

School Plan for Student Achievement (SPSA)

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 Grace Patterson Elementary 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 Grace Patterson Elementary 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 Grace Patterson's schoolwide program for the 2025 - 2026 school year. Grace Patterson was identified as an Additional Targeted Support and Intervention school as a result of attendance within Students with Disabilities. The 2025-2026 plan focuses on implementing strategies that support the needs of all students while also targeting resources for students who are currently being underserved, with the greatest focus on improving services/supports for the achievement groups identified in red and/or orange on the California Dashboard.

Grace Patterson'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. Grace Patterson'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.

At Grace Patterson Elementary School our mission is to prepare our students to be lifelong learners, empowered with the academic and social skills necessary to achieve their goals and reach their fullest potential.

We believe all children can learn. We believe each child has unique gifts and talents which need to be honored and celebrated. We believe we must consistently strive to provide a learning environment that both challenges and supports students and maintains high expectations for all.

We believe that we must build positive relationships with students, parents, community and staff to ensure a safe, positive, supportive and successful learning environment for all learners.

Grace Patterson Elementary School is home to a culturally and linguistically rich, diverse student body of approximately 360 transitional kindergarten and kindergarten through sixth grade students. Our highly qualified, dedicated and enthusiastic staff is committed to developing life-long learners by maintaining high expectations for students, providing instruction of the California Common Core Standards standards and supporting the needs of all students through differentiated instruction and intervention programs. Teachers and instructional leaders meet regularly in collaborative teams to analyze student progress, determine best instructional practices and identify academic goals for students.

We strive to provide an engaging and rigorous learning environment for students and seek out programs and technologies to assist us in this endeavor. Each classroom has a document camera, projector and access to student laptops. . Our school is fortunate to participate in the state grant funded ASES program, the After School Education and Safety program which provides free after school academic support and enrichment to selected students.

We are proud to integrate STEAM (Science, Technology, Engineering, Arts and Math) lessons into our elementary program.

Through our PAX program and Positive Behavior Interventions and Support systems, we promote a culture of cooperation, responsibility and positive problem-solving. These team efforts have resulted in improving school climate and student achievement.

We enjoy celebrating student success with monthly Patterson Pride Award Assemblies in which grade levels have an opportunity to perform and students are honored for both academic achievement and good citizenship.

We know that it takes the cooperation of all stakeholders to support and provide a child with a quality educational experience so he or she is college and career ready. At Grace Patterson School we are fortunate to be a Full Service Community School. Through an established collaborative team of community members, parents, staff and youth leadership, we work together to seek resources that support the whole child's development from academic to social emotional and physical health needs. Our Academic Support Provider is our family and community liaison who ensures students and families are connected with support resources.

We have dedicated parents and community members who support our efforts and participate in the educational process. We have dedicated SSC (School Site Council) and ELAC (English Learner Advisory Council) committees. These groups are made up of parents, teachers, other staff and the principal and provide oversight and support for our state and

federal programs and the accompanying funds. These teams meet at least five times a year to review the School Level Plan, set priorities for spending and review goals and expenditures.

The school provides numerous opportunities for parent workshops and family nights. Some of these opportunities include healthy living classes, Multi-Cultural Night, Read in Pajamas Night, Movie Nights, Winterfest, Science workshops for students, field trips, festivals and much more.

We also welcome and praise all the volunteers who assist in the classroom, prepare materials at home, and offer tutorial support to students and organizations who donate supplies and money to support school programs. We are proud to have the support of California State Maritime University volunteers, parents, retired teachers, all working to support our students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Plan for Student Achievement is reviewed monthly by the School Site Council and ELAC and is updated annually as required. We review the SPSA with the staff during site leadership meetings, and staff meetings as needed to develop goals and review student achievement data. Throughout the school year at the SSC and ELAC meetings we review how we are working toward site goals in the SPSA. In the spring as the funding for the next year is determined we hold conversations with our community members, and staff around current data and how to update our goals to best meet the needs of our students.

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 Grace Patterson were in the Orange performance category: English Learner Progress.

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

African American students were the student group that performed two levels below the "all student performance" in the ELA indicator. Activities to address improving student outcomes in academic areas are noted in Goals 1 and 3.

Other Needs

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

Through parent and student input it has been determined over the last few years that an area of concern is student behavior. Throughout the 24-25 school year we have worked to develop positive behavior system that rewards and recognizes students who are following our PBIS and PAX expectations. Additionally teachers and parents can recommend students to receive support from our full time Mental Health support provider and/or one of our external clinicians to support social skills, trauma, grief, bullying etc. Our teachers are kept informed and knowledgeable of all student data outcomes including CAASPP, and district benchmark assessments during our staff meetings. As a result of these conversations we've identified instructional focus areas and instructional habits to support the teaching and learning of all students. Our focus areas are aligned to district priorities and are small group instruction, math problem solving, daily writing opportunities and student accountable talk. These instructional habits are being implemented school wide and are showing an impact. We know based on many assessments that our students have gaps in their

phonological awareness. This is being addressed through the use of HeyTutors and the SIPPS program . We continue to have gaps in reading comprehension, number sense, and social emotional development. Our community is regularly informed of our academic progress at our SSC and ELAC meetings. At these meetings we provide information around student data including academics, attendance and student discipline. From these meetings and their feedback we've learned that early intervention is important so we've set aside money to provide for intensive interventions both during the school day and before or after school based on teacher availability.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0%	%	%	0		
African American	28.93%	27.20%	32.01%	103	96	113
Asian	3.37%	1.98%	1.42%	12	7	5
Filipino	3.65%	2.27%	1.70%	13	8	6
Hispanic/Latino	56.46%	60.34%	56.66%	201	213	200
Pacific Islander	1.69%	1.98%	1.42%	6	7	5
White	3.37%	2.27%	1.42%	12	8	5
Two or More Races	1.97%	3.97%	5.10%	7	14	18
Not Reported	0.56%	%	0.28%	2		1
Total Enrollment				356	353	353

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			29
Kindergarten	61	38	49
Grade 1	60	44	48
Grade 2	50	57	39
Grade3	49	50	51
Grade 4	55	49	48
Grade 5	52	49	48
Grade 6	29	46	41
Total Enrollment	356	353	353

Conclusions based on this data:

1. Our African American subgroup is remaining steady after a few years of a decline.
2. Our school was noticing a decline in enrollment, which is due to a number of factors. However as we look to 24-25 we are beginning to see a slight increase in enrollment.

3. Our Hispanic/Latino subgroup showed an increase from 20-21 but then a slight decrease from 21-22 in 22-23, but we've seen an increase again from 22-23 into 23-24.

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	124	129	117	34.8%	36.5%	33.1%
Fluent English Proficient (FEP)	35	34	27	9.8%	9.6%	7.6%
Reclassified Fluent English Proficient (RFEP)	20	19	13	13.9%	12.8%	10.0%

Conclusions based on this data:

1. Our English Learner enrollment has increased over the past 3 years by almost 10%.
2. The number of FEP students has decreased by 6%.
3. The number of RFEP students has remained steady over the past couple years as we continue to recover from COVID and distance learning.

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	55	50	50	52	45	48	52	45	48	94.5	90.0	96
Grade 4	55	54	49	53	50	43	53	50	43	96.4	92.6	87.8
Grade 5	42	50	52	39	48	48	39	48	48	92.9	96.0	92.3
Grade 6	66	30	47	63	28	45	63	28	45	95.5	93.3	95.7
All Grades	218	184	198	207	171	184	207	171	184	95.0	92.9	92.9

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	2336.	2367.	2337.	3.85	6.67	6.25	11.54	8.89	10.42	17.31	31.11	8.33	67.31	53.33	75.00
Grade 4	2418.	2414.	2425.	11.32	14.00	13.95	16.98	16.00	18.60	24.53	22.00	20.93	47.17	48.00	46.51
Grade 5	2470.	2430.	2442.	12.82	0.00	12.50	25.64	22.92	20.83	23.08	22.92	10.42	38.46	54.17	56.25
Grade 6	2459.	2441.	2494.	4.76	7.14	13.33	22.22	21.43	20.00	20.63	7.14	28.89	52.38	64.29	37.78
All Grades	N/A	N/A	N/A	7.73	7.02	11.41	18.84	16.96	17.39	21.26	22.22	16.85	52.17	53.80	54.35

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	3.85	6.67	6.25	50.00	60.00	45.83	46.15	33.33	47.92
Grade 4	7.55	6.00	9.30	60.38	62.00	67.44	32.08	32.00	23.26
Grade 5	15.38	2.08	12.50	58.97	52.08	39.58	25.64	45.83	47.92
Grade 6	6.35	*	13.33	53.97	*	51.11	39.68	*	35.56
All Grades	7.73	5.85	10.33	55.56	53.80	50.54	36.71	40.35	39.13

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	5.77	6.67	4.17	38.46	42.22	22.92	55.77	51.11	72.92
Grade 4	1.92	6.00	9.30	53.85	54.00	55.81	44.23	40.00	34.88
Grade 5	12.82	4.17	12.50	48.72	54.17	47.92	38.46	41.67	39.58
Grade 6	3.17	*	15.56	44.44	*	48.89	52.38	*	35.56
All Grades	5.34	5.85	10.33	46.12	47.95	43.48	48.54	46.20	46.20

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	3.85	2.22	4.17	75.00	82.22	66.67	21.15	15.56	29.17
Grade 4	9.43	4.00	4.65	71.70	72.00	67.44	18.87	24.00	27.91
Grade 5	10.26	10.42	6.25	74.36	68.75	66.67	15.38	20.83	27.08
Grade 6	9.52	*	13.33	63.49	*	62.22	26.98	*	24.44
All Grades	8.21	5.26	7.07	70.53	71.35	65.76	21.26	23.39	27.17

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	3.85	2.22	4.17	55.77	66.67	54.17	40.38	31.11	41.67
Grade 4	7.55	14.00	4.65	66.04	56.00	62.79	26.42	30.00	32.56
Grade 5	15.38	2.08	12.50	64.10	62.50	56.25	20.51	35.42	31.25
Grade 6	9.52	*	8.89	66.67	*	73.33	23.81	*	17.78
All Grades	8.70	7.02	7.61	63.29	59.06	61.41	28.02	33.92	30.98

Conclusions based on this data:

1. In the overall achievement 75% of students in grade 3 are not meeting the standard. Our students continue to struggle in grade 3 over time so this is an area of need to ensure best instruction is occurring.

2. When looking at the Reading subtest grades 3 and 5 47.92% of our students are not meeting the standard where as in grades 4 that number decreases to 23% and in grade 6 36%. A focus for grades 3 and 5 needs to be around reading comprehension and ensuring that students are prepared to tackle grade level text.
3. Looking at the writing and research subtests once again our 3rd grade students demonstrate the greatest need but as we look at grades 4-6 students show an increase in their ability to score in the nearly/met standard category. As students are exposed to more instruction around writing and research their scores improve.

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	55	50	50	53	48	49	53	48	49	96.4	96.0	98
Grade 4	55	54	49	51	51	47	51	51	47	92.7	94.4	95.9
Grade 5	42	50	52	42	49	51	42	49	51	100.0	98.0	98.1
Grade 6	66	30	47	63	28	46	63	28	46	95.5	93.3	97.9
All Grades	218	184	198	209	176	193	209	176	193	95.9	95.7	97.5

* 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	2348.	2350.	2350.	1.89	2.08	2.04	3.77	10.42	14.29	24.53	25.00	8.16	69.81	62.50	75.51
Grade 4	2419.	2424.	2415.	3.92	1.96	2.13	23.53	25.49	17.02	25.49	27.45	40.43	47.06	45.10	40.43
Grade 5	2447.	2406.	2445.	9.52	2.04	11.76	19.05	4.08	5.88	19.05	26.53	29.41	52.38	67.35	52.94
Grade 6	2471.	2423.	2489.	11.11	3.57	13.04	14.29	14.29	13.04	30.16	10.71	39.13	44.44	71.43	34.78
Grade 11															
All Grades	N/A	N/A	N/A	6.70	2.27	7.25	14.83	13.64	12.44	25.36	23.86	29.02	53.11	60.23	51.30

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.89	8.33	4.08	35.85	31.25	30.61	62.26	60.42	65.31
Grade 4	9.80	7.84	10.64	47.06	43.14	40.43	43.14	49.02	48.94
Grade 5	16.67	2.04	11.76	35.71	30.61	33.33	47.62	67.35	54.90
Grade 6	3.17	*	8.70	53.97	*	56.52	42.86	*	34.78
Grade 11									
All Grades	7.18	6.82	8.81	44.02	33.52	39.90	48.80	59.66	51.30

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.89	2.08	6.12	30.19	37.50	28.57	67.92	60.42	65.31
Grade 4	5.88	7.84	0.00	47.06	47.06	55.32	47.06	45.10	44.68
Grade 5	2.38	2.04	9.80	54.76	40.82	49.02	42.86	57.14	41.18
Grade 6	9.52	*	8.70	47.62	*	60.87	42.86	*	30.43
All Grades	5.26	3.41	6.22	44.50	40.34	48.19	50.24	56.25	45.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	1.89	2.08	8.16	64.15	52.08	46.94	33.96	45.83	44.90
Grade 4	7.84	7.84	2.13	56.86	47.06	61.70	35.29	45.10	36.17
Grade 5	2.38	2.04	1.96	47.62	46.94	52.94	50.00	51.02	45.10
Grade 6	15.87	*	10.87	50.79	*	63.04	33.33	*	26.09
All Grades	7.66	3.98	5.70	55.02	47.16	55.96	37.32	48.86	38.34

Conclusions based on this data:

1. When looking at the overall achievement for 3rd grade we had a significant decrease of students in the nearly met band from 25% down to 8% over the 3 years. We also saw a significant increase to 75.5% students not meeting standard in overall achievement for 3rd grade. This cohort of students will need additional support to ensure that students are able to close the gap.
2. In looking at the 5th grade overall achievement we saw significant growth from 22-23 to 23-24 in the exceeding standard. This is true for all subtests except for communicating reasoning.
3. Students are showing strengths in problem solving and communicating reasoning with majority of students at or nearly meeting standards in these subtests. By strengthening instruction around concepts and procedures we will see an increase in overall achievement.

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
K	1389.0	1394.1	1379.0	1394.3	1398.8	1389.6	1376.3	1382.9	1353.9	30	26	30
1	1433.8	1450.4	1414.0	1449.0	1455.4	1429.5	1417.7	1444.9	1397.8	16	25	15
2	1461.3	1447.5	1455.8	1456.9	1454.3	1463.3	1465.1	1440.3	1447.9	16	18	24
3	1476.2	1437.4	1452.8	1471.5	1425.1	1449.8	1480.4	1449.0	1455.4	19	16	17
4	1472.1	1491.0	1448.1	1467.6	1485.8	1430.3	1475.9	1495.9	1465.6	16	20	18
5	1513.4	1493.2	1494.1	1504.0	1494.5	1487.7	1522.2	1491.5	1499.9	11	15	19
6	1520.9	*	1523.8	1516.9	*	1518.6	1524.4	*	1528.5	18	8	13
All Grades										126	128	136

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	7.69	3.33	20.00	19.23	20.00	40.00	38.46	40.00	36.67	34.62	36.67	30	26	30
1	6.25	8.00	0.00	12.50	40.00	20.00	50.00	40.00	33.33	31.25	12.00	46.67	16	25	15
2	12.50	0.00	8.33	37.50	27.78	29.17	25.00	38.89	37.50	25.00	33.33	25.00	16	18	24
3	5.26	0.00	0.00	26.32	12.50	12.50	42.11	31.25	43.75	26.32	56.25	43.75	19	16	16
4	0.00	10.00	0.00	18.75	25.00	16.67	43.75	40.00	38.89	37.50	25.00	44.44	16	20	18
5	27.27	6.67	11.11	27.27	33.33	38.89	27.27	40.00	27.78	18.18	20.00	22.22	11	15	18
6	22.22	*	23.08	33.33	*	30.77	27.78	*	30.77	16.67	*	15.38	18	*	13
All Grades	9.52	5.47	5.97	24.60	27.34	23.88	37.30	38.28	36.57	28.57	28.91	33.58	126	128	134

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	3.85	10.00	26.67	38.46	16.67	33.33	23.08	30.00	36.67	34.62	43.33	30	26	30
1	6.25	16.00	6.67	37.50	36.00	26.67	37.50	36.00	46.67	18.75	12.00	20.00	16	25	15
2	18.75	5.56	12.50	37.50	33.33	50.00	18.75	50.00	16.67	25.00	11.11	20.83	16	18	24
3	21.05	6.25	12.50	26.32	31.25	18.75	36.84	0.00	25.00	15.79	62.50	43.75	19	16	16
4	12.50	35.00	16.67	31.25	30.00	33.33	37.50	15.00	5.56	18.75	20.00	44.44	16	20	18
5	27.27	26.67	27.78	36.36	40.00	33.33	18.18	20.00	22.22	18.18	13.33	16.67	11	15	18
6	27.78	*	38.46	38.89	*	23.08	27.78	*	30.77	5.56	*	7.69	18	*	13
All Grades	15.08	16.41	16.42	32.54	33.59	29.10	30.95	25.00	24.63	21.43	25.00	29.85	126	128	134

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.09	7.69	3.33	13.64	19.23	13.33	59.09	38.46	46.67	18.18	34.62	36.67	22	26	30
1	15.38	12.00	0.00	23.08	20.00	26.67	7.69	44.00	20.00	53.85	24.00	53.33	13	25	15
2	0.00	0.00	4.17	35.71	22.22	20.83	42.86	27.78	37.50	21.43	50.00	37.50	14	18	24
3	0.00	0.00	0.00	7.69	0.00	6.25	38.46	43.75	43.75	53.85	56.25	50.00	13	16	16
4	*	10.00	0.00	*	10.00	5.56	*	30.00	44.44	*	50.00	50.00	*	20	18
5	0.00	0.00	0.00	0.00	6.67	22.22	47.06	46.67	44.44	52.94	46.67	33.33	17	15	18
6	5.56	*	0.00	27.78	*	23.08	27.78	*	61.54	38.89	*	15.38	18	*	13
All Grades	5.56	5.47	1.49	19.05	14.06	16.42	38.10	39.06	42.54	37.30	41.41	39.55	126	128	134

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	11.54	0.00	53.33	61.54	80.00	26.67	26.92	20.00	30	26	30
1	25.00	24.00	13.33	75.00	72.00	73.33	0.00	4.00	13.33	16	25	15
2	0.00	11.11	16.67	75.00	77.78	66.67	25.00	11.11	16.67	16	18	24
3	15.79	6.25	18.75	57.89	31.25	62.50	26.32	62.50	18.75	19	16	16
4	18.75	30.00	27.78	62.50	50.00	38.89	18.75	20.00	33.33	16	20	18
5	27.27	13.33	11.11	45.45	53.33	72.22	27.27	33.33	16.67	11	15	18
6	16.67	*	23.08	61.11	*	46.15	22.22	*	30.77	18	*	13
All Grades	17.46	16.41	14.18	61.11	59.38	64.93	21.43	24.22	20.90	126	128	134

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	3.33	7.69	16.67	53.33	50.00	33.33	43.33	42.31	50.00	30	26	30
1	6.25	20.00	6.67	75.00	60.00	53.33	18.75	20.00	40.00	16	25	15
2	31.25	11.11	20.83	43.75	72.22	58.33	25.00	16.67	20.83	16	18	24
3	36.84	6.25	12.50	47.37	50.00	43.75	15.79	43.75	43.75	19	16	16
4	18.75	52.63	5.56	62.50	26.32	50.00	18.75	21.05	44.44	16	19	18
5	63.64	66.67	55.56	18.18	13.33	16.67	18.18	20.00	27.78	11	15	18
6	44.44	*	53.85	50.00	*	30.77	5.56	*	15.38	18	*	13
All Grades	25.40	25.98	23.13	51.59	48.03	41.04	23.02	25.98	35.82	126	127	134

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	6.67	7.69	3.33	60.00	61.54	56.67	33.33	30.77	40.00	30	26	30
1	6.25	24.00	0.00	31.25	32.00	33.33	62.50	44.00	66.67	16	25	15
2	12.50	0.00	0.00	50.00	55.56	50.00	37.50	44.44	50.00	16	18	24
3	5.26	0.00	0.00	47.37	25.00	25.00	47.37	75.00	75.00	19	16	16
4	0.00	10.00	0.00	37.50	30.00	22.22	62.50	60.00	77.78	16	20	18
5	18.18	0.00	11.11	63.64	40.00	38.89	18.18	60.00	50.00	11	15	18
6	22.22	*	15.38	22.22	*	38.46	55.56	*	46.15	18	*	13
All Grades	9.52	7.81	3.73	45.24	40.63	40.30	45.24	51.56	55.97	126	128	134

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	30.77	20.00	53.33	26.92	33.33	26.67	42.31	46.67	30	26	30
1	0.00	16.00	0.00	75.00	68.00	57.14	25.00	16.00	42.86	16	25	14
2	25.00	0.00	12.50	43.75	44.44	62.50	31.25	55.56	25.00	16	18	24
3	21.05	0.00	0.00	47.37	62.50	62.50	31.58	37.50	37.50	19	16	16
4	0.00	21.05	5.56	81.25	52.63	61.11	18.75	26.32	33.33	16	19	18
5	9.09	6.67	22.22	72.73	60.00	55.56	18.18	33.33	22.22	11	15	18
6	5.56	*	15.38	88.89	*	76.92	5.56	*	7.69	18	*	13
All Grades	12.70	13.39	12.03	64.29	54.33	55.64	23.02	32.28	32.33	126	127	133

Conclusions based on this data:

1. When looking at our overall language scores we saw an increase of students in the level 1. When looking at our 22-23 2nd grade cohort as they moved to 3rd grade the number of level 1's increased from 33% to 43% with less

students participating in testing. We will need to identify who those students are and what supports are necessary to move students into level 2.

2. Within 5th and 6th grade overall achievement 50% of students are in levels 3 and 4. Further investigation needs to occur to determine what is holding these students back from achieving RFEF status.
3. Additional support is needed in the writing domain to move students from the somewhat/moderately developed into the well developed. 42% of our students are performing at a level 2 status and will need supports to move into level 2 and 3.

School and Student Performance Data

Student Population

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
353	88.4%	36.5%	0.0%
Total Number of Students enrolled in Grace Patterson Elementary.	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	129	36.5%
Foster Youth	0	0.0%
Homeless	8	2.3%
Socioeconomically Disadvantaged	312	88.4%
Students with Disabilities	31	8.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	96	27.2%
American Indian	0	0.0%
Asian	7	2%
Filipino	8	2.3%
Hispanic	213	60.3%
Two or More Races	14	4%
Pacific Islander	7	2%
White	8	2.3%

Conclusions based on this data:

1. More than 80% of our student population is comprised of two sub groups, African Americans and Hispanic/Latinos.

2. Less than 10% of our student population is identified as students with disabilities.
3. More than 85% of our student is identified as socioeconomically disadvantaged.

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



Green

Mathematics



Yellow

English Learner Progress



Orange

Conclusions based on this data:

1. Chronic absenteeism continues to be a concern for Patterson. In the post COVID era we are working to reinforce the importance of daily attendance with our families and inform families of the changing protocols around illnesses, appointments etc. With the support of our CWAL relationships and connections are being built to encourage better attendance.
2. Our work around PBIS and PAX is evident in our suspension rate as we are now performing in the green.

3. Our English Learner Progress showed a slight decline and we slipped back into the orange. We will need to further investigate where our ELLs had the most difficulty in their ELPAC testing and provide targeted support to ensure greater success in the future.

School and Student Performance Data

Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>60.4 points below standard</p> <p>Increased 5.9 points</p> <p>173 Students</p>	<p>English Learners</p> <p>Orange</p> <p>92.8 points below standard</p> <p>Increased 4.1 points</p> <p>66 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>65.4 points below standard</p> <p>Maintained 2.5 points</p> <p>155 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>151.3 points below standard</p> <p>Increased 16.1 points</p> <p>16 Students</p>	<p>African American</p>  <p>Red</p> <p>77.3 points below standard</p> <p>Declined 16.1 points</p> <p>43 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>58.2 points below standard</p> <p>Increased 19.5 points</p> <p>107 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. Our Hispanic and English learner subgroups both made progress from 22-23 to 23-254. The Hispanic subgroup moved to the yellow and is only 58.2 below standard where as our English Learner moved up to Orange and is now 92.8 points below standard.
2. Our students with disabilities decreased our distance from standard by 16,1 points. They continue to be an area of focus to ensure that they are having their needs met.
3. Our African American students moved further from standard by 16.1 points. Further analysis is necessary to identify what supports are necessary to regain our progress.

School and Student Performance Data

Academic Performance Mathematics

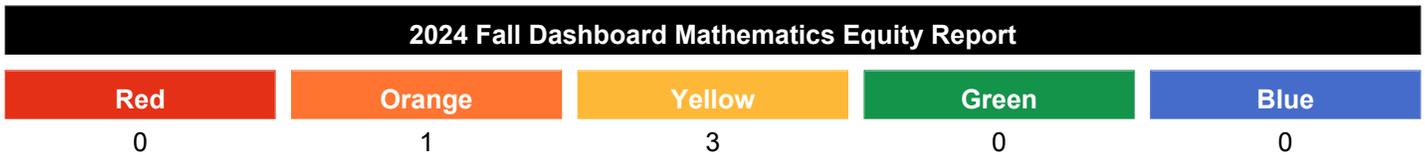
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>66.4 points below standard</p> <p>Increased 21.7 points</p> <p>174 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>90.5 points below standard</p> <p>Increased 14.9 points</p> <p>67 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>68.0 points below standard</p> <p>Increased 24.4 points</p> <p>156 Students</p>

<p>Students with Disabilities</p>  <p>No Performance Color</p> <p>154.0 points below standard</p> <p>Declined 12.3 points</p> <p>16 Students</p>	<p>African American</p>  <p>Orange</p> <p>91.4 points below standard</p> <p>Declined 4.5 points</p> <p>43 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>63.2 points below standard</p> <p>Increased 35.2 points</p> <p>108 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>

Conclusions based on this data:

1. We are seeing progress in closing the distance from standard gap. Our overall data shows that we were able to increase our scores so that we are now 66.4 points below standard with more than 20 points growth. We will need to continue our intensive supports to ensure we continue to make this level of growth over the next couple of years.
2. We saw decline in two subgroups; our African American students and students with disabilities. While both of these declines are less than 15 points we will want to ensure that adequate supports are given so that we can make up any lost ground and continue to make progress.
3. Both our English Learner and African American sub groups are significantly behind our all students distance from standard approximately 30 points. Through further investigation we are able to identify those individual students and provide necessary supports.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  Orange 43.5% making progress. Number Students: 85 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 2 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17.6%	38.8%	0%	43.5%

Conclusions based on this data:

1. 43.5% of our students are making progress towards proficiency and improved at least one level.
2. 38.8% of our students maintained their proficiency level this is an increase from last year.
3. 17.6% of students decreased one level, an improvement from last years 20% of students but we will need to identify these students and provide necessary supports.

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>All Students</p>  Yellow <p>42.1% Chronically Absent</p> <p>Declined 11.5</p> <p>394 Students</p>	<p>English Learners</p>  Yellow <p>39.6% Chronically Absent</p> <p>Declined 12.1</p> <p>154 Students</p>	<p>Long-Term English Learners</p>  No Performance Color <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p>  No Performance Color <p>0 Students</p>	<p>Homeless</p>  No Performance Color <p>61.1% Chronically Absent</p> <p>0</p> <p>18 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow <p>43.8% Chronically Absent</p> <p>Declined 11.2</p> <p>356 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>48.6% Chronically Absent</p> <p>Declined 27</p> <p>37 Students</p>	<p>African American</p>  <p>Orange</p> <p>48.1% Chronically Absent</p> <p>Declined 10.3</p> <p>106 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>36.4% Chronically Absent</p> <p>Declined 13.6</p> <p>236 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>66.7% Chronically Absent</p> <p>Declined 4.8</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. We are seeing small improvements in our chronic absenteeism but we still have just under 50% of our students considered chronically absent.
2. When looking at our data it is easy to see the correlation between absenteeism and our academic data. The higher the absentee rate the further from meeting grade level standards.
3. We still have a very high rate of absenteeism. This is an area that we will need to work on in supporting our students and making sure that families understand the importance of bringing their students to school. One of the ways in which we are addressing this is through building relationships with the families and our CWAL making those connections.

School and Student Performance Data

Conditions & Climate Suspension Rate

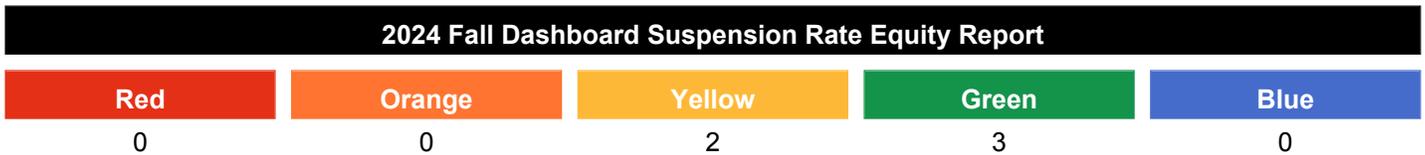
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>2.6% suspended at least one day</p> <p>Declined 0.6%</p> <p>420 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.6% suspended at least one day</p> <p>Declined 0.7%</p> <p>163 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>3.6% suspended at least one day</p> <p>28 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>2.9% suspended at least one day</p> <p>Declined 0.8%</p> <p>380 Students</p>

<p>Students with Disabilities</p>  <p>Green</p> <p>2.7% suspended at least one day</p> <p>Declined 5%</p> <p>37 Students</p>	<p>African American</p>  <p>Yellow</p> <p>4.4% suspended at least one day</p> <p>Declined 2.8%</p> <p>113 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>0 Students</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>1.6% suspended at least one day</p> <p>Maintained 0.1%</p> <p>255 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>6.7% suspended at least one day</p> <p>Increased 6.7%</p> <p>15 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>	<p>White</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>9 Students</p>

Conclusions based on this data:

1. Our suspension data has shown improvement. Less than 5% of our overall student population had at least one day of suspension.
2. An area of concern is our two or more races sub group with a significant 6.7% increase.
3. We will continue to utilize the teachings from Mindful Life Project and our Mental Health Support Provider as well as other members of our auxiliary staff to continue to impact our suspension data.

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, Grace Patterson 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.

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.

Identified Need

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

increase the number of students performing at grade level in 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 <ul style="list-style-type: none"> African American Distance Points From Standard in Math -All Students	Distance Points From Standard in English Language Arts (ELA) -All Students -60.4 <ul style="list-style-type: none"> African American -77.3 Distance Points From Standard in Math -All Students -66.4	Distance Points From Standard in English Language Arts (ELA) -All Students -45 <ul style="list-style-type: none"> African American -60 Distance Points From Standard in Math -All Students -51
Source: CA School Dashboard, English Language Arts (ELA), Mathematics	School year 23-24	School year 24-25
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students <ul style="list-style-type: none"> African American 	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 28.8% <ul style="list-style-type: none"> African American 21.28% 	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 40% <ul style="list-style-type: none"> African American 30%
CAASPP Math % Met/Exceeded Standards -All Students	CAASPP Math % Met/Exceeded Standards -All Students 19.69%	CAASPP Math % Met/Exceeded Standards -All Students 30%
CAASPP Science % Met/Exceeded	CAASPP Science % Met/Exceeded	CAASPP Science % Met/Exceeded

Standards -All Students Source: DataQuest, CAASPP Test Results	Standards -All Students 17.65% School year 23-24	Standards -All Students 25% School year 24-25
% NWEA Projected Proficiency Reading -All Students • African American % NWEA Projected Proficiency Math -All Students Source: Student Analytics Lab, Target Goals Dashboard	% NWEA Projected Proficiency Reading -All Students 27.86% • African American 26.36% % NWEA Projected Proficiency Math -All Students 23.84% School year 24-25 (MOY)	% NWEA Projected Proficiency Reading -All Students 40% • African American 30% % NWEA Projected Proficiency Math -All Students 30% School year 25-26 (MOY)
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A-D % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage CORE data from ESGI	74% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 80% of Kindergarten students that score P on assessments A-D 40% of 1st graders that score P in 1st grade fluency passage 32.5% of 2nd graders that score P 2nd grade fluency passage School year 24 -25 (MOY)	80% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 100% of Kindergarten students that score P on assessments A-D 60% of 1st graders that score P in 1st grade fluency passage 50% of 2nd graders that score P 2nd grade fluency passage School year 25-26 (MOY)

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	Maintain 1.0 Teacher Leader to support teachers by providing professional learning opportunities, peer coaching/monitoring. Attending PD to improve their practice and deliver trainings to staff.	All Students	District Funded
1.2	Leadership Team will meet regularly to review academic data, develop action plans and provide input and feedback on next steps for professional learning opportunities. ESAs for meeting beyond the duty day. Hire substitutes as available for meetings within duty day	All Students	5,700 LCAP Leadership Team 5,000 Title I
1.3	Collaboration: Teacher leader and Principal meet weekly, grade level collaboration, Teacher Leader and teacher collaboration, sub release time, sub planning time for long term vacancies	All Students	6,000 Title I
1.4	Hire additional staffing including but not limited to Parent Liaison (Spanish speaking preferred), Site Safety,--- Child Welfare Attendance Liaison , PE Teacher, Art/Music Teacher(s) Content Intervention	All Students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	Teachers, ELD Teacher, Teacher Assistants as funding is available		
1.5	Field Trips: It is proven that field trips offer student enrichment when said field trips are aligned to the core content, career readiness or college preparedness. Field trips can also be in the form of assemblies brought to the site. These funds will be used to purchase entrance for students only and the booking of needed transportation.	All Students	24,500 LCAP Curriculum Enrichment
1.6	The site will use funds to maintain, replace, and update technology needed to provide instructional support to students. This will include but is not limited to a new headphones for students, document cameras, microphones (red cats). Additionally providing professional development and collaboration time for teacher around how to use the technology and implement best practice.	All Student	2,000 LCAP Curriculum Enrichment
1.7	Implement Student Success Team meetings on a regular basis to support student success. Conduct beginning of the year SST meetings for target students (behavior, attendance) to develop a success plan for the new year. Use SST process to support students with problem attendance and behaviors. Monthly CARE team meetings to coordinate services for students in need. ASP, parent liaison, bilingual parent liaison, school psychologist, resource teacher, MHSP and teacher leader will participate as necessary. Provide roving sub to release teachers for SST meetings	All Students	District Funded 3,120 LCAP Collaboration
1.8			

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.

Patterson was able to fully implement all of the activities.

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

There is no major differences in the intended implementation and the budgeted expenditures. Our goal is in alignment with expected expenditures. Due to the increased cost of busing our field trip budgets will need to be adjusted for the 25-26 school 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.

We will continue to add intervention and enrichment opportunities as our stakeholders see fit and are in agreement with. We will continue to research opportunities to support our students learning opportunities.

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)

Grace Patterson will provide equitable opportunities through responsive strategies to ensure all students and staff a safe and supportive learning environment 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 target 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.

Increase attendance and decrease chronic absenteeism in addition to decreasing referrals and suspensions.

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
% Average daily attendance -All Students Source: Student Analytics Lab	% Average daily attendance -All Students 90.6% School year 24-25 (MOY)	% Average daily attendance -All Students 95% School year 25-26
% of Students chronically absent- CA School Dashboard -All Students % of Students chronically absent- Student Analytics Lab -All Students Source: CA School Dashboard, Student Analytics Lab	% of Students chronically absent- CA School Dashboard -All Students 42.1% School year 23-24 % of Students chronically absent- Student Analytics Lab -All Students 39% School year 24-25 (MOY)	% of Students chronically absent- CA School Dashboard -All Students 30% School year 24-25 % of Students chronically absent- Student Analytics Lab -All Students 30% School year 25-26 (MOY)
% 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	no data % 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	% 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: CHKS survey data from CalSCHLS	expectations', and 'Perceived Safety at School'. School year 23-24	expectations', and 'Perceived Safety at School'. School year 24-25
% of SST Interventions Source: AERIES Intervention Dashboard	10% of SST Interventions (38 students)	20 % of SST Interventions
"Classroom Instructional Climate" score from: Kimochis Source: Kimochi's	Classroom Instructional Climate Score from: Kimochis: average score 51	Classroom Instructional Climate Score from: Kimochis: average score 68
% 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	41% of 3rd to 5th grade and 64% 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey School Year 2023-2024	48% of 3rd to 5th grade and 80% 6th-12th grade survey respondents who "responded favorably" on measure: "School Safety: Perceptions of student physical and psychological safety at school" from: Panorama survey School Year 2024-2025
% of students suspended once or more Sources: CA School Dashboard and Student Analytics Lab	% of students suspended once or more All students 2.6% School year 23-24	% of students suspended once or more All Students 1.5% School year 24 -25
Student expulsion rates Source: DataQuest Expulsion and Suspension Expulsion Rate	Student expulsion rate All students - 0% School year 23-24	Student expulsion rate All students 0% School year 24-25

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	Principal, Teacher Leader, Teachers and Staff will continue to implement and refine practices for PBIS and Restorative Practices including: * Community Circles * PAX * Restorative Justice Circles * Mindful Life Project * PBIS * Participation in ongoing Professional Learning opportunities for PBIS, PAX, and related strategies for all staff. Purchase curriculum resources/instructional materials, ink for certificates, and incentives as needed	All Students	2,000 LCAP Student Engagement and Recognition
2.2	Principal and Teacher Leader will conduct classroom walkthroughs with focus on SEL	All Students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	<p>priorities, PBIS, PAX and Culturally Responsive strategies, implementation and data collection. Provide feedback to teachers concerning climate, PBIS, PAX, and student engagement. Provide professional learning opportunities to individual teachers and grade level teams through coaching by the Principal and Teacher Leader, collaboration, peer coaching release using the designated sub (based upon availability), encouraging teachers to attend district professional learning opportunities.</p>		
2.3	<p>Recognize and reward positive behavior and restorative practices of students through incentive programs such as but not limited to: Caught being Good, Patterson Pride Assemblies, Attendance awards, Classroom contests, Youth Leadership recognition. Tools to provide students with feedback including goal setting, class competitions, PBIS/PAX prizes and other materials to create a safe and positive school climate. Purchase awards, prizes, instructional materials and supplies etc.</p>	All Students	<p>5630 LCAP</p> <p>Student Engagement and Recognition</p>
2.4	<p>Student attendance will be monitored for tardiness and chronic absenteeism. Preventions and Interventions that include CARE team discussion, SSTs, SARBs, Truancy meetings, parent education. Utilize ASP and CWAL to support families as necessary Site will acknowledge improvements in attendance and tardiness with positive incentives. For example, attendance percentages will be monitored monthly and those classrooms reaching 95% over the month will be recognized.</p>	All Students	<p>District Funded</p> <p>2000 LCAP</p> <p>Student Engagement and Recognition</p>
2.5	<p>Site will provide opportunities for parent education on positive attendance, instructional strategies for Reading and Math, and Mental Health/SEL supports through FSCS Family Nights, Parent informational meetings, and/or coffee with the principal meetings ESAs and overtime for staff beyond the duty day. Materials as necessary.</p>	All Students	<p>1,594.54 Title I Part A: Parent Involvement</p>
2.6	<p>Mental Health Support provider (MHSP) will support student well being which includes but not limited to the Wellness Center, Kimochis, Calming Corners in classrooms, vendors to provide services around SEL, and specified student groups with Mental Health Specialist and additional therapists. MHSP will use tools to provide screening and monitoring of implementation to collect data. Implement interventions including but not limited to bully prevention.</p>	All Students	District Funded
2.7	<p>Staff will establish youth leadership team to increase student voice and active participation in creating a positive school climate. Group will meet a minimum of once per month to identify needs and strategies/activities to promote positive culture such as but not limited to spirit days.</p>	All Students	District Funded

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.8	Provide recess alternatives to increase student options for activities at recesses as schedules allow such as the library and Elevo. Purchase recess equipment to support student structured recess activities.	All Students	4,000 LCAP Curriculum Enrichment
2.9	Teacher Leader and MHSP along with additional staff or vendor provide coaching/consulting support to teachers re: strategies to support students who have social emotional needs that affect classroom climate and their individual academic progress.	All Students	District Funded
2.10	Implementation of enrichment activities, both within the school day and before/after school opportunities including the needed materials. Enrichment opportunities will be based on student interest such as but not limited to music, dance, soccer, or basketball. Pay ESAs or overtime for staff, and/or pay consultants through CSAs or for necessary materials or reproduction	All Students	12,885 LCAP Curriculum Enrichment
2.11	Hold attendance meetings monthly to address and target students/families struggling with attendance. Conduct home visits with parent liaisons, bilingual parent liaisons, child welfare and attendance liaison on an as needed basis to target students/families with attendance concerns.	All Students	District Funded
2.12	Upgrade MPR projection system to support implementation of visual and performing arts, STEM and other enrichment activities.	All Students	16,000 LCAP Curriculum Enrichment

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.

Patterson was able to implement all of the strategies. Some were implemented with more fidelity than others but each area was worked on. This year we struggled with our implementation of Mindful Life Project due to staffing issues. Our PAX and PBIS implementation continues to make progress. We began our year working with our Caught being good system and moved toward our Paw Bucks and Paw store. Students enjoyed the opportunity to go shopping weekly in the Paw Store and our weekly announcements celebrating our Positive Office referrals. Our CARE team met regularly to review students of concern. Our MHSP along with additional therapist and clinician were able to meet regularly with students who were referred. Our discipline data is reflecting the strategies are positively impacting our climate and culture. We are beginning to see the impact on our chronic absenteeism data.

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

The intent of funding MLP and the PBIS/PAX rewards was for students to encourage students to come to school and make school somewhere they wanted to be. Based on our 5 lab data we are beginning to see the positive impact on our referral and suspension data. However due to the issues with MLP staffing we cannot account the improvement to the partnership.

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

The goal is to provide a welcoming and safe environment where students want to come to school everyday. We have created a positive and safe community that is set in PAX and PBIS expectations and supported by our MLP practices. We will continue as we have in the past in this area to make progress. Funds will be allocated to support and reward positive behaviors through our Paw Store and Positive Office referrals and weekly celebrations. Moving forward we will be ending our partnership with Mindful Life Project.

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)

Grace Patterson will provide each Patterson student with equitable opportunities including resources and support to ensure equitable opportunities to ensure equitable outcomes and reduce disproportionality between student groups as indicated in the side level plan 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 opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in the side level plan 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.

increase the number of students performing at grade level in 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
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard, English Learner Progress	43.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School year 23-24	50% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School year 24-25
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	3.84% NWEA Projected Proficiency in Reading for EL student group School Year 24-25 (MOY)	3.84% NWEA Projected Proficiency in Reading for EL student group School Year 25-26 (MOY)
% 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	5.4% of English Learner students reclassified as Fluent English Proficient School year 23-24	10.4% of English Learner students reclassified as Fluent English Proficient School year 24-25

% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Enrollment, ExL Filter	88.8% of low-income, 28.5% English Learner, 33% Foster Youth students who participate in after-school programs School year 24-25	90% of low-income, 35% English Learner, 66% Foster Youth students who participate in after-school programs School Year 25-26
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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
3.1	The site will provide individual support or interventions to meet the needs of every student. Grade level support block, before/after school interventions We will pay teachers ESAs to provide intervention outside of the duty day. We will also purchase materials necessary to support interventions including but not limited to whiteboards, headphones, dry erase markers	All Students	4,000 LCAP Content Intervention 5,921.93 Title I
3.2	Analyze student achievement data and develop plans to support student achievement and growth.	All Students	District Funded
3.3	Provide daily instruction to English Learners that is target to their ELPAC levels. Implement ELD instruction in small group within the classroom, or support block for 150 minutes weekly to support designated ELD. Bilingual tutor will support EL students with a strong focus on newcomers and long term English Language Learners (LTELs). GLAD/SDAIE strategies will be integrated throughout the day and curricular areas to support integrated ELD.	English Language Learners	District Funded
3.4	Professional development through district and outside agencies supporting district adopted curriculum, district instructional priorities, teacher networks, best practices supporting curricular areas, ELD, and individual student needs. Professional learning opportunities will be led by teacher leader and principal on scheduled staff meeting days and time. Partner with CORE for additional professional development ESAs to pay teachers to participate beyond the duty day or hire subs as available.	All Students	District Funded 20,000 Title I
3.5	Ensure that SSTs are held in a timely manner to support Tier 2 and Tier 3 students. Monitor students on the hot list. Ensure 504 and IEPs are up to date (work with ASP, RSP, CWLA and Psychologists, MHSP).	All Students	District Funded
3.6	Purchase supplemental texts/materials/technology such as Reflex, IXL or other online instructional platforms to support standards. Grade levels will	All Students	15,000 Title I

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	identify appropriate texts/materials based on needs.		5,630 LCAP Content Intervention

Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

We were able to fully implement all of the activities in this goal. We are consistently monitoring our before/after school interventions effectiveness through progress monitoring and district benchmark assessments and adjusting grouping as necessary. We will be able to confirm effectiveness of the supplemental programs in our Spring assessments.

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

There were no major differences between the intended implementation and the budgeted expenditures.

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.

Moving forward to the 25-26 school year we will be increasing our budget for our before/after school interventions to ensure that we can successfully implement interventions as necessary.

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)

Grace Patterson 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 ELAC, SSC and opportunities to support the site.

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.

Increase parent engagement and Community Engagement in improving student outcomes.

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 Quarter 3/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 Quarter 3/Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Note: Each school site will annually offer and document a minimum of four parent engagement activities beyond required activities like Back to School Night. Source: Reporting from Parent Liaison	7 activities occurred beyond required Parent Engagement Opportunities Quarter 3/Trimester 2, School Year 2024-2025	10 activities occurred beyond required Parent Engagement Opportunities Quarter 3/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 Quarter 3/Trimester 2, School Year 2024-2025	100% SSC meetings that met quorum Quarter 3/Trimester 2, School Year 2025-2026

% of target # of ELAC meetings occurred Source: Calendar/ELAC meeting schedule	50% of target # of ELAC meetings occurred Quarter 3/Trimester 2, School Year 2024-2025	100% of target # of ELAC meetings occurred Quarter 3/Trimester 2, School Year 2025-2026
% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided # Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Source: Calendar/ELAC meeting schedule	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Quarter 3/Trimester 2, School Year 2024-2025	100% Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 100% Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided Quarter 3/Trimester 2, School Year 2025-2026

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	Parents will actively participate in ELAC and SSC meetings to provide Input and monitor the school's SPSA.	All Students	District Funded
4.2	Parents will be connected to the school through weekly communication from the Principal through ParentSquare, Regular communication from classroom teachers and school through newsletters, fliers, ParentSquare and other means of communication.	All Students	District Funded
4.3	Create and implement parent academic and social events such as but not limited to Family Math or Science/STEM nights, Movie nights, literacy nights, family game nights. Purchase up to date sound system, pay for vendors as necessary. ESAs and/or overtime as necessary. Provide support for parent meetings including childcare, food, reproduction of materials, translation.	All Students	4,815 LCAP Parent/Family Engagement
4.4	Monitor attendance, behavior and academics. Use data to monitor. ASP/MHSP/CWAL conduct home visits and wellness checks	All Students	District Funded

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.

Patterson was able to execute all of the strategies identified in the 2023-2024 SPSA. We held our SSC/ELAC meetings and in addition began holding coffee with the principal as another way for families to engage with the school. We held 2 family events that were very well attended as well as back to school night and our Winter showcase. We brought back our Black History Month showcase and it was well attended as well.

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

There were no major differences in the intended implementation and budgeted expenditures. An area we had difficulty spending money was within the food budget. Moving forward we will work to include more opportunities to support families in ways to support their learners.

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.

Moving forward we plan to do more family engagement activities, and provide additional incentives to encourage more families to participate. We also plan to incorporate more academics into our family nights. Our staff will continue to collaborate around planning and executing these family nights.

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	\$145,796.47
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	\$51,921.93
Title I Part A: Parent Involvement	\$1,594.54

Subtotal of additional federal funds included for this school: \$53,516.47

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	\$92,280.00

Subtotal of state or local funds included for this school: \$92,280.00

Total of federal, state, and/or local funds for this school: \$145,796.47

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	92,280.00
Title I	51,921.93
Title I Part A: Parent Involvement	1,594.54

Expenditures by Budget Reference

Budget Reference	Amount
	58,505.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	92,280.00
	Title I	51,921.93
	Title I Part A: Parent Involvement	1,594.54

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	46,320.00
Goal 2	44,109.54
Goal 3	50,551.93
Goal 4	4,815.00

School Site Council Membership

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

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

Name of Members	Role
Miranda Martinez	Principal
Karen Shaw	Other School Staff
Shawn Reed	Classroom Teacher
Jennifer Acker	Classroom Teacher
Kevin Steele	Classroom Teacher
Dezsa Miller	Parent or Community Member
Alma Sanchez	Parent or Community Member
Michaela Vigay	Parent or Community Member
Jessica Rauf	Parent or Community Member
James Waters	Parent or Community Member

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

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

on file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/2025.

Attested:


on file

Principal, Miranda Martinez, Principal on 5/29/2025

SSC Chairperson, Alma Sanchez on 5/29/2025

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

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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