School Year: **2025-26**

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 Steffan Manor 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.

Table of Contents

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 Steffan Manor 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.

At Steffan Manor, we strive to meet or exceed our goals in the areas of equity, excellence, educational effectiveness, and economic sustainability which determine our daily efforts. We will foster collaborative teamwork to accomplish these goals. We recognize that we must build powerful home-to-school relationships that support the success of all students. Because safety is critical for each school campus; we will enforce high adult visibility and respond to student matters in a timely manner.

In order to assess whether students are meeting academic and social expectations, we will consistently monitor student progress using a variety of data: observations, walkthroughs, progress reports, test scores, etc., and commit to focusing our resources to best support our students.

Our Vision is for our diverse learners to be empowered, and equipped with the academic and life skills needed to reach their full potential.
Our Goal is for every student to have clear attainable pathways to career and/or college success.
In Support of our Vision, we will attract and retain highly qualified staff, as well as, leverage community resources to provide support systems for all students and their families.

Steffan Manor is a very special place where community and family are the cornerstones of our continuing academic success. The faculty and staff are committed to working together with parents and the greater Vallejo community to provide our children with an effective, safe, and rewarding educational experience. The school is a learning environment for all. Through high expectations, best instructional strategies, and strong relations, the Steffan Manor staff strives to ensure that every student experiences success in school.

Educational Partner Involvement

How, when, and with whom did Steffan Manor 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

All planning for the SPSA was done through meetings and committees involving both teachers and parents as well as community members. The review meeting is scheduled to take place on April 22, 2025, before Board Meeting for final approval.

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.

From the 2023-2024 California Dashboard, we have maintained in ELA. Our points decreased by 1.4 putting us in the red zone. Steffan Manor will continue to monitor the critical areas of instruction during the 2025-2026 school year by analyzing data results from the district benchmark assessments (NWEA, ESGI) and formative assessments to determine where professional development is needed with the teachers. Steffan Manor will be using the school-adopted instructional strategies (board math, Say Something, Annotation of Text) and district instructional priorities (early literacy,

ELA, Math, SEL, PBIS) to increase the use of Depth of knowledge questions which focus on both math and English language Arts. Teachers will continue to receive training in CORE Reading, UFLI, and 6-Step Phonics to support the Early Literacy initiative. Hey Tutors will continue to provide SIPPS lessons for struggling students. Classroom observations and professional learning communities will focus on data-driven instruction. During the school year, Steffan Manor will administer other assessments, which include the NWEA MAP assessments, ESGI, CORE Reading, and formative assessments outlined in the integrated planning guides. These assessments will be given in conjunction with the state assessments at the end of the year.

Our EL progress indicator falls within the green band for the 2023-2024 school year with an increase of 3.9%. This is an area of continued need. Our ELs are performing 140 points below the standard for English Language Arts. We will continue to monitor EL instruction during the 2024-2025 school year by analyzing our CAASPP data, NWEA, ESGI, and CORE Reading Survey. Steffan Manor will participate in professional learning in support of English Language Development. Teachers will continue to receive training in CORE Reading and begin UFLI phonics instruction during the 2025-2026 school year. Steffan Manor will continue to implement SIPPS, and small group instruction to support English language acquisition.

Our suspension rate also falls within the orange indicator. Our three student groups are African American (yellow indicator), Socioeconomically Disadvantaged, Hispanic (green indicator), and Students with Disabilities (orange indicator). In 2023-2024 our suspension rate was 1.3%. Our suspension rate decreased by .5% overall.

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.

Our English Learner students are 2 levels below all students in Mathematics. Our English Learners are in the red performance indicator while all students are within the yellow performance indicator. Continued analysis of teaching practices and training about culturally responsive teaching practices are needed. Steffan Manor will continue to monitor and adjust teaching practices accordingly. We will use data from NWEA and ESGI as well as other formative assessments outlined in the math planning guides to determine student needs to drive instruction. Classroom observations, coaching, and feedback will be part of the teaching and learning cycle.

Steffan also had EL, Hispanic, and Socioeconomically disadvantaged students in the red indicator for English Language Arts. We will continue to monitor this to implement our strategies within our LCAP to support all students moving toward increased Improvement. Overall, we decreased by 1.4 points. Our English Learners declined 11.4%, the Hispanic population maintained 1.2%, and our Socioeconomically Disadvantaged students maintained 2.6%.

Other Needs

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

Steffan Manor will continue to provide training around SEL practices using PAX The Good Behavior Game and PBIS as strategies to build a strong positive school culture. Although our suspension rate is lower than the state, we want to be sure to utilize our resources to provide appropriate supports to our tier 2 & 3 students as outlined in our MTSS plan.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Steffan Manor 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	0.48%	%	%	2		
African American	14.94%	12.66%	11.09%	62	51	48
Asian	2.41%	3.23%	2.08%	10	13	9
Filipino	5.3%	5.21%	3.46%	22	21	15
Hispanic/Latino	63.13%	65.76%	69.98%	262	265	303
Pacific Islander	2.17%	1.99%	2.31%	9	8	10
White	6.51%	5.71%	4.16%	27	23	18
Two or More Races	3.61%	4.22%	6.00%	15	17	26
Not Reported	1.45%	1.24%	0.92%	6		4
			Total Enrollment	415	403	433

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Transitional Kindergarten			33
Kindergarten	73	53	60
Grade 1	64	62	62
Grade 2	70	80	62
Grade3	78	59	73
Grade 4	62	71	61
Grade 5	64	58	68
Grade 6	4		
Total Enrollment	415	403	419

Conclusions based on this data:

1. Enrollment has continued to decline over the three years.

2. It appears that there is a shift in the demographic make-up of Steffan Manor with an increase of Hispanic/Latino students and a decrease of African American students over the past three years.

3. There is no TK class represented in enrollment data.

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	138	148	159	33.3%	36.7%	36.7%
Fluent English Proficient (FEP)	22	23	24	5.3%	5.7%	5.5%
Reclassified Fluent English Proficient (RFEP)	10	10	13	6.8%	6.3%	7.6%

Conclusions based on this data:

1. There was a significant increase in students reclassified as English proficient in the 19-20 school year, with a decline in 21-22 and 2022-2023.

2. Steffan Manor has an increase in the number of EL students from 21-22 to 23-24

3. Students are struggling to become FEP. This may be due Covid-19 pandemic during the 19-20 and 20-21 school year. More strategic interventions needs to be put in place to support FEP gains with a strong focus on ELL supports and strategies.

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.

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	77	76	59	71	76	59	71	76	59	92.2	100.0	100
Grade 4	65	64	67	56	64	66	56	64	66	86.2	100.0	98.5
Grade 5	83	65	61	80	65	60	80	65	59	96.4	100.0	98.4
Grade 6		*			*			*				
All Grades	225	206	187	207	206	185	207	206	184	92.0	100.0	98.9

Overall Participation for All Students

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

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	2354.	2376.	2353.	8.45	11.84	8.47	15.49	15.79	16.95	19.72	22.37	20.34	56.34	50.00	54.24
Grade 4	2414.	2379.	2413.	7.14	7.81	13.64	23.21	9.38	13.64	25.00	17.19	19.70	44.64	65.63	53.03
Grade 5	2403.	2406.	2391.	3.75	0.00	8.47	12.50	9.23	5.08	16.25	26.15	18.64	67.50	64.62	67.80
Grade 6		*			*			*			*			*	
All Grades	N/A	N/A	N/A	6.28	6.80	10.33	16.43	11.65	11.96	19.81	21.84	19.57	57.49	59.71	58.15

Overall Achievement for All Students

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	12.68	7.89	6.78	52.11	52.63	52.54	35.21	39.47	40.68
Grade 4	5.36	3.13	10.61	60.71	62.50	56.06	33.93	34.38	33.33
Grade 5	3.75	4.62	5.08	53.75	53.85	33.90	42.50	41.54	61.02
Grade 6		*			*			*	
All Grades	7.25	5.34	7.61	55.07	55.83	47.83	37.68	38.83	44.57

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	4.23	6.58	8.47	42.25	53.95	47.46	53.52	39.47	44.07
Grade 4	3.57	3.13	6.06	58.93	37.50	48.48	37.50	59.38	45.45
Grade 5	2.50	1.54	5.08	42.50	46.15	30.51	55.00	52.31	64.41
Grade 6		*			*			*	
All Grades	3.38	3.88	6.52	46.86	46.12	42.39	49.76	50.00	51.09

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.63	5.26	3.39	61.97	73.68	74.58	32.39	21.05	22.03
Grade 4	1.79	3.13	6.06	75.00	60.94	72.73	23.21	35.94	21.21
Grade 5	3.75	4.62	0.00	56.25	72.31	52.54	40.00	23.08	47.46
Grade 6		*			*			*	
All Grades	3.86	4.37	3.26	63.29	69.42	66.85	32.85	26.21	29.89

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	4.23	11.84	5.08	52.11	56.58	52.54	43.66	31.58	42.37
Grade 4	5.36	3.13	13.64	73.21	64.06	57.58	21.43	32.81	28.79
Grade 5	5.00	0.00	11.86	48.75	55.38	44.07	46.25	44.62	44.07
Grade 6		*			*			*	
All Grades	4.83	5.34	10.33	56.52	58.74	51.63	38.65	35.92	38.04

Conclusions based on this data:

1. Overall, students have increased performance levels. However, we still have students who have been affected by the COVID-19 Pandemic who continue to struggle academically. Data shows that we have higher numbers of students in 5th grade who are performing below standard. These are the same students who were struggling in the year prior.

2. We continue to observe the need to focus on implementing research based instructional strategies to support students in accessing complex grade level informational text. These strategies are the focus of our instructional and professional development plan. CORE Reading and UFLI are being implemented with more fidelity across grade level with work being done in the area of writing to address the discrepancy in writing data.

3. Overall, data shows a decrease in students performing below standard in most grades.

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	77	76	59	71	76	59	71	76	59	92.2	100.0	100
Grade 4	65	63	67	59	63	66	59	63	66	90.8	100.0	98.5
Grade 5	82	65	61	80	65	61	79	65	61	97.6	100.0	100
Grade 6		*			*			*				
All Grades	224	205	187	210	205	186	209	205	186	93.8	100.0	99.5

* 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	2365.	2385.	2380.	7.04	10.53	3.39	8.45	18.42	16.95	25.35	23.68	28.81	59.15	47.37	50.85
Grade 4	2422.	2412.	2435.	1.69	7.94	4.55	11.86	4.76	19.70	45.76	34.92	40.91	40.68	52.38	34.85
Grade 5	2406.	2396.	2413.	1.27	0.00	4.92	3.80	3.08	4.92	21.52	15.38	19.67	73.42	81.54	70.49
Grade 6		*			*			*			*			*	
Grade 11															
All Grades	N/A	N/A	N/A	3.35	6.34	4.30	7.66	9.27	13.98	29.67	24.39	30.11	59.33	60.00	51.61

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	5.63	11.84	10.17	38.03	48.68	55.93	56.34	39.47	33.90
Grade 4	5.08	6.35	6.06	50.85	36.51	50.00	44.07	57.14	43.94
Grade 5	1.27	0.00	8.20	35.44	21.54	26.23	63.29	78.46	65.57
Grade 6		*			*			*	
Grade 11									
All Grades	3.83	6.34	8.06	40.67	36.10	44.09	55.50	57.56	47.85

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	8.45	11.84	8.47	35.21	39.47	44.07	56.34	48.68	47.46
Grade 4	3.39	7.94	7.58	45.76	38.10	50.00	50.85	53.97	42.42
Grade 5	2.53	0.00	3.28	37.97	44.62	36.07	59.49	55.38	60.66
Grade 6		*			*			*	
All Grades	4.78	6.83	6.45	39.23	40.49	43.55	55.98	52.68	50.00

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	7.04	3.95	1.69	56.34	65.79	66.10	36.62	30.26	32.20
Grade 4	1.69	6.35	7.58	66.10	47.62	63.64	32.20	46.03	28.79
Grade 5	0.00	0.00	4.92	49.37	46.15	42.62	50.63	53.85	52.46
Grade 6		*			*			*	
All Grades	2.87	3.41	4.84	56.46	54.15	57.53	40.67	42.44	37.63

Conclusions based on this data:

1. Overall, data shows that students below standard has decreased. However, we still have students who have been affected by the COVID-19 Pandemic who continue to struggle academically. Data shows that we have higher numbers of students in 5th grade who are performing below standard.

2. The data reflects a need to more fully implement strategies related to problem solving in math to support student growth. There is an emphasis at Steffan Manor to implement the PBIL portions of the adopted curriculum universally for all math lessons and to provide small group instruction to students requiring additional support.

3. We must implement a strategic use of intervention support (small group instruction, cooperative learnings structures) to meet student needs at their instructional level.

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) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

<table>
<tr><td colspan="13" align="center">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
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<tr><td>1</td><td>1391.3</td><td>1428.6</td><td>1421.9</td><td>1398.1</td><td>1441.1</td><td>1431.0</td><td>1383.9</td><td>1415.7</td><td>1412.4</td><td>15</td><td>25</td><td>22</td></tr>
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<tr><td>3</td><td>1467.7</td><td>1478.6</td><td>1453.9</td><td>1475.4</td><td>1493.9</td><td>1450.9</td><td>1459.4</td><td>1463.0</td><td>1456.4</td><td>25</td><td>25</td><td>14</td></tr>
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<tr><td>5</td><td>1517.4</td><td>1504.2</td><td>1474.9</td><td>1514.2</td><td>1507.7</td><td>1488.8</td><td>1520.3</td><td>1500.3</td><td>1460.6</td><td>22</td><td>20</td><td>25</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>146</td><td>140</td><td>154</td></tr>
</table>

<table>
<tr><td colspan="13" align="center">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>8.57</td><td>17.86</td><td>0.00</td><td>28.57</td><td>39.29</td><td>24.32</td><td>31.43</td><td>17.86</td><td>43.24</td><td>31.43</td><td>25.00</td><td>32.43</td><td>35</td><td>28</td><td>37</td></tr>
<tr><td>1</td><td>0.00</td><td>0.00</td><td>9.09</td><td>33.33</td><td>16.00</td><td>18.18</td><td>26.67</td><td>48.00</td><td>40.91</td><td>40.00</td><td>36.00</td><td>31.82</td><td>15</td><td>25</td><td>22</td></tr>
<tr><td>2</td><td>6.45</td><td>10.53</td><td>3.23</td><td>19.35</td><td>15.79</td><td>22.58</td><td>48.39</td><td>36.84</td><td>41.94</td><td>25.81</td><td>36.84</td><td>32.26</td><td>31</td><td>19</td><td>31</td></tr>
<tr><td>3</td><td>4.00</td><td>4.00</td><td>7.14</td><td>24.00</td><td>36.00</td><td>21.43</td><td>44.00</td><td>44.00</td><td>28.57</td><td>28.00</td><td>16.00</td><td>42.86</td><td>25</td><td>25</td><td>14</td></tr>
<tr><td>4</td><td>5.56</td><td>8.70</td><td>20.00</td><td>44.44</td><td>26.09</td><td>52.00</td><td>27.78</td><td>34.78</td><td>16.00</td><td>22.22</td><td>30.43</td><td>12.00</td><td>18</td><td>23</td><td>25</td></tr>
<tr><td>5</td><td>4.55</td><td>15.00</td><td>8.00</td><td>54.55</td><td>40.00</td><td>24.00</td><td>31.82</td><td>25.00</td><td>36.00</td><td>9.09</td><td>20.00</td><td>32.00</td><td>22</td><td>20</td><td>25</td></tr>
<tr><td>All Grades</td><td>5.48</td><td>9.29</td><td>7.14</td><td>32.19</td><td>29.29</td><td>27.27</td><td>36.30</td><td>34.29</td><td>35.71</td><td>26.03</td><td>27.14</td><td>29.87</td><td>146</td><td>140</td><td>154</td></tr>
</table>

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	11.43	14.29	2.70	31.43	42.86	27.03	25.71	14.29	35.14	31.43	28.57	35.14	35	28	37
1	6.67	4.00	13.64	33.33	40.00	36.36	20.00	36.00	27.27	40.00	20.00	22.73	15	25	22
2	16.13	21.05	9.68	29.03	26.32	32.26	35.48	26.32	35.48	19.35	26.32	22.58	31	19	31
3	16.00	40.00	14.29	40.00	36.00	42.86	24.00	20.00	7.14	20.00	4.00	35.71	25	25	14
4	27.78	34.78	52.00	44.44	43.48	36.00	16.67	4.35	8.00	11.11	17.39	4.00	18	23	25
5	40.91	35.00	40.00	50.00	45.00	24.00	0.00	5.00	4.00	9.09	15.00	32.00	22	20	25
All Grades	19.18	24.29	20.78	36.99	39.29	31.82	21.92	17.86	22.08	21.92	18.57	25.32	146	140	154

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	7.14	0.00	9.09	28.57	10.81	54.55	39.29	51.35	27.27	25.00	37.84	22	28	37
1	0.00	0.00	9.09	9.68	12.00	9.09	16.13	44.00	45.45	74.19	44.00	36.36	31	25	22
2	5.00	10.53	6.45	5.00	15.79	16.13	45.00	10.53	38.71	45.00	63.16	38.71	20	19	31
3	0.00	0.00	7.14	10.53	8.00	0.00	31.58	44.00	21.43	57.89	48.00	71.43	19	25	14
4	0.00	0.00	4.00	0.00	8.70	28.00	42.86	17.39	40.00	57.14	73.91	28.00	21	23	25
5	6.67	0.00	0.00	0.00	5.00	0.00	66.67	70.00	36.00	26.67	25.00	64.00	15	20	25
All Grades	1.37	2.86	3.90	14.38	13.57	11.69	43.84	37.86	40.91	40.41	45.71	43.51	146	140	154

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	22.86	25.00	2.70	60.00	53.57	67.57	17.14	21.43	29.73	35	28	37
1	13.33	16.00	31.82	46.67	68.00	54.55	40.00	16.00	13.64	15	25	22
2	16.13	21.05	16.13	74.19	52.63	64.52	9.68	26.32	19.35	31	19	31
3	32.00	12.00	7.14	56.00	60.00	57.14	12.00	28.00	35.71	25	25	14
4	50.00	17.39	40.00	38.89	65.22	52.00	11.11	17.39	8.00	18	23	25
5	13.64	5.00	12.00	77.27	75.00	56.00	9.09	20.00	32.00	22	20	25
All Grades	23.97	16.43	17.53	60.96	62.14	59.74	15.07	21.43	22.73	146	140	154

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	20.00	14.29	5.41	34.29	57.14	43.24	45.71	28.57	51.35	35	28	37
1	0.00	8.00	13.64	53.33	68.00	63.64	46.67	24.00	22.73	15	25	22
2	16.13	16.67	9.68	64.52	55.56	67.74	19.35	27.78	22.58	31	18	31
3	32.00	56.00	42.86	40.00	36.00	14.29	28.00	8.00	42.86	25	25	14
4	27.78	43.48	68.00	61.11	39.13	28.00	11.11	17.39	4.00	18	23	25
5	68.18	80.00	64.00	22.73	5.00	4.00	9.09	15.00	32.00	22	20	25
All Grades	27.40	35.25	30.52	45.21	44.60	39.61	27.40	20.14	29.87	146	139	154

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	10.71	0.00	74.29	64.29	64.86	25.71	25.00	35.14	35	28	37
1	6.67	8.00	13.64	46.67	24.00	45.45	46.67	68.00	40.91	15	25	22
2	6.45	11.11	3.23	54.84	27.78	58.06	38.71	61.11	38.71	31	18	31
3	4.17	4.00	0.00	37.50	32.00	28.57	58.33	64.00	71.43	24	25	14
4	5.56	0.00	4.00	61.11	17.39	64.00	33.33	82.61	32.00	18	23	25
5	9.09	10.00	0.00	59.09	40.00	20.00	31.82	50.00	80.00	22	20	25
All Grades	4.83	7.19	3.25	57.24	35.25	50.00	37.93	57.55	46.75	145	139	154

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	32.14	16.22	48.57	42.86	35.14	31.43	25.00	48.65	35	28	37
1	0.00	0.00	4.55	53.33	72.00	50.00	46.67	28.00	45.45	15	25	22
2	3.23	15.79	12.90	58.06	26.32	51.61	38.71	57.89	35.48	31	19	31
3	4.00	4.00	14.29	60.00	68.00	28.57	36.00	28.00	57.14	25	25	14
4	5.56	4.35	24.00	77.78	47.83	56.00	16.67	47.83	20.00	18	23	25
5	9.09	0.00	4.00	72.73	75.00	40.00	18.18	25.00	56.00	22	20	25
All Grades	8.22	10.00	12.99	60.27	55.71	44.16	31.51	34.29	42.86	146	140	154

Conclusions based on this data:

1. Overall, students are making progress to proficiency. The majority of our students are performing within Level 2 and Level 3. .

2. Steffan Manor continues to have a significant population of English learners enrolled. We continue to emphasize instructional strategies that support the needs of English learners and utilize supplemental and core support programs to support ongoing growth. The use the the Bilingual Tutor, small group instruction and supplemental

programs such as SIPPS, Heggerty, Core Phonics, work together to support this group. For the 2025-2026 school year will introduce UFLI in grades k-2.

3. Steffan Manor will continue to analyze data to support English language Learner development through the Science of Inquiry and focus our efforts to increase student performance. Consistent walkthroughs and feedback to teachers will support this process as well as collaborations around data analysis and implementation of researched based instructional strategies.

School and Student Performance Data
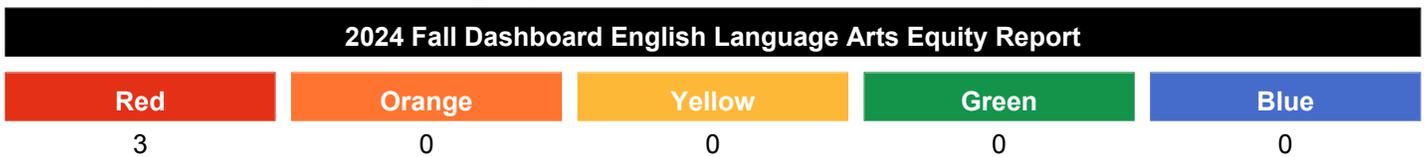
Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
403	**82.6%**	**36.7%**	**0.2%**
Total Number of Students enrolled in Steffan Manor 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	148	36.7%
Foster Youth	1	0.2%
Homeless	11	2.7%
Socioeconomically Disadvantaged	333	82.6%
Students with Disabilities	46	11.4%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	51	12.7%
American Indian	0	0.0%
Asian	13	3.2%
Filipino	21	5.2%
Hispanic	265	65.8%
Two or More Races	17	4.2%
Pacific Islander	8	2%
White	23	5.7%

Conclusions based on this data:

1. Steffan Manor is a diverse campus with a high number of English learners as well as families that are socioeconomically disadvantaged. Our programs are designed to support each of our representative groups. Efforts

are made to engage families and provide interventions to address academic and social emotional needs through campus based and community based resources as outlined in our MTSS.

2. Steffan Manor's highest populations are Hispanic and African American.

3. The majority of our students are of Hispanic ethnicity leading to a larger percentage of English Learners requiring more culturally responsive teaching practices.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The chronic absentee rate declined 18.9%. Efforts must continue to be made to address this need and it's impact on student achievement and school engagement.

2. Steffan Manor has made improvements in Math to support individual subgroups. Additional work is required to meet the needs of learners and to close the gaps in achievement that exist between subgroups. Our EL population

continues to make gains in academics. We increased 11.8 points in 2023-2024.Our English Learners are still in the red indicator.

3. The suspension rate continues to improve for all subgroups due to the implementation of PAX and positive behavior systems and the utilization of the MTSS.

School and Student Performance Data

Academic Performance
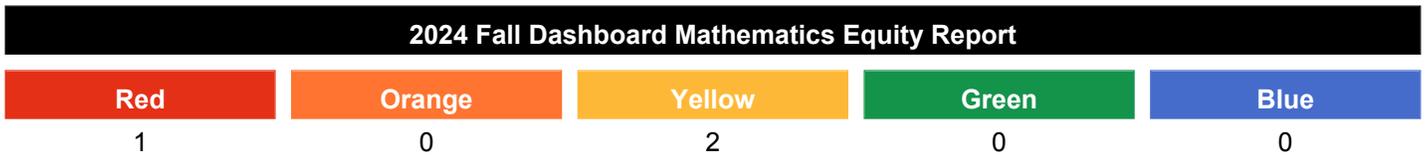## English Language Arts

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	0	0	0	0

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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Red	Red	No Performance Color
76.6 points below standard	115.6 points below standard	0 Students
Maintained 1.4 points	Declined 11.5 points	
175 Students	62 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	84.1 points below standard
1 Student	5 Students	Maintained 2.6 points
		154 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
141.3 points below standard	85.8 points below standard	0 Students
Declined 57.2 points	Maintained 1.6 points	
21 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Red
Less than 11 Students	Less than 11 Students	88.8 points below standard
4 Students	10 Students	Maintained 1.2 points
		114 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	53.2 points below standard
6 Students	4 Students	Increased 17.4 points
		14 Students

Conclusions based on this data:

1. All subgroups maintained except our current English learners. There remains significant disparities between subgroups, with our Hispanic students and English Learners remaining farther below the standard than students overall.

2. Data shows that our students with disabilities declined significantly. Identifying and providing proper supports for our students with disabilities in crucial to closing gaps in their education. Our African American, Hispanic, and socioeconomically disadvantaged students maintained, while our white students increased 17.4%.

3. Our largest population, Hispanic, maintained -1.2 points.

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Yellow	Red	No Performance Color
68.1 points below standard	98.5 points below standard	0 Students
Increased 11.8 points	Declined 4.8 points	
177 Students	64 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	73.8 points below standard
1 Student	6 Students	Increased 9.5 points
		156 Students

Students with Disabilities	African American	American Indian
No Performance Color	No Performance Color	No Performance Color
105.2 points below standard	82.5 points below standard	0 Students
Declined 34.3 points	Increased 26.9 points	
21 Students	21 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
Less than 11 Students	Less than 11 Students	79.0 points below standard
4 Students	10 Students	Increased 6.7 points
		116 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
Less than 11 Students	Less than 11 Students	36.8 points below standard
6 Students	4 Students	Increased 6.6 points
		14 Students

Conclusions based on this data:

1. Most subgroups showed growth in math during the 2022-2023 school year. Disparities remain in the number of points below the standard. Additional work should continue to target the needs of our impacted groups. (English Learners, and Students with Disabilities)

2. Overall, our students are performing low in mathematics and more targeted interventions and supports are needed. We are still 68.1 points below standard.

3. Our reclassified English Learners are out performing our English Only and Current English Leaner populations. Our students with disabilities are performing the lowest of all subgroups and require more strategic and responsive teaching practices.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Green	No Performance Color
48.5% making progress.	making progress.
Number Students: 99 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
16.2%	35.4%	0%	48.5%

Conclusions based on this data:

1. Most of our students have progressed at least one level showing growth in English proficiency.

2. We still have a significant number of students at level 3 and below.

3. Students who are remaining at the same level or have decreased will need extra supports and interventions to continue their progress. A strong focus on ELD supports is needed to make significant progress.

School and Student Performance Data

Academic Performance
College/Career Report

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

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report

Red	Orange	Yellow	Green	Blue

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

2024 Fall Dashboard College/Career Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
34.2% Chronically Absent	31.6% Chronically Absent	0 Students
Declined 18.9	Declined 21.7	
447 Students	171 Students	

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	44.8% Chronically Absent	35.9% Chronically Absent
3 Students	0	Declined 19.5
	29 Students	396 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
37.5% Chronically Absent	40.7% Chronically Absent	0 Students
Declined 2.9	Increased 2.6	
72 Students	59 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Yellow
0% Chronically Absent	17.4% Chronically Absent	37.2% Chronically Absent
0	Declined 15.9	Declined 22.9
13 Students	23 Students	293 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
42.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy	16.7% Chronically Absent
Declined 16.8	9 Students	Declined 36.9
26 Students		24 Students

Conclusions based on this data:

1. We have a high absenteeism rate. Our current chronically absent students rate on 5 Labs is 31.2% (3/17) We decreased 18.9% from the prior year.

2. Additional parent education opportunities should be planned to ensure that families understand the impact of absenteeism. Our African American population increased 2.6%.

3. Additional supports and outreach must be implemented to ensure that student and family engagement in school increases. (CWA, ASP, truancy informational meetings, SARB)

School and Student Performance Data
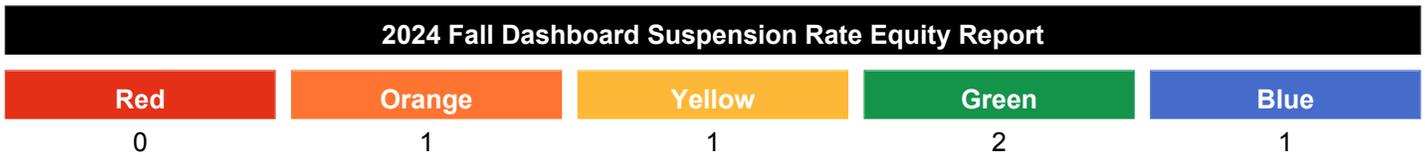
Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	2	1

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

2024 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Long-Term English Learners**
Green	Blue	No Performance Color
1.3% suspended at least one day	0% suspended at least one day	0 Students
Declined 0.5%	Declined 0.6%	
466 Students	174 Students	

Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
Fewer than 11 students - data not displayed for privacy	2.9% suspended at least one day	1.4% suspended at least one day
3 Students	34 Students	Declined 0.6%
		415 Students

Students with Disabilities	African American	American Indian
Orange	Yellow	No Performance Color
2.7% suspended at least one day	3.2% suspended at least one day	0 Students
Increased 1%	Declined 2.5%	
73 Students	63 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Green
0% suspended at least one day	4.3% suspended at least one day	0.7% suspended at least one day
13 Students	Increased 4.3%	Declined 0.4%
	23 Students	304 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
0% suspended at least one day	Fewer than 11 students - data not displayed for privacy	3.8% suspended at least one day
Maintained 0%	10 Students	Increased 0.4%
27 Students		26 Students

Conclusions based on this data:

1. Overall suspension rate has declined. Data reflects an emphasis on relationship building, a use of alternative means of correction and the implementation of PBIS systems and the PAX program school wide as well as MTSS.

2. Suspensions affected our, White, and Students with disabilities, and Filipino population.

3. Our highest rate of students are within students with disabilities subgroup. More SEL resources and supports for this subgroup are needed to engage our students with disabilities in positive ways.

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.

> **Increase the Number of Students Graduating College and Career Ready**
> Steffan Manor will strive to close learning gaps through professional development opportunities, coaching, and collaboration to support district and site initiatives.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Vibrant Culture of Teaching and Learning (VCUSD Pillar 3) -
> Through a vibrant culture of teaching and learning grounded in equitable opportunities and equitable outcomes, Vallejo City Unified School District will ensure teachers are prepared to provide highly effective classroom instruction aligned to the instructional priorities so that students demonstrate success as outlined in the VCUSD Portrait of a Graduate and indicated in site level plans and data outcomes assessing implementation of instructional priorities, academic growth, course access, participation and completion.

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.

> Close the gap for African American learners, Hispanic/Latino learners, and English Language Learners in both ELA and Math. Professional learning along with grade level collaboration, Culturally Responsive Teaching practices, and implementation of PAX & PBIS with fidelity are continued needs.

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 -Hispanic -English Learners Distance Points From Standard in Math -All Students -All Students -English Learners Source: CA School Dashboard, English Language Arts (ELA), Mathematics	Distance Points From Standard in English Language Arts (ELA) -All Students -76.6 -Hispanic -88.8 -English Learners -115.6 -Socioeconomically Disadvantaged -84.1 Distance Points From Standard in Math -All Students -68.1 -English Learners -98.5 School Year 2023-2024	Distance Points From Standard in English Language Arts (ELA) -All Students - 71.6 -Hispanic -83.8 -English Learners- -110.6 -Socioeconomically Disadvantaged - 81.1 Distance Points From Standard in Math -All Students -63.1 -English Learners- 93.5 School Year 2025-2026
CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students	CAASPP English Language Arts (ELA) % Met/Exceeded Standards -All Students 22.29%	CAASPP English Language Arts (ELA) % Met/Exceeded Standards

-English Learners -Hispanic -Socioeconomically Disadvantaged CAASPP Math % Met/Exceeded Standards -All Students CAASPP Science % Met/Exceeded Standards -All Students Source: DataQuest, CAASPP Test Results	• English Learners 1.64% • Hispanic 17.88% • Socioeconomically Disadvantaged 18.35% CAASPP Math % Met/Exceeded Standards -All Students 18.28% -English Learners 6.35% CAASPP Science % Met/Exceeded Standards -All Students 8.20% School Year 2023-2024	-All Students 25.29% -English Learners 3.64 % • Hispanic 22.88% -Socio-economically Disadvantaged 23.35% CAASPP Math % Met/Exceeded Standards -All Students 23.28% -English Learners 9.35% CAASPP Science % Met/Exceeded Standards -All Students 13.20 % School Year 2025-2026
% NWEA Projected Proficiency Reading -All Students -Hispanic -English Learners % NWEA Projected Proficiency Math -All Students -English Learners Source: Student Analytics Lab, Target Goals Dashboard	% NWEA Projected Proficiency Reading -All Students 27% -Hispanic 25.03% -English Learners 5.48% % NWEA Projected Proficiency Math -All Students 24.87% -English Learners 10.96% Midyear Assessment, School Year 2024-2025	% NWEA Projected Proficiency Reading -All Students 30% -Hispanic 29% -English Learners 10% % NWEA Projected Proficiency Math -All Students 29% -English Learners 15% Midyear Assessment, School Year 2025-2026
% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words % of Kindergarten students that score P on assessments A % of Kindergarten students that score P on assessments B % of Kindergarten students that score P on assessments C % of Kindergarten students that score P on assessments D % of 1st graders that score P in 1st grade fluency passage % of 2nd graders that score P 2nd grade fluency passage Source: CORE data from ESGI	31.48% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 55.56% of Kindergarten students that score P on assessments A 48.15% of Kindergarten students that score P on assessments B 31.48% of Kindergarten students that score P on assessments C 35.19% of Kindergarten students that score P on assessments D 28.85% of 1st graders that score P in 1st grade fluency passage 33.33% of 2nd graders that score P 2nd grade fluency passage Midyear Assessment, School Year 2024-2025	41% of Kindergarten students that score P (Proficient) on CORE assessment E, blending CVC words 65% of Kindergarten students that score P on assessments A 58% of Kindergarten students that score P on assessments B 41% of Kindergarten students that score P on assessments C 45% of Kindergarten students that score P on assessments D 35.00% of 1st graders that score P in 1st grade fluency passage 43% of 2nd graders that score P 2nd grade fluency passage Midyear Assessment, School Year 2025-2026
% NWEA Projected Proficiency Reading *Specific Student Groups:	African American or Black: Not Met: 56.7% Nearly Met: 16.7%	African American or Black: Not Met: 46.7% Nearly Met: 6.7%

English Learners African American	Met: 23.3% Exceeded: 3.3%	Met: 13.3% Exceeded: 13.3%
% NWEA Projected Proficiency Math *Specific Student Groups: African American Source: NWEA Projected	African American or Black: Not Met: 53.3% Nearly Met: 30% Met: 13.3% Exceeded: 3.3%	African American or Black: Not Met: 43.3% Nearly Met: 20% Met: 23.3% Exceeded: 13.3%
CAASPP ELA % Met/Exceeded Standards *Specific Student Groups: English Learners (EL selection in 5 Lab) Black or African American	African American or Black: Not Met: 54.4% Nearly Met: 22.4% Met: 14.4% Exceeded: 8.8% EL Not Met: 75.8% Nearly Met: 17.0% Met: 6.1% Exceeded: 1.2%	African American or Black: Not Met: 44.4% Nearly Met: 11.4% Met: 24.4% Exceeded: 18.8% EL Not Met: 65.8% Nearly Met: 17.0.0% Met: 15.1% Exceeded: 2.1%
CAASPP Math % Met/Exceeded Standards *Specific Student Groups: English Learners Black or African American	African American or Black: Not Met: 60.0% Nearly Met: 27.2% Met: 8.0% Exceeded: 4.8% EL Not Met: 73.2% Nearly Met: 19.0% Met: 7.1% Exceeded: 0.6%	African American or Black: Not Met: 50.0% Nearly Met: 17.2% Met: 18.0% Exceeded: 14.8% EL Not Met: 63.2% Nearly Met: 23.0% Met: 13.1% Exceeded: 1.7%
Distance From Standard in English Language Arts (ELA) Distance From Standard in Math Source: CA School Dashboard	ELA: 75.2 points below standard Math 79.8 points below standard	ELA:65.2 Points below standard Math: 69.8 points below standard

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	Teacher Leader hired to coach teachers, facilitate grade-level collaboration, and act as a resource to provide research-based instructional strategies and materials to support the implementation of Common Core, Site/District instructional priorities.	All Students	District Funded
1.2	Provide quality professional learning through staff meetings, mentoring, grade-level collaboration, peer observations, and on-site training to support the continuous improvement of instructional practices and share knowledge to meet site and grade-level goals (GLAD, Common Core, PBIS, SEL, Bay Area Writing Project, etc.).* *Instructional Focus Areas:	All students	12000.00 Title I Part A: Allocation 3640 LCAP Collaboration

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Reading – Literacy Instruction and Skill Development, All students reading by grade 3. *Writing – Evidence-based narrative, opinion, and expository *Math – Problem-solving, number sense, and communicating thinking *Small group instruction *Continuous Feedback		
1.3	Williams Report completed 100% access	All Students	
1.4	Students in Grade TK-5 will participate in STEAM, assemblies, performances, BrickSpace, field trips, and arts enrichment (dance, theater, music).	All Students	25000 LCAP Curriculum Enrichment
1.5	Specific technology programs, licenses, applications, peripherals/devices, will be purchased to supplement Common Core instruction in ELA, Math, ELD, STEAM, and Technology.* (Accelerated Reader, EduTyping, Reflex Math, Flocabulary, and other programs deemed appropriate.*) *Repairs to support a 1:1 computer-to-student ratio.	All Students	4000 Title I Part A: Allocation 10700 LCAP Curriculum Enrichment
1.6	Increase the presence and utilization of technology to effectively address the CCSS *Google Classroom implementation *Professional Development (district programs, culturally responsive teaching practices, etc.) *Collaborate to design systems, structures, and lessons *Implement, monitor, adjust	All Students	1000 Title I Part A: Allocation 14000 LCAP Curriculum Enrichment
1.7	Purchase and reproduce instructional materials including GLAD supplies, supplemental instructional materials (Heggerty, SIPPS, Rewards, SEL), and any supplies and materials that directly support instruction for students digitally and on paper.	All Students	9000 Title I Part A: Allocation 15000 LCAP Curriculum Enrichment
1.8	Purchase curriculum enrichment and instructional materials for physical fitness and arts materials.	All Students	5785 LCAP Curriculum Enrichment
1.9	Participate in Cycles of Inquiry utilizing VCUSD data review protocol of district-wide and site-based assessment data and utilize the data to drive instruction *Review data regularly with educational partners	All Students	see 1.2

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
	*Inform parents/guardians of student performance regularly (NWEA, ESGI, and other assessments) *Based on data, provide appropriate classroom interventions and opportunities for before and after school support for Tier 2 and 3 students *Provide collaboration time to review data and plan for instruction		
1.10	Teachers will receive professional development on Core Reading and UFLI (k-2) as part of the district early literacy initiative,	All Students	District Funded
1.16			

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.

Overall, the goals have been effective in increasing student achievement particularly for English Language Learners as well as early literacy goals for all students through the implementation of SIPPS and other phonics rich programs.

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

There are no major differences.

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 metrics for the 2024-2025 school year are focusing on student outcomes for our Black or African American population in the area of math as well as our Hispanic/Latino and English Language Learners in ELA. Goal 1, 3.

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, supporting, and engaging learning environments for students and staff.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Safe and Supportive Learning Environments (VCUSD Pillar 2) -
Vallejo City Unified School District will provide equitable opportunities through responsive MTSS strategies to ensure safe and supportive learning environments for all students and staff as indicated in data outcomes assessing culture and climate, facilities, safety, wellness, staffing, additional services for targeted student groups, student enrichment activities, and student attendance.

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

Improve facilities, including filling every classroom with a credentialed teacher at the beginning of the school year, regular and sufficient mental health support providers, sufficient support staff to provide safe environment during the school day.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
% of Students chronically absent- CA School Dashboard -All Students -African American % of Students chronically absent- Student Analytics Lab -All Students -African American Source: CA School Dashboard, Student Analytics Lab	% of Students chronically absent- CA School Dashboard -All Students 34.2% -African American 40.7% School Year 2023-2024 % of Students chronically absent- Student Analytics Lab -All Students 29.3% -African American 30% Trimester 2, School Year 2024-2025	% of Students chronically absent- CA School Dashboard -All Students 27% -African American 33% School Year 2025-2026 % of Students chronically absent- Student Analytics Lab -All Students 25% -African American 25% Trimester 2, School Year 2025-2026
% Average daily attendance -All Students -African American Source: Student Analytics Lab	% Average daily attendance -All Students 91.34% -African American 91.5% Trimester 2, School Year 2024-2025	% Average daily attendance -All Students 93% -African American 93% Trimester 2, School Year 2025-2026
% of students suspended once or more -All Students	1.3% of students suspended once or more -All Students	1.0% of students suspended once or more -All Students

Source: CA Dashboard, Suspensions	School Year 2023-2024	School Year 2025-2026
% Students suspended -All Students Source: Student Analytics Lab, Suspension rate Dashboard	0.48% Students suspended -All Students Trimester 2, School Year 2024-2025	1% Students suspended -All Students Trimester 2, School Year 2025-2026
Student expulsion rate Source: DataQuest Expulsion and Suspension Rate	0% Student expulsion rate School Year 2023-2024	0% Student expulsion rate School Year 2025-2026
% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. Source: California Healthy Kids Survey data	67% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. School Year 2023-2024	75% of 5th grade respondents reporting 'Yes, all of the time' or 'Yes, most of the time' on key indicators: 'School Connectedness Scale (In-School Only)', 'caring adults in school caring relationships', 'High expectations-adults in school- school high expectations', and 'Perceived Safety at School'. School Year 2024-2025
% of SST Referrals Source: AERIES Intervention Dashboard	6% of SST Referrals Trimester 2, School Year 2024-2025	10% of SST Referrals Trimester 2, School Year 2025-2026
"Classroom Instructional Climate" score from: Kimochis Source: Kimochi's	"Classroom Instructional Climate" score from: Kimochis:	"Classroom Instructional Climate" score from: Kimochis:
% 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	54% 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 School Year 2023-2024	75% 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 School Year 2024-2025
% Average daily attendance Source: Student Analytics Lab	91.81%	93.0%
% Chronically absent *Specific Student Groups: with IEPs Black or AA EL Low Income Source: CA School Dashboard and Student Analytics Lab	31.3 % 44.1% Students with IEPs 32.1% Black or AA 30.5% EL 30.8% Low Income	25% 34.1% Students with IEPs 22.1% Black or AA 20.5% EL 20.8% Low Income

% of students suspended once or more *Specific Student Groups: Students with Disabilities White African American Foster Youth Socioeconomically Disadvantaged Sources: CA School Dashboard and Student Analytics Lab	1.8% Black or AA 5.7% Socio Economically Disadvantaged 2.0% Students with Disabilities 1.7%	1.5% Black or AA 2.7% Socio Economically Disadvantaged 2.0% Students with Disabilities 1.7%

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	Weekly check ins with custodian, principal, office manager, ASP, TL, and monthly check in with Encore ELP Coordinator. *Custodian: Facilitate work orders and facilities and maintenance requests. *Office manager: Ensure funds are used appropriately and effectively to support students learning, collaboration, GLAD *ASP- SST monitoring, intervention supports, RJ circles, family engagement *TL- model lessons, support assessments, support teaching and learning *Encore ExLP- share data, Hey Tutor check in	All Students	
2.2	Regular meeting with Site Leadership Team, PAX team as a Subcommittee of the SLT, & Site Safety Team.	All Students	5700 LCAP Site Leadership Team
2.3	Incentive programs developed and implemented to recognize positive behavior and contributions *Blue slips, treasure boxes, classroom treasure boxes *PAX Leaders *Attendance incentives *Reading awards *Spelling bee etc. *Medals & Certificates *Reading/Math dog tags, etc. *Restorative practices *PAX training *PBIS *And any other incentives for positive student behaviors/outcomes	All students	9000 LCAP Student Engagement & Recognition
2.4	Weekly Clubs after school	All students	1630 LCAP

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
			Student Engagement & Recognition
2.5	Youth Leadership Team will meet regularly to determine service projects, plan for and implement projects and events (Food distribution, spirit weeks, support events, end of year celebration etc.)	4th and 5th grade students	800 LCAP Student Engagement & Recognition
2.6	Increase adult coverage with Noon-Duty, volunteers, & Site Safety, throughout the school day.	All students	
2.7	Full Service Community Schools to further connect, equip, and inform families at family engagement events (Family Math Strategies Game Night, Literacy Night, Art Night etc.) Title 1 funding for Literacy/Math evenings, and other educational opportunities for families. LCAP: ESAs for teacher attendance, child care/snacks/food for in person activities.	All students	1408.87 Title I Part A: Parent Involvement Funds for educational events (literacy and math related) 5715 LCAP: Parent Involvement Parent & Family Engagement
2.8	Student organizational materials *Home-and-back folders for weekly paper communication with families *Calendar style planners for all students in grades 3-5 for communication with families, including homework and other upcoming assignments	All students	2400 Title I Part A: Allocation
2.9	Regular walkthrough and feedback conversations with all classroom teachers. Peer observations. Teaming veteran teachers with new teachers for mentoring opportunities. Regular meetings with new staff members.	All students	
2.10	Voluntary Site-Based decision making as often as possible through restorative justice circle, Google Form input/voting, voluntary meetings, and conversations.	All students	
2.11	Principal, PAX Partner, and Teacher Leader to provide weekly staff and parent communication digitally and physically (print to send home). *Communications to ensure that all staff and families are provided with clear information related to PAX/PBIS and instructional expectations.	All students	
2.12	Continue to invest in community building, school spirit, and the creation of a positive atmosphere. Utilize restorative justice practices, PBIS/PAX calendar of lessons implemented with expected behavior explicitly taught and reviewed.	All students	
2.13	Continue PBIS/PAX and RJ training for all staff to ensure that 100% of staff are trained. Include training/materials in Kimochis for grades TK-2, and Peacemakers Peace path and other SEL programs as deemed appropriate.	All students	2000 Title I Part A: Allocation

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.14	Infraction data analyzed for "hot spots", results shared with teachers and noon duties, and recess supervision pattern adjusted accordingly. Consistent monthly meetings with staff to address issues.	All students	
2.15	Personal calls to families of absent students by attendance clerk. Additional outreach conducted by Care Team (ASP, TL, Principal, Parent Liaison, RSP, MHSP, Bilingual Liaison, etc...) where appropriate. *SST Meeting with families who receive truancy warning #2 and likely to receive truancy warning #3.	All students	
2.16	ELEVO coaches utilized during school hours to provide access to SEL, structured games, and sports for all students.	All students	

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.

Overall our attendance has improved with the strategies that we have in place. Data related to student discipline and implementation of strategies will continue to be shared with all staff and revised as needed.

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

There are none.

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 use our PAX partner to focus our work on our Social Emotional strategies, Positivity Practices, and PAX game during staff meetings, and in class supports.

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.

Prove equitable access to curriculum and site resources.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Equitable Opportunities, Equitable Outcomes (VCUSD Pillar 1) -
Vallejo City Unified School District will provide each VCUSD student with equitable opportunities including resources and support to ensure equitable outcomes and reduce disproportionality between student groups as indicated in site level plans and data outcomes assessing additional services for targeted student groups and each student's response to interventions.

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

Provide professional development and collaboration time to support tier 2/3 strategies.

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	48.5% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2023-2024	55.0% of English Learner (EL) students making progress toward English language proficiency on the ELPAC School Year 2024-2025
% NWEA Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	26.85% NWEA Projected Proficiency in Reading for EL student group School Year 2023-2024	30.15% NWEA Projected Proficiency in Reading for EL student group School Year 2025-2026
% of English Learner students reclassified as Fluent English Proficient Source: DataQuest, School Level, Annual Enrollment Data, Enrollment by English anguage Acquisition Status (ELAS) and Grade, RFEP for site	2.5% of English Learner students reclassified as Fluent English Proficient School Year 2023-2024	4.0% of English Learner students reclassified as Fluent English Proficient School Year 2024-2025

% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: SAL, 1. District Enrollment, ExL Filter	85.7% of low-income 23.3% English Learner 0% Foster Youth students who participate in after-school programs School Year 2024-2025	90.0% of low-income 30.0% English Learner 1.0% Foster Youth students who participate in after-school programs School Year 2025-2026
% of English Learner (EL) students making progress toward English language proficiency on the ELPAC Source: CA School Dashboard	44.6%	39.6%
% Projected Proficiency in Reading for EL student group Source: Student Analytics Lab	7.80%	12.8%
% of English Learner students reclassified as fluent English proficient Source: DataQuest, Annual Enrollment Data, Enrollment by English Language Acquisition Status (ELAS) and Grade	2.4%	10.4%
% of low-income, English Learner, or Foster Youth students who participate in after-school programs Source: Student Analytics Lab	90.0% Low Income 30% English Learner 0% Foster Youth	90.0% Low Income 40% English Learner 0% Foster Youth (we have no FY)

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	Teachers can provide extended learning for students to participate in before or after school in small groups for targeted instruction and support (includes spring/summer targeted instruction).	Tier 2/3 students	18000 Title I Part A: Allocation 10000 LCAP Content Intervention
3.2	Support English Language Development for EL students: *Designated ELD time daily utilizing curriculum as part of support block *Use of ELD specific instructional strategies (including Project GLAD strategies) * Provide opportunities for extended learning time for EL students specifically focused on language acquisition *Review EL progress with Cycles of Inquiry & Improvement Science *Continue to work toward school-wide implementation of GLAD techniques.	EL Specific	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.3	Identify "watch list" students and determine appropriate interventions *Bi-Weekly Care Team Meeting *Ensure that SSTs and follow up SSTs are held consistently and in a timely manner to support students. *Monitor students on the Care Team list. Convene meetings, collaboratively develop plan, implement, monitor and adjust. *Implement 504 plans and monitor yearly *Use of MTSS- Multi-tiered systems of support *CWA for attendance, home visits, short term independent studies, and support *Monitor McKinney Vento students and resources *Provide effective interventions both during the school day and as part of extended learning for "watch list" students.	Tier 2/3 students	
3.4	Hire Teacher Leader, Bilingual Tutor, Academic Support Provider, Psych Intern, Behavior Intervention Specialists, consultants, and retired credentialed teacher to support reading in TK-3, reading/math specialist.*	Tier 2/3 students	13757.43 Title I Part A: Allocation 1430 LCAP Content Intervention
3.5	Use Heggerty Phonics program in grades TK-3 with fidelity to provide phonics based instruction for continuous improvement and Core 6 Step Phonics for grades K-5.	All students	
3.6	Provide training to teachers and support staff in SIPPS: Systematic Instruction in Phonemic Awareness, Phonics, and Sight words.	Tier 2/3 students	
3.7	Utilize substitute retired teacher, dedicated substitute, and tutors to support early literacy in primary grades in small group settings.	Tier 2/3 students	see goal 3.4

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.

Overall, the goals have been effective in increasing student achievement particularly for English Language Learners. We will continue to provide and attend professional learning opportunities to support English Language Learners.

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

Budget to implement reading intervention for kindergarten-first grade to be increased to offer more time to ensure equitable opportunities.

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.

Continue to utilize a reading teacher to support early literacy in TK-3 up to 3 days per week.

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.

Increase Parent and Community Engagement

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Community Centered Education (VCUSD Pillar 4) -
Vallejo City Unified School District will improve student outcomes through the use of community centered-education strategies to increase parent and community engagement as indicated in participation in the LCAP survey, parent groups including DELAC, CAC and opportunities to serve in leadership roles to support the district.

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 in DELAC, ELAC, SSC, and PTO. Outreach with parent liaisons for both the English speaking community and English Learner community to encourage and invite more participation.

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	28% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2024-2025	35% of parents/guardians participating in the annual LCAP survey agree or strongly agree that they are provided ways to be involved in their child's education Trimester 2, School Year 2025-2026
# of activities beyond required Parent Engagement Opportunities Source: Reporting from Parent Liaison	14 of activities beyond required Parent Engagement Opportunities Trimester 2, School Year 2024-2025	20 activities beyond required Parent Engagement Opportunities Trimester 2, School Year 2025-2026
Parent engagement as measured by % SSC meetings that met quorum Source: SSC sign-in sheets, #of parents/guardians attended/#of students enrolled	40% SSC meetings that met quorum Trimester 2, School Year 2024-2025	60% SSC meetings that met quorum Trimester 2, School Year 2025-2026
% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred	100% of target # of ELAC meetings occurred

Source: Calendar/ELAC meeting schedule	Trimester 2, School Year 2024-2025	Trimester 2, School Year 2025-2026
% of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided % Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	22 SSTs, 1 family night, parent teacher conferences, # of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 10 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided	# of Individual Student/Parent Meetings (SSTs, Behavior, Attendance, etc) with translation provided 13 Family/Group Events (SSC, ELAC, Family Nights, etc) with translation provided
% ELAC participation Source: ELAC sign-in sheet	9.7% of SSC/ELAC attendees were ELAC	20% of SSC/ELAC attendees ELAC

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	Calendar monthly meetings for the School Site Council, English Learner Advisory Council, and PTO. *Publish and distribute meeting times following the 72-hour rule for publicly posting agendas for SSC and ELAC. *Ensure direct outreach to the parent community through Parent Square, social media, and direct calling *Advertise, outreach, and accommodations for all parent/community meetings and events. *Parent input is actively sought at all meetings; community comments are honored at all SCC/ELAC meetings. *Prearranged translation services *Child care	All students	500 Title I Part A: Parent Involvement
4.2	Recruit and attend DAC/ELAC as a school group	All students	
4.3	Enlist parent to participate in parent-teacher organization.	All students	
4.4	Review attendance data and set goals for increased attendance.	All students	
4.5	Utilize a variety of strategies to recruit to the parent community through ParentSquare, social media, surveys, flyers, and calling. (Bilingual Liaison, Parent Liaison, ASP)	All students	
4.6	Provide opportunities for families to become familiar with the Wellness Center and Mental Health Support Services.	All students	
4.7	Provide opportunities for community, staff ,and students to become familiar with the Wellness Center and its purpose.	All students	

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 have utilized various outreach strategies with limited results.

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 differences, target and budget is aligned.

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.

Focusing outreach in relationship building, use of the site bilingual liaison, and parent liaison

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$172,466.30
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 Part A: Allocation	$62,157.43
Title I Part A: Parent Involvement	$1,908.87

Subtotal of additional federal funds included for this school: $64,066.30

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	$102,685.00
LCAP: Parent Involvement	$5,715.00

Subtotal of state or local funds included for this school: $108,400.00

Total of federal, state, and/or local funds for this school: $172,466.30

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

Expenditures by Funding Source

Funding Source	Amount
LCAP	102,685.00
LCAP: Parent Involvement	5,715.00
Title I Part A: Allocation	62,157.43
Title I Part A: Parent Involvement	1,908.87

Expenditures by Budget Reference

Budget Reference	Amount
	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	102,685.00
	LCAP: Parent Involvement	5,715.00
	Title I Part A: Allocation	62,157.43
	Title I Part A: Parent Involvement	1,908.87

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	100,125.00
Goal 2	28,653.87
Goal 3	43,187.43
Goal 4	500.00

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

Name of Members	Role
Brenda Zander	Principal
Cynthia Holbert	Classroom Teacher
Olivia Winkley	Classroom Teacher
Loree Tackmier	Classroom Teacher
Areli Ramos	Parent or Community Member
Paris Vasquez	Parent or Community Member
Brittany Young	Parent or Community Member
Nate Hilburn	Parent or Community Member
Clement Johnson	Parent or Community Member
Rosie Cruz	Other School Staff

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 5/28/25.

Attested:

Signature	
Bill Zander	Principal, Brenda Zander on 5/28/25
Paris Velasc	SSC Chairperson, Paris Vasquez on 5/28/25

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

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

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

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

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 (S*ections: 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 (S*ections: 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 (S*ections: 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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