CABE) conference.	All Students with a focus on Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically	10000 Title I Conferences 5019

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		Disadvantaged, English Learners, and Students with Disabilities.	LCFF Conferences
1.7	Fund tier 1 instruction professional development on site.	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	10000 Title I California Association of Bilingual Education (CABE) Coaching Series
1.8	Fund additional FTE of 0.2 staffing in the middle school to maintain DIME instructional program at 50% Spanish and allow for an additional English Language Development section for the English Learners.	All Students with a focus on Underperforming or disadvantaged students including Foster, Homeless, Socioeconomically Disadvantaged, English Learners, and Students with Disabilities.	15019 LCFF Multi-Fund 0.14 FTE 7067 Title I Multi-Fund 0.06 FTE

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.

San Martin Gwinn teachers meet regularly on Wednesdays and during their common preparation time (TK-5) following the Professional Learning Communities model. Strategies listed in Goal 1 have continued to support teacher collaboration and use assessment data to guide instruction. The San Martin Gwinn teachers also continue to work on curriculum articulation and alignment regularly. Strengthening and modernizing dual language instructional practices based on recent research has been a priority. This school year, the school began working with the California Association for Bilingual Education (CABE) to provide instructional professional development. This school year, San Martin Gwinn teachers have continued to use the i-Ready assessment tool in English reading and math to improve further their ability to gauge student learning needs. The staff will continue to strengthen their skills in utilizing i-Ready lessons for targeted instruction for all students, and the teachers will implement the new i-Ready Diagnostic Assessment of Spanish during the 25-26 school year.

The implemented strategies and activities have been pivotal in driving progress toward growth in the number of students meeting standards in English and Math on the CAASPP test. These initiatives have addressed many key challenges, leveraged opportunities such as attendance at professional development opportunities focused on Dual Language instruction, and fostered synergy among the grade level teams and broader school community. As a result, strides have been made in student CAASPP achievement in English and Math, underscoring the approach's efficacy and affirming its relevance in driving sustained success.

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

At this time, there are no differences anticipated for this budget.

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.

One major change is the addition of using the i-Ready Spanish data as a metric for the successful implementation of strategies and activities in the Dual Language Program. These data points will be found under the Annual Measurable Outcomes section. Staff will continue to focus on PLC practices and collaboration as this will support all students in all subject areas. Additionally, TK-5 teachers will continue strengthening their understanding of the Heggerty Phonics Program and Benchmark Adelante. Professional development planning days will be dedicated to grade-level teams collaborating and planning together as they continue to use the new curriculum adopted during the 2023-2024 school year. Furthermore, the school will collaborate with the California Association for Bilingual Education (CABE) for dual language specific professional development throughout the school year.

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.

Family/Guardian and Community Engagement

1. By June 2026, parent and guardian participation in Back-to-School Night and parent conferences in November will increase by 5% as compared to 2024-2025 sign-in sheets.
2. By June 2026, the Home and School Club and the English Language Advisory Committee (ELAC) will meet at least three times per year to build an inclusive community between the two cultural groups (FACE Plan Strategy: Building, Action 2).
3. By June 2026, each grade-level teacher team will organize at least one parent and guardian workshop. Attendance will be measured by sign-in sheets. Attendance targets will be set for each grade level information night and the parent and guardian workshops. (FACE Plan Strategy: Sharing, Action 3).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

2.0 Family and Community Engagement Goal: Promote family and community engagement and participation in the education process for 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.

Based on feedback from parents during ELAC, School Site Council, and Home and School Club meetings, including families in the daily functions of the school is vital to student achievement. Attendees at these meetings also identified the need to increase parent and guardian involvement in school activities, workshops, and improve communication on how parents can volunteer and participate at school.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent/guardian attendance at Back-to-School Night and November conferences	2024-2025 Back-to-School Night: TK-5: 71% parent/guardian attendance Middle School: 41% parent/guardian attendance November Conferences 2024-2025: TK-5: 98% Middle School: 60%	Increase attendance by 5% if attendance rate is below 95%.
Joint meetings of the English Language Advisory Committee and Home and School Club	2024-2025 1 Scheduled Meeting	During the 2025-2026 school year, the English Language Advisory Committee and the Home and School Club will hold three joint meetings.
Teacher Led Grade level Information Nights	One grade-level information night in 2023-2024	Seven teacher led grade level information nights in 2025-2026.

	One grade-level information night in 2024-2025	
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Staff will increase communication, parent/guardian involvement, and parent/guardian engagement in various committees and school-wide events. Staff will also provide parents with support and resources that empower them to be engaged in their students' learning, such as parent conferences, communication, and increased parent involvement opportunities.	All Students	1463 Title I Pay for Postage 874 Title I Fund childcare for parents/guardians to attend evening meetings or trainings.
2.2	Each grade level team will organize at least one parent education workshop.	All Students	4660 Title I Fund 100 hours of hourly pay for certificated teachers to prep for and attend parent education workshops.

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.

San Martin Gwinn staff have continued to increase opportunities for parents and guardians to volunteer in various ways, such as volunteering in the classrooms, on field trips, assisting with recess sports, and more. The parent/guardian community continues to enrich students' learning through volunteer art programs such as theater performances and the Meet the Masters Art Program. In this program, volunteers teach students about specific artists and then lead the students through an art lesson. Additionally, SMG has continued a security process for volunteers to walk their children to class. The process includes parents/guardians reviewing and accepting agreements and norms for walking their children to class, and a brightly colored lanyard that helps staff know which parents/guardians have been approved.

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 at this time.

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

This year, SMG increased the frequency of Coffee Chats with the Principal to monthly. Therefore, staff will use sign-in sheets from Coffee Chats with the Principal as a metric for the activities in goal 2 and ParentSquare contacts and new parent/family volunteers. Another major change to this goal is the Community Schools grant money that San Martin Gwinn will have access to for the next five school years. This money will be spent on the following areas: Collaborative Leadership and Practices, Integrated Student Support, Extended Learning Time and Opportunities, and Family and Community Engagement. For the 25-26 school year, the goals will be expanded to strengthen connections between the English Learner Advisory Committee (ELAC) and the Home and School Club. Additionally, a goal was added for each

grade level team to host at least one parent/guardian workshop. Both of these new goals are being implemented to deepen the engagement between the home and the school and to enhance the collaboration between our various parent/guardian organizations.

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.

Student Engagement, Social Emotional Learning

1. Chronic Absenteeism will decrease by 2% for all students compared to the 2024-2025 school year rate.
2. Maintain a safe school environment and a suspension rate below 4%.
3. All grade levels will complete the Second Step lessons following the approved schedule by May 2026.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3.0 School Climate and Culture Goal: Enhance student achievement through student engagement, social-emotional learning, and a school climate that cultivates relationships and well-being.

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.

Although San Martin Gwinn's chronic absenteeism rate has declined by 3.4% from the 2023-2024 school year and will continue to decline for the 2024-2025 school year, efforts will continue to be made to reduce the number of students who are chronically absent. An equitable allocation of resources will be made to provide tiered support based on student needs, including additional monitoring, parent education, awareness campaigns, home visits, and individual referrals for school-linked services or truancy intervention based on individual student needs. In addition, activities such as Positive Behavioral Interventions and Supports (PBIS), Panther PAWS awards, enrichment field trips, and assemblies will be targeted to create an inviting and engaging learning environment in which all students want to attend school. Furthermore, the Climate and Culture team meets monthly to help monitor and support students who are chronically absent.

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
Attendance and Chronic Absenteeism	<p>Absenteeism Rates:</p> <p>2021-2022 33.5% (School) 30% (State)</p> <p>2022-2023 26.5% (School) 24.3% (State)</p> <p>2023-2024 23.1% (School) 18.6% (State)</p> <p>Historic Chronic Absenteeism Rates: 2017-2018 15.7% 2018-2019 14.2%</p>	<p>Decrease chronic absenteeism by 5% or more by the end of the 24-25 school year.</p> <p>Decrease chronic absenteeism by 2% or more by the end of the 25-26 school year.</p>
Second Step Completion	<p>Completed Lessons by Grade Level:</p> <p>Kindergarten: 67% Grade 1: 100% Grade 2: 95% Grade 3: 68% Grade 4: 30% Grade 5: 88% Grade 6: 100% Grade 7: 100% Grade 8: 100%</p>	<p>All grade levels complete all lessons for the year.</p>
Suspension	<p>Suspension Rates</p> <p>2017-18: 5% 2018-19: 8% 2019-20: 3.5% 2020-21: 0% 2021-22: 4.1% 2022-23: 5% 2023-2024: 3%</p>	<p>Maintain a safe school environment and reduce the suspension rate to below 4%.</p>

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	The San Martin Gwinn staff will promote a positive and safe learning environment for all students in coordination with families and outside agencies.	All Students	<p>2598 Unrestricted Lottery</p> <p>Fund stipend for PBIS Teacher Lead</p> <p>10000 Title I</p> <p>Fund buses for field trips</p> <p>600 LCFF</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Purchase the Stopit App 65000 Other Fund a contract with a recess sports company to teach TK-5 structured play and sportsmanship during recess and purchase equipment. 53632 Other Fund one additional student supervisor position (Funded from Community School Grant money) 10000 Other Fund contracts with outside agencies using the Community School Grant to promote a positive school environment. 500 Unrestricted Lottery Purchase license for the Minga app for student tardy management
3.2	The San Martin Gwinn staff will provide students and families with after school learning and enrichment opportunities through the Community School grant.	Underperforming or disadvantaged students including Foster, Homeless, Low Socioeconomic Status, English Learners, and Students with Disabilities.	38976 Other Fund 15 extra duty stipends for after school program and a Saturday school enrichment program. (Funded from Community School Grant money)

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.

San Martin Gwinn has decreased the Chronic Absenteeism rate by 3.4%, and no student groups fall under the red category on the California Dashboard. Chronic absenteeism has a detrimental effect on student achievement. The

attendance monitoring team continues to meet bi-weekly to review absences and tardies. Staff then conduct parent-student meetings or home visits, depending on each student's situation.

In addition, staff focused on social-emotional learning with targeted Skills Streaming lessons in grades TK-8 that focused on classroom survival skills, alternatives to aggression, skills for dealing with stress, friendship-making skills, and skills for dealing with feelings. Additionally, all grade levels used the Second Step social emotional curriculum. Positive Behavioral Interventions and Supports (PBIS) promotes students to use their PAWS in which all students are taught to practice good choices, act respectfully and kindly, work hard, and solve problems responsibly. The site administration held assemblies throughout the year to explain the expected behaviors for each setting around campus, and teachers taught lessons to their students for each setting. Finally, staff have promoted the importance of showing kindness with the annual kindness challenge in January and biweekly lunches with the principal raffles for showing kindness.

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

No major differences anticipated at this time.

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

San Martin Gwinn will continue with the Community Schools grant money for the next 3 years. This money will continue to be spent on the following areas: Collaborative Leadership and Practices, Integrated Student Support, Extended Learning Time and Opportunities, and Family and Community Engagement.

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.

Special Education / Diverse Learners

1. Decrease chronic absenteeism by 5% or more for Students with Disabilities by May 2026.
2. Maintain a safe school environment and the suspension rate to below 4% for Students with Disabilities by May 2026.
3. The percentage of students with Disabilities who score at or above standard on the CAASPP assessment will increase by at least 10% by May 2026.
4. By May of 2026, 75% of Students with disabilities will meet annual expected growth on iReady assessments for math and reading in Spanish and English.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- 1.5 Inclusive Practices: Foster a culture of inclusivity and equity to improve access to educational opportunities for all students, including students identified with diverse backgrounds, abilities, and needs.

Identified Need

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

Students with disabilities perform lower than the All Student groups as measured by CA Dashboard indicators in chronic absenteeism, suspensions, CAASPP English Language Arts, and CAASPP math.

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
SPED Chronic Absenteeism	2022-2023: Orange - 39% Chronically Absent 2023-2024: Orange - 38.3% Chronically Absent	Yellow
SPED Suspensions	2022-2023: Red - 7.3% suspended at least once. 2023-2024: Yellow - 5.5% suspended at least once.	Yellow
SPED ELA CAASPP Test	2022-2023: Red - Declined 10.9 points 2023-2024: Red - Declined 7.4 points	Yellow
SPED Math CAASPP Test	2022-2023: Red - Declined 16 points 2023-2024: Red - Declined 3.5 points	Yellow

iReady Math Diagnostic #3	Grade 1 2023-2024 6 Students Total 0% Met Annual Growth Goal	75% of Students with disabilities will meet annual expected growth on iReady assessments for Math by May of 2025.
	2024-2025 6 Students Total 50% Met Annual Growth Goal	
	Grade 2 2023-2024 8 Students Total 38% Met Annual Growth Goal	
	2024-2025 3 Students Total 100% Met Annual Growth Goal	
	Grade 3 2023-2024 16 Students Total 6% Met Annual Growth Goal	
	2024-2025 8 Students Total 38% Met Annual Growth Goal	
	Grade 4 2023-2024 12 Students Total 33% Met Annual Growth Goal	
	2024-2025 13 Students Total 31% Met Annual Growth Goal	
	Grade 5 2023-2024 11 Students Total 27% Met Annual Growth Goal	
	2024-2025 8 Students Total 38% Met Annual Growth Goal	
	Grade 6 2023-2024 9 Students Total 33% Met Annual Growth Goal	
	2024-2025 8 Students Total 63% Met Annual Growth Goal	
	Grade 7 2023-2024 13 Students Total 38% Met Annual Growth Goal	
	2024-2025 8 Students Total 63% Met Annual Growth Goal	

	<p>Grade 8 2023-2024 13 Students Total 54% Met Annual Growth Goal</p> <p>2024-2025 12 Students Total 50% Met Annual Growth Goal</p>	
iReady English Reading Diagnostic #3	<p>Grade 1 2023-2024 6 Students Total 0% Met Annual Growth Goal</p> <p>2024-2025 6 Students Total 17% Met Annual Growth Goal</p> <p>Grade 2 2023-2024 8 Students Total 38% Met Annual Growth Goal</p> <p>2024-2025 3 Students Total 67% Met Annual Growth Goal</p> <p>Grade 3 2023-2024 15 Students Total 27% Met Annual Growth Goal</p> <p>2024-2025 8 Students Total 38% Met Annual Growth Goal</p> <p>Grade 4 2023-2024 12 Students Total 17% Met Annual Growth Goal</p> <p>2024-2025 Students Total Met Annual Growth Goal</p> <p>Grade 5 2023-2024 12 Students Total 42% Met Annual Growth Goal</p> <p>2024-2025 8 Students Total 100% Met Annual Growth Goal</p> <p>Grade 6 2023-2024 9 Students Total 44% Met Annual Growth Goal</p> <p>2024-2025</p>	75% of Students with disabilities will meet annual expected growth on iReady assessments for English reading by May of 2025.

	8 Students Total 13% Met Annual Growth Goal Grade 7 2023-2024 13 Students Total 31% Met Annual Growth Goal 2024-2025 8 Students Total 38% Met Annual Growth Goal Grade 8 2023-2024 14 Students Total 29% Met Annual Growth Goal 2024-2025 12 Students Total 50% Met Annual Growth Goal	
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Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	All grade-level teacher teams are focusing on improving Professional Learning Community practices in addition to tier-I instruction. By targeting these strategies, San Martin Gwinn plans to decrease chronic absenteeism and improve math and English and Spanish language arts academic achievement for Students with Disabilities.	All student groups with a focus on students with disabilities.	22072 LCFF Fund substitute coverage for teacher attendance at IEP meetings. 6554 LCFF Fund hourly pay for paraprofessionals to attend training

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.

Each grade level team will continue to focus on teaching the essential standards, creating common units and assessments, and designing response strategies for students who did not meet learning targets or students who met or exceeded learning targets. The school staff will also continue to strengthen tier I instructional strategies that meet the needs of students with disabilities by attending district and site funded professional development opportunities. San Martin Gwinn continues to face challenges with hiring consistent staffing in Special Education.

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

At this time, there are no differences anticipated for this budget.

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

The San Martin Gwinn staff will continue to strengthen Professional Learning Community practices to better support the learning needs of the school's diverse student population. Grade level teams will continue to use assessment data disaggregated for Students with Disabilities to guide instructional changes.

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	\$403,794.00
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 (\$)
Title I	\$63,864.00

Subtotal of additional federal funds included for this school: \$63,864.00

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

State or Local Programs	Allocation (\$)
Extra Curricular	\$2,527.00
LCFF	\$94,858.00
Other	\$167,608.00
Unrestricted Lottery	\$74,937.00

Subtotal of state or local funds included for this school: \$339,930.00

Total of federal, state, and/or local funds for this school: \$403,794.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Extra Curricular	2,527.00
LCFF	94,858.00
Other	167,608.00
Title I	63,864.00
Unrestricted Lottery	74,937.00

Expenditures by Budget Reference

Budget Reference	Amount
	163,752.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Extra Curricular	2,527.00
	LCFF	94,858.00
	Other	167,608.00
	Title I	63,864.00
	Unrestricted Lottery	74,937.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	186,865.00
Goal 2	6,997.00
Goal 3	181,306.00
Goal 4	28,626.00

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

Name of Members	Role
1. Claudia Sepulveda	Parent or Community Member
2. Claudia Ortiz	Parent or Community Member
3. Kerry Richards	Classroom Teacher
4. Bertalicia Castro	Other School Staff
5. Pamela Lamcke	Parent or Community Member
6. Larissa Tachis	Parent or Community Member
7. Alex Aasen	Principal
8. Fiorella Scibetta	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/25.

Attested:



Principal, Alex Aasen on 5/20/25

SSC Chairperson, Claudia Sepulveda 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/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

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

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