School Year: **2025-26**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mable Barron Elementary School	39685696095210	October 21, 2025	October 22, 2025

Purpose and Description

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

Schoolwide Program

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

Goal 1: (English Language Arts) All students, including every subgroup, will demonstrate measurable growth toward meeting or exceeding grade-level ELA standards. Actions and services will strengthen core instructional strategies through targeted professional learning and provide tiered interventions at all grade levels for students needing additional time and support.

Goal 2: (Math) All students, including every subgroup, will demonstrate measurable growth toward meeting or exceeding grade-level mathematics standards. Actions and services will emphasize building fluency and mastery of essential standards, using data-driven analysis to guide instruction and interventions. Professional learning will focus on continuously developing and refining instructional strategies.

Goal 3: (Equitable Learning Environment) Mable Barron will create equitable and inclusive experiences that meet the needs of all students and subgroups while fostering a positive, supportive learning environment where students and families feel a sense of belonging. Actions will prioritize student safety, social-emotional support, and reducing chronic absenteeism and suspension rates.

Goal 4: (Family and Community Engagement) Mable Barron will strengthen family and community partnerships by providing meaningful opportunities for parents and guardians to engage in their child's learning and actively participate in school activities, events, and decision-making processes.

Goal 5: (English Language Learner Support) Mable Barron will provide targeted support to English Language Learners to ensure growth in English language proficiency and academic achievement

across all content areas. Actions and services will include implementing effective instructional strategies for language development, providing professional learning for staff on supporting multilingual learners, and fostering family engagement opportunities that value and include the voices of ELL families.

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Youth Truth Survey is administered each year to students in grades 5-8, parents and staff also give input. Our leadership team discusses results after we get them.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom walkthroughs and observations can take many forms, ranging from informal visits that focus on instructional strategies, classroom environment, or student engagement, to formal observations tied to teacher evaluation. They may also be targeted toward specific goals such as curriculum alignment, professional learning, or supporting school-wide initiatives, always with the purpose of improving teaching and learning. Data helps track the implementation of curriculum and professional learning and provides evidence for teacher growth and development to improve student outcomes.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Administer grade level, standards based assessments to inform/drive instruction
Conduct ongoing progress monitoring in grades K-3 (DIBELS), 2-6 (I-Ready)
Administer CAASPP interim assessments in grades 3-8
Utilize small group targeted instruction, based on skill level (Ladder), to meet the needs of all students and move them forward in ELA
Utilize Amplify, Aeries, iReady, and Ellevation data storage and assessment administration system
ELD instruction in all grades

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Conduct initial and ongoing progress monitoring in grades K-3 (DIBELS)
Provide Title 1 small group support for students scoring Intensive on DIBELS
Provide small group intervention within Tiers1 and 2
Train staff on use of assessment administration system

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

84% of our teachers are highly qualified, while 11% are intern teachers.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Ongoing district-provided/endorsed PD in ELA and math, classroom management, curriculum, planning, etc.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Ongoing district-provided/endorsed PD and data reflection time to review ELA and math scores to drive instruction

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ongoing district-provided/endorsed PD in ELA and math
Continue foundational literacy PD in primary grades
Intervention personnel supports ELA in grades 1-5
Provide ELD professional development in grades K-8

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly staff and grade level collaboration built into district contract and site schedule with accountability forms

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is CDE/state-standards approved and aligned to assessments

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

120 minutes of ELA per day grades K-6
75 minutes of math per day grades K-6
39 minutes of ELA and math on Mondays and 48 minutes of ELA and math per day T-F and in grades 7/8

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

LUSD has established the Lincoln Education Alignment Project (LEAP) to develop pacing aligned to the California Department of Education State Standards by grade level.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials have been made available to all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Standards-based instructional materials have been made available to all student groups.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Continue implementation of and professional development pertaining to Wonders (K-5) and Study Sync (6-8) curricula
Use curricular assessments to guide instruction
Utilize small group instruction during ELA block based on skill level
Provide ongoing professional development in ELA curriculum and instructional strategies
Continue foundational literacy PD in primary grades
Provide ELD professional development in grades K-8 (SJCOE and LUSD)
Conduct ongoing progress monitoring in grades K-3 (Amplify)
Provide Title 1 small group support for students scoring Intensive on AMPLIFY and iReady
Continue to embed ELD practices into the daily master schedule in all grades
Provide after-school support in multiple grades (3-5 grade tutoring, 3-5 grade homework club, 7/8 ELA homework club - all based on the availability of tutors and high school volunteers)

Evidence-based educational practices to raise student achievement

The LUSD LEAP initiative has been aligned to focus lesson planning to essential grade level standards fto drive instruction for all students.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Attendance Team: Two school based counselors in conjunction with site administrators, district's Community Liaison personnel, will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism. To address chronic absenteeism, a) Student Attendance Review Team (SART) meetings are held with families whose child/children have demonstrated truancy patterns; b) Home visits of chronically truant students to provide school supplies and assistance in navigating transportation, child nutrition services and household resources are conducted by School Resource Officer, and administrators.

The principal, assistant principal, attendance clerk, counselors, and Wellness Center leader have identified chronically absent students. The site administrators and counselor conduct regular and ongoing meetings with them to check on their grades, behavior, and attendance.

Positive Behavior Intervention & Support (PBIS) program support: Mable Barron will continue implementing the Pioneer PBIS/Pioneer Values. (The Pioneer Values = Try until we succeed, own our actions, do the right thing even when no one is looking). Teachers will collaborate after school to develop practices that embed the Mable Barron Way throughout campus routines. Mable Barron School also acknowledges students who exhibit monthly focused character traits. Parents are educated on these character traits and provided resources to use at home (i.e., videos and articles) to assist them in teaching students character traits.

Counselor and Study Center with middle schoolers: Our middle school counselor will meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles about study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates the need for additional support.

Career Day: Our site counselor hosts Career Day for all grades 4-8 students. The purpose of Career Day is to teach students the value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future.

The Parent Teacher Student Association (PTSA) organizes grade-span "meet-ups" that bring families together to connect, build relationships, and strengthen our school community through mutual support.

School Site Council reviews school goals, programs, and funding priorities.

English Language Advisory Committee advises on programs and services, assists with needs assessment, advises on school attendance and communicates with families.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and English Learner Advisory Committee meet regularly where the goal is to seek parental/community and staff input.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Counselor and Study Center with middle schoolers: Our counselor meets regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Particular/ongoing attention is paid to students on the 'watch list' whose performance/GPA indicates need for additional support.

Title I provides funding to ensure all students meet state academic standards. In California, Title I funds are used to provide additional academic support and resources, which may include: Reading Interventions: Small group or one-on-one support for students who need extra help to meet grade-level standards. Supplemental Instructional Materials: Resources beyond the core curriculum to support student learning. Professional Development: Training for teachers to strengthen instructional strategies and improve student outcomes. Family Engagement: Programs and activities that encourage parents to participate in their child's education and support learning at home.

Extended Learning Opportunities: After-school programs, homework club, tutoring, summer school, or enrichment activities.

Fiscal support (EPC)

We receive state and federal funding through the district t meet site needs.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Mable Barron consulted with 1) the School Site Council, which represents staff, parents, and community members, and 2) the English Learner Advisory Committee (which represents parents of English Learners when reviewing, developing, and eventually recommending our SPSA for approval. This was done at monthly SSC and quarterly ELAC meetings.   We invite parents, teachers and community members to become involved with School Site Council by announcing nominations school-wide via Parent Square and members are selected by their peers through a voting process. Meetings are open to the public, and agendas are posted publicly per district and state guidelines.

Resource Inequities

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

There are no known resource inequities identified as a result of the required needs assessment at this time.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
American Indian	0%	%	%	0		
African American	10.27%	12.54%	13.39%	69	83	88
Asian	7.14%	6.50%	5.78%	48	43	38
Filipino	3.27%	1.96%	2.44%	22	13	16
Hispanic/Latino	54.02%	53.93%	55.40%	363	357	364
Pacific Islander	0.15%	0.15%	0.30%	1	1	2
White	16.67%	16.31%	12.79%	112	108	84
Two or More Races	7.74%	8.01%	9.13%	52	53	60
Not Reported	0.74%	0.60%	0.76%	5	4	5
			Total Enrollment	672	662	657

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	22-23	**23-24**	**24-25**
Transitional Kindergarten			24
Kindergarten	94	72	72
Grade 1	73	68	80
Grade 2	73	72	73
Grade3	65	72	72
Grade 4	68	63	64
Grade 5	88	68	67
Grade 6	92	94	67
Grade 7	49	79	57
Grade 8	70	55	81
Total Enrollment	672	662	657

Conclusions based on this data:

1. The percentage of our African-American student population has increased, from 2023-24 to 2024-25. African-American students are now the second largest student group, comprising 13.4% of our our student body, and has increased of .8%.

2. The percentage of our Hispanic/Latino student population has slightly decreased by .76%. It continues to be our largest student group, comprising 55.4% of our student body.

3. The percentage of our White student population has decreased, down 3.35% moving to the third largest student group, comprising 9.13% of our student body.

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**		
	22-23	**23-24**	**24-25**	**22-23**	**23-24**	**24-25**
English Learners	83	79	61	12.4%	11.9%	9.3%
Fluent English Proficient (FEP)	50	50	54	7.4%	7.6%	8.2%

Conclusions based on this data:

1. We have a significant population of students who are English Learners, representing 9.3% of our school population.

2. The percentage of our student population who are English Learners has slightly decreased (by 1.8%) within the last year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	73	72	72	71	70	72	71	70	98.6	97.3	97.2
Grade 4	90	67	63	89	64	63	89	64	63	98.9	95.5	100
Grade 5	89	91	68	87	90	66	87	90	66	97.8	98.9	97.1
Grade 6	89	96	90	82	92	88	82	92	88	92.1	95.8	97.8
Grade 7	72	47	81	71	46	80	71	46	80	98.6	97.9	98.8
Grade 8	51	67	51	48	67	51	48	67	51	94.1	100.0	100
All Grades	464	441	425	449	430	418	449	430	418	96.8	97.5	98.4

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	2407.	2391.	2406.	15.28	14.08	20.00	26.39	21.13	22.86	30.56	26.76	20.00	27.78	38.03	37.14			
Grade 4	2441.	2433.	2418.	19.10	14.06	17.46	19.10	14.06	14.29	20.22	29.69	14.29	41.57	42.19	53.97			
Grade 5	2480.	2453.	2461.	11.49	12.22	7.58	22.99	24.44	22.73	35.63	17.78	33.33	29.89	45.56	36.36			
Grade 6	2518.	2516.	2501.	15.85	5.43	12.50	32.93	36.96	27.27	28.05	38.04	28.41	23.17	19.57	31.82			
Grade 7	2530.	2524.	2513.	5.63	8.70	7.50	36.62	41.30	28.75	30.99	19.57	26.25	26.76	30.43	37.50			
Grade 8	2485.	2535.	2526.	0.00	11.94	5.88	16.67	32.84	33.33	35.42	25.37	25.49	47.92	29.85	35.29			
All Grades	N/A	N/A	N/A	12.25	10.93	11.96	26.06	28.14	24.88	29.62	26.74	24.88	32.07	34.19	38.28			

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	18.06	15.49	24.29	56.94	57.75	48.57	25.00	26.76	27.14
Grade 4	14.61	17.19	14.29	69.66	59.38	55.56	15.73	23.44	30.16
Grade 5	11.49	6.67	7.58	71.26	62.22	69.70	17.24	31.11	22.73
Grade 6	20.73	6.52	12.50	53.66	73.91	56.82	25.61	19.57	30.68
Grade 7	16.90	13.33	15.19	61.97	66.67	56.96	21.13	20.00	27.85
Grade 8	4.17	13.43	13.73	45.83	59.70	52.94	50.00	26.87	33.33
All Grades	14.92	11.42	14.63	61.25	63.64	56.83	23.83	24.94	28.54

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	7.04	11.43	10.00	54.93	51.43	60.00	38.03	37.14	30.00
Grade 4	10.47	3.17	15.87	54.65	53.97	34.92	34.88	42.86	49.21
Grade 5	16.09	13.33	3.03	51.72	50.00	57.58	32.18	36.67	39.39
Grade 6	13.41	8.70	7.95	57.32	64.13	51.14	29.27	27.17	40.91
Grade 7	15.49	24.44	11.39	53.52	46.67	63.29	30.99	28.89	25.32
Grade 8	2.08	10.45	1.96	56.25	62.69	62.75	41.67	26.87	35.29
All Grades	11.46	11.24	8.63	54.61	55.50	54.92	33.93	33.26	36.45

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	12.50	11.27	8.57	83.33	66.20	74.29	4.17	22.54	17.14
Grade 4	8.99	7.81	7.94	70.79	76.56	73.02	20.22	15.63	19.05
Grade 5	16.09	10.00	7.58	77.01	56.67	69.70	6.90	33.33	22.73
Grade 6	13.41	13.04	15.91	78.05	82.61	69.32	8.54	4.35	14.77
Grade 7	11.27	6.67	7.59	77.46	73.33	73.42	11.27	20.00	18.99
Grade 8	8.33	13.43	11.76	62.50	70.15	70.59	29.17	16.42	17.65
All Grades	12.03	10.72	10.07	75.50	70.63	71.70	12.47	18.65	18.23

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	11.11	9.86	12.86	69.44	64.79	62.86	19.44	25.35	24.29
Grade 4	12.36	7.81	11.11	66.29	76.56	61.90	21.35	15.63	26.98
Grade 5	9.20	13.33	7.58	66.67	54.44	60.61	24.14	32.22	31.82
Grade 6	10.98	14.13	9.09	74.39	69.57	69.32	14.63	16.30	21.59
Grade 7	8.45	6.52	13.92	70.42	80.43	60.76	21.13	13.04	25.32
Grade 8	2.08	19.40	11.76	60.42	62.69	70.59	37.50	17.91	17.65
All Grades	9.58	12.33	11.03	68.37	66.74	64.27	22.05	20.93	24.70

Conclusions based on this data:

1. During the 2023-2024 school year, the percentage of students who met or exceeded standards in overall achievement decreased in grades 5 and 7. This will be updated mid year when data is posted.

2. During the 2023-2024 school year, the percentage of students who met or exceeded standards increased in grades 3 and 4. These will be updated mid year when data is posted.

3. During the 2-23-2024 school year, 6th grade increased the number of students exceeding standards significantly from 5>43% to 12.50% while the students who met standards decreased from 39.96% to 27.27%. 8th grade students exceeding standards dropped significantly from 11/94% to 58% while the students who met standards increased slightly from 32.84% to 33.33%. These will be updated when data is posted.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	73	72	72	70	71	70	70	71	70	95.9	98.6	97.2
Grade 4	90	67	63	89	63	63	89	63	63	98.9	94.0	100
Grade 5	89	90	68	87	89	66	87	89	66	97.8	98.9	97.1
Grade 6	89	96	90	83	92	87	83	92	87	93.3	95.8	96.7
Grade 7	72	47	81	70	46	79	70	45	78	97.2	97.9	97.5
Grade 8	51	67	52	48	66	51	47	66	51	94.1	98.5	98.1
All Grades	464	439	426	447	427	416	446	426	415	96.3	97.3	97.7

* 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	2414.	2390.	2409.	7.14	15.49	7.14	35.71	22.54	31.43	31.43	16.90	22.86	25.71	45.07	38.57
Grade 4	2435.	2434.	2423.	13.48	9.52	12.70	15.73	17.46	14.29	35.96	36.51	28.57	34.83	36.51	44.44
Grade 5	2464.	2451.	2449.	6.90	12.36	7.58	18.39	10.11	9.09	26.44	24.72	31.82	48.28	52.81	51.52
Grade 6	2489.	2496.	2478.	9.64	16.30	12.64	15.66	16.30	10.34	31.33	26.09	32.18	43.37	41.30	44.83
Grade 7	2477.	2474.	2476.	4.29	4.44	6.41	11.43	11.11	8.97	31.43	31.11	34.62	52.86	53.33	50.00
Grade 8	2434.	2472.	2443.	0.00	4.55	1.96	4.26	9.09	5.88	19.15	25.76	17.65	76.60	60.61	74.51
All Grades	N/A	N/A	N/A	7.62	11.27	8.43	17.49	14.55	13.49	30.04	26.29	28.67	44.84	47.89	49.40

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	10.00	9.86	11.43	68.57	42.25	52.86	21.43	47.89	35.71
Grade 4	15.73	11.11	12.70	47.19	46.03	38.10	37.08	42.86	49.21
Grade 5	10.34	13.48	7.58	40.23	39.33	40.91	49.43	47.19	51.52
Grade 6	13.25	8.70	12.64	40.96	48.91	39.08	45.78	42.39	48.28
Grade 7	5.71	8.89	5.19	40.00	37.78	40.26	54.29	53.33	54.55
Grade 8	0.00	3.03	3.92	29.79	33.33	29.41	70.21	63.64	66.67
All Grades	10.09	9.39	9.18	45.07	41.78	40.58	44.84	48.83	50.24

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	17.14	19.72	17.14	52.86	35.21	44.29	30.00	45.07	38.57
Grade 4	10.11	12.70	9.52	51.69	41.27	46.03	38.20	46.03	44.44
Grade 5	6.90	10.11	9.09	50.57	47.19	50.00	42.53	42.70	40.91
Grade 6	9.64	17.39	8.05	55.42	43.48	45.98	34.94	39.13	45.98
Grade 7	2.86	4.44	8.97	60.00	53.33	48.72	37.14	42.22	42.31
Grade 8	2.13	7.58	1.96	51.06	48.48	52.94	46.81	43.94	45.10
All Grades	8.52	12.68	9.40	53.59	44.37	47.71	37.89	42.96	42.89

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	15.71	16.90	24.29	62.86	56.34	54.29	21.43	26.76	21.43
Grade 4	14.61	9.52	11.11	47.19	55.56	42.86	38.20	34.92	46.03
Grade 5	9.20	7.87	4.55	65.52	50.56	54.55	25.29	41.57	40.91
Grade 6	7.23	5.43	9.20	60.24	66.30	63.22	32.53	28.26	27.59
Grade 7	7.14	6.67	6.41	58.57	64.44	64.10	34.29	28.89	29.49
Grade 8	0.00	4.55	1.96	51.06	53.03	45.10	48.94	42.42	52.94
All Grades	9.64	8.45	9.88	57.85	57.51	55.18	32.51	34.04	34.94

Conclusions based on this data:

1. During the 2023-2024 school year, The percentage of students who met standards increased significantly in 3rd grade by 8.89%. This will be updated mid-year.

2. During the 2023-2024 school year, the percentage of 4th graders who exceeded standards increased 3.48 %. This will be updated mid-year.

3. During the 2023-2024 school year all other grade levels decreased in the number of studcents who met or exceeded standards in the area of ELA. This will be updated mid-year.

School and Student Performance Data

ELPAC Results

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	*	1459.3	*	*	1454.2	*	*	1471.3	*	10	19	9
1	*	*	*	*	*	*	*	*	*	6	10	7
2	1484.0	*	*	1485.3	*	*	1482.0	*	*	12	6	8
3	*	1481.3	*	*	1483.8	*	*	1478.3	*	7	13	5
4	*	*	*	*	*	*	*	*	*	8	7	8
5	*	1508.7	*	*	1512.8	*	*	1504.2	*	6	11	5
6	*	*	1510.1	*	*	1508.8	*	*	1511.0	5	6	11
7	*	*	*	*	*	*	*	*	*	7	5	*
8	*	*	*	*	*	*	*	*	*	*	6	*
All Grades										64	83	59

ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores 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	*	47.37	*	*	15.79	*	*	10.53	*	*	26.32	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	0.00	*	*	66.67	*	*	25.00	*	*	8.33	*	*	12	*	*
3	*	15.38	*	*	30.77	*	*	30.77	*	*	23.08	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	45.45	*	*	18.18	*	*	27.27	*	*	11	*
6	*	*	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	30.12	20.34	54.69	37.35	35.59	17.19	18.07	27.12	12.50	14.46	16.95	64	83	59

Overall Language — Percentage of Students at Each Performance Level for All Students

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	*	52.63	*	*	10.53	*	*	5.26	*	*	31.58	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	33.33	*	*	33.33	*	*	0.00	*	*	12	*	*
3	*	38.46	*	*	23.08	*	*	15.38	*	*	23.08	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	36.36	*	*	27.27	*	*	0.00	*	*	11	*
6	*	*	27.27	*	*	36.36	*	*	36.36	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.13	51.81	40.68	51.56	25.30	25.42	17.19	10.84	25.42	3.13	12.05	8.47	64	83	59

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		36.84	*		5.26	5.26		26.32	26.32		31.58	31.58		19	19
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		7.69	7.69		15.38	15.38		46.15	46.15		30.77	30.77		13	13
4		*	*		*	*		*	*		*	*		*	*
5		0.00	0.00		18.18	18.18		36.36	36.36		45.45	45.45		11	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.81	18.07	18.07	35.94	21.69	21.69	37.50	38.55	38.55	18.75	21.69	21.69	64	83	83

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	*	52.63	*	*	10.53	*	*	36.84	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	75.00	*	*	8.33	*	*	12	*	*
3	*	23.08	*	*	61.54	*	*	15.38	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	9.09	*	*	72.73	*	*	18.18	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	21.88	42.17	33.90	70.31	42.17	54.24	7.81	15.66	11.86	64	83	59

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	*	42.11	*	*	26.32	*	*	31.58	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	33.33	*	*	66.67	*	*	0.00	*	*	12	*	*
3	*	30.77	*	*	46.15	*	*	23.08	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	63.64	*	*	36.36	*	*	0.00	*	*	11	*
6	*	*	54.55	*	*	27.27	*	*	18.18	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.19	55.42	45.76	53.13	31.33	40.68	4.69	13.25	13.56	64	83	59

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	*	36.84	*	*	36.84	*	*	26.32	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	8.33	*	*	83.33	*	*	8.33	*	*	12	*	*
3	*	7.69	*	*	38.46	*	*	53.85	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	27.27	*	*	63.64	*	*	11	*
6	*	*	0.00	*	*	18.18	*	*	81.82	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.06	26.51	8.47	62.50	40.96	55.93	23.44	32.53	35.59	64	83	59

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	*	42.11	*	*	26.32	*	*	31.58	*	*	19	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	16.67	*	*	66.67	*	*	16.67	*	*	12	*	*
3	*	7.69	*	*	76.92	*	*	15.38	*	*	13	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
6	*	*	27.27	*	*	72.73	*	*	0.00	*	*	11
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.63	21.69	22.03	68.75	59.04	64.41	15.63	19.28	13.56	64	83	59

Conclusions based on this data:

1. During the 2023-2024 school year, the overall Language in levels 1-3.

2. During the 2023-2024 school year the highest percentage of level 4 students are in the speaking domain.

3. During the 2023-2024 school year the largest area for growth in well dev eloped remains reading.

School and Student Performance Data
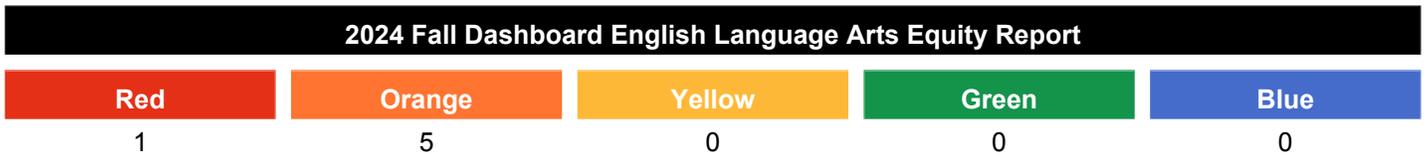
Student Population

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**
662	**69.9%**	**11.9%**	**0.3%**
Total Number of Students enrolled in Mable Barron Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	79	11.9%
Foster Youth	2	0.3%
Homeless	36	5.4%
Socioeconomically Disadvantaged	463	69.9%
Students with Disabilities	73	11%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	83	12.5%
American Indian	0	0.0%
Asian	43	6.5%
Filipino	13	2%
Hispanic	357	53.9%
Two or More Races	53	8%
Pacific Islander	1	0.2%
White	108	16.3%

Conclusions based on this data:

1. Socioeconomically disadvantaged students has increased for than 10% to 69.9 percent of the student population which equates to more than half of the student body.

2. Students with Disabilities increased 3 percent to make up11% percent of the student population.

3. English learners slightly decreased to 11.9 percent of the student population making it the third largest subgroup.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Overall all math and english language arts academic performance remain in the orange.

2. As suspension rates increased, they will remain a focus moving forward.

3. Chronic Absenteeism continues to be an area for improvement.

School and Student Performance Data
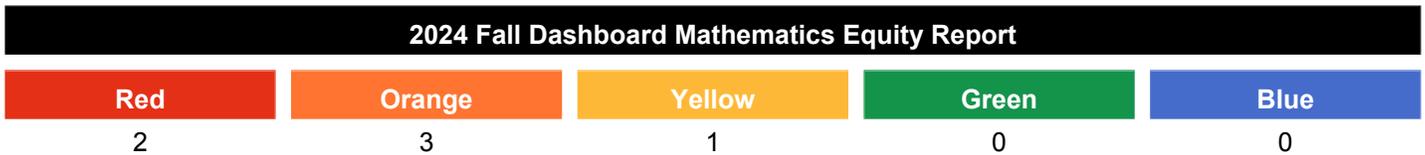
Academic Performance
English Language Arts

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	5	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
35.2 points below standard	61.2 points below standard	71.1 points below standard
Declined 5.1 points	Declined 12.6 points	Increased 18.6 points
394 Students	50 Students	12 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
Less than 11 Students	50.7 points below standard	46.5 points below standard
1 Student	Increased 100.8 points	Maintained 1.2 points
	20 Students	273 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
126.8 points below standard	62.6 points below standard	Less than 11 Students
Declined 28.9 points	Declined 11.9 points	
43 Students	39 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
6.3 points below standard	7.0 points below standard	44.6 points below standard
Maintained 2.7 points	Declined 24.8 points	Maintained 1.9 points
27 Students	11 Students	223 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
24.4 points below standard	Less than 11 Students	8.4 points below standard
Increased 4.2 points		Maintained 0.6 points
30 Students	1 Student	63 Students

Conclusions based on this data:

1. During the 2024 school year, students of color continue to be lower than average and more work is needed in this area.

2. During the 2023-2024 school year, students with disabilities are scoring far below standards.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	1	0	0

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Orange	No Performance Color
72.4 points below standard	90.1 points below standard	124.8 points below standard
Declined 4.7 points	Maintained 0.2 points	Increased 71.8 points
392 Students	50 Students	12 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	129.8 points below standard	84.6 points below standard
	Increased 30.8 points	Increased 4.2 points
1 Student	20 Students	271 Students

Students with Disabilities	African American	American Indian
Red	Red	No Performance Color
149.6 points below standard	110.6 points below standard	Less than 11 Students
Declined 10.4 points	Declined 15.2 points	
43 Students	38 Students	0 Students

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
31.1 points below standard	21.1 points below standard	85.1 points below standard
Declined 7.1 points	Declined 6.6 points	Maintained 1.7 points
27 Students	11 Students	222 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
42.9 points below standard	Less than 11 Students	46.9 points below standard
Increased 13.1 points		Declined 5.9 points
30 Students	1 Student	63 Students

Conclusions based on this data:

1. Math scores across sub-groups based on race declined and continue to need more assistance

2. Math scores for the homeless and socioeconomic disadvantaged imcreased.

3. Math scored for English learners maintained.

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	**Long-Term English Learner Progress**
Red	No Performance Color
39.6 points above standard making progress.	36.4 points above standard making progress.
Number Students: 48 Students	Number Students: 11 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**
13	16	1	18

Conclusions based on this data:

1. This 2024 data is outdated and will be updated when results are posted.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

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

Conclusions based on this data:

1. No updated data to report on at this time.

School and Student Performance Data

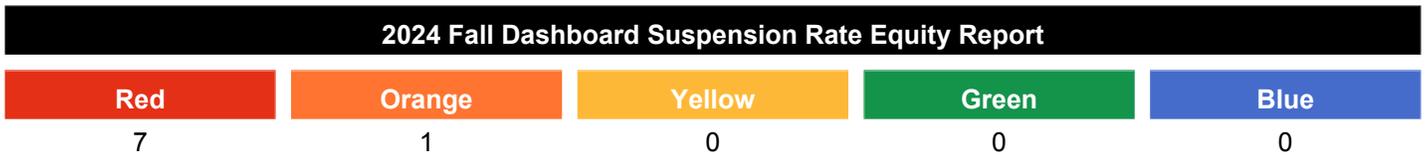## Academic Engagement
Chronic Absenteeism

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report
Red	**Orange**	**Yellow**	**Green**	**Blue**

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	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
29.7% Chronically Absent	23.8% Chronically Absent	30.8% Chronically Absent
Declined 6.1	Declined 13	Increased 3.5
707 Students	84 Students	13 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	41.5% Chronically Absent	33.9% Chronically Absent
	Declined 41.3	Declined 8.8
2 Students	41 Students	508 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
30.4% Chronically Absent	34.7% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 6.5	Declined 11.6	
		1 Student
92 Students	98 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
24.4% Chronically Absent	23.1% Chronically Absent	31% Chronically Absent
Increased 0.9	Declined 8.7	Declined 9
45 Students	13 Students	378 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Red
28.8% Chronically Absent	Fewer than 11 students - data not displayed for privacy	25% Chronically Absent
Declined 3.4		Increased 2.8
	1 Student	
59 Students		112 Students

Conclusions based on this data:

1. All students regardless of sub category struggle significantly in the area of chronic absenteeism. Motivators are being put in place to address this concern.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

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

Conclusions based on this data:

1. No updated data to report on at this time.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
7	1	0	0	0

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
8.9% suspended at least one day	6.9% suspended at least one day	28.6% suspended at least one day
Increased 4.7%	Increased 5.9%	Increased 19.5%
729 Students	87 Students	14 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	9.3% suspended at least one day	9.9% suspended at least one day
2 Students	Increased 5.9%	Increased 4.1%
	43 Students	526 Students

Students with Disabilities	African American	American Indian
Red	Orange	No Performance Color
8.7% suspended at least one day	12.7% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 1.8%	Declined 0.7%	1 Student
92 Students	102 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Red
8.9% suspended at least one day	0% suspended at least one day	8.7% suspended at least one day
Increased 8.9%	Maintained 0%	Increased 5.5%
45 Students	14 Students	390 Students

Two or More Races	Pacific Islander	White
Red	No Performance Color	Red
6.6% suspended at least one day	Fewer than 11 students - data not displayed for privacy	8.7% suspended at least one day
Increased 4.9%	1 Student	Increased 3.6%
61 Students		115 Students

Conclusions based on this data:

1. Suspension rates have increased across all sub categories. Through relationship building and restorative practices we hope to decrease these numbers.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 1

Goal 1: (English Language Arts) All students, including every subgroup, will demonstrate measurable growth toward meeting or exceeding grade-level ELA standards. Actions and services will strengthen core instructional strategies through targeted professional learning and provide tiered interventions at all grade levels for students needing additional time and support.

Identified Need

ELA CAASPP scores for students in grades 5 and 7 showed a decline and the need to focus on academic performance for all student groups. ELA CAASPP scores for students in grades 3, 4, 6, and 8 show slight improvement and a continued academic support is needed.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Percentage of Grade 3-8 Students Meeting or Exceeding Standards	Grade 3 - 50% Grade 4 - 37% Grade 5 - 30% Grade 6 - 46% Grade 7 - 30% Grade 8 - 42% 2024-2025	Grade 3 - 60% Grade 4 - 47% Grade 5 - 40% Grade 6 - 56% Grade 7 - 40% Grade 8 - 52% 2025-2026
Percentage of Grades 1st-8th students Proficient/Above iReady ELA (Data reflects the number of students who were actually assessed, not total number of students enrolled in each grade level in the average, high average, and high percentage ranges.)	ELA iReady Grade 1 - 45% Grade 2 - 49% Grade 3 - 70% Grade 4 - 47% Grade 5 - 31% Grade 6 - 46% Grade 7 - % Grade 8 - % Spring 2025 iReady	Grade 1 - 55% Grade 2 - 59% Grade 3 - 80% Grade 4 - 57% Grade 5 - 41% Grade 6 - 56% Grade 7 - % Grade 8 - % Spring 2026
ELPAC - Percentage of students in grades K-8 earning a score of a 4	Grade K - 00% (14 students) Grade 1 - 00% (10 students) Grade 2 - 00% (12 students) Grade 3 - 22% (09 students) Grade 4 - 00% (06 students)	ELs Earning a 4 on ELPAC - 40% 2025-2026

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5 - 00% (08 students) Grade 6 - 00% (03 students) Grade 7 - 25% (08 students) Grade 8 - 33% (03 students) 05 (or 6.8%) of students out of 73 scored an overall score of 4 2024-2025 ELPAC	

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

Strategy/Activity 1

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

All students

Strategy/Activity

Professional development opportunities (in-person and virtual) will be offered to strengthen instructional practices in small group instruction. Intervention and support will be provided by Title I teachers, intervention teachers, classroom teachers, and paraprofessionals. Classroom libraries will be updated with high-interest, culturally relevant literature aligned to students' reading levels.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30,000.00	Title I Part A: Allocation

Strategy/Activity 2

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

EL Students

Strategy/Activity

Provide tutoring catered to students 'specific needs surrounding ELD standards (as analyzed on iReady and other classroom assessments), as well as purchase supplemental instructional materials to support language acquisition.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,112.82	Title I Part A: Allocation
20001	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Through the LUSD LEAP initiative, continue the curriculum and assessment alignment process while providing additional collaboration time for staff and supplemental resources to strengthen core instruction. Supplemental materials, hands-on learning experiences, and renewed technology applications (Reading A-Z and Renaissance Place/AR) will be utilized throughout the year to enhance student engagement, reading comprehension, and overall learning across content areas.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	Title I Part A: Allocation

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

All Students with an emphasis on English Learners

Strategy/Activity

Provide enrichment opportunities surrounding English Language Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Special Education students

Strategy/Activity

Provide tiered small-group and 1:1 intervention targeting phonics, comprehension strategies, vocabulary development, and writing skills. Implement evidence-based instructional programs and

supports (e.g., UFLI, OG). Increase opportunities for inclusive practices by supporting co-teaching models and differentiated instruction in general education classrooms. Provide professional development for teachers and paraprofessionals on research-based literacy strategies for students with disabilities. Use ongoing progress monitoring tools (iReady, DIBELS, running records, writing rubrics) to track and adjust instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The implementation of the strategies and activities of the 2024-2025 school year was impacted by continued chronic absenteeism. Students in grades 1st-6th made growth in ELA on the iReady from Winter 2024 to Spring 2025. When comparing the last reporting date, CAASPP data increased for all grade levels accept 5th and 7th ELA. Mable Barron has been faced with unique staffing challenges that have impacted the educational program.

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

Professional development opportunities were mostly offered through the district and the San Joaquin Office of Education. Substitute shortage prevented teachers from attending professional development that was offered through various sources during school hours.

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.

Mable Barron is collaborating with the LEA on developing consistent instructional practices that are standards based. See goal 1.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Improve the achievement of all students including unduplicated students in reaching high academic standards and attaining proficiency in ELA and Mathematics.

Goal 2

Goal 2: All students will show growth towards meeting or exceeding standards in Mathematics

Identified Need

CAASPP scores for students in grades 3-8 are significantly low and students in grades 3,-5 and 7th grade showed a decline and the need to focus on academic performance for all student groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math - Percentage of Grade 3-8 students meeting or exceeding standards. (Unavailable by Demographic groups)	Math Grade 3 - 56% Grade 4 - 25% Grade 5 - 21% Grade 6 - 35% Grade 7 - 30% Grade 8 - 0% Spring 2025	Grade 3 - 66% Grade 4 - 35% Grade 5 - 31% Grade 6 - 45% Grade 7 - 40% Grade 8 - 30% Spring 2026
Percentage of Grade 4-8 students Proficient/Above iReady Math (Percentages reflect the number of students who were actually assessed, not enrolled and scored in the average, High Average, and High ranges)	iReady Math Grade 1 - 32% Grade 2 - 28% Grade 3 - 61% Grade 4 - 43% Grade 5 - 35% Grade 6 - 47% Grade 7 - % Grade 8 - % Spring 2025	Grade 1 - 42% Grade 2 - 38% Grade 3 - 71% Grade 4 - 53% Grade 5 - 45% Grade 6 - 57% Grade 7 - 30% Grade 8 - 30% Spring 2026

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

Strategy/Activity 1

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

All students

Strategy/Activity

2.1 Use newly adopted curricular assessments to guide instruction. Differentiate instruction/grouping according to skill level (grades 3-6). Administer CAASPP interim assessments in grades 5-8. Purchase supplemental materials and supplies to engage students in math.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6500.00	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.2 Support professional development and collaboration centered on developing understanding of math standards and new curriculum adoption.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2.3 Provide after-school homework club and math tutoring and support in multiple grades to groups of struggling students catered to their specific needs as diagnosed in needs assessments such as iReady, classroom assessments, etc. Offer STEM-related tutoring and activities to promote student interest and engagement in science, technology, engineering, and mathematics. Provide supplemental math resources and manipulatives to assist students in learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I Part A: Allocation

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The analysis of overall implementation was impacted by chronic absenteeism. Students in grades 3 and 7 realized significant increases in CAASPP data, while students in grade 4, 5, 6, and 8 realized a decrease in performance. LUSD adopted a new math curriculum that was implemented in 24-25 school year.

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

Although there was more teacher participation in the form of after-school tutoring, we continued to lack equitable tutoring opportunities across all grade levels.

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.

Funds for supplemental math resources and technology were added back to the plan this year to help support students if there is minimal tutoring available. This addition can be seen in activity 3.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 3: All students will have a safe and supportive school culture, climate, and learning environment to promote academic achievement and physical and emotional health.

Goal 3

Goal 3: (Equitable Learning Environment) Mable Barron will create equitable and inclusive experiences that meet the needs of all students and subgroups while fostering a positive, supportive learning environment where students and families feel a sense of belonging. Actions will prioritize student safety, social-emotional support, and reducing chronic absenteeism and suspension rates.

Identified Need

To continue to decrease chronic absenteeism and to increase attendance rates for all students, specifically Hispanic, ELs, African-American students and SWD; to decrease suspension rates both school-wide and within all subgroups.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California School Dashboard - suspension rates, both whole-school and within specific subgroups (Els, SWD, SED, African-American students)	2024-2025 Suspension Rate: School-Wide = 9% (suspended at least 1 day) African-American students = 24% (Number of Students 95) Two or More Races - 7% (Number of Students: 63) Socio-Economically Disadvantaged students (SED) = 11.78% (Number of Students 518) Students with Disabilities (SWD) = 15% (Number of Students: 116)	Dashboard suspension rates will decline by 50%
Attendance Rates	2024-2025 Chronic Absenteeism Rate: (Chronic: Absent at least 10% of the total days enrolled in school) Schoolwide: 26.8% Chronically Absent 73.2% Not Chronically Absent Subgroups:	Chronic Absenteeism rates will decline by 50%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	African-American - 37.5% (Number of Students: 95) Asian - 24.1% (Number of Students: 56) Hispanic - 27% (Number of Students: 374) White - 15.4% (Number of Students: 97) EL - 26% (Number of Students: 73) Socio-Economically Disadvantaged Students (SED) - 28% (Number of Students: 518) Students with Disabilities - 27% (Number of Students 116)	
Youth Truth Survey Results	Youth Truth Key Measures: Elementary- Engagement - 81% Academic Challenge - 30% Culture - 10% Belonging - 16% Relationships 59% Instructional Methods - 56% February 2025 Middle School- Engagement - (student) 31% Relationships - (student) 25% Culture - (student) 9% Academic Challenge - 48% Belonging - 34% February 2025	Youth Truth Measures rates will increase by 50%

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.1 Positive Behavior Intervention & Support (PBIS) program support: continue the implementation of the Pioneer PBIS system. The purpose of the PBIS system is to explicitly teach students expected behaviors and positively reinforce them (through the use if incentives, verbal praise, special activities, assemblies/ classroom presentations in order to generate observable and consistent positive behavior patterns and a positive school climate and culture.
The core values of Mable Barron School are: Try until we succeed, Own our own actions, Do the right thing even when no one is looking. Teachers will collaborate after-school to develop practices that embed the Mable Barron Way throughout campus routines. A Character Education team will create and share presentations that can be used in the classroom to develop moral understanding, build social skills, encourage responsible decision making and strengthen school culture.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.18	Title I Part A: Allocation

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.2 Truancy Outreach: Site administrators, site counselors, school resource officer, and the district's Community Liaison personnel will facilitate school-to-home communication and support for students with chronic absenteeism/truancy. School Attendance Review Team will focus on reducing absenteeism using the District's tiered Attendance Intervention Plan. The principal, AP, attendance clerk, and counselors will identify chronically absent students. Site administrators and teachers continue to identify chronically absent students and conduct regular attendance and ongoing meetings (phone calls, SART, SARB, etc.)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	Title I Part A: Allocation

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.3 Career Day: The site counselors host Career Day for all grades 4-8 students. The purpose of Career day is to a) teach students the value of career awareness and readiness, b) teach interview skills, c) introduce students to adults outside of their regular sphere, d) introduce students to a wide array of job and career paths, and e) lead reflective conversations/circles about their experiences and plans for the future. Pre-Career Day preparation sessions are conducted by counselors with all individual classes/students to teach/reinforce interview strategies, professional etiquette, and general business engagement techniques.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000	Title I Part A: Allocation

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

All middle school students

Strategy/Activity

Student Leadership class will again be offered at MB. The purpose of a student leadership class is to give students the knowledge, skills, and opportunities to grow as leaders both inside and outside of school. It's designed not just to prepare students for leadership positions when they move into high school, but also to help them develop personal responsibility, communication skills, and confidence that will serve them throughout life. This course will be taught by two teachers to ensure maximum participation to avoid having to turn any student away. If professional development in the area of student leadership is offered in the area, the teachers will be encouraged to take advantage of the opportunity.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title I Part A: Allocation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

3.5 Study Skill Support with middle schoolers: Throughout the year, our counselors, and school administrators, meet regularly with our 7th and 8th graders to facilitate GPA check-ins, proactive

strategy planning (homework, time management, etc.), and to lead circles pertaining to study habit development. Phone calls are made to the parents of at-risk students, and individual parent conferences, SSTs, and/or SARTs are held. Funds will be used for study skill supplies ie: notebooks, pens, pencils, etc

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	Title I Part A: Allocation

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide ongoing social emotional learning and character-building resources for students to increase self-awareness, social interactions, and positive behaviors in the classroom through presentations and or other programs. Funding for counselors who will engage with individual students, as well as in the classroom, and in small group settings. SEL activities and resources will be purchased to assist teachers in embedding SEL throughout lessons and professional development will be available to teachers as well. SEL PD will be made available to staff.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,387	Title I Part A: Allocation

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support students with executive functioning skills and coping strategies. Students 6-8th grade will have the opportunity to work with a dedicated mentor through FACES (Faith in the Education System through extraordinary educational services) program. Specific focus will be determined by student survey and youth truth data.   Our mentorship program will help address feelings of anxiety in many of our students and the Youth Truth Survey that shows a need for a sense of relationships, belonging and inclusion. .

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
56,000.00	Title I Part A: Allocation
2000.00	Unrestricted

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Suspension and expulsion rates have risen compared to the previous school year. While chronic absenteeism has shown improvement across most sub-groups, it continues to be an ongoing challenge for many students. In addition, all Youth Truth measures have declined significantly, highlighting the urgent need to create more opportunities for students to feel included and to strengthen our overall school culture.

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

SEL was taught to students by school a counselor in classroom circles and small groups. Because of the high SEL needs amongst students, it was a challenge for all student needs to be met in this area. Our campus has increased our counseling staff to two, thus, there will be an increase of SEL work done across all grade levels.

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.

Student leadership class will again be offered at MB to empower student voice, foster teamwork and collaboration and prepare our students for the future. Found in activity 4.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 4: Engage parents and community members as partners to work collaboratively to support and enhance student achievement.

Goal 4

Goal 4: (Family and Community Engagement) Mable Barron will strengthen family and community partnerships by providing meaningful opportunities for parents and guardians to engage in their child's learning and actively participate in school activities, events, and decision-making processes.

Identified Need

Research shows students have more success when families are involved in their learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Youth Truth Survey Measures	Youth Truth Key Ratings-Families Engagement - 3.4/5 Relationships - 4.04/5 Culture - 3.7/5 Communication & Feedback-4.05/5 Resources - 3.58/5 School Safety - 3.31/5	Key Ratings will increase by at least .5 in each sub category for the 2025-2026 school year.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Involve parents in planning, review and involvement of programs (ELAC, PTSA, SSC meetings, posted agendas, parent resource newsletters, Principal's Weekly Message (PS), surveys, etc.) Purchase materials and supplies to engage parents in supporting their child's learning.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I Part A: Allocation
2,715.00	Title I Part A: Parent Involvement

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Parent participation in parent-teacher conferences decreased. The interest in serving on the SSC increased slightly but only two meetings were held and one with poor attendance. ELAC interest remained at a level of low participation.

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

Parent participation increased in volunteering, and PTSA continues to grow in numbers of participants.

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.

Purposeful phone calls continue to engage English Learner families and other families when communicating meetings and resources.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 2: Accelerate student learning with high expectations for all to increase student achievement for all student groups

Goal 5

(English Language Learner Support) Mable Barron will provide targeted support to English Language Learners to ensure growth in English language proficiency and academic achievement across all content areas. Actions and services will include implementing effective instructional strategies for language development, providing professional learning for staff on supporting multilingual learners, and fostering family engagement opportunities that value and include the voices of ELL families.

Identified Need

English Language Learners (ELLs) represent a significant portion of our student population, and their success depends on both access to rigorous academic content and targeted English Language Development. While many students are making progress, data indicates that English proficiency growth is not keeping pace with grade-level expectations, limiting opportunities for achievement across subject areas. To close this gap, it is essential to prioritize English Language Development as a school-wide focus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Targeted instruction, integration of language objectives across all content areas, and ongoing professional development focused on English Learners provided through SJCOE must be prioritized to accelerate English Language Learners' growth and ensure equitable outcomes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
15,000.00	Title I Part A: Allocation

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Budget Summary

Funds Budgeted to the School by Funding Source

Funding Source This dropdown should be populated manually.	Funding Allocation This data field should be populated manually.	Funds Remaining to be Allocated This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	205001	0.00
Title I Part A: Parent Involvement	2,715.00	0.00
Unrestricted	2,000.00	0.00

Total Funding Allocation: 209,716
This field is auto calculated by DTS and manual entries will be overwritten automatically

Expenditures by Funding Source From SPSA Goals

Funding Source This field is auto calculated by DTS and manual entries will be overwritten automatically	Amount This field is auto calculated by DTS and manual entries will be overwritten automatically
Title I Part A: Allocation	205,001.00
Title I Part A: Parent Involvement	2,715.00
Unrestricted	2,000.00

Total SPSA Allocated (This field is auto calculated by DTS and manual entries will be overwritten automatically**):**
209,716.00

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

0 Other School Staff

3 Parent or Community Members

Name of Members	Role
Angela Morales	Principal
Monica Ricard	Classroom Teacher
Tiffany Fuhrmeister	Classroom Teacher
Raquel Romero	Parent or Community Member
Wifredo Gagaza	Parent or Community Member
Jessica Gagaza	Parent or Community Member

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

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

    A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1. The comprehensive needs assessment of the entire school shall:

            a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

            b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

                i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

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

                iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

    A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019