



## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dan Mini Elementary School	48705816051411	June 6, 2025	August 6, 2025

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

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate

with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

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

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

Schoolwide Program  
The purpose of the SPSA is to coordinate all educational services at the school.

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

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# Plan Description

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

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

## Schoolwide Program

The purpose of the SPSA is to coordinate all educational services at the school.

The Single Plan for Student Achievement is written to outline Dan Mini Elementary's schoolwide program for the 2025-2026 school year. Dan Mini Elementary was identified as an Additional Targeted Support and Improvement (ATSI) school as a result of our African American student group data around behavior. The 2024-2025 plan focuses on implementing strategies that support the needs of all students, while also targeting resources for students who are currently being underserved.

Dan Mini Elementary's school plan is aligned to the requirements of ESSA and the VCUSD Local Control and Accountability Plan (LCAP). The school's goals and metrics are aligned to the goals and metrics outlined in the LCAP. In cooperation with site educational partners, a comprehensive needs assessment has been completed using multiple measures of information on students' academic achievement to identify areas of need for improvement to ensure all students are meeting state academic standards. The SPSA includes a description of the strategies that will be used to improve outcomes for all students and in particular identified student groups. Dan Mini Elementary's SPSA will also identify how the school site is using their categorical funds to collaborate with families and the community, create safe engaging learning environments, and accelerate and enrich instruction to meet the needs of all students, particularly those currently at-risk of not meeting standards and/or graduating.

## Educational Partner Involvement

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

### Involvement Process for the SPSA and Annual Review and Update

The SPSA is a collaborative process that involves input from our educational partners consisting of teachers, support staff, students, parents & families, and community partners. All feedback from our educational partners are received through anonymous surveys, focus groups, community forums and staff meetings that takes place in the summer before the school year begins and continues throughout the school year with monthly meetings.

## Resource Inequities

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

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

Based on the Comprehensive Needs Assessment, the gaps in the data indicates that school attendance within the general education and Special Education classrooms prevented continuity in classroom and small group instruction. Our general education, Special Education and ATSI identified group is additionally impacted by prevented continuity in SEL/PBIS/PAX instruction.

The root cause for this data consists of student medical needs due to their disability and/or a disconnect between home and school.

The site will address these gaps through a Multi-Tiered Approach to address chronic absenteeism along with the root cause analysis as an ongoing process to assess the needs of specific student group populations to help improve school attendance and increase routines, procedures and uninterrupted instruction.

The strategies/actions to address these gaps are addressed in Goal 3, Equitable Opportunities, Equitable Outcomes within our SPSA.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

The following 2024 California Dashboard indicators for Dan Mini Elementary School were in the “Red” or “Orange” performance category:

English Learner Progress

Steps taken to address this area includes:

Designated and Embedded ELD Instruction and Targeted Intervention: Whole class, small group and individual instruction and access

Parent Engagement Assemblies and Activities with a focus on ELPAC Performance bands

Professional Learning based upon Instructional Practices and Commitments

Classroom Walk-throughs and teacher feedback

Evidence-based Phonics instruction: Heggerty, Ufli

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

The following 2024 California Dashboard indicators for Dan Mini Elementary School in which performance for any student group were two or more performance levels below the “all student” performance:

Suspension - Students of Two or More Races

Steps taken to address those areas include:

Schoolwide implementation of PBIS and PAX Good Behavior Game

Student Success Team meetings including the CWA and ASP to address attendance needs

Wellness Center and SEL Support to increase attendance

Incentives and supports to increase attendance school wide and at the classroom and individual level

### Other Needs

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

The following 2024-2025 NWEA Spring Projected Proficiency in Reading with an overall schoolwide Fall Proficiency rate of 19% and a Spring proficiency rate of 26.6% indicates a need for further growth.

The following 2024-2025 NWEA Spring Projected Proficiency in Mathematics with an overall schoolwide Fall Proficiency rate of 15.7% and a Spring proficiency rate of 21% indicates a need for further growth.

Steps taken to address those areas include:

District and Site Leadership teams analyzing data

Professional Learning to address instructional needs to increase student proficiency

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dan Mini 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

<b>American Indian</b>	0.45%	0.45%	0.46%	2	2	2
<b>African American</b>	10.34%	10.51%	10.39%	46	47	45
<b>Asian</b>	3.37%	2.68%	2.31%	15	12	10
<b>Filipino</b>	12.13%	12.75%	12.01%	54	57	52
<b>Hispanic/Latino</b>	59.55%	60.63%	61.66%	265	271	267
<b>Pacific Islander</b>	1.57%	0.89%	1.15%	7	4	5
<b>White</b>	4.94%	4.70%	3.70%	22	21	16
<b>Two or More Races</b>	5.62%	6.26%	7.39%	25	28	32
<b>Not Reported</b>	2.02%	1.12%	0.92%	9		4
<b>Total Enrollment</b>				445	447	433

### Enrollment By Grade Level

<b>Transitional Kindergarten</b>			34
<b>Kindergarten</b>	86	66	57
<b>Grade 1</b>	58	65	71
<b>Grade 2</b>	83	60	64
<b>Grade3</b>	67	87	71
<b>Grade 4</b>	84	69	77
<b>Grade 5</b>	63	75	68
<b>Total Enrollment</b>	441	447	442

#### Conclusions based on this data:

1. Dan Mini Elementary maintains enrollment and continues to be a diverse school community with many ethnicities represented.
2. Kindergarten enrollment decreased.

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3. Stable student enrollment is contributed to our positive school climate and culturally responsive practices.

# 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	185	197	162	41.6%	44.1%	37.4%
Fluent English Proficient (FEP)	37	28	25	8.3%	6.3%	5.8%
Reclassified Fluent English Proficient (RFEP)	19	13	14	9.3%	6.2%	8.0%

### Conclusions based on this data:

1. The number of EL students decrease and increase are in proportion to our overall school enrollment decrease and increase.
2. We need to identify and focus on EL student needs, analyzing current ELPAC performance, to increase the percentage of EL students who increase within performance bands and achieve Reclassification Fluent English Proficient.
3. The number of students reclassifying has decreased. A plan around intervention and assessment should be implemented to see if the support would increase numbers reclassified.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	71	82	70	67	80	69	67	80	89.7	94.4	97.6
Grade 4	67	80	70	61	77	66	61	77	66	91.0	96.3	94.3
Grade 5	70	65	70	68	62	69	68	62	69	97.1	95.4	98.6
Grade 6	*	*		0	*		0	*				
All Grades	216	218	222	199	208	215	198	208	215	92.1	95.4	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2375.	2347.	4.35	7.46	3.75	14.49	20.90	12.50	28.99	26.87	23.75	52.17	44.78	60.00
Grade 4	2422.	2401.	2436.	16.39	10.39	16.67	16.39	14.29	16.67	16.39	11.69	30.30	50.82	63.64	36.36
Grade 5	2472.	2474.	2475.	19.12	19.35	7.25	16.18	27.42	37.68	27.94	14.52	17.39	36.76	38.71	37.68
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	13.13	12.02	8.84	15.66	20.67	21.86	24.75	17.31	23.72	46.46	50.00	45.58

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	8.70	8.96	3.75	53.62	61.19	58.75	37.68	29.85	37.50
Grade 4	13.11	6.49	9.09	59.02	53.25	69.70	27.87	40.26	21.21
Grade 5	11.76	18.03	14.49	60.29	52.46	57.97	27.94	29.51	27.54
Grade 6		*			*			*	
All Grades	11.11	10.63	8.84	57.58	55.56	61.86	31.31	33.82	29.30

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.45	1.49	2.50	50.72	53.73	40.00	47.83	44.78	57.50
Grade 4	14.75	9.09	4.55	39.34	38.96	54.55	45.90	51.95	40.91
Grade 5	19.12	19.35	8.70	50.00	48.39	62.32	30.88	32.26	28.99
Grade 6		*			*			*	
All Grades	11.62	9.62	5.12	46.97	46.63	51.63	41.41	43.75	43.26

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	1.45	5.97	1.25	65.22	70.15	65.00	33.33	23.88	33.75
Grade 4	4.92	3.90	10.61	73.77	74.03	75.76	21.31	22.08	13.64
Grade 5	5.88	16.39	14.49	77.94	65.57	63.77	16.18	18.03	21.74
Grade 6		*			*			*	
All Grades	4.04	8.21	8.37	72.22	70.53	67.91	23.74	21.26	23.72

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	2.90	4.48	2.50	66.67	70.15	66.25	30.43	25.37	31.25
Grade 4	11.48	7.79	12.12	62.30	63.64	66.67	26.23	28.57	21.21
Grade 5	14.71	16.13	14.49	54.41	53.23	59.42	30.88	30.65	26.09
Grade 6		*			*			*	
All Grades	9.60	9.13	9.30	61.11	62.98	64.19	29.29	27.88	26.51

**Conclusions based on this data:**

1. Based on the data, there are 45.58% of students who are at or near standards in ELA.
2. Based on this data, the percentage of students not meeting standards there is a slight increase in the areas of demonstrating effective communication skills and with an increase research and inquiry.

3. Based on this data, writing is the area in which 43.26%, the highest percentage of students, are performing below standard and should be an instructional area of focus.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	71	82	69	67	81	69	67	81	88.5	94.4	98.8
Grade 4	67	80	70	62	76	67	62	76	67	92.5	95.0	95.7
Grade 5	70	65	70	68	61	70	68	61	70	97.1	93.8	100
Grade 6	*	*		0	*		0	*				
All Grades	216	218	222	199	206	218	199	206	218	92.1	94.5	98.2

\* 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	2387.	2411.	2392.	4.35	16.42	12.35	18.84	22.39	17.28	36.23	28.36	19.75	40.58	32.84	50.62
Grade 4	2425.	2425.	2441.	6.45	7.89	8.96	16.13	14.47	22.39	40.32	31.58	35.82	37.10	46.05	32.84
Grade 5	2451.	2439.	2460.	7.35	3.28	7.14	14.71	9.84	12.86	25.00	37.70	30.00	52.94	49.18	50.00
Grade 6		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	6.03	9.22	9.63	16.58	15.53	17.43	33.67	32.04	27.98	43.72	43.20	44.95

<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	10.14	23.88	19.75	40.58	47.76	33.33	49.28	28.36	46.91
<b>Grade 4</b>	6.45	11.84	22.39	45.16	42.11	35.82	48.39	46.05	41.79
<b>Grade 5</b>	10.29	3.28	12.86	41.18	45.90	47.14	48.53	50.82	40.00
<b>Grade 6</b>		*			*			*	
<b>Grade 11</b>									
<b>All Grades</b>	9.05	13.11	18.35	42.21	44.66	38.53	48.74	42.23	43.12

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	8.70	11.94	9.88	46.38	52.24	50.62	44.93	35.82	39.51
<b>Grade 4</b>	9.68	3.95	11.94	40.32	51.32	52.24	50.00	44.74	35.82
<b>Grade 5</b>	5.88	0.00	5.71	50.00	54.10	45.71	44.12	45.90	48.57
<b>Grade 6</b>		*			*			*	
<b>All Grades</b>	8.04	5.34	9.17	45.73	51.94	49.54	46.23	42.72	41.28

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	2.90	11.94	8.64	71.01	62.69	55.56	26.09	25.37	35.80
<b>Grade 4</b>	6.45	5.26	10.45	62.90	56.58	58.21	30.65	38.16	31.34
<b>Grade 5</b>	5.88	1.64	8.57	50.00	60.66	60.00	44.12	37.70	31.43
<b>Grade 6</b>		*			*			*	
<b>All Grades</b>	5.03	6.31	9.17	61.31	59.22	57.80	33.67	34.47	33.03

**Conclusions based on this data:**

1. Based on previous data the percent of students who are performing below standard in Math has slightly decreased but is still is the performance band with the largest group of students.
2. Based on the overall math data, the percentage of students at met or exceeds standard increased from 22-23 to 23-24 school year.
3. There was a shift from standards nearly met into the standard met standard not met performance band. Students in the group standards not met should be identified and strategic support put in place to advance into met standard.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1389.5	1401.8	1394.1	1406.2	1416.9	1407.1	1350.0	1366.3	1363.7	35	35	34
<b>1</b>	1422.8	1445.0	1408.7	1438.8	1454.3	1420.3	1406.3	1435.2	1396.5	36	23	27
<b>2</b>	1459.9	1439.7	1466.5	1469.8	1450.7	1485.2	1449.6	1428.2	1447.5	28	41	26
<b>3</b>	1481.8	1497.1	1470.0	1482.3	1507.8	1460.5	1480.9	1485.8	1479.0	34	29	41
<b>4</b>	1517.1	1517.1	1498.4	1517.9	1526.6	1501.6	1516.0	1507.1	1494.4	25	31	28
<b>5</b>	1521.0	1515.3	1522.2	1516.4	1517.1	1513.4	1525.1	1513.2	1530.4	27	15	26
<b>All Grades</b>										185	177	182

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	2.86	11.43	11.76	31.43	28.57	23.53	28.57	34.29	38.24	37.14	25.71	26.47	35	35	34
<b>1</b>	0.00	8.70	0.00	25.00	39.13	18.52	36.11	34.78	44.44	38.89	17.39	37.04	36	23	27
<b>2</b>	0.00	2.44	7.69	53.57	36.59	42.31	25.00	31.71	42.31	21.43	29.27	7.69	28	41	26
<b>3</b>	8.82	20.69	2.44	23.53	34.48	41.46	58.82	34.48	24.39	8.82	10.34	31.71	34	29	41
<b>4</b>	24.00	19.35	10.71	40.00	48.39	50.00	16.00	25.81	25.00	20.00	6.45	14.29	25	31	28
<b>5</b>	18.52	33.33	26.92	25.93	13.33	42.31	48.15	33.33	19.23	7.41	20.00	11.54	27	15	26
<b>All Grades</b>	8.11	13.56	9.34	32.43	35.03	36.26	36.22	32.20	31.87	23.24	19.21	22.53	185	177	182

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
<b>K</b>	8.57	17.14	20.59	28.57	28.57	23.53	34.29	28.57	26.47	28.57	25.71	29.41	35	35	34
<b>1</b>	5.56	13.04	11.11	38.89	43.48	29.63	41.67	34.78	33.33	13.89	8.70	25.93	36	23	27
<b>2</b>	21.43	9.76	34.62	50.00	34.15	34.62	25.00	34.15	23.08	3.57	21.95	7.69	28	41	26
<b>3</b>	17.65	48.28	19.51	50.00	34.48	36.59	26.47	13.79	14.63	5.88	3.45	29.27	34	29	41
<b>4</b>	48.00	51.61	32.14	36.00	38.71	46.43	4.00	3.23	7.14	12.00	6.45	14.29	25	31	28
<b>5</b>	29.63	40.00	42.31	59.26	26.67	38.46	7.41	20.00	11.54	3.70	13.33	7.69	27	15	26
<b>All Grades</b>	20.00	27.68	25.82	43.24	34.46	34.62	24.86	23.73	19.23	11.89	14.12	20.33	185	177	182

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
<b>K</b>	15.15	2.86	11.76	6.06	17.14	8.82	48.48	45.71	47.06	30.30	34.29	32.35	33	35	34
<b>1</b>	0.00	4.35	3.70	16.00	34.78	3.70	28.00	21.74	33.33	56.00	39.13	59.26	25	23	27
<b>2</b>	2.56	0.00	0.00	35.90	39.02	30.77	30.77	21.95	38.46	30.77	39.02	30.77	39	41	26
<b>3</b>	8.82	3.45	0.00	29.41	31.03	24.39	26.47	31.03	46.34	35.29	34.48	29.27	34	29	41
<b>4</b>	13.33	3.23	0.00	16.67	25.81	32.14	26.67	45.16	35.71	43.33	25.81	32.14	30	31	28
<b>5</b>	5.26	13.33	7.69	10.53	20.00	26.92	57.89	20.00	50.00	26.32	46.67	15.38	19	15	26
<b>All Grades</b>	5.41	3.39	3.85	17.84	28.81	20.88	38.92	31.64	42.31	37.84	36.16	32.97	185	177	182

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
<b>K</b>	14.29	20.00	17.65	54.29	54.29	61.76	31.43	25.71	20.59	35	35	34
<b>1</b>	25.00	30.43	22.22	66.67	60.87	55.56	8.33	8.70	22.22	36	23	27
<b>2</b>	28.57	9.76	15.38	64.29	73.17	76.92	7.14	17.07	7.69	28	41	26
<b>3</b>	26.47	24.14	31.71	61.76	58.62	43.90	11.76	17.24	24.39	34	29	41
<b>4</b>	52.00	45.16	32.14	36.00	48.39	64.29	12.00	6.45	3.57	25	31	28
<b>5</b>	11.11	26.67	7.69	81.48	40.00	84.62	7.41	33.33	7.69	27	15	26
<b>All Grades</b>	25.41	24.29	21.98	61.08	58.76	62.64	13.51	16.95	15.38	185	177	182

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
<b>K</b>	2.86	20.00	23.53	65.71	51.43	38.24	31.43	28.57	38.24	35	35	34
<b>1</b>	8.33	8.70	0.00	58.33	73.91	62.96	33.33	17.39	37.04	36	23	27
<b>2</b>	17.86	26.83	38.46	75.00	53.66	57.69	7.14	19.51	3.85	28	41	26
<b>3</b>	26.47	68.97	21.95	64.71	24.14	41.46	8.82	6.90	36.59	34	29	41
<b>4</b>	47.83	70.97	51.85	43.48	22.58	33.33	8.70	6.45	14.81	23	31	27
<b>5</b>	59.26	60.00	53.85	40.74	20.00	30.77	0.00	20.00	15.38	27	15	26
<b>All Grades</b>	24.59	40.11	30.39	59.02	42.94	43.65	16.39	16.95	25.97	183	177	181

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
<b>K</b>	5.71	2.86	11.76	60.00	77.14	52.94	34.29	20.00	35.29	35	35	34
<b>1</b>	5.56	21.74	3.70	33.33	30.43	44.44	61.11	47.83	51.85	36	23	27
<b>2</b>	3.57	2.44	3.85	78.57	51.22	61.54	17.86	46.34	34.62	28	41	26
<b>3</b>	2.94	3.45	0.00	52.94	48.28	46.34	44.12	48.28	53.66	34	29	41
<b>4</b>	16.00	3.23	0.00	44.00	61.29	57.14	40.00	35.48	42.86	25	31	28
<b>5</b>	11.11	13.33	7.69	55.56	40.00	65.38	33.33	46.67	26.92	27	15	26
<b>All Grades</b>	7.03	6.78	4.40	53.51	53.11	53.85	39.46	40.11	41.76	185	177	182

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
<b>K</b>	8.57	20.00	17.65	31.43	40.00	41.18	60.00	40.00	41.18	35	35	34
<b>1</b>	2.78	4.35	0.00	50.00	60.87	48.15	47.22	34.78	51.85	36	23	27
<b>2</b>	7.14	12.20	7.69	57.14	56.10	76.92	35.71	31.71	15.38	28	41	26
<b>3</b>	2.94	17.24	14.63	85.29	58.62	63.41	11.76	24.14	21.95	34	29	41
<b>4</b>	24.00	25.81	14.81	52.00	61.29	66.67	24.00	12.90	18.52	25	31	27
<b>5</b>	14.81	26.67	30.77	62.96	40.00	57.69	22.22	33.33	11.54	27	15	26
<b>All Grades</b>	9.19	16.95	14.36	56.22	53.67	58.56	34.59	29.38	27.07	185	177	181

**Conclusions based on this data:**

1. Given the above data, there is steady increase of ELL students identified as an overall Level 1 and Level 4.
2. Students are making continued progress with becoming well developed in the speaking and listening domain..
3. Students progress in writing should focus on all students increasing by one band with the majority of students being in the somewhat/moderately performance level.



# School and Student Performance Data

## Student Population

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

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
447	79.6%	44.1%	0.0%
Total Number of Students enrolled in Dan Mini 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	197	44.1%
Foster Youth	0	0.0%
Homeless	12	2.7%
Socioeconomically Disadvantaged	356	79.6%
Students with Disabilities	63	14.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	47	10.5%
American Indian	2	0.4%
Asian	12	2.7%
Filipino	57	12.8%
Hispanic	271	60.6%
Two or More Races	28	6.3%
Pacific Islander	4	0.9%
White	21	4.7%

### Conclusions based on this data:

1. Dan Mini Elementary has a diverse full service community school that is designed to meet the cultural and linguistic needs of all students and families.

2. The needs of all students are diverse with the largest groups of students being identified as Socioeconomically Disadvantage, English Learners, or Students with Disabilities.
3. Dan Mini utilizes a Multi Tiered System of Support to meet the academic, attendance, behavior, social and emotional needs of all students.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Blue

#### Mathematics



Yellow

#### English Learner Progress



Red

#### Conclusions based on this data:

1. Dan Mini continues to maintain a positive school climate. A target instructional focus should be the focus to accelerate progress for our EL students.
2. Previous data reflects that chronic Absenteeism is impacting student performance in both ELA and Math.

3. Dan Mini will continue to utilize an equitable framework such as MTSS to meet the ongoing needs of our student population to decrease suspensions.

# School and Student Performance Data

## Academic Performance English Language Arts

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>48.8 points below standard</p> <p>Increased 3.7 points</p> <p>217 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>68.1 points below standard</p> <p>Maintained 2.8 points</p> <p>114 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>53.5 points below standard</p> <p>Increased 5.7 points</p> <p>186 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>66.8 points below standard</p> <p>Increased 99.6 points</p> <p>42 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>42.4 points below standard</p> <p>Declined 11.9 points</p> <p>27 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>4.4 points below standard</p> <p>Increased 43.8 points</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>60.7 points below standard</p> <p>Increased 3.5 points</p> <p>131 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>

**Conclusions based on this data:**

1. We increased from 52.5 points to 48.4 points below standards in ELA which reflects growth.
2. Filipino and English only groups both showed positive growth in overall ELA performance.
3. Our African American group show a decrease in performance. Implementing culturally responsive practices, parent & family engagement of diverse cultural and ethnic backgrounds , along with addition MTSS of academic support and tutoring is anticipated to help improve growth over time with improving student performance in ELA.

# School and Student Performance Data

## Academic Performance Mathematics

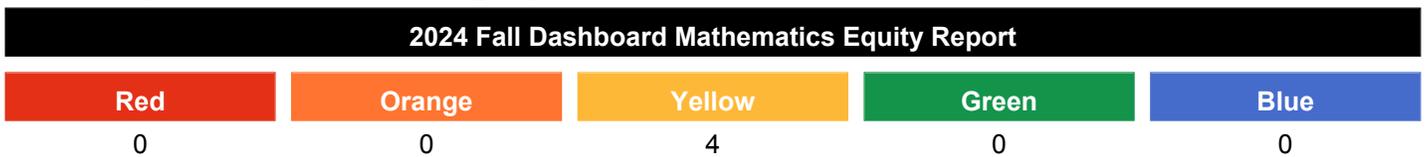
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>48.7 points below standard</p> <p>Increased 8.9 points</p> <p>218 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>62.0 points below standard</p> <p>Increased 13.2 points</p> <p>115 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>53.1 points below standard</p> <p>Increased 14.2 points</p> <p>187 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>79.8 points below standard</p> <p>Increased 74.7 points</p> <p>43 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>60.8 points below standard</p> <p>Increased 9.4 points</p> <p>26 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>12.1 points below standard</p> <p>Increased 49.9 points</p> <p>25 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>58.7 points below standard</p> <p>Increased 5.7 points</p> <p>133 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>58.2 points below standard</p> <p>11 Students</p>

**Conclusions based on this data:**

1. The data reflects that Dan Mini increased overall in math by decreasing points below standards from 57.6 48.7 point below standards.
2. The data reflects an increase in overall math performance for our students. All student groups are in the level yellow group. English Learners' and socioeconomically disadvantaged groups had a greater increase than all other groups.
3. Data reflects that all student groups decreased the points below standards. Implementing culturally responsive practices, parent & family engagement of diverse cultural and ethnic backgrounds , along with addition MTSS of academic support and tutoring is anticipated to help improve growth over time with improving student performance in Math

# 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	
<b>English Learner Progress</b>  Red 44.2% making progress. Number Students: 138 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
18.1%	37.7%	0%	43.5%

### Conclusions based on this data:

1. Dan Mini EL students overall performance has decreased from 58.2 to 44.2% indicating progress towards English Language Proficiency.
2. 43.5% of EL students are continuing to demonstrate growth with progressing to ELPI levels.
3. 18.1% of EL students decreased by one ELPI level and 37.7% maintained their ELPI level. Continued work around designated and embedded ELD instruction should be a priority from the beginning of the year.

# 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.

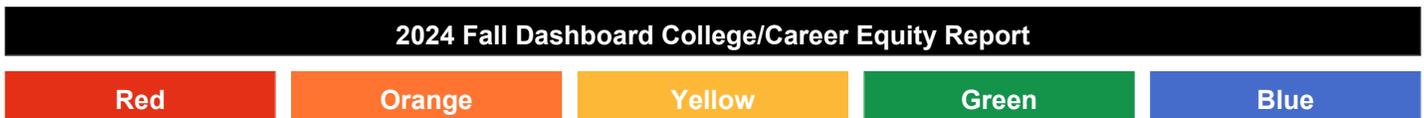
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative 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  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



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

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

### Conclusions based on this data:

1. Dan Mini is a K-5 Elementary School. There is no academic performance and or college/career data to report.
2. N/A
3. N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>37.8% Chronically Absent</p> <p>Declined 14.2</p> <p>466 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>37.7% Chronically Absent</p> <p>Declined 13.1</p> <p>207 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>65% Chronically Absent</p> <p>Increased 20.6</p> <p>20 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>40.2% Chronically Absent</p> <p>Declined 13</p> <p>405 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>51.7% Chronically Absent</p> <p>Declined 6.7</p> <p>87 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>41.7% Chronically Absent</p> <p>Declined 10.4</p> <p>48 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>16.7% Chronically Absent</p> <p>Declined 10</p> <p>12 Students</p>	<p><b>Filipino</b></p>  <p>Orange</p> <p>28.1% Chronically Absent</p> <p>Declined 16.2</p> <p>57 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>37.9% Chronically Absent</p> <p>Declined 16.4</p> <p>285 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>43.2% Chronically Absent</p> <p>Declined 19.3</p> <p>37 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>52.4% Chronically Absent</p> <p>Increased 4.4</p> <p>21 Students</p>

**Conclusions based on this data:**

1. Chronic absenteeism declined for students overall. This decrease is reflected in all of the student groups.
2. Students with disabilities had the lowest decrease in
3. Dan Mini will continue to utilize an equitable framework such as MTSS to meet the ongoing needs of our student population in an effort to improve school attendance and decrease chronic absenteeism.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

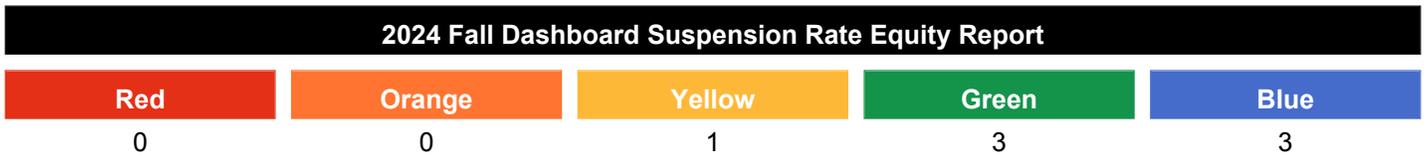
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>1% suspended at least one day</p> <p>Declined 3.1%</p> <p>490 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>1.4% suspended at least one day</p> <p>Declined 0.6%</p> <p>219 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>0 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 5.6%</p> <p>26 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>1.2% suspended at least one day</p> <p>Declined 2.9%</p> <p>425 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 4%</p> <p>90 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 9.8%</p> <p>49 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>8.3% suspended at least one day</p> <p>Increased 8.3%</p> <p>12 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 4.9%</p> <p>58 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.7% suspended at least one day</p> <p>Declined 2.2%</p> <p>304 Students</p>
<p><b>Two or More Races</b></p>  <p>Yellow</p> <p>2.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>38 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 11.5%</p> <p>23 Students</p>

**Conclusions based on this data:**

1. The suspension rate at Dan Mini Elementary School decreased.
2. Suspensions with the African American, Hispanic and Filipino student groups decreased.
3. The utilization of an equitable framework, and culturally responsive practices along with MTSS and Social Emotional Learning (SEL) should be a priority to build our positive school climate and lower suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### Vibrant Culture of Teaching and Learning (VCUSD Pillar 3)

Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vibrant Culture of Teaching and Learning

### Identified Need

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

Dan Mini seeks to develop rigorous and quality Tier 1 instruction using district adopted curriculum to increase proficiency of students in ELA and Math as measured by district and state assessment systems. Dan Mini seeks to decrease the distance from standard for all subgroups on the CAASPP equity report for ELA and Math.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Distance Points From Standard in English Language Arts (ELA) -All Students	Distance Points From Standard in English Language Arts (ELA) -All Students -48.8	Distance Points From Standard in English Language Arts (ELA) -All Students -45.8
Distance Points From Standard in Math -All Students	Distance Points From Standard in Math" -All Students -48.7	Distance Points From Standard in Math" -All Students -45.7
Source: CA School Dashboard, English Language Arts (ELA), Mathematic	School Year 2023-2024	School Year 2024-2025
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 30.7%	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 35%
CAASPP Math % Met/Exceeded Standards -All Students	CAASPP Math % Met/Exceeded Standards -All Students 27.06%	CAASPP Math % Met/Exceeded Standards -All Students 30%
CAASPP Science % Met/Exceeded Standards -All Students	CAASPP Science % Met/Exceeded Standards -All Students 8.7%	CAASPP Science % Met/Exceeded Standards -All Students 13%

Source: DataQuest, CAASPP Test Results	School Year 2023-2024	School Year 2024-2025
% NWEA Projected Proficiency Reading -All Students	% NWEA Projected Proficiency Reading -All Students 31%	% NWEA Projected Proficiency Reading -All Students 35%
% NWEA Projected Proficiency Math -All Students	% NWEA Projected Proficiency Math -All Students 23%	% NWEA Projected Proficiency Math -All Students 26%
Source: Student Analytics Lab, Target Goals Dashboard	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	41.16% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words	44% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words
% of Kindergarten students that score P on assessments A	73.91% of Kindergarten students that score P on assessments A	77% of Kindergarten students that score P on assessment A
% of Kindergarten students that score P on assessments B	68.89% of Kindergarten students that score P on assessments B	72% of Kindergarten students that score P on assessment B
% of Kindergarten students that score P on assessments C	45.45% of Kindergarten students that score P on assessments C	48% of Kindergarten students that score P on assessment C
% of Kindergarten students that score P on assessments D	50% of Kindergarten students that score P on assessments D	53% of Kindergarten students that score P on assessment D
% of 1st graders that score P in 1st grade fluency passage	41% of 1st graders that score P in 1st grade fluency passage	44% of 1st graders that score P in 1st grade fluency passage
% of 2nd graders that score P 2nd grade fluency passage	51.56% of 2nd graders that score P 2nd grade fluency passage	55% of 2nd graders that score P 2nd grade fluency passage
Source: CORE data from ESGI	Midyear Assessment, School Year 2024-2025	Midyear Assessment, School Year 2025-2026
Students scoring Met or Exceeded on CAASPP ELA and Math will increase by 4 percentage points annually.	32% Met/Exceeded - ELA 24% Met/Exceeded - Math	36% Met/Exceeded - ELA 28% Met/Exceeded - Math
Schoolwide Distance from Standard (DFS) on CAASPP for students in ELA and Math will decrease by 10 points.	52.5 points below standard 57.6 points below standard	42.5 points below standard 47.6 points below standard
Distance from standard on CAASPP for African American students and Students with Disabilities will decrease by 14 points.	AA Students - 30.5 points below standard in ELA AA Students - 70.2 points below standard in Math Students w/ Disabilities - 166.4 points below standard in ELA Students w/ Disabilities - 154.4 points below standard in Math	AA Students - 16.5 points below standard in ELA AA Students - 56.2 points below standard in Math Students w/ Disabilities - 152.4 points below standard in ELA Students w/ Disabilities - 140.4 points below standard in Math
Grade levels 1-5 within the Met/Exceeded projected growth targets will increase by 5% or more as measured by Fall to Spring NWEA MAP test.	31.6% Met/Exceeded - ELA 25.7% Met/Exceeded - Math	36.6% Met/Exceeded - ELA 30.7% Met/Exceeded - Math

The percentage of EL students who progress at least one ELPI level will increase by 5 percentage points annually.	47.8% of EL Students increased at least one ELPI level	52.8% of EL Students increased at least one ELPI level
% of Kindergarten students that score 100% on CORE assessment E, blending CVC words will increase by 10%	42.59% of assessed Kindergarten students scored 100% on Core assessment E, blending cvc words	52.59% of assessed students will score 100% on Core assessment E, blending cvc words
% of Kindergarten students that know all letters and letter sounds: scored 100% on all: CORE Phonics Survey Part A (inventory), CORE Phonics Survey Part B (inventory), CORE Phonics Survey Part C (inventory), CORE Phonics Survey Part D (inventory) will increase by 10%	42.37% of assessed Kindergarten students know all letters and letter sounds	52.37% of assessed Kindergarten students will know all letters and letter sounds
% of 1st graders that meet the fluency target of 60 words per minute: scored 100% on CORE First Grade Fluency Passage 1B will increase by 10%	19.67% of 1st graders met the fluency target	29.67% of 1st graders will meet the fluency target
% of 2nd graders that meet the fluency target of 100 words per minute: scored 100% on CORE fluency passage 2C will increase by 10%	3.85% of 2nd graders met the fluency target	13.85% of 2nd graders will meet the fluency target

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Site will provide quality professional development aligned to the VCUSD Professional Learning Plan, as well as, necessary materials and support for all staff members including the following:</p> <p>*Universal Design for Learning (supports MTSS), Culturally relevant and responsive pedagogy, Heggerty, Handwriting Without Tears, SDAIE &amp; SLOP Frameworks to support English Language Learning curriculum &amp; instruction.*</p> <p>*Grade level and cross grade level collaboration will take place quarterly to facilitate teachers in understanding the focus of grades the grade above and below and to identify students in need of academic, attendance, behavior or social-emotional support.</p> <p>*Goals and teacher actions will be shared during staff meetings to support accountability to peers and encourage sharing of best practices.</p> <p>Professional development in the use of NWEA (1st-5th) and CAASPP Data (3rd-5th) for determining interventions and developing formative assessments at each grade level will be available.</p>	All staff	<p>4160 LCAP</p> <p>Collaboration ESA's for coaching, PL and collaboration beyond the duty day.</p>
1.2	All teachers and staff will be provided equitable on-site coaching through peer and TL coaching to improve classroom instruction. Off-site peer observations as needed.	All staff	1738.13 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>*New teachers, those new to the Dan Mini Team and teachers on process A will have monthly collaboration and coaching conversations directly with Principal</p> <p>*Peer observations for reflection and sharing of best practices and effective lesson study as directed and organized by the Teacher Leader</p> <p>*Roving Sub to provide release time for staff and teachers to be released for observing and coaching opportunities</p>		Possible ESA's to release coaching and release time to support peer observations.
1.3	<p>Establish a Student Transitional Plan to assist 5th graders within the areas of literacy and math in preparing for middle school in collaboration with Solano Middle School</p> <p>*Ensure that all 5th grade students participate in a university field trip (Davis, Berkeley, Sonoma, etc.)</p>	5th Grade Students	2000 LCAP  Curriculum Enrichment
1.4	<p>Collaboration with school day staff or Expanded Learning Program Site Coordinator to provide hands-on learning opportunities related to supporting integration of STEAM, Math, Literacy and SEL enrichment activities into the Expanded Learning Program program.</p> <p>*Certificated Teachers to provide instruction and support for both students who do and do not participate in the program, including necessary materials.</p>	Focusing on unduplicated students, benefiting all	14500 Title I
1.5	Principal and Teacher Leader observation data used to inform needs for site level professional development	Principal and Teacher Leader to share with All staff	
1.6	<p>Professional development provided by staff members where appropriate to share expertise in content areas. Provide for collaboration specifically around implementation of school wide programs, best teaching practices and evidenced based strategies.</p> <p>*Other areas may include, but are not limited to:</p> <p>*Close Reading</p> <p>*Integrating Technology</p> <p>*Supporting differentiation &amp; small group instruction</p> <p>*Supporting English Learners</p> <p>*Integrated and designated ELD strategies</p>	All staff	
1.7	Celebrations each trimester, and throughout the year, of data improvements in the areas of academic assessment, attendance, and discipline data. Awards and incentives will be presented during ceremonies with students to recognize students. Annual Attendance, RFEP, and similar celebrations to acknowledge.	Focusing on unduplicated students, benefiting all	2000 LCAP  Student Engagement
1.8	Site Leadership Team will meet monthly, analyze quarterly data (academic, attendance and discipline) to develop professional development opportunities and site priorities	Site Leadership Team Members to share with All staff	5700 LCAP  Leadership Team

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.9	Support the implementation of site specific student enrichment programs and activities tied to Wellness Center, PBIS/PAX, and student interests. All enrichment activities will be aligned to the core curriculum, classroom based activities, assemblies, or other services. This could be provided through Brickspace, MOCHA, Golden Goal, Play in Clay, etc.	Focusing on unduplicated students, benefiting all	11500 LCAP  Curriculum Enrichment
1.10	All hardware and online subscriptions to support differentiation and access to all curriculum. This includes platforms such as Accelerated Reader, Reflex, IXL, myON, etc Replacement and maintenance for all devices. Purchase for all supplemental technology supplies to provide access to all curriculum.	Focusing on unduplicated students, benefiting all	14000 LCAP  Curriculum Enrichment
1.11	To support our EL students in moving towards reclassification, intervention will be provided including staffing, services and materials.		22000 Title I
1.12	To support differentiated instruction and engagement with a focus on EL and SEL: Ensure that each classroom has a class set of student white boards, markers & erasers; as well as supplementary readers either by purchase of class sets of supplements, (including, but not limited to dictionaries, Quickwords, HWT, etc.) or by reproduction of titles through the district reproduction department. Purchase additional supplementary materials as needed to support focus groups accessing core programs.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While targeted to specific groups, all students will benefit.	5000 Title I
1.13	Implementation of STEAM Lessons aligned with the Common Core Planning Guide with support of a substitute to deliver STEAM lessons in the classroom. *Professional development in developing rigorous lessons	Focusing on unduplicated students, benefiting all	16520 LCAP  Curriculum Enrichment
1.14	Provide expanded learning opportunities through educational on campus assemblies and field trips when permitted for all grades.	Focusing on unduplicated students, benefiting all	19000 LCAP  Curriculum Enrichment
1.15	To support the implementation of evidenced based instructional strategies, engagement strategies, ELD and SEL instruction in classroom, and enrichment the site will provide appropriate supplies and materials. Including butcher/chart paper; color printer ink, sets of markers; astrobright papers, and other supplemental materials as needed.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While	4000 Title I  4260 LCAP  Curriculum Enrichment

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
		targeted to specific groups, all students will benefit.	

# Annual Review

## SPSA Year Reviewed: 2024-25

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

### Analysis

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

Dan Mini Elementary employed elements of all 15 strategies identified in the 2022-2023 SPSA to create vibrant culture of teaching and learning. Professional development around literacy instruction was a strong focus, to support the implementation of K-2 UFLI Phonics instruction. The site also participated in the CORE reading academy trainings and was supported by monthly professional learning days on site from a dedicated CORE coach. Data provided following the CORE Coaching days was use to inform site PL. Site PL included opportunities for data review and a focus on district and site instructional priorities (Academic conversation, early literacy/phonics instruction, increasing rigor using DOK questions and responding in writing). The Teacher Leader and Principal met weekly to provide support for teachers and conduct walkthroughs for teacher feedback. The site leadership team also met monthly throughout the year to discuss data and next steps for site focus. All grade levels were able to participate in at least one fieldtrip in the 24-25 school year.

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

Materials and supplies were purchased to support literacy instruction, specifically to support UFLI implementation in the classrooms.

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

This year we revised our annual measurable outcomes to align with metrics in the VCUSD LCAP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Safe and Supportive Learning Environments (VCUSD Pillar 2)

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide equitable opportunities through responsive strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

### Identified Need

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

Dan Mini seeks to increase academic enrichment and engagement opportunities for all students. Dashboard and local data shows a need to reduce chronic absenteeism schoolwide and targeted specifically for ATSI identified subgroups. Increase positive student and parent experience and perception.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students chronically absent- CA School Dashboard -All Students	% of Students chronically absent- CA School Dashboard -All Students 37.8%	% of Students chronically absent- CA School Dashboard -All Students 30%
% of Students chronically absent- Student Analytics Lab -All Students Source: CA School Dashboard, Student Analytics Lab	School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 29.6% Trimester 2, School Year 2024-2025	School Year 2024-2025 % of Students chronically absent- Student Analytics Lab -All Students 25% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 91.95% Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 95% Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students	% Students suspended -All Students 1% School Year 2023-2024	% Students suspended -All Students Less than 1% School Year 2024-2025

Source: CA School Dashboard, Student Analytics Lab	% Students suspended -All Students 0.65%  Trimester 2, School Year 2024-2025	% Students suspended -All Students 0.25%  Trimester 2, School Year 2025-2026
Student expulsion rate  Source: DataQuest Expulsion and Suspension Rate	Student expulsion rate 0%  School Year 2023-2024	Student expulsion rate 0%  School Year 2024-2025
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.  Source: California Healthy Kids Survey data	80% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.  School Year 2023-2024	89% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'.  School Year 2024-2025
% of students with SST Interventions as measured by # of students with SST referrals/total # of students  Source: AERIES Intervention Dashboard	5.8% of SST Interventions  Trimester 2, School Year 2024-2025	10% of SST Interventions  Trimester 2, School Year 2025-2026
"Classroom Instructional Climate" score from: Kimochis  Source: Kimochi's	"Classroom Instructional Climate" score from: Kimochis: 4.29  As of Trimester 2, School Year 2024-2025	"Classroom Instructional Climate" score from: Kimochis: 5  As of Trimester 2, School Year 2025-2026
% of 3rd to 5th grade and 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  Source: Panorama	51% of 3rd to 5th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  As of Trimester 2, School Year 2024-2025	60% of 3rd to 5th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey  As of Trimester 2, School Year 2024-2025
Increase Schoolwide Attendance Rate by 1% each year to 95%.	Schoolwide data from 5Lab for 2022/2023 - 87.8% Schoolwide data from 5Lab for 2023/2024 - 90.59%	Schoolwide data from 5Lab for 2024 - 91.59%
Decrease chronic absenteeism by 3%.	Schoolwide data from 5Lab for 35.8%	32.3%
Decrease pupil suspension to less than 2% of students suspended one day or more.	Schoolwide data from 5Lab for 7.8%	Schoolwide data from 5Lab for <2% of students suspended one day or more
Suspension rate for all subgroups will increase one to two performance	As Identified in the CA CAASPP Dashboard AA students - Red -same level for school rating	All subgroups to increase increase one to two performance level on the CA School Dashboard.

levels on the CA School Dashboard for an overall performance level of yellow.	As Identified in the CA CAASPP Dashboard Students with Disabilities - Orange - 1 level above school rating	
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**Strategies/Activities**

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	For the safety and well- being of students, parents, staff and the school community, ensure that work orders are submitted in a timely manner to ensure adequate time for completion of needed repairs by district maintenance personnel.	Focusing on unduplicated students, benefiting all	
2.2	To create and maintain a safe, orderly and welcoming environment, we will implement programs to include but not limited to, Culturally Responsive Practices, Trauma Informed Practices, PBIS, PAX, Second Step, Kimochis and the Wellness Center model. *Mental Health Service Provider to support our Wellness Center and to facilitate Social Emotional Learning practices. *ASP to support facilitation and modeling of Community Circles and Restorative Practices with staff and students. *Partnership with outside agencies to utilize interns to provide SEL and student support within wellness rooms. *Attend site, district wide and SCOE professional development as made available. Continued professional development and collaboration related to Implicit Bias and Culturally and Linguistically Responsive teaching. All teaching staff, ASP, and other relevant staff participate in some professional learning in the areas of Diversity, Equity and Inclusion. All classrooms receive necessary materials to support all programs within the classroom.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While targeted to specific groups, all students will benefit.	4000 Title I
2.3	Site will extend SEL lessons as intervention. Supplemental supplies to support implementation of PAX, PBIS, SEL, structured student collaboration etc.to students in need of additional support will be provided. Supplemental materials and resources will be provided to create a safe, orderly and multicultural environment that is reflective of our community. Multicultural and bilingual books should be provided to classrooms to increase engagement through connection.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While targeted to specific groups, all students will benefit.	5000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.4	Teachers utilize a consistent plan for regular positive parent communication; ParentSquare, phone calls, weekly notes, face to face communications. Plan submitted to administrator	Focusing on unduplicated students, benefiting all	
2.5	In collaboration with leadership at district and site level, develop strategies and programs to support foster youth as identified to ensure that they remain engaged in the school community. *Provide mentor-ship & tutoring by connecting the youth to a staff member for support.	Foster Youth	District Funded
2.6	Establish a buddy room system whereby upper and lower grade classes partner for special projects or reading enrichment. * Program to include General Education and well as SDC classes.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While targeted to specific groups, all students will benefit.	
2.7	All staff members provided pertinent board policies to ensure transparency and consistency in implementation.	All staff	
2.8	Bi-Weekly SST's and Care Team Meetings (Principal, ASP, Teacher Leader, School Psych, Behavior Intervention Specialist) to review strategies and coordinate efforts to support at risk students.	For students whom the base program isn't meeting their needs behaviorally, academically and social emotionally.	
2.9	Foster school pride and opportunities to improve Dan Mini. Daily use of PBIS Chant and positive daily messages during line up time. Support opportunities for students to participate in school service (i.e. Youth Leadership Team, campus clean-up, helpers in the science lab, library) Incorporate a PAX Leadership Team to support the PAX Partner and assemblies. Provide incentives and awards for PAX Leaders through PAX Store.	Focusing on unduplicated students, benefiting all	6000 LCAP  Student Engagement
2.10	Youth Leadership Team to actively participate in the implementation of wellness activities; including the maintenance of bulletin areas; Walk/bike to school events; field day, social justice events, attendance campaign, Kindness Week, Family Nights, etc. Celebrations throughout the year, including lunch and incentives will be presented during ceremonies and gatherings with students to recognize participation in Youth Leadership, Kindness Crew,	Focusing on unduplicated students, benefiting all	3640 LCAP  Student Engagement

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Attendance Crew, etc. Any supplemental materials will be provided.		

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

Dan Mini implemented 11 of 11 strategies either completely or in part. The school focused on PAX and PBIS schoolwide norms and expectations which were communicated regularly in classrooms, schoolwide daily bulletin and in the daily announcements. Recognition programs included positive attendance campaigns, student of the month and academic awards related to NWEA MAP growth. Additional support staff supported SEL programming for all students as well as for targeted subgroups. A social worker supported our PAX Pioneers, or the student group identified as disproportionate within the CCEIS Plan. Additional support was provided with the addition of a full-time Mental Health Support Provider, a once a week bilingual MHSP provided by A Better Way provided students with access to therapy services twice a week. The CARE team meeting met biweekly with a standard agenda and review of student data. All referrals for SSTs, attendance and behavioral support were routed through the CARE team. Communication by teachers and the school was regular through ParentSquare and email. An increased focus on attendance was supported by the addition of a Child Welfare & Attendance Liaison, A2A attendance software and increased attendance awareness campaigns and activities.

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

Supplemental software programs did not receive funding until the second trimester as the school focused on developing and supporting Tier 1 instruction before adding in supplemental programs. The district has piloted IXL for 5th grade. Funding was secured during the end of the school year to provide the program 1st-5th.

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

This year we revised our annual measurable outcomes to align with metrics in the VCUSD LCAP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1)

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

### Identified Need

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

Dan Mini seeks to develop standardized tier 2 and tier 3 programs and supports for targeted subgroups.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  Source: CA School Dashboard, English Learner Progress	44.2% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2023-2024	47% of English Learner (EL) students making progress toward English language proficiency on the ELPAC  School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group  Source: Student Analytics Lab	9.01% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2024-2025	12% NWEA Projected Proficiency in Reading for EL student group  Midyear Assessment, School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient  Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade, RFEP for site	2.9% of English Learner students reclassified as Fluent English Proficient  School Year 2023-2024	6% of English Learner students reclassified as Fluent English Proficient  School Year 2024-2025

% of low-income, English Learner, or Foster Youth students who participate in after-school programs  Source: SAL, 1. District Enrollment, ExL Filter	91.2% of low-income 64.7% English Learner 3.68 % Foster Youth students who participate in after-school programs  As of Trimester 2, School Year 2024-2025	94.2% of low-income 67.7% English Learner 6.68% Foster Youth students who participate in after-school programs  As of Trimester 2, School Year 2025-2026
Performance levels for all subgroups will be equal to or higher than overall school level.	ELA Schoolwide level - Yellow EL , Hispanic and Socioeconomically Disadvantaged - Orange AA student level - no performance color Students with Disabilities red	
Projected proficiency on NWEA MAP ELA for met and exceeded increase by 3%	26.8%	29.8%
Projected proficiency on NWEA MAP MATH for met and exceeded increase by 3%	21.16%	24.16%

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Educate staff on the SST process/expectations and communicate with them prior to each SST meeting/follow-up. Educate all staff on CARE Team models and the CARE Team referral process Identify behavioral & academic interventions through collaboration meetings & SST's to support students in attaining social & academic goals. Identify and supply all resources needed to provide staffing and intervention for identified intervention groups. Process done through using a DEI (Diversity, Equity & Inclusion) framework along with the MTSS Framework. Provide a roving sub to support time for assessments to identify intervention needs and focus. Also solicit parent volunteers to support classrooms while the bilingual tutor is conducting ELPAC testing.	All Staff	2000 Title I
3.2	Using assessment data, target students will be identified for the before & after school programs. Extended Day Programs for identified students taught by certificated teachers. TK – 5th grades. *Coordinate efforts with the Expanded Learning Program (ASES) program to ensure that academic components are meeting the needs of program participants. Refine instruction based upon formative and district assessments. *Utilize Hey Tutor and other After School Programs targeted to EL Students who have stalled in	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While	11640 LCAP  Content Intervention

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>their language acquisition progress with certificated teacher &amp; bilingual tutoring support.</p> <p>*Other target students will be prioritized based upon Foster Youth status and need for academic interventions.</p> <p>*Extended Year Program during Spring Break Grades K-5 staffing and necessary materials. Snacks and lunches for programs that require access.</p>	targeted to specific groups, all students will benefit.	
3.3	Provide daily instruction for EL students that are targeted to their ELPAC level. This instruction includes support block in addition to time with the bilingual tutor for students with a ELPAC levels 1 through 4, with students at a level 1 or 2 being targeted for additional support.	This activity will be targeted to the following student groups: EL Students	
3.4	The Student Success Team process will be used as an intervention for struggling students and will utilize both site based and community resources to improve achievement and meet the needs of individual students The site personnel make-up of the SST team will be determined depending upon needs of individual student. Aeries Analytics to be used to monitor students on the “watch list.” Materials and instructional/intervention support bags will be compiled to support families as interventions are determined during SSTs. Provide a roving sub to release staff to participate in SST process and meetings.	Focusing on unduplicated students, benefiting all	1500 Title I
3.5	Professional development in planning and implementation of small group instruction, such as use of Heggerty, Ufli, Core Phonics, etc. as a key instructional strategy. Support teacher collaboration and supply materials in this area.	This activity will be targeted to the following student groups: African American Student Group and Students with Disabilities, to help students feel more connected as evidenced by improved behavior and attendance. While targeted to specific groups, all students will benefit.	1000 LCAP Curriculum Enrichment
3.6	Expanded Learning Program (ASES) enrichment programs will be supported by classroom teachers. Teachers will teach subject matter in which they have a particular skill or expertise to support STEAM learning. i.e. Art; Photography/Journalism; Keyboarding Skills; Hands on Science Content	Focusing on unduplicated students, benefiting all	

# Annual Review

**SPSA Year Reviewed: 2024-25**

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

## Analysis

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

This is a new goal for the 24-25 School Year. This goal specifically targets Tier 2 and Tier 3 intervention/extension to support students and targeted student groups beyond the Tier 1 base program.

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

The Spring Break Program was unable to occur due to demolition work that occurred on site during this time period.

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

This year we revised our annual measurable outcomes to align with metrics in the VCUSD LCAP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### Community Centered Education (VCUSD Pillar 4)

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

### Identified Need

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

Dan Mini seeks to increase parent representation in advisory groups such as SSC/ELAC, District ELAC, and CAC.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Source: LCAP survey	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2024-2025	100% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education  Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities  Source: Reporting from Parent Liaison	8 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2024-2025	10 activities occurred beyond required Parent Engagement Opportunities  Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum  Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	50% SSC meetings that met quorum  Trimester 2, School Year 2024-2025	75% SSC meetings that met quorum  Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred

Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided
% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
Increase the number of families represented at Family Engagement activities.	120 families	130 families
Provide at least one Family engagement opportunity per month	21 family engagement events held in 23-24 9 Schoolwide events 12 Student Recognition Assemblies	21 family engagement events held in 23-24 9 Schoolwide events 12 Student Recognition Assemblies
Increase school site representation in district committees and leadership opportunities	DELAC - 0 Representative SSC - 4 Representatives ELAC - 0 Representatives	DELAC - 1 Representative SSC - 4 Representatives ELAC - 1 Representatives

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<p>In order to ensure Diversity, Equity and Inclusion (DEI), Dan Mini will strive towards having equitable participation in a variety of Parent Network &amp; School Community Organizations to meet the needs of our school community and student population. Representation in the following organizations may include, but is not limited to, Special Education Parent Network or district Community Advisory Committee for Special Education, Asian American Pacific Islander and the African American Parent Network, along with ELAC, SSC, and PTA.</p> <p>*Parent conferences, workshops, family nights, informational events, etc. will have translators as needed. *The school will provide light snacks and childcare at all parent meetings/events. *Utilize a variety of methods to notify families of meetings and events: flyers, call out via Parent Square; marquee; phone tree; posters, mail, etc... *Ensure that call out reminders are made on the evenings prior to meetings. *Include classroom (student, teacher, family, etc.) incentives for parent participation (not just membership) in the PTA.*</p>	Focusing on unduplicated students, benefiting all and families	<p>1000 LCAP</p> <p>Parent/Family Engagement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Supplemental supplies needed to increase parent engagement in all events.		
4.2	Provide NWEA/ESGI summative data and results for CAASP and ELPAC to SSC & ELAC for discussion and input from the parent community. *Publish data to the school website and by letters to the community as necessary Assessment data from District Assessments presented to SSC & ELAC as made available. (NWEA/ESGI) *NWEA Parent Reports to parents for each child Ensure that reports are clear and understandable by parents, including providing explanations of reports in Spanish as needed.	Focusing on unduplicated students, benefiting all and families	
4.3	In conjunction with the FSCS Site Collaborative, the team will identify issues related to health that are a concern to the community and identify appropriate action steps. Solicit partnership with organizations (i.e. Health & Dental Clinics, Kaiser Permanente, etc.) who can provide support, training, materials and other resources in furtherance of school wellness goals (i.e. hydration stations, water bottles, etc.) *Oral Health & Emergency preparedness, and other related presentations for students	Focusing on unduplicated students, benefiting all and families	
4.4	Build community partnerships with non-profit organizations and faith-based organizations to support parent engagement initiatives. The school will provide light snacks and childcare at all parent meetings/events.	Focusing on unduplicated students, benefiting all and families	
4.5	Utilize "Family Night" Events and student performances in Science, Math and Art to support & promote life-long learning and to build community as well as to build the home school connection and support parents in the use of strategies and resources at home for students who are in need of additional support in accessing the curriculum. Provide additional hours for the teachers and staff needed to support performances and events. STEAM Family events and clubs supported by teachers. Identify outside vendors (Soaring Phoenix, Brickspace, Play in Clay, etc.) to provide additional hands on learning opportunities for students on site. Measured by family engagement and survey.	Focusing on unduplicated students, benefiting all and families	1920 LCAP  Parent/Family Engagement  3500 LCAP  Curriculum Enrichment
4.6	Make Parent Education classes and resources easily accessible to parents to support parent empowerment and engagement in their child's education and expand parent contributions to Dan Mini.	Focusing on unduplicated students, benefiting all and families	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>Provide ESL Classes to parents and family members in the community            Parent Workshops in collaboration with SCOE via the Dan Mini Wellness Center            Provide childcare and snack            Provide resources to educate families and students that promote, but are not limited to, student academic and SEL progress, attendance education and inclusion practices and acceptance, etc.</p>		
<p><b>4.7</b></p>	<p>Pilot a parent volunteer program to assist teachers and staff in the classroom and on campus. ASP, parent liaison, and other support staff to support the program as needed.            *Make Parent Resource room and Wellness Center accessible and create a friendly atmosphere that encourages cross-cultural relationships with other parents            *Ensure that parents complete the formal volunteer process prior to chaperoning or working directly with students utilizing the district designated fingerprinting days.            *Utilize Bilingual Parent Liaison to work with parents to ensure access to school related communication and opportunities to participate in school related decision making processes            *Provide resources and materials needed to create an accessible and welcoming atmosphere for all families</p>	<p>Focusing on unduplicated students, benefiting all and families</p>	
<p><b>4.8</b></p>	<p>Conduct Family Night events at least 2 times per year (Fall and Spring) as an opportunity to build community and provide parents with information about community resources and ways to support their children's academic achievement. At Parent Nights, get donations from local community businesses and seek to have community resources involved {workshops, food donations, prizes for parent attendance incentive}            Provide childcare and food            Utilize teachers and staff to support home to school resources for families around academics, attendance and SEL</p>	<p>Focusing on unduplicated students, benefiting all and families</p>	<p>1000            Title 1 Parent Involvement Funds            Parent Engagement            2500            LCAP            Parent/Family Engagement</p>
<p><b>4.9</b></p>	<p>Create opportunities for school and community service for students and families including but not limited:            *Participate in Coastal Clean-up day as a school and community service opportunity.            *Campus Beautification days as a school and community service opportunity            *Parent and community partners Events, Regular Day and After School Staff and students            * Provide supplies, tools, and cooking items, snacks etc. needed to host Beautification Days and Community Events</p>		<p>400            LCAP            Parent/Family Engagement</p>

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.10	Continually update staff on newly available resources both at our school and in our community as part of the FSCS initiatives.	All staff	
4.11	Increase Parent Engagement and Communication through providing student planners (4th & 5th) student HW folders (TK-5)		834.57 Title 1 Parent Involvement Funds

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

Dan Mini completed 8 of 11 activities and strategies in the 23-24 school year. Family engagement events were increased in frequency, duration and variety to at least 1 activity per month. The increase in opportunities led to an increase in parents attending one or more school functions during the school year as measured by sign-in sheets. Support staff, including Bilingual Translators, Child Welfare Liaisons and others were integral in providing access for students.

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

We did not hold the second FSCS Spring Family Night this year.

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

This year we revised our annual measurable outcomes to align with metrics in the VCUSD LCAP.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

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

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
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## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

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

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

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$172,312.70
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$59,738.13

Subtotal of additional federal funds included for this school: \$59,738.13

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

State or Local Programs	Allocation (\$)
LCAP	\$110,740.00
Title 1 Parent Involvement Funds	\$1,834.57

Subtotal of state or local funds included for this school: \$112,574.57

Total of federal, state, and/or local funds for this school: \$172,312.70

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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## Expenditures by Funding Source

Funding Source	Amount
LCAP	110,740.00
Title 1 Parent Involvement Funds	1,834.57
Title I	59,738.13

## Expenditures by Budget Reference

Budget Reference	Amount
	74,280.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	110,740.00
	Title 1 Parent Involvement Funds	1,834.57
	Title I	59,738.13

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	126,378.13
Goal 2	18,640.00
Goal 3	16,140.00
Goal 4	11,154.57

# School Site Council Membership

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

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

Name of Members	Role
Yvanna Wheeler	Principal
William Hill	Parent or Community Member
Edith Gaxiola	Parent or Community Member
Courtney Boot	Parent or Community Member
Gabriela Olivares	Parent or Community Member
Angelica Delgado	Parent or Community Member
Angela Gamblin	Classroom Teacher
Laura Miller	Classroom Teacher
J.R. Matulac	Other School Staff
Nerissa Melodias	Classroom Teacher

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on June 6, 2025.

Attested:



Principal, Yvanna Wheeler on June 6, 2025



SSC Chairperson, Courtney Boot on June 6, 2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

## Plan Description

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

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

## Educational Partner Involvement

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

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

### **Additional CSI Planning Requirements:**

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

### **Additional ATSI Planning Requirements:**

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

## **Goals, Strategies/Activities, and Expenditures**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

## Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

## ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab):  
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:  
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:  
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

## Appendix C: Select State and Federal Programs

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

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

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