

**HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT**

# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the School Plan for Student Achievement (SPSA), as well as the planning requirements for a school identified for Additional Targeted Support and Improvement or Comprehensive Support and Improvement, may be found in the SPSA Template Instructions.

This school plan, developed by the Sparks Elementary School School Site Council, describes the strategies for improving student academic achievement.

For additional information regarding the school’s programs and how you may become involved locally, please contact:

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School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Sparks Elementary School	19734456014369	4/23/25	06/24/2025

## Plan Description

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

**Schoolwide Program**  
The purpose of the 2025-2026 SPSA plan is to describe our Schoolwide Program for English Language Arts, Math, English Learners and School Climate. Additionally, Sparks Elementary is TK-5 Community School located in La Puente, CA. Our school follows the School Wide Plan Requirement Process as required by state and federal government for determining our school needs, developing a comprehensive plan as well as monitoring and evaluating the effectiveness of the plan. The School Plan for Student Achievement assists the school in effectively meeting Every Student Succeed Act (ESSA) requirements and Local Control and Accountability Plan (LCAP) for budgetary expenditures to meet all priorities.

Briefly describe the school's plan for effectively meeting the Every Student Succeeds Act (ESSA) planning requirements, including for ATSI, CSI or TSI as identified, in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

Sparks Elementary's 2025-26 SPSA address the needs of identified performance indicators and student groups from the 2024 CA dashboard: ELA (orange) - English Learners, SWD (red), Hispanic, SED (orange); Math (orange) - English Learners, Hispanic, SED, SWD (orange); English Learner Progress Indicator (ELPI) (red) - English Learner (red). There is also a need to focus on Tier 1 instruction for all students and increase the achievement for all students. Sparks Elementary plans to increase academic achievement of these groups through the use of online programs to monitor student learning and focus on evidence based instructional strategies including; differentiated instruction, direct and explicit instruction and targeted intervention specifically UFLI and Heggerty in grade K-2. Teachers will receive professional development in the areas of Designated and Integrated ELD, evidence-based instructional strategies, and targeted intervention. This plan will be monitored by the SSC and assessed based on multiple measures of assessments including Summative ELPAC, CAASPP, Reclassification, RFEP data, NWEA MAP data, Lexia and Dreambox.

## School Profile

### SCHOOL DESCRIPTION/PROFILE

Sparks Elementary School serves students in grades TK-5th. March 2025 enrollment = 399 students. Additional demographic data:

- 91.1% are Hispanic
- 89.9% are SED
- 5.2 % are EL
- 0.9% Foster Youth
- 8% Homeless
- 14.60% Students with Disabilities
- 11.18% of ELs reclassified by the end of 2024

Sparks Elementary EL population is 150 students  
\*19% RFEP

Programs and/or opportunities offered at Sparks Elementary...

100% Free Breakfast and Lunch

Intervention/Extended Learning Opportunities K-5th

C-STEM

UFLI

Supplemental instruction support with Lexia, Dream Box, Accelerated Reading, SORA, and EPIC

Full-time Interventionists

Social Emotional Lessons Program

Map NWEA Data to Monitor Academic Growth

Summer School Enrichment

Boys and Girls Afterschool Program

Equitable Grading Practices Schoolwide

Foster Care Case Management System with Equity and Access Counselor

Community School Grant

# Table of Contents

- SPSA Title Page ..... 1
- Plan Description ..... 1
- Table of Contents..... 3
- School and Student Performance Data ..... 6
  - Student Enrollment..... 6
  - Student Population ..... 9
  - Overall Performance ..... 11
  - Academic Performance ..... 13
  - Academic Engagement ..... 19
  - Conditions & Climate..... 22
  - ELPAC Results ..... 29
  - Reclassification Rate..... 33
  - K-12 MAP Reading Results for 2024-25 ..... 33
  - K-12 MAP Math Results for 2024-25 ..... 39
  - At-Risk LTEL/LTEL Monitoring Report..... 45
  - RFEP Monitoring Report ..... 47
- Resource Inequities (Required - CSI, TSI, ATSI) ..... 48
- Comprehensive Needs Assessment Components ..... 49
  - Data Analysis ..... 49
  - Surveys ..... 49
  - Classroom Observations ..... 49
  - Analysis of Current Instructional Program..... 49
- Educational Partners’ Involvement ..... 54
- Annual Evaluation ..... 57
  - Goals, Strategies, & Proposed Expenditures..... 75
    - School Goal - ELA..... 75
  - Strategies/Activities..... 76
    - School Goal - Math ..... 88
  - Strategies/Activities..... 89
    - School Goal - English Learners ..... 100
  - Strategies/Activities..... 101
    - School Goal - School Climate ..... 111
  - Strategies/Activities..... 112
- Budget Summary ..... 123
  - Budget Summary Table ..... 123
  - Federal, State, and Local Funds ..... 123
- Budgeted Funds and Expenditures in this Plan ..... 124

Funds Budgeted to the School by Funding Source.....	124
Expenditures by Funding Source .....	124
Expenditures by Budget Reference .....	124
Expenditures by Budget Reference and Funding Source .....	125
Expenditures by Goal.....	126
Duty Statements - Title I funded positions (FTE only) .....	127
<b>2024-2025 School Site Council Membership</b> .....	<b>128</b>
<b>2024-2025 English Learner Advisory Committee (ELAC)</b> .....	<b>129</b>
Recommendations and Assurances .....	130
Instructions.....	135
Instructions: Linked Table of Contents.....	135
Purpose and Description .....	136
Educational Partner’s Involvement.....	138
Goals, Strategies, & Proposed Expenditures.....	139
Budget Summary .....	141
Appendix A: Plan Requirements .....	143
Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements .....	146
Appendix C: Categorical & Supplemental Funding .....	148
Appendix D: School Parent Involvement Requirements .....	149
Appendix E: Select State and Federal Programs.....	150

# District Adopted Core Curriculum 2025-26

Curricular Area	Publisher	Grade Level
<u>Language Arts/Literacy</u>	McGraw Hill Education, <i>Wonders</i>	K-5
	McGraw Hill Education, <i>Study Sync</i>	6-12
	ERWC	12
<u>English Language Development</u>	McGraw Hill Education, <i>Wonders ELD</i>	K-5
	McGraw Hill Education, <i>Study Sync with Designated ELD</i>	6-12
<u>Supplementary</u>	National Geographic, <i>Inside</i>	6-8
	National Geographic, <i>Edge</i>	9-12
<u>Mathematics</u>	Houghton Mifflin Harcourt, <i>Go Math!</i>	K-5
	Amplify, <i>Desmos Math</i>	6-8
	Houghton Mifflin Harcourt, <i>Integrated 1,2,3</i>	9-12
	McDougal Littell, <i>Algebra 2</i>	
	McDougal Littell, <i>Precalculus with Limits</i>	
	McDougal Littell, <i>Calculus</i>	
<u>History/Social Science</u>	McGraw Hill Education, <i>IMPACT</i>	K-8
	Pearson, <i>World History-The Modern World</i>	10-12
	Pearson, <i>US History-The 20<sup>th</sup> Century</i>	
	Pearson, <i>American Government</i>	
	Pearson, <i>Economics Principles in Action</i>	
<u>Science</u>	Twig Education, <i>Twig Science</i>	TK-5
	Discovery Education, <i>Discovery Science</i>	6-8
	Savvas Learning, <i>Savvas Science</i>	9-12

# School and Student Performance Data

## Student Enrollment Enrollment By Student Race/Ethnicity

Student Enrollment by Student Group						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.44%	0.22%	0.23%	2	1	1
African American	%	0.66%	0.47%		3	2
Asian	2.41%	3.08%	3.99%	11	14	17
Filipino	1.10%	0.88%	0.70%	5	4	3
Hispanic/Latino	92.98%	91.65%	91.08%	424	417	388
Pacific Islander	0.22%	0.22%	0.23%	1	1	1
White	1.32%	1.76%	1.88%	6	8	8
Multiple/No Response	%	0%	%		0	
<b>Total Enrollment</b>				456	455	426

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	85	51
Grade 1	65	50	65
Grade 2	58	66	46
Grade3	62	59	61
Grade 4	57	62	58
Grade 5	68	63	61
Grade 6	72	70	66
<b>Total Enrollment</b>	456	455	426

### Conclusions based on this data:

1. Based on the data, the Hispanic percentage dropped .57 points from the 2022-2023 school year to the 2023-2024 school year.
2. Based on the data, the enrollment dropped from 455 in the 2022-2023 school year to 426 in the 2023-2024 school year..
3. Based on the data, the Asian population shows an increase of .91 points from the 2022-2023 school year to the 2023-2024 school year.
4. Based on the data, the number of students in first grade and third grade increased from the 2022-2023 school year to the 2023-2024 school year.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	163	159	149	35.7%	34.9%	34.9%
Fluent English Proficient (FEP)	41	40	39	9.0%	8.8%	9.2%
Reclassified Fluent English Proficient (RFEP)	9			5.20%		

## Student Enrollment “At-Risk” and Long Term English Learner (LTEL) Enrollment

### 2021-22

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	26	0	0	0	26	0	26
01	19	0	0	0	19	0	19
02	18	0	0	0	18	0	18
03	20	9	0	0	29	7	36
04	0	23	0	0	23	5	28
05	2	18	0	3	23	3	26
06	3	1	21	0	25	10	35

### 2022-23

Grade	English Learners				EL Total	RFEP	Total (Ever-EL)
	EL 0-3 Years	At-Risk 4-5 Years	LTEL 6+ Years	EL 4+ Years Not At-Risk or LTEL			
KN	25	0	0	0	25	0	25
01	20	0	0	0	20	0	20
02	22	0	0	0	22	1	23
03	13	7	0	0	20	2	22
04	5	14	0	10	29	7	36
05	1	11	0	13	25	9	34
06	1	0	7	10	18	9	27

**Conclusions based on this data:**

1. Based on the data, the percentage of ELs decreased in 2023-2024. During 2022-2023, the percentage was 35.7% but in the 2023-2024 school year it dropped to 34.9%.
2. Based on the data, the number of ELs dropped from 2022-2023 to 2023-2024. It dropped from 159 students to 149 students.
3. Based on the data, the number of At-Risk ELs was 32 in 2022-2023 but it dropped to 20 for the 2023-2024 school year.
4. Based on the data, the number of LTEL was 21 in 2021-2022 but it decreased to 11 during the 2023-2024 school year.
5. Based on the data, Sparks Elem. has 4 LTELs and 108 EL during the 2024-2025 school year.

# 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
426	89.9%	35.2%	0.9%
Total Number of Students enrolled in Sparks Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	150	35.2%
Foster Youth	4	0.9%
Homeless	34	8%
Socioeconomically Disadvantaged	383	89.9%
Students with Disabilities	62	14.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5%
American Indian	1	0.2%
Asian	17	4%
Filipino	3	0.7%
Hispanic	388	91.1%
Two or More Races	0	0.0%
Pacific Islander	1	0.2%
White	8	1.9%

### Conclusions based on this data:

1. Based on the data, 89.9% of our student families were socio-economically disadvantaged at Sparks Elementary during the 2023-2024 school year..

2. Based on the data, Hispanics are our largest group of students. They had a percentage of 91.1% of the school in 2023-2024.
3. Based on the data, our percentage of Students with Disabilities was 14.6% of our student population during the 2023-2024.

# 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.”



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. Based on the data, the ELA overall rating is orange in the 2023-2024 school year.. However, ELs and SWD are in the red. Hispanic and SED groups are orange.
2. Based on the data, the Math overall rating is orange in 2023-2024. All four groups (EL's, Hispanic, SED, and SWD) are in the orange rating.

3. Based on the data, English Learner Progress has a rating of red in the 2023-2024 school year.
4. Based on the data, Suspension rating continues to be blue in the 2023-2024 school year.
5. Based on the data, Chronic Absenteeism is on the yellow for 2023-2024. However, the SWD is orange while the Els, Hispanics, and SED are yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

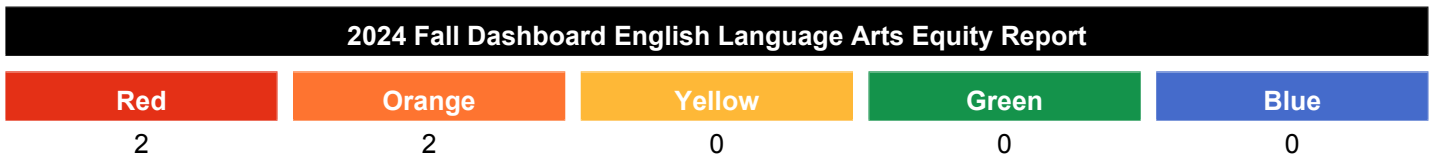
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>61.2 points below standard</p> <p>Declined 10.4 points</p> <p>232 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>81.6 points below standard</p> <p>Declined 7.6 points</p> <p>93 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>62.5 points below standard</p> <p>Declined 10.2 points</p> <p>214 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>108.7 points below standard</p> <p>Declined 6.1 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>58.7 points below standard</p> <p>Declined 9.3 points</p> <p>213 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Based on the data, ELA rating is orange. The school needs a full time interventionist to help support struggling students. However, Students with Disabilities and English Learners are in the red. Therefore, we need more support in those areas immediately.
2. Based on the data, the Hispanic and Social Economically Disadvantaged groups are on the orange rating.
3. Based on the data, the All Students rating was orange during the school year of 2023-2024. We have also declined by 10.4 points.
4. Based on the data, we are 61.2 points below the benchmark on the 2024 CAASPP.

# School and Student Performance Data

## Academic Performance Mathematics

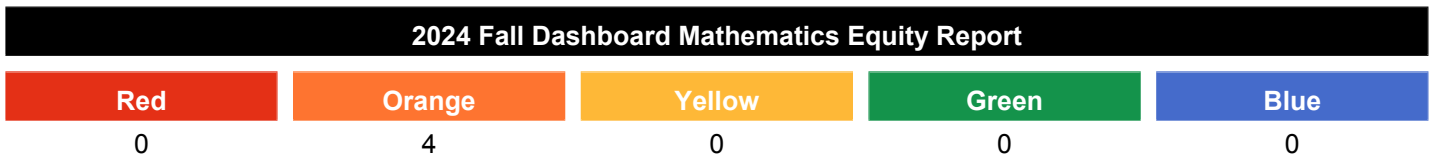
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>56.3 points below standard</p> <p>Maintained 0.1 points</p> <p>238 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>86.9 points below standard</p> <p>Declined 16.2 points</p> <p>99 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>84.6 points below standard</p> <p>Maintained 0.6 points</p> <p>13 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>58.6 points below standard</p> <p>Maintained 2.2 points</p> <p>220 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>101.3 points below standard</p> <p>Increased 24.5 points</p> <p>33 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>51.9 points below standard</p> <p>12 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>56.4 points below standard</p> <p>Maintained 1.3 points</p> <p>216 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>

**Conclusions based on this data:**

1. Based on the 2023-2024 school year, Math data says we have maintained the orange rating. Therefore, we need a full-time interventionist to support students in the area of math.
2. Based on the data from Math in 2023-2024, the English Learners, Hispanic, SED and Students with Disability groups are in the orange category.
3. Based on the 2023-2024 school year data for Math, the Students with Disabilities points increased by 24.5 points even though we are below the standard.
4. Based on the data, we are 56.3 below benchmark on the Math 2024 CAASPP.

# 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.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Red 40.2% making progress. Number Students: 102 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 4 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 23.5%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 36.3%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 39.2%

### Conclusions based on this data:

1. Based on the 2024 data English Learners Progress, 40.2% of our students are making progress.
2. Based on the English Learner Progress indicator data for 2024, we are in the red category.
3. Based on the data for 2024 English Learner Progress data, 36.3% our students maintained ELPI Levels 1-3H.
4. 39.2% of our ELs improved at least one ELPI level



# 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.

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












This section provides number of student groups in each level.



This section provides 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		
<b>All Students</b>  Yellow 22.2% Chronically Absent Declined 10.6 445 Students	<b>English Learners</b>  Yellow 12.9% Chronically Absent Declined 10.2 163 Students	<b>Long-Term English Learners</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students
<b>Foster Youth</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>Homeless</b>  No Performance Color 42.5% Chronically Absent Increased 12.1 40 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 21.7% Chronically Absent Declined 12.4 405 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>22.5% Chronically Absent</p> <p>Declined 16.3</p> <p>71 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>22 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>23.7% Chronically Absent</p> <p>Declined 10.7</p> <p>401 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

**Conclusions based on this data:**

1. Based on the data, Sparks Elementary' s Chronic Absenteeism overall rating for 2023-2024 is yellow. Our percentage is 22% which improved 10% from the 2022-2022 school year.
2. Based on the Chronic Absenteeism data for 2023-2024, English Learners and Socio-economically Disadvantaged both have a rating of yellow. They have improved.
3. Based on the data for 2023-2024, the Students with Disabilities group has a rating of orange. This group also improved 16.3 points from 2022-2023 to 2023-2024.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

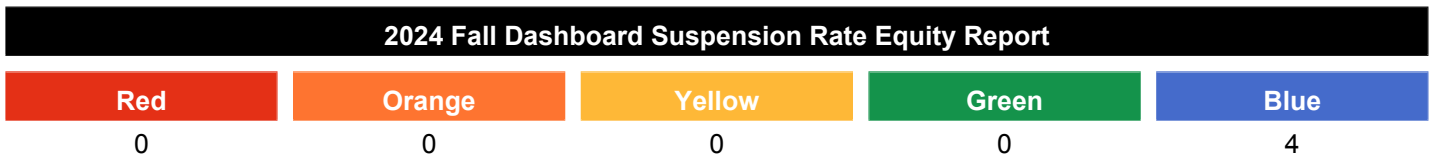
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>458 Students</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>168 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>5 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 4%</p> <p>43 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>418 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>74 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>22 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0.2%</p> <p>414 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p>

**Conclusions based on this data:**

1. Based on the 2024 data, all four groups (EL, Hispanics, SED, and SWD) are all in the blue category of Suspension Rate.
2. Based on the 2024 data, we maintained our amazingly low suspension rate thanks to PBIS program and Principal support.
3. Based on the 2024, the suspension rate was less than 0.2%. That means our restorative justice program is working.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy

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	61	59	61	61	59	58	61	59	58	100.0	100.0	95.1
Grade 4	61	64	59	61	64	57	61	64	57	100.0	100.0	96.6
Grade 5	66	65	61	66	64	60	66	64	60	100.0	98.5	98.4
Grade 6	74	70	67	74	70	65	74	70	65	100.0	100.0	97
All Grades	262	258	248	262	257	240	262	257	240	100.0	99.6	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2359.	2364.	2368.	8.20	5.08	6.90	16.39	13.56	24.14	18.03	33.90	12.07	57.38	47.46	56.90
Grade 4	2444.	2425.	2391.	13.11	10.94	7.02	19.67	20.31	10.53	29.51	23.44	15.79	37.70	45.31	66.67
Grade 5	2460.	2438.	2440.	9.09	3.13	3.33	21.21	18.75	23.33	25.76	23.44	28.33	43.94	54.69	45.00
Grade 6	2493.	2498.	2487.	13.51	10.00	10.77	21.62	27.14	12.31	22.97	35.71	40.00	41.89	27.14	36.92
All Grades	N/A	N/A	N/A	11.07	7.39	7.08	19.85	20.23	17.50	24.05	29.18	24.58	45.04	43.19	50.83

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	1.64	3.39	8.62	59.02	69.49	58.62	39.34	27.12	32.76
Grade 4	9.84	3.13	5.26	62.30	65.63	59.65	27.87	31.25	35.09
Grade 5	6.06	4.69	5.00	66.67	60.94	63.33	27.27	34.38	31.67
Grade 6	9.46	7.14	10.77	44.59	52.86	36.92	45.95	40.00	52.31
All Grades	6.87	4.67	7.50	57.63	61.87	54.17	35.50	33.46	38.33

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	6.56	3.39	8.62	39.34	44.07	43.10	54.10	52.54	48.28
Grade 4	9.84	4.69	7.02	65.57	53.13	31.58	24.59	42.19	61.40
Grade 5	9.09	1.56	0.00	54.55	48.44	56.67	36.36	50.00	43.33
Grade 6	22.97	14.29	15.38	43.24	61.43	64.62	33.78	24.29	20.00
All Grades	12.60	6.23	7.92	50.38	52.14	49.58	37.02	41.63	42.50

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.28	3.39	1.72	70.49	72.88	68.97	26.23	23.73	29.31
Grade 4	13.11	1.56	0.00	72.13	71.88	66.67	14.75	26.56	33.33
Grade 5	10.61	15.63	8.33	65.15	60.94	70.00	24.24	23.44	21.67
Grade 6	9.46	11.43	7.69	70.27	75.71	58.46	20.27	12.86	33.85
All Grades	9.16	8.17	4.58	69.47	70.43	65.83	21.37	21.40	29.58

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	1.64	0.00	10.34	63.93	72.88	55.17	34.43	27.12	34.48
Grade 4	13.11	17.19	5.26	65.57	54.69	57.89	21.31	28.13	36.84
Grade 5	10.61	4.69	11.67	60.61	54.69	60.00	28.79	40.63	28.33
Grade 6	8.11	4.29	9.23	62.16	72.86	69.23	29.73	22.86	21.54
All Grades	8.40	6.61	9.17	62.98	63.81	60.83	28.63	29.57	30.00

**Conclusions based on this data:**

- Based on the data, the percentage of standard met and exceeded on CAASPP ELA for all grades is 24.58% That is drop from 2023-2024 percentage of 27.62%
- Based on the 2023-2024 data, the percentage of CAASPP ELA standard exceeded students increased in grades 3rd and 5th.

3. Based on the 2023-2024 data, the percentage of CAASPP ELA students above standard in research and inquiry increased in all grade levels except 4th grade.
4. Based on the 2023-2024 data, the percentage of CAASPP ELA students above standard in reading increased from 4.67% in 2022-2023 to 7.5% in 2023-2024.
5. Based on the 2023-2024, we need to focus on writing, listening, and reading for the CAASPP ELA lessons because our students need the most help in those ELA categories. Therefore, we need a full-time interventionist to help small groups of students that need support.

# School and Student Performance Data

## CAASPP Results Mathematics

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	61	59	61	61	59	61	61	59	61	100.0	100.0	100
Grade 4	61	64	59	61	64	59	61	64	59	100.0	100.0	100
Grade 5	66	65	61	66	64	60	66	64	60	100.0	98.5	98.4
Grade 6	74	70	67	74	70	67	74	70	67	100.0	100.0	100
All Grades	262	258	248	262	257	247	262	257	247	100.0	99.6	99.6

\* 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	2400.	2401.	2384.	11.48	6.78	9.84	22.95	30.51	18.03	34.43	22.03	22.95	31.15	40.68	49.18
Grade 4	2441.	2463.	2459.	6.56	12.50	10.17	21.31	25.00	30.51	37.70	40.63	32.20	34.43	21.88	27.12
Grade 5	2442.	2427.	2467.	6.06	3.13	11.67	9.09	6.25	15.00	31.82	29.69	35.00	53.03	60.94	38.33
Grade 6	2497.	2484.	2463.	12.16	10.00	2.99	12.16	11.43	16.42	36.49	37.14	23.88	39.19	41.43	56.72
Grade 11															
All Grades	N/A	N/A	N/A	9.16	8.17	8.50	16.03	17.90	19.84	35.11	32.68	28.34	39.69	41.25	43.32

<b>Concepts &amp; Procedures</b> 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	19.67	10.17	13.11	52.46	61.02	49.18	27.87	28.81	37.70
Grade 4	14.75	15.63	20.34	54.10	62.50	50.85	31.15	21.88	28.81
Grade 5	6.06	4.69	18.33	46.97	37.50	46.67	46.97	57.81	35.00
Grade 6	13.51	7.14	4.48	54.05	47.14	38.81	32.43	45.71	56.72
Grade 11									
All Grades	13.36	9.34	13.77	51.91	51.75	46.15	34.73	38.91	40.08

<b>Problem Solving &amp; Modeling/Data Analysis</b> 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	8.20	6.78	8.20	45.90	52.54	40.98	45.90	40.68	50.82
Grade 4	6.56	15.63	11.86	39.34	50.00	57.63	54.10	34.38	30.51
Grade 5	6.06	1.56	6.67	46.97	46.88	38.33	46.97	51.56	55.00
Grade 6	9.46	7.14	2.99	40.54	52.86	40.30	50.00	40.00	56.72
All Grades	7.63	7.78	7.29	43.13	50.58	44.13	49.24	41.63	48.58

<b>Communicating Reasoning</b> 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	14.75	10.17	8.20	60.66	59.32	52.46	24.59	30.51	39.34
Grade 4	9.84	17.19	8.47	62.30	57.81	72.88	27.87	25.00	18.64
Grade 5	3.03	1.56	5.00	57.58	43.75	63.33	39.39	54.69	31.67
Grade 6	9.46	8.57	4.48	66.22	67.14	65.67	24.32	24.29	29.85
All Grades	9.16	9.34	6.48	61.83	57.20	63.56	29.01	33.46	29.96

**Conclusions based on this data:**

1. Based on the 2023-2024 data, the CAASPP Math overall achievement for students meeting and/or exceeding on the math benchmark increased from 26.07% in 2022-2023 to 28.34% in 2023-2024 .
2. Based on the data, the Concepts and Procedures percentage increased from 9.34% in 2022-2023 to 13.77% in 2023-2024 for all state test grades.
3. Based on the data, only fifth grade has increased its percentage of above standard students during 2023-2024 in the area of communicating reasoning CAASPP MATH. section.
4. Based on the data, we need a full-time interventionist to support our struggling math students.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1421.6	1424.1	1417.9	1431.3	1423.6	1425.8	1398.8	1424.8	1399.5	25	26	25
<b>1</b>	1431.5	1426.9	1427.1	1453.0	1438.7	1442.5	1409.8	1414.5	1411.1	21	19	19
<b>2</b>	1464.8	1460.6	1432.7	1469.1	1473.2	1448.3	1460.2	1447.6	1416.3	20	20	18
<b>3</b>	1467.9	1484.1	1463.5	1464.2	1487.1	1458.5	1471.2	1480.5	1467.9	30	20	19
<b>4</b>	1515.7	1511.0	1488.3	1507.9	1510.6	1484.1	1523.1	1510.7	1492.2	25	30	18
<b>5</b>	1534.2	1512.4	1500.1	1535.4	1511.7	1494.0	1532.5	1512.6	1505.7	16	23	23
<b>6</b>	1507.5	1542.8	1530.8	1499.1	1555.9	1535.9	1515.2	1529.4	1525.1	23	16	19
<b>All Grades</b>										160	154	141

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	4.00	11.54	12.00	48.00	46.15	28.00	36.00	26.92	48.00	12.00	15.38	12.00	25	26	25
<b>1</b>	0.00	5.26	0.00	23.81	26.32	26.32	47.62	52.63	42.11	28.57	15.79	31.58	21	19	19
<b>2</b>	5.00	10.00	0.00	45.00	35.00	38.89	20.00	35.00	38.89	30.00	20.00	22.22	20	20	18
<b>3</b>	0.00	15.00	10.53	33.33	40.00	21.05	46.67	15.00	36.84	20.00	30.00	31.58	30	20	19
<b>4</b>	20.00	23.33	16.67	44.00	36.67	38.89	28.00	26.67	16.67	8.00	13.33	27.78	25	30	18
<b>5</b>	31.25	8.70	13.04	31.25	39.13	30.43	25.00	43.48	39.13	12.50	8.70	17.39	16	23	23
<b>6</b>	17.39	31.25	26.32	34.78	31.25	42.11	26.09	31.25	21.05	21.74	6.25	10.53	23	16	19
<b>All Grades</b>	10.00	14.94	11.35	37.50	37.01	31.91	33.75	32.47	35.46	18.75	15.58	21.28	160	154	141

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.00	3.85	12.00	48.00	50.00	36.00	28.00	26.92	40.00	16.00	19.23	12.00	25	26	25
<b>1</b>	9.52	5.26	5.26	47.62	63.16	42.11	33.33	15.79	31.58	9.52	15.79	21.05	21	19	19
<b>2</b>	30.00	25.00	22.22	35.00	45.00	33.33	10.00	25.00	22.22	25.00	5.00	22.22	20	20	18
<b>3</b>	6.67	45.00	26.32	53.33	20.00	36.84	23.33	10.00	10.53	16.67	25.00	26.32	30	20	19
<b>4</b>	40.00	46.67	44.44	48.00	36.67	22.22	8.00	3.33	0.00	4.00	13.33	33.33	25	30	18
<b>5</b>	50.00	26.09	30.43	37.50	65.22	39.13	6.25	0.00	8.70	6.25	8.70	21.74	16	23	23
<b>6</b>	26.09	62.50	57.89	30.43	31.25	26.32	21.74	0.00	5.26	21.74	6.25	10.53	23	16	19
<b>All Grades</b>	22.50	29.87	27.66	43.75	44.81	34.04	19.38	11.69	17.73	14.38	13.64	20.57	160	154	141

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	3.45	11.54	16.00	17.24	38.46	12.00	55.17	38.46	52.00	24.14	11.54	20.00	29	26	25
<b>1</b>	8.33	5.26	0.00	33.33	21.05	0.00	16.67	42.11	52.63	41.67	31.58	47.37	12	19	19
<b>2</b>	4.35	5.00	0.00	39.13	15.00	22.22	43.48	45.00	22.22	13.04	35.00	55.56	23	20	18
<b>3</b>	0.00	0.00	0.00	18.75	25.00	21.05	43.75	35.00	26.32	37.50	40.00	52.63	16	20	19
<b>4</b>	10.53	3.33	0.00	26.32	40.00	27.78	31.58	30.00	38.89	31.58	26.67	33.33	19	30	18
<b>5</b>	0.00	0.00	4.35	4.55	13.04	17.39	45.45	60.87	52.17	50.00	26.09	26.09	22	23	23
<b>6</b>	8.70	18.75	0.00	13.04	25.00	42.11	43.48	25.00	31.58	34.78	31.25	26.32	23	16	19
<b>All Grades</b>	6.88	5.84	3.55	25.00	26.62	19.86	39.38	39.61	40.43	28.75	27.92	36.17	160	154	141

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	12.00	15.38	4.00	72.00	69.23	88.00	16.00	15.38	8.00	25	26	25
<b>1</b>	33.33	15.79	0.00	61.90	73.68	94.74	4.76	10.53	5.26	21	19	19
<b>2</b>	25.00	15.00	22.22	55.00	80.00	44.44	20.00	5.00	33.33	20	20	18
<b>3</b>	13.33	35.00	5.26	66.67	45.00	57.89	20.00	20.00	36.84	30	20	19
<b>4</b>	48.00	30.00	33.33	52.00	60.00	50.00	0.00	10.00	16.67	25	30	18
<b>5</b>	18.75	21.74	8.70	75.00	60.87	82.61	6.25	17.39	8.70	16	23	23
<b>6</b>	17.39	31.25	15.79	73.91	62.50	73.68	8.70	6.25	10.53	23	16	19
<b>All Grades</b>	23.75	23.38	12.06	65.00	64.29	71.63	11.25	12.34	16.31	160	154	141

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.00	0.00	12.00	76.00	69.23	72.00	16.00	30.77	16.00	25	26	25
<b>1</b>	0.00	10.53	15.79	85.71	68.42	63.16	14.29	21.05	21.05	21	19	19
<b>2</b>	35.00	35.00	38.89	40.00	55.00	38.89	25.00	10.00	22.22	20	20	18
<b>3</b>	30.00	50.00	36.84	53.33	25.00	36.84	16.67	25.00	26.32	30	20	19
<b>4</b>	32.00	50.00	44.44	64.00	36.67	22.22	4.00	13.33	33.33	25	30	18
<b>5</b>	68.75	82.61	60.87	25.00	8.70	17.39	6.25	8.70	21.74	16	23	23
<b>6</b>	47.83	81.25	78.95	30.43	12.50	10.53	21.74	6.25	10.53	23	16	19
<b>All Grades</b>	30.00	42.86	40.43	55.00	40.26	38.30	15.00	16.88	21.28	160	154	141

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	8.00	11.54	8.00	76.00	84.62	68.00	16.00	3.85	24.00	25	26	25
<b>1</b>	0.00	10.53	0.00	42.86	15.79	47.37	57.14	73.68	52.63	21	19	19
<b>2</b>	10.00	10.00	0.00	50.00	55.00	55.56	40.00	35.00	44.44	20	20	18
<b>3</b>	0.00	0.00	0.00	43.33	50.00	36.84	56.67	50.00	63.16	30	20	19
<b>4</b>	12.00	0.00	5.56	64.00	70.00	61.11	24.00	30.00	33.33	25	30	18
<b>5</b>	6.25	4.35	0.00	62.50	69.57	52.17	31.25	26.09	47.83	16	23	23
<b>6</b>	8.70	18.75	0.00	30.43	31.25	52.63	60.87	50.00	47.37	23	16	19
<b>All Grades</b>	6.25	7.14	2.13	52.50	57.14	53.90	41.25	35.71	43.97	160	154	141

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	24.00	53.85	32.00	60.00	26.92	44.00	16.00	19.23	24.00	25	26	25
<b>1</b>	0.00	5.26	0.00	66.67	78.95	63.16	33.33	15.79	36.84	21	19	19
<b>2</b>	25.00	10.00	5.56	40.00	60.00	66.67	35.00	30.00	27.78	20	20	18
<b>3</b>	3.33	15.00	0.00	86.67	55.00	63.16	10.00	30.00	36.84	30	20	19
<b>4</b>	24.00	26.67	0.00	72.00	60.00	77.78	4.00	13.33	22.22	25	30	18
<b>5</b>	37.50	17.39	13.04	50.00	60.87	69.57	12.50	21.74	17.39	16	23	23
<b>6</b>	13.04	37.50	42.11	69.57	50.00	42.11	17.39	12.50	15.79	23	16	19
<b>All Grades</b>	16.88	24.68	14.18	65.63	55.19	60.28	17.50	20.13	25.53	160	154	141

**Conclusions based on this data:**

1. Based on the data, the Overall Language Domain Level 4 percentage decreased from 14.94% in 2022-2023 to 11.35% in 2023-2024.

2. Based on the data, the Overall Writing Domain Level 4 percentage decreased from 5.84% in 2022-2023 to 3.55% in 2023-2024.
3. Based on the data, the Overall Listening Domain Level 4 percentage decreased from 23.38% in 2022-2023 to 12.02% in 2023-2024.
4. Based on the data, the Overall Reading Domain Level 4 percentage decreased from 7.14% in 2022-2023 to 2.13% in 2023-2024.
5. Based on the data, the Overall Speaking Domain Level 4 percentage decreased from 42.86% in 2022-2023 to 40.43% in 2023-2024.

# School and Student Performance Data

## Reclassification Rate

### 2022-23

*(from Aeries 7/1/2022 - 6/30/2023)*

School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Sparks El	12	161	6.94%
HLPUSD	545	3216	14.49%

### 2023-24

*(from Aeries 7/1/2023 - 6/30/2024)*

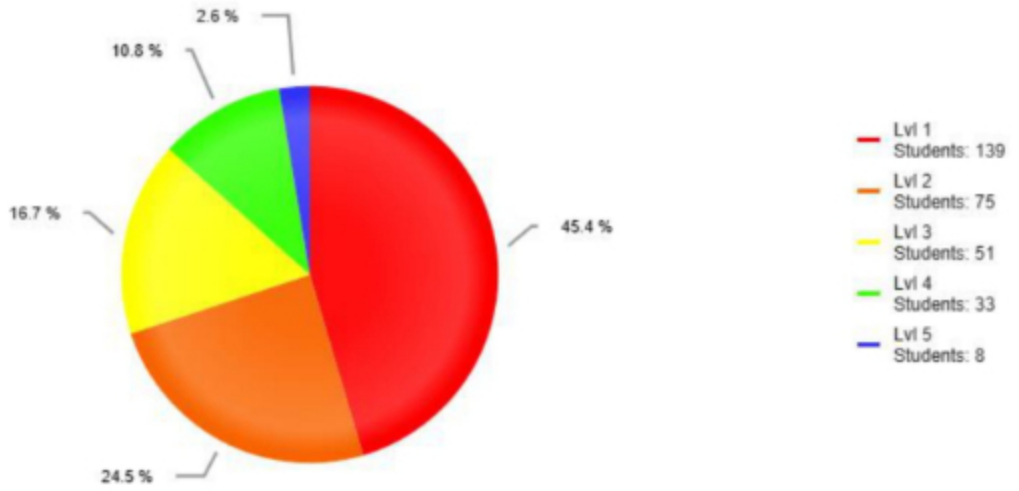
School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Sparks El	18	143	11.18%
HLPUSD	513	2802	15.48%

#### Conclusions based on this data:

1. Based on the data, Our reclassification rate increased from 6.94% in 2022-2023 to 11.18% in 2023-2024. That is a growth of 4.24%
2. Based on the data, number of RFEP increased for 12 students in 2022-2023 to 18 students in 2023-2024.
3. Based on the data, our number of ELs in 2022-2023 was 161 but decreased to 143 students in 2023-2024.

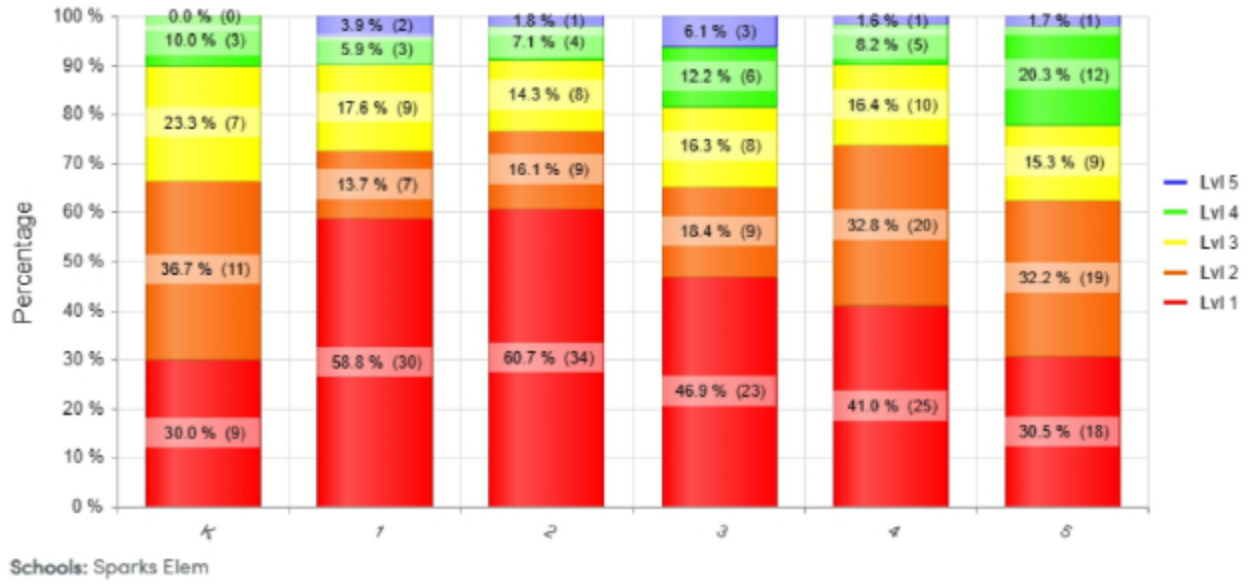
## K-12 MAP Reading Results for 2024-25

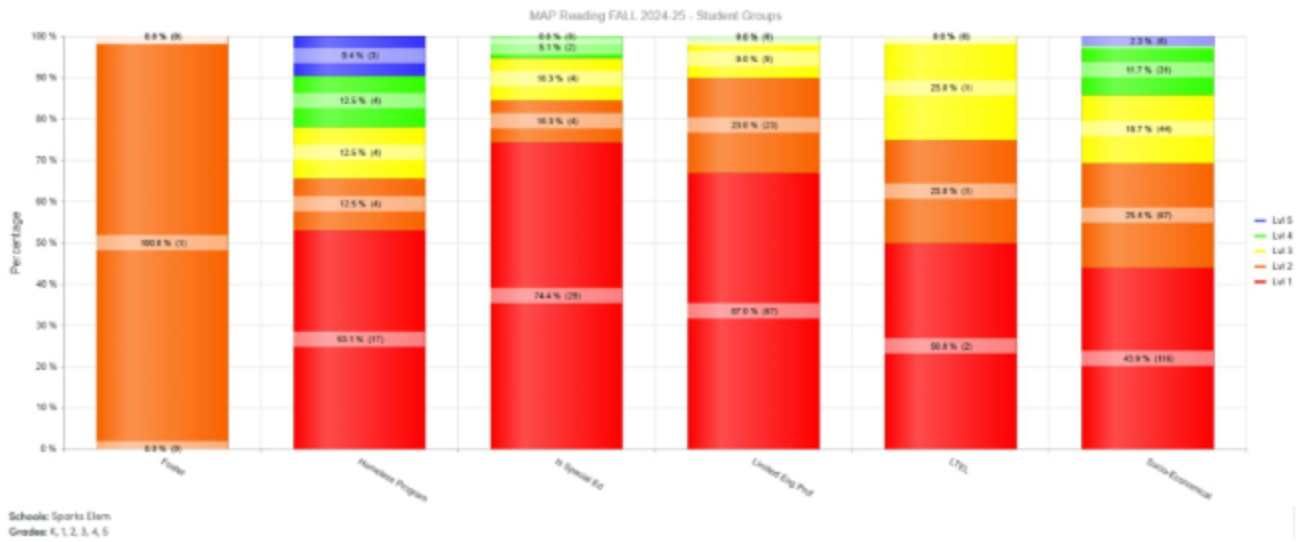
MAP Reading FALL 2024-25 District / Site



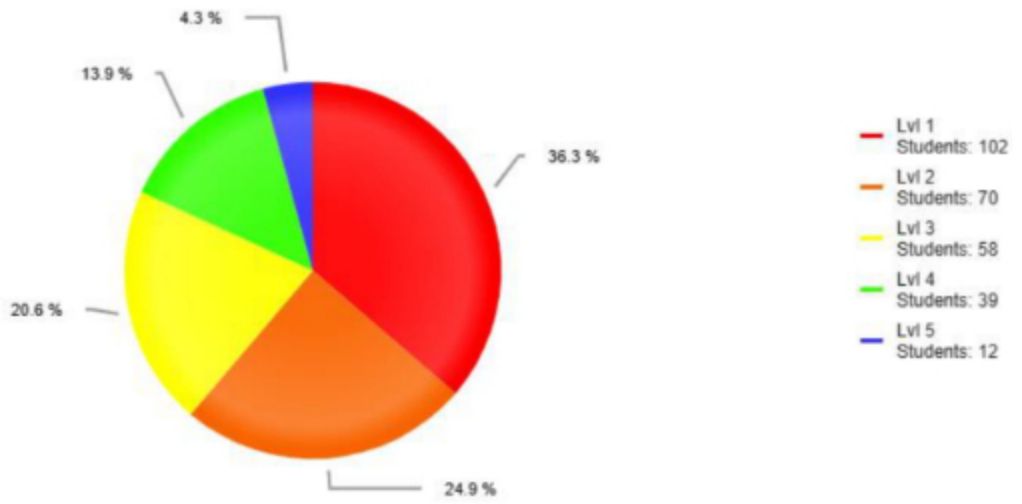
Schools: Sparks Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Reading Fall 2024-25 - Grade Level



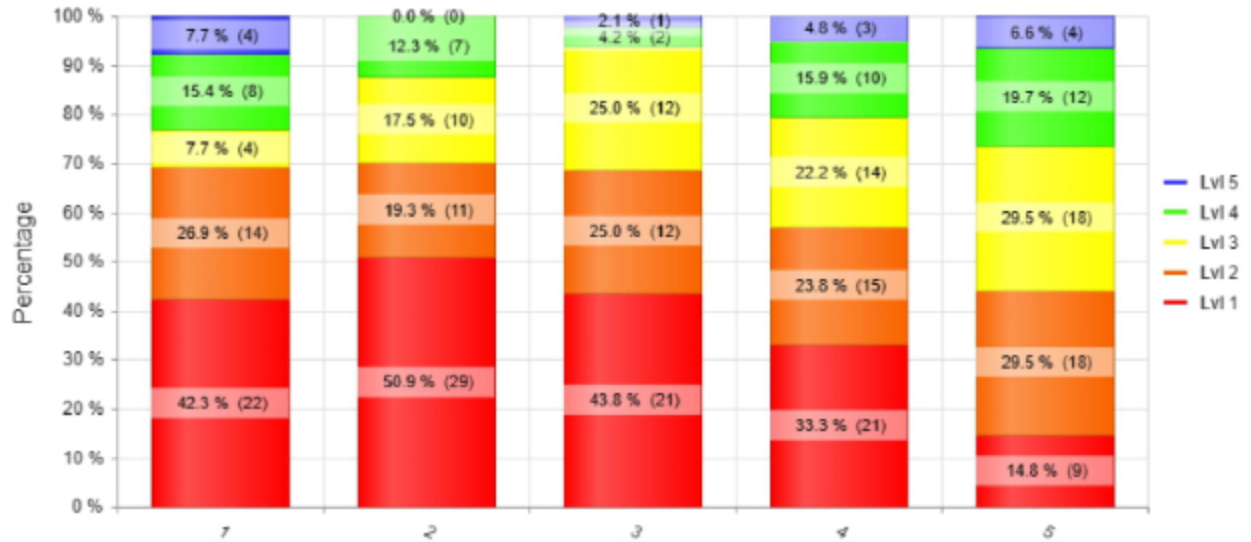


MAP Reading Winter 24-25 District Wide

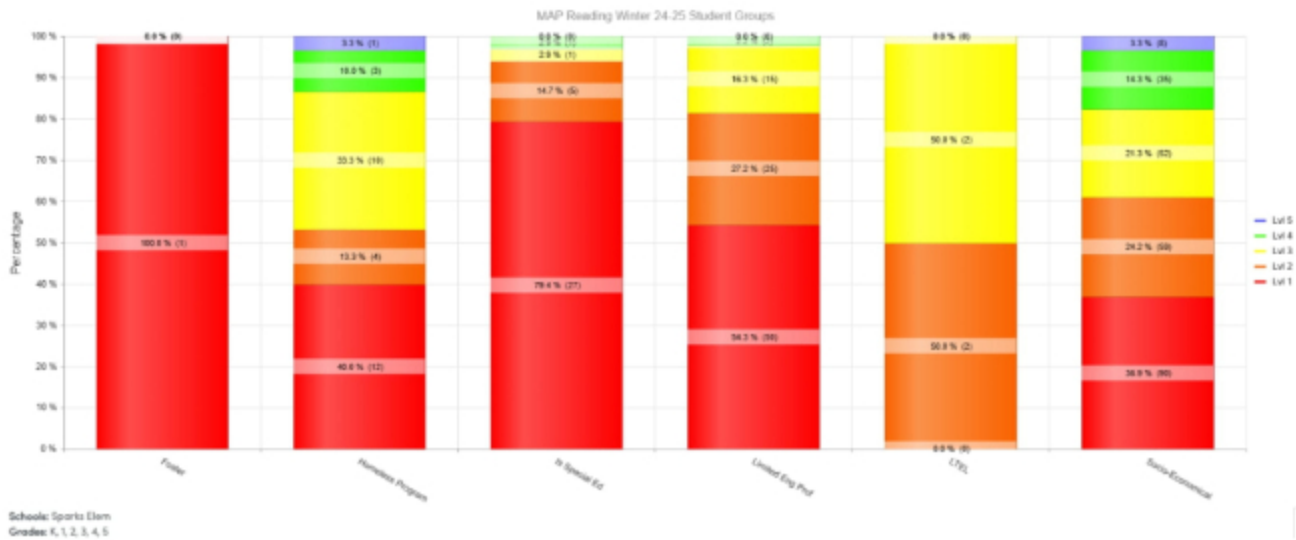


Schools: Sparks Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter 24-25 Grade Levels



Schools: Sparks Elem

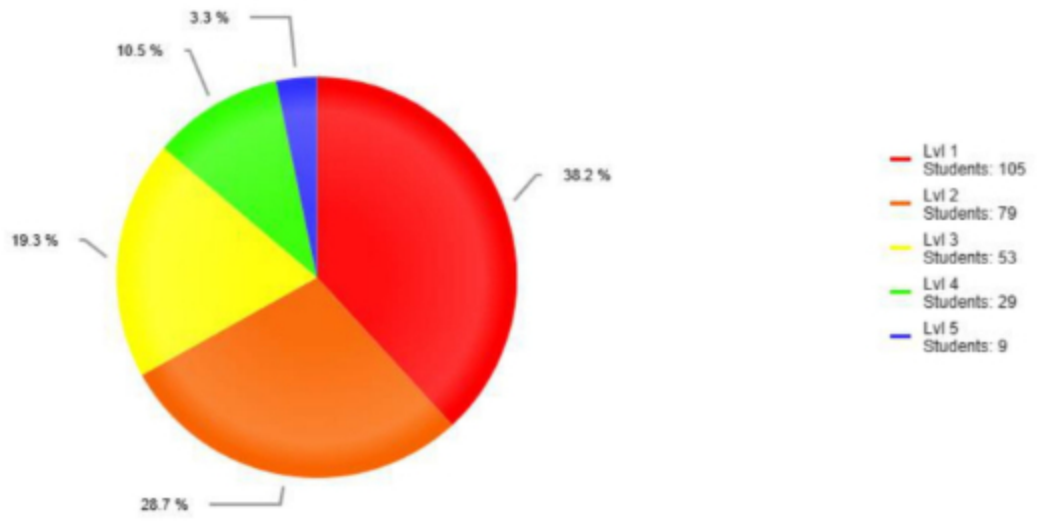


**Conclusions based on this data:**

1. Based on the data, the Winter 2025 ELA map percentage of students meeting and/or exceeding the benchmark for the whole school is 18%.
2. Based on the data, the Winter 2025 ELA map percentage of students showing growth in meeting and/or exceeding the benchmark this year is 50%.
3. Based on the data, the Winter 2025 ELA map percentage of students showing growth in meeting and/or exceeding benchmark in each grade level is between 37% and 64%.

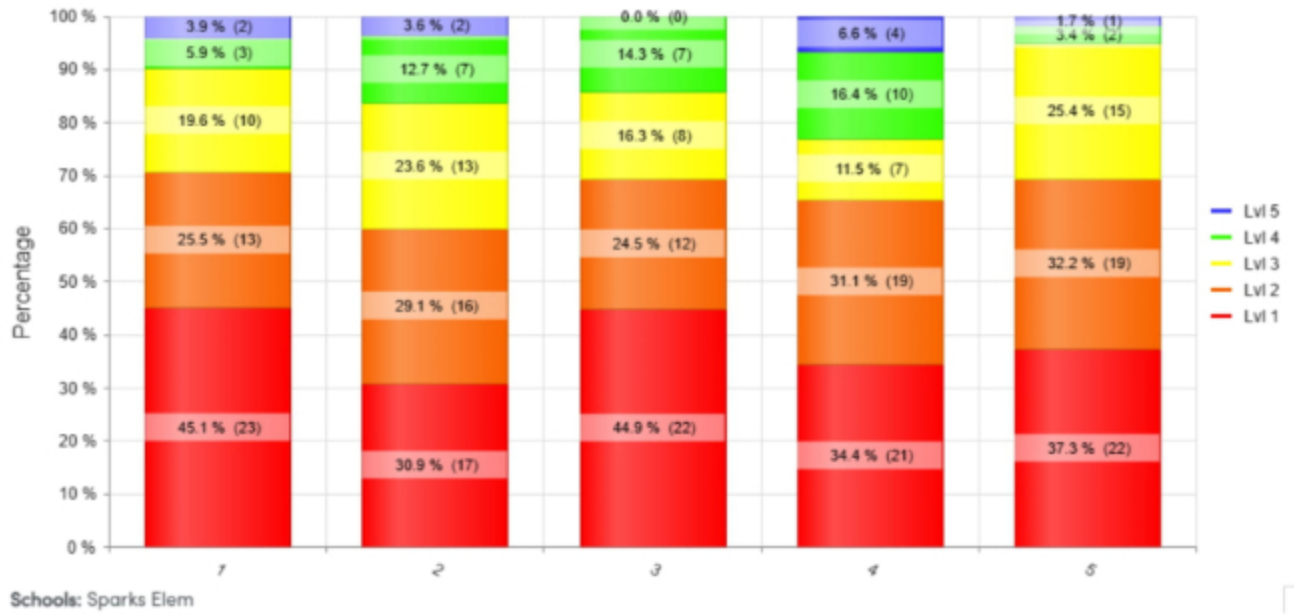
**K-12 MAP Math Results for 2024-25**

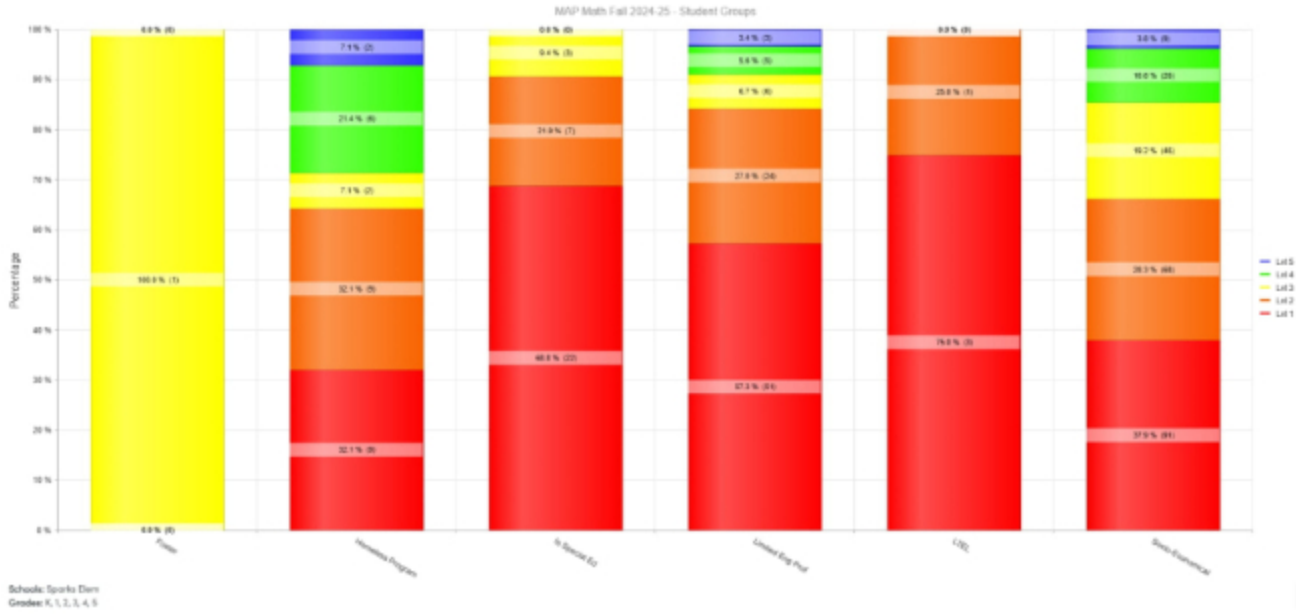
MAP Math Fall 2024-25 - Distirct / Site Total



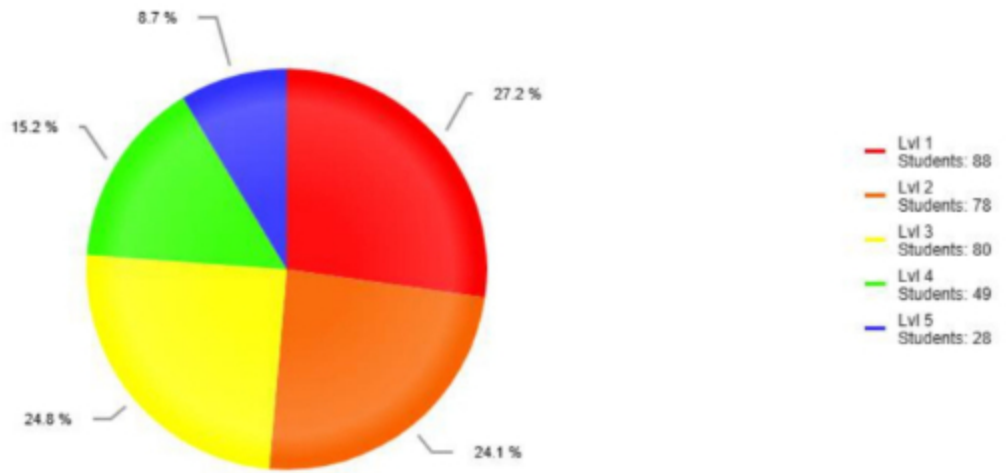
Schools: Sparks Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Math Fall 2024-25 - Grade Level



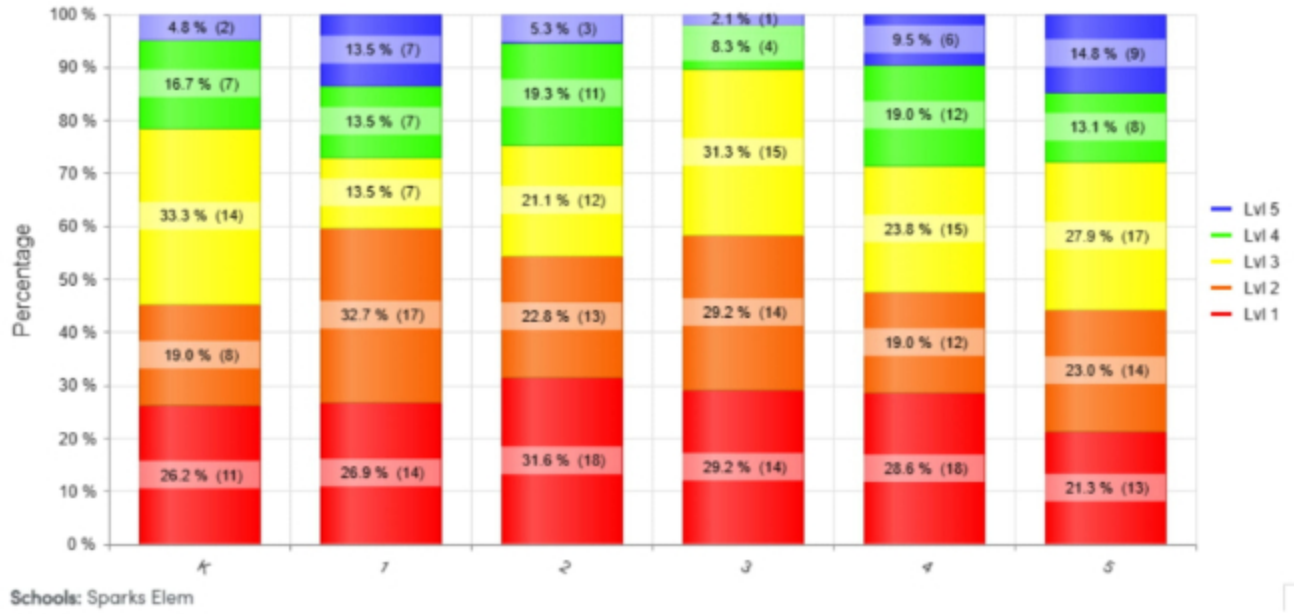


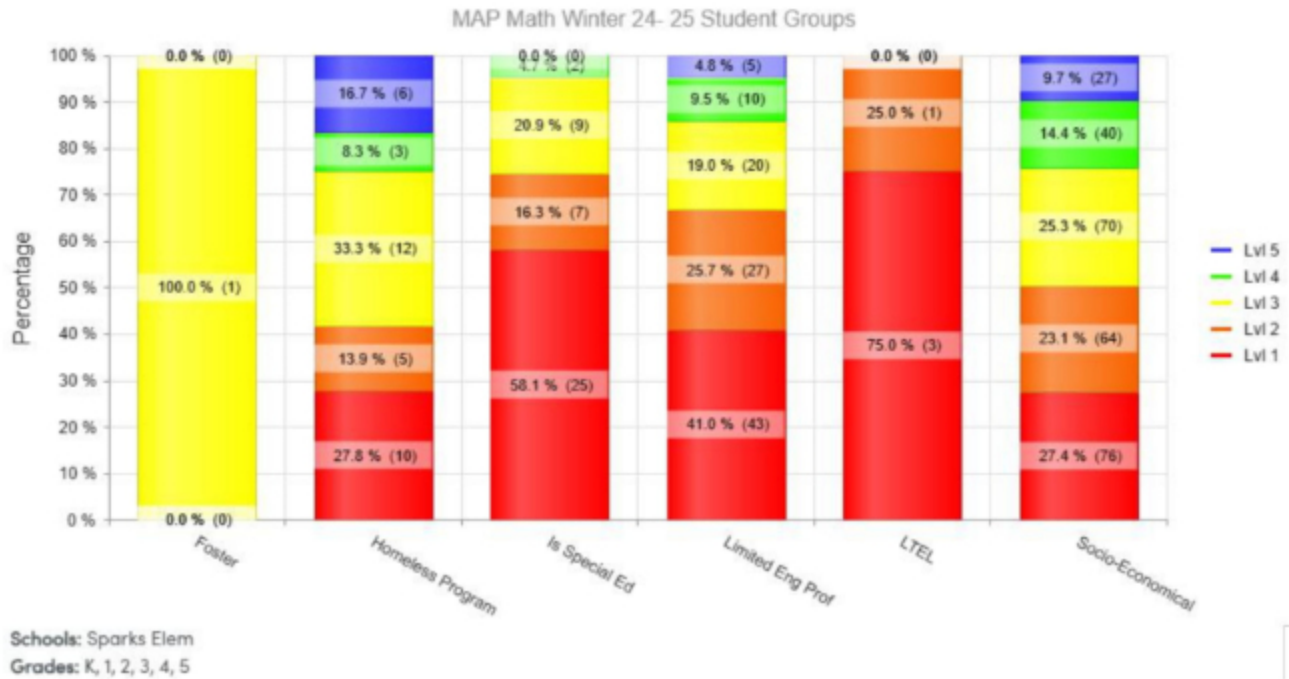
MAP Math Winter 24-25 District Wide



Schools: Sparks Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Math Winter 24-25 Grade Level





**Conclusions based on this data:**

1. Based on the data, the students in the meeting and/or exceeding schoolwide category show a growth of 24% on the Math Map Winter 2025 assessment.
2. Based on the data, the percentage of students meeting and/or exceeding the benchmark in each grade level on the Math Map Winter 2025 assessment was between 10% and 28%.
3. Based on the data, the highest percentage of students meeting and/or exceeding benchmark on the Math MAP Winter 2025 assessment are fourth and fifth graders.

**At-Risk LTEL/LTEL Monitoring Report**

## At-Risk LTEL Monitoring Report

School	Grade Level Years in US School		IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Sparks ES	5	5	Yes	2 - Somewhat Developed 03/20/2024	1 - Not Met 5/7/2024	4 (1/9/2025)	D (2024/2025 - Trimester 1)
Sparks ES	5	5	No	3 - Moderately Developed 03/26/2024	1 - Not Met 4/29/2024	16 (1/9/2025)	D (2024/2025 - Trimester 1)
Sparks ES	5	5	Yes	2 - Somewhat Developed 03/20/2024	2 - Nearly Met 5/2/2024	26 (1/9/2025)	D (2024/2025 - Trimester 1)
Sparks ES	5	5	No	1 - Minimally Developed 03/20/2024	1 - Not Met (5/7/2024)	1 (1/9/2025)	D (2024/2025 - Trimester 1)
Sparks ES	5	5	No	3 - Moderately Developed 03/26/2024	2 - Nearly Met 4/29/2024	35 (1/9/2025)	D (2024/2025 - Trimester 1)
Sparks ES	5	5	No	1 - Minimally Developed 03/20/2024	1 - Not Met 5/7/2024	30 (1/9/2025)	C (2024/2025 - Trimester 1)
Sparks ES	4	5	No	2 - Somewhat Developed 03/18/2024	1 - Not Met 5/1/2024	13 (1/15/2025)	D (2024/2025 - Trimester 1)
Sparks ES	4	4	No	3 - Moderately Developed 03/18/2024	1 - Not Met 5/1/2024	35 (8/20/2024)	D (2024/2025 - Trimester 1)
Sparks ES	4	4	Yes	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	1 (1/14/2025)	C (2024/2025 - Trimester 1)
Sparks ES	4	4	Yes	1 - Minimally Developed 03/06/2024	1 - Not Met 4/30/2024	2 (1/14/2025)	C (2024/2025 - Trimester 1)
Sparks ES	4	5	Yes	2 - Somewhat Developed 03/06/2024	1 - Not Met 4/30/2024	2 (1/14/2025)	C (2024/2025 - Trimester 1)
Sparks ES	4	4	No	2 - Somewhat Developed 03/06/2024	1 - Not Met 4/30/2024	24 (8/20/2024)	B (2024/2025 - Trimester 1)
Sparks ES	4	4	Yes	1 - Minimally Developed 03/06/2024	1 - Not Met 4/30/2024	2 (1/15/2025)	F (2024/2025 - Trimester 1)
Sparks ES	4	4	No	3 - Moderately Developed 03/18/2024	1 - Not Met 5/1/2024	1 (1/15/2025)	D (2024/2025 - Trimester 1)
Sparks ES	4	4	No	3 - Moderately Developed 03/20/2024	1 - Not Met 4/30/2024	1 (1/15/2025)	F (2024/2025 - Trimester 1)
Sparks ES	4	4	No	2 - Somewhat Developed 03/06/2024	1 - Not Met 4/30/2024	4 (1/15/2025)	D (2024/2025 - Trimester 1)
Sparks ES	4	4	No	1 - Minimally Developed 03/12/2024	1 - Not Met 4/29/2024	22 (1/15/2025)	C (2024/2025 - Trimester 1)
Sparks ES	4	4	Yes	2 - Somewhat Developed 03/18/2024	1 - Not Met 5/1/2024	4 (1/14/2025)	F (2024/2025 - Trimester 1)
Sparks ES	4	5	No	2 - Somewhat Developed 03/18/2024	1 - Not Met 5/1/2024	22 (1/16/2025)	D (2024/2025 - Trimester 1)
Sparks ES	3	4	No	3 - Moderately Developed 05/31/2024		3 (1/14/2025)	D (2024/2025 - Trimester 1)
Sparks ES	3	4	Yes	2 - Somewhat Developed 05/31/2024		1 (1/14/2025)	D (2024/2025 - Trimester 1)
Sparks ES	3	4	No	2 - Somewhat Developed 05/31/2024		11 (1/14/2025)	D (2024/2025 - Trimester 1)

## LTEL Monitoring Report

School	Grade Level Years in US School		IEP	Summative ELPAC Level	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Sparks ES	5	>5	No	2 - Somewhat Developed 03/20/2024	1 - Not Met 5/14/2024	28 (1/9/2025)	B (2024/2025 - Trimester 1)

### Conclusions based on this data:

1. Based on the data, Sparks Elem. has 3 third grade At-Risk LTEL students this year.
2. Based on the data, Sparks Elementary has 13 fourth grade At -Risk LTEL students this year.

3. Based on the data, Sparks Elementary has 7 fifth grade At-Risk LTEL students this year.

4. Based on the data, Sparks Elementary has 9 At-Risk LTEL students that have IEPs this year.

## RFEP Monitoring Report

### Conclusions based on this data:

1. No Sparks EI RFEP students are being monitored and supported for low achievement. All RFEP students are meeting academic performance expectations.

## Resource Inequities (Required - CSI, TSI, ATSI)

All Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) schools must conduct a review of Resource Inequities with the school's educational partners as part of the required Comprehensive Needs Assessment. LEA and school-level budgeting may be considered in the review. Resource Inequities shall be addressed through implementation of the SPSA. Schools may use Resource Inequities Suggested Reflection Questions as a resource. Note that responses to questions 1 through 3 must be actionable at the school site.

Identify and describe any resource inequities identified as a result of the required needs assessment using the following prompts.

1. What actionable inequities were identified by the school?

n/a

2. Which inequities are priorities for the school to address?

3. Summarize how the identified resource inequities are addressed in the SPSA.

4. If relevant, describe any resource inequities that were identified during the review that are not actionable at the school site, but which impact student achievement. If not relevant, write "NA" in the textbox below.

# 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.

Please refer to Instructions for additional guidance.

## Data Analysis

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

## Surveys

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

Staff (certificated and classified), parents, and educational partners completed surveys for needs assessments, LCAP priorities, and LCAP educational partner engagement activities. Also, ELAC, SSC and staff meetings were held monitor student progress. The Healthy Kids Survey results were shared with all staff and educational partners.

Parents and staff indicate a need for ELA and Math interventions such as Extended Learning Opportunities and a full-time Student Achievement TOSA. All educational partners (especially parents) expressed a need to continue LEXIA, Dreambox, and Extended Learning Opportunities and interventions occurring during the school day.

## Classroom Observations

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

The Principal conducts learning walks, formal and informal classroom observations, and daily walk-throughs with teachers on and off the formal schedule for observations. The Principal attempts to visit all classrooms on a daily and weekly basis to observe academic discourse and rigor. Findings concluded that technology and NDPL are integrated into all classrooms daily, use of core curriculum, note-taking, and small-group and large-group instruction. Communication with all teachers is reinforced daily and Principal has an open door policy.

## Analysis of Current Instructional Program

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.

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 SWP, ATSI, TSI and/or CSI.

## Standards, Assessment, and Accountability

Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

Based on the 2024 data analysis, there is a need for additional support in the area of ELA, Math and ELPI for all students especially ELs, SWD, Hispanic and SED. Our data shows that all students are orange in ELA including SED and Hispanic. However, English Learners and Students with Disabilities are in the red category of ELA. Also chronic absenteeism is yellow for all students and notable student groups except orange for Students with Disabilities. All students and significant student groups are orange in Math. The ELPI indicator is red and is red for ELs. As a result, there is a need to consistently disaggregate state and district assessments to determine evidence-based practices and interventions to improve student achievement. Therefore, teachers will continue to analyze CAASPP data, NWEA MAP data, Summative ELPAC results and core curriculum assessments to identify student achievement gaps and identify student learning needs. Through that, interventions are created and students scores are monitored. Also, district Curriculum Instruction and Assessment (CIA) and Multilingual TOSAs will be utilized for support and training re evidenced-based strategies to help our student groups make growth. Data analysis will occur regularly during grade level PLCs and staff meetings so that teachers can monitor and determine the learning and language proficiency needs of students.

Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

Based on data analysis, we monitor student learning and language proficiency progress with LEXIA, Dreambox, Accelerated Reader and core curriculum assessments. In addition, we look at ISPELs, RFEP monitoring and dually identified students' IEPs to monitor student progress during ELD time in class. PLC time after school as well as staff meetings are used to monitor students and strategize with best instructional practices on how to achieve growth. There is a need for our EL Facilitator to monitor students with ISPELs and ensure ELs are progressing toward reclassification.

## Professional Development, Teaching and Learning

Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

Based on the data, there is a need for ongoing professional development to analyze student data in ELA (reading), ELD and Math for all students. We need support of a full-time interventionist, our site based TOSA (MTSS TOSA) and district TOSAs to support with ELA, Math and ELD professional development. Our EL Facilitator will provide ongoing EL updates and EL professional learning during monthly staff meetings. There is a need for PD for all staff on Students with Disabilities to ensure that their identified modifications and accommodations are implemented and that they are meeting their annual goals and making progress on local and state measures. Additional professional developments to support teachers in the ongoing implementation of integrated and designated ELD strategies/standards to support EL students would be beneficial.

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

We currently have an interventionist who works with teachers to provide instructional support to our most at-risk students. The school also reaches out to district CIA TOSAs to provide PD on implementation of and on how to best differentiate core adopted materials for all students including ELs, SWD, Hispanic and SED students. .

### Teacher collaboration by grade level (K–8) and department (grades 9-12)

There is an ongoing need to continue to allow time for teachers to collaborate during the school day and after school to analyze assessment results and to plan differentiated lessons on a regular basis to help all students improve academically. Meetings include PLC and staff meetings which are conducted on Tuesdays.

### Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

There is a great need to work closely with feeder schools such as Sparks Middle for ongoing MS collaboration. There are meetings a few times a year to make transitions smoother. The relationship and partnerships we have built and continue to build are very important for our students. For SWD students there is a yearly transition meeting to support students and families.

### Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified.

ELD facilitator/Administration will share expectations and create timelines to monitor EL and RFEP academic progress. Academic interventions may include ISPEL or RFEP monitoring tools with additional designated and differentiated supports. For ISPELs, ELA teachers will set specific EL strategies that support each individual student's language proficiency needs. Principal/ELD facilitator will support all teachers who have RFEP students not making adequate progress to share evidence-based practices to support academic growth. In addition, teachers will monitor LTEL student progress to support adequate growth throughout the school year. Our ELD facilitator will also provide updates at staff meetings as appropriate and work closely with the ELA teachers to meet all timelines. LTELS will be monitored and areas of need will be discussed during PLC time and additional instruction will be provided to assist LTELS during designated ELD time. All EL students receive a minimum of 30 minutes of daily designated and integrated ELD until reclassified. After school language and academic support is needed to support EL students to rapidly acquire English and grade level skills to reclassify.

### Extended learning activities

There is an ongoing need for LEXIA, Dreambox, Accelerated Reader to support all students, including ELs, SWD, Hispanic and SED students. All students will also have a chance to join Extended Learning Opportunities, Science Olympiad and after school sports.

## **Opportunity and Equal Educational Access**

### Services provided by the regular program that enable underperforming students to meet grade level standards

There is an ongoing need for a full-time interventionist to support students not meeting grade level benchmarks. The interventionist provides push-in intervention. There is also a need for extended learning opportunities after school provided by teachers in areas of reading and math. All low performing students will be offered this support.

## Evidence-based educational practices to raise student achievement of identified student groups

This will be measured by ongoing analysis of student data, and 6 week data from intervention and evaluating data from common assessments, SMAP assessments, LEXIA, Dreambox, and chapter assessments in math and language arts. We will also focus on students with chronic absenteeism issues with targeted parent communication. We will make the parents aware of the number of absences acceptable and the effect of absences on academics.

WHAT EVIDENCE-BASED PRACTICES ARE ROUTINELY PRACTICED OR WOULD BENEFIT FROM PD TO INCREASE STUDENT ACHIEVEMENT?

## Parental Engagement

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

Resources available at Sparks Elementary to support under-achieving students:

- Community School Specialist
- Wellness Center that includes family support
- Foothill Counseling
- Student of the Month
- Rise and Shine
- Extended Recess
- Trimester Assemblies
- Back to School Night
- Open House
- Weekly Eagle Raffle
- Eagle Emporium School Store
- Coffee with the Principal meetings for parents
- Family Paint Night

Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of categorical programs

Parents, staff and admin are elected SSC members who develop, approve, monitor and evaluate the SPSA, it's budget and actions on an ongoing basis throughout the year  
ELAC members meet throughout the year to monitor EL student progress.  
SART/SARB meetings occur for students with attendance and behavioral issues throughout the year to provide support to parents.  
Parent/teacher conferences are held at least twice a year to discuss the progress of all students and their needs.  
MTSS meetings are held several times a year.  
Parent and family workshops are provided by the district and school for our parents.  
Families in Action is a parent group that raises money during the year to support our students and the school.

## Funding

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

There is an ongoing need for our full-time interventionist to support students not meeting grade level for pull-out intervention. There is also a need for after-school intervention provided by the teachers in the areas of reading and math. District funding is used to fund LEXIA, Dreambox and AR/STAR for reading and math support for all students. Also, there is a need to focus on chronic absenteeism. Program support is needed for translators to help teachers to communicate with EL parents during conference time and other times.

# Educational Partners' Involvement

## Comprehensive Needs Assessment Process

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

1. Date that the activity occurred
2. Group(s) involved (e.g., SSC, ELAC, Leadership Team, teachers, grade-level teams, parents, vertical teams, departments, etc.)
3. Activities related to the collection and analysis of data (e.g., SBAC results, student group results, discussing grade-level assessment reports, charting areas of strength and areas for growth on MAP or common assessments, using an analysis protocol to analyze academic performance data, organizing district benchmark assessment data, collecting department data, reviewing trend data, conducting focus groups or interviews, tallying surveys, filling out a self-assessment survey, conducting classroom observations, etc.)

1. Date	2. Group(s)	3. Description of Activities Related to Collection and Analysis of Data
August 5, 2024 August 6, 2024 August 14, 2024 August 28, 2024 October 16, 2024 November 14, 2024 December 11, 2024 February 12, 2025 March 12, 2025 May 14, 2025	Staff meetings and Professional Development (Teachers and Principal Barraza)	Principal met with staff to discuss expectations, HR information or protocols, school needs, assessments, comprehension school needs, student progress, and other Agenda items.
August 21, 2024 September 5, 2024	Back to the School meeting - Principal, Parents, Staff, and Students Annual Title 1 Meeting	Meeting with parents to discuss expectations for the 2024-2025 school year such are homework expectations, behavior expectations, student support, and more. Agenda items were discussed.
Sept. 22, 2024-Sept. 26, 2024 March 3, 2025-March 7, 2025	Fall 2023 and Spring 2024 Parent Conference week. - Principal, Parents, Staff, and Students	Teachers met with parents to discuss progress of each individual students to determine if a child is making progress and what each child's strength and weakness.
September 13, 2024 October 10, 2024 January 24, 2025 March 14, 2025 April 18, 2025	Cafe with the Principal	Meet with parents monthly to discuss parent and student expectations and needs. Mr. Barraza reviewed necessary protocol for volunteering, school needs, parent expectations. and progress by teachers and students so far this year. Agenda items were discussed as well.
September 18, 2024 October 16, 2024 January 29, 2025 March 19, 2025	SSC	School Site Council meeting #1 School Site Council meeting #2 School Site Council meeting #3 School Site Council meeting #4  Samples agenda items covered: Introduction to structure of meetings and program abbreviations SSC Bylaws SPSA Annual Evaluation

		SPSA Comprehensive Needs Assessment SPSA Goal Setting and Develop of Strategies/Actions Regularly receiving input and recommendations from ELAC Parent and Family Engagement Policy and School/Family Compact Ongoing monitoring of student achievement and SPSA budget and effectiveness of strategies/actions
September 13, 2024 October 10, 2024 January 24, 2025 March 14, 2025 April 18, 2025	ELAC	Samples agenda items covered: Introduction to structure of meetings and program abbreviations ELAC Bylaws Reclassification Criteria EL Needs Assessment Ongoing recommendations to SSC on EL Plan to improve EL student achievement Ongoing monitoring of EL student achievement and effectiveness of EL planned strategies/actions to improve EL language and learning outcomes
April 23, 2025	SSC #5	SSC members reviewed, discussed, finalized, and approved the SPSA 2025-2026
August 2024 November 2024	Vertical Grade Level PLC	Vertical Grade Level PLC meetings to talk about Math, ELD, and Language Arts assessment results from the beginning of the year to where we are currently. We analyzed NWEA Fall 2024, Summative ELPAC 2024 and SBAC 2024 to identify learning and language needs of students, create smart goals and determine evidence-based strategies to implement and meet the identified needs of students
September 3, 2024 January 8, 2025 February 3, 2025 March 5, 2025	Community Schools Meetings	Community Schools Advisory Committee met to discuss the mental health and wellness needs of our students and our families and developed a plan to help them with free food, clothes drive, etc.
March 27, 2025	Open House	Admin., Teachers, Parents, and Students
March 2025	LCAP Parent Meeting	LCAP Parent Meeting to discuss school needs.

# Description of Plan Development Process and Educational Partner Involvement

## 1. SPSA Life Cycle Timeline:

### SPSA Timeline

Timeline	SPSA Life Cycle
January/ February 2025	<ul style="list-style-type: none"> <li>Review current status of 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services</li> <li>Conduct <b>2025-26 Needs Assessment</b> &amp; summarize conclusions for all students &amp; student groups</li> <li>Based on needs, develop priorities and goals, aligned to Title I, LCFF/LCAP, &amp; WASC for HS</li> <li>Engage educational partners in the process – SSC, ELAC, staff, LT, PLCs, students, community</li> </ul>
March	<ul style="list-style-type: none"> <li>Continue to review 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services</li> <li>Alignment of 2025-26 SPSA and LCAP priorities via educational partner engagement process to inform SPSA and LCAP development</li> <li><b>Budget development</b> for 2025-26 SPSA (preliminary budget estimates)</li> <li>Align 2025-26 Title I and LCFF S&amp;C fiscal resources to address priorities, goals and actions</li> <li>Develop <b>2025-26 SPSA Planned Improvements/Goals</b> to address identified needs with evidence-based actions/strategies</li> <li>ELAC advisement to SSC regarding development of the EL Plan in 2025-26 SPSA</li> </ul>
April	<ul style="list-style-type: none"> <li>Continue to review 2024-25 SPSA actions and expenditures to monitor the effectiveness of Title I funded programs and services</li> <li>Continue March activities to <b>write/update 2025-26 SPSA</b> to ensure educational partners' engagement and legal SSC approval</li> <li><b>SSC to approve 2025-26 SPSA</b></li> <li><b>2025-26 SPSA completed</b> in DTS and <b>SPSA Synopsis</b> emailed to MESBP by <b>Friday, April 25, 2025</b></li> </ul>
May	<ul style="list-style-type: none"> <li>MESBP feedback on SPSAs - LEA reviews &amp; monitors SPSAs to ensure FPM compliance</li> </ul>
June	<ul style="list-style-type: none"> <li>Recommend 2025-26 SPSAs for Board of Education Approval – <b>June 12, 2025</b></li> </ul>
August/ Sept	<ul style="list-style-type: none"> <li>Conduct Title I Annual Meetings (2) and SSC elections prior to 1<sup>st</sup> SSC Meeting</li> <li>Implement and monitor 2025-26 SPSA</li> </ul>
October	<ul style="list-style-type: none"> <li>Conduct 2024-25 Annual Evaluation with SSC and review assessment of student learning using multiple measures, including, but not limited to 2025 CAASPP, Summative ELPAC and MAP results</li> <li>Complete 2024-25 Annual Evaluation in DTS with SSC</li> <li>Based on 2024-25 Annual Evaluation, revise 2025-26 SPSA actions/expenditures in DTS as needed to reach goals for student achievement, using September revised Title I funding allocation</li> <li>Revise 2025-26 SPSA Title I allocation in DTS</li> <li>Email MESBP when DTS revision is completed – by <b>October 24, 2025</b></li> </ul>
November/ December	<ul style="list-style-type: none"> <li>Continue 2025-26 SPSA implementation – Title I program &amp; LCFF/LCAP aligned actions &amp; strategies</li> <li>Use formative and interim assessments &amp; performance tasks to monitor all students &amp; student groups' progress</li> </ul>

# Annual Evaluation

SPSA Year Reviewed: 2024-25

Respond to the following prompts relative to this goal.

## ANALYSIS

Please add a new row for each Metric Indicator and Expected Outcome.

### English Language Arts

#### School Goal

All students, particularly English Learners, Hispanics, SED, and Students with Disabilities will increase their student achievement in English Language Arts as measured by the Dashboard, CAASPP, MAP, AR, and Lexia.

Metric Indicator	Expected Outcome	Data Results & Analysis
CA Dashboard ELA 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD	2025 CA Dashboard ELA 1a -All students -47.8 below standard 1b- Low Income -49.4 below standard 1c- English Learners -70 below standard 1d -Long Term EL -no data 1e - Foster Youth -no data 1f - SWD -98.6 below standard	CA Dashboard will be released December 1, 2025
CAASPP SBAC ELA 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth 2f SBAC ELA- SWD	2025 ELA CAASPP 2a SBAC ELA-All Students 27.9% 2b SBAC ELA- Low Income 27% 2c SBAC ELA- English Learner 13.6% 2d SBAC ELA- LTEL -N/A 2e SBAC ELA- Foster Youth N/A 2f SBAC ELA- SWD 8.2%	ELA CAASPP Results: All students 2024            2025 1a- Met/Exceed Standards 24.3%            28%  ELA CAASPP Results: Student Groups 2024            2025 1b-SED            24.07%            23.4% 1c-EL            6.85%            5.55% 1d-LTEL            N/A            N/A 1e-Foster            N/A            N/A 1f-SWD            6.25%            4.76%  Sparks met the ELA CAASPP met/exceeded benchmark of 27.9% or more. The percentage of Sparks EL students met/exceeded on CAASPP increased by 3.99% from 2024 to 2025.  SED met/exceeded benchmark of 27% or more with and increase of 4.32%. EL and SWD students did not meet expectations (EL decreased by 1.3% and SWD decreased by 1.49%)

<p>Winter NWEA MAP Reading 4a Gr. 1-12 MAP Reading- All Students 4b Gr. 1-12 MAP Reading- Low Income 4c Gr. 1-12 MAP Reading- EL 4d Gr. 1-12 MAP Reading- LTEL 4e Gr. 1-12 MAP Reading- Foster Youth 4f Gr. 1-12 MAP Reading- SWD</p>	<p>Winter NWEA MAP Reading 4a Gr. 1-12 MAP Reading- All Students 17.9% 4b Gr. 1-12 MAP Reading- Low Income 16.8% 4c Gr. 1-12 MAP Reading- EL 9.4% 4d Gr. 1-12 MAP Reading- LTEL 15% 4e Gr. 1-12 MAP Reading- Foster Youth N/A 4f Gr. 1-12 MAP Reading- SWD 14.1%</p>	<p>Winter 2025 NWEA MAP Reading: All students (61st percentile or higher) 2024 2025 Met/Exceed Standards 14.8%</p> <p>Winter 2025 NWEA MAP Reading: Student Groups (61st percentile or higher) 2024 2025</p> <table border="1"> <tr> <td>SED</td> <td>13%</td> <td>18%</td> </tr> <tr> <td>EL</td> <td>5.4%</td> <td></td> </tr> <tr> <td>2.2%</td> <td></td> <td></td> </tr> <tr> <td>LTEL</td> <td>N/A</td> <td></td> </tr> <tr> <td>0%</td> <td></td> <td></td> </tr> <tr> <td>SWD</td> <td>10.8%</td> <td></td> </tr> <tr> <td>3%</td> <td></td> <td></td> </tr> <tr> <td>Hispanic</td> <td>14.4%</td> <td></td> </tr> <tr> <td>18.2%</td> <td></td> <td></td> </tr> <tr> <td>Homeless</td> <td>N/A</td> <td></td> </tr> <tr> <td>13.3%</td> <td></td> <td></td> </tr> <tr> <td>Foster</td> <td>N/A</td> <td>N/A</td> </tr> </table>	SED	13%	18%	EL	5.4%		2.2%			LTEL	N/A		0%			SWD	10.8%		3%			Hispanic	14.4%		18.2%			Homeless	N/A		13.3%			Foster	N/A	N/A
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Foster	N/A	N/A																																				
		<p>Sparks EI met goal of 17.9% or higher of all students scoring 61st percentile and above. Sparks had an increase of 3.4% from 2024-2025. Additionally, SED met the goal of 16.8% of students scoring 61st percentile or higher. EL and SWD did not meet the goal and decreased the percent of students scoring 61st percentile or higher. The number of homeless students enrolled at Sparks EI increased significantly between 2023-24 and 2024-25 and their achievement needs to be addressed. Hispanic students increased the percent of students scoring 61st percentile or higher by 3.8%.</p>																																				

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

During the 2024–2025 school year, implementation of the reading and writing strategies was executed as outlined in the SPSA. Sparks provided a rigorous instructional foundation through Tier 2 interventions targeting students with significant reading and writing deficits. The Student Achievement TOSA delivered Tier 2 instruction twice weekly, providing 30-minute targeted literacy sessions for identified students based on fall MAP assessment data. Student progress was monitored and assessed every four weeks, and instructional adjustments were made based on data trends and group needs.

Classroom teachers supplemented this support by implementing small-group Tier 2 instruction to reinforce specific literacy skills. Student growth was monitored through MAP data, classroom-based assessments, and regular PLC grade-level meetings where teachers analyzed data and refined

instruction to address identified gaps. Monthly Accelerated Reader (AR) and Lexia goals were established for all students, with progress celebrated through monthly and trimester recognition events to promote ongoing engagement and motivation.

Targeted support for English learners was provided by the bilingual aide, who delivered weekly push-in instructional support and facilitated after-school tutoring focused on reading and writing development. These supports ensured that English learners received additional structured opportunities to strengthen foundational literacy and language skills.

Overall, the strategies were implemented with consistency and fidelity across grade levels. The integration of focused Tier 2 instruction, classroom-based small-group interventions, structured goal-setting, and enhanced English learner supports contributed to improved reading and writing outcomes for many students. Continued monitoring and refinement of these supports will be essential to further accelerate progress for students who remain below grade-level proficiency.

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

All budgeted expenditures were implemented.

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

Based on the analysis and review of Dashboard data, revisions were made to address ongoing ELA and writing challenges, particularly among students with disabilities and English learners. To strengthen support, an interventionist was added to provide targeted reading and writing instruction within classrooms. The interventionist visits each class twice a week for 30 minutes, working with students who scored significantly below grade level on the MAP reading assessment. These students receive Tier 2 instruction and are monitored monthly to track progress.

Additionally, a full-time MTSS TOSA provides daily Tier 2 instruction for 30 minutes, four times per week, to kindergarten through second-grade students who scored far below grade level on the DIBELS beginning-of-year phonics assessment. These students are progress monitored every three weeks and given a formal assessment at the end of each eight-week cycle. Student groups are then reevaluated and adjusted based on ongoing data and individual needs.

To expand intervention opportunities, teachers have been allocated additional hours to provide after-school reading and writing support, and an after-school tutor will be hired to increase the number of students served during extended learning time. The MTSS TOSA also participates in district professional learning opportunities twice a month to enhance instructional practices and provide teachers with effective strategies for improving reading instruction.

Teachers will continue to analyze data during Professional Learning Community (PLC) meetings to determine the most effective ways to support students by utilizing Lexia, Accelerated Reader, UFLI, and the core Wonders curriculum. Sparks will also collaborate with District TOSAs to access targeted, evidence-based strategies that support language development and literacy growth for all students. Additionally, the bilingual aide will continue providing support to English learners during the school day and through after-school tutoring, focusing on reading and writing skill development.

These updates are reflected in the SPSA under the revised Strategies/Activities section for the ELA goal, the updated Annual Measurable Outcomes for identified subgroups, and the revised Metrics/Indicators that capture increased access to and participation in targeted interventions.

## Math

### School Goal

All students, particularly English Learners and Students with Disabilities will increase their student achievement in Math as measured by the Dashboard, CAASPP, SMAP, and Dreambox.

Metric Indicator	Expected Outcome	Data Results & Analysis																								
CA Dashboard Math 1a Math- All Students 1b Math- Low Income 1c Math- English Learner 1d Math- Long Term EL 1e Math- Foster Youth 1f Math- SWD	Metric/Indicator (2025 CA Dashboard) 1a Math- All Students -53.3 below standard 1b Math- Low Income -53.4 below standard 1c Math- English Learner -67.7 below standard 1d Math- Long Term EL 1e Math- Foster Youth no data 1f Math- SWD -121.8 below standard	CA Dashboard will be released December 1, 2025																								
CAASPP SBAC Math 2a SBAC Math- All Students 2b SBAC Math- Low Income 2c SBAC Math- English Learner 2d SBAC Math- Long Term EL 2e SBAC Math- Foster Youth 2f SBAC Math- SWD	Metric/Indicator (2025 CAASPP) 2a SBAC Math- All Students 33.2% 2b SBAC Math- Low Income 33.5% 2c SBAC Math- English Learner 17.4% 2d SBAC Math- Long Term EL 6.6% 2e SBAC Math- Foster Youth 1.4% 2f SBAC Math- SWD 11.3%	<p>Math CAASPP Results: All students</p> <table border="1"> <thead> <tr> <th>All Students</th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>Exceed/Met</td> <td>28.34%</td> <td>30.86%</td> </tr> </tbody> </table> <p>Math CAASPP Results: Student Groups</p> <table border="1"> <thead> <tr> <th></th> <th>2024</th> <th>2025</th> </tr> </thead> <tbody> <tr> <td>SED</td> <td>28.38%</td> <td>31.61%</td> </tr> <tr> <td>EL</td> <td>2.50%</td> <td>12.96%</td> </tr> <tr> <td>LTEL</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Foster</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>SWD</td> <td>12.51%</td> <td>4.76%</td> </tr> </tbody> </table> <p>While Sparks did not meet the met/exceed percentage of 33.2% in 2025, all students did increase the overall met/exceed by 2.52%. While the student groups (SED, EL and SWD) didn't meet their expected outcomes, SED and EL student groups did increase (EL - 10.46% and SED - 3.23%) the percent of students meeting/exceeding Math standards. SWD student group declined the percentage of students meeting/exceeding Math standards by 7.75%.</p>	All Students	2024	2025	Exceed/Met	28.34%	30.86%		2024	2025	SED	28.38%	31.61%	EL	2.50%	12.96%	LTEL	N/A	N/A	Foster	N/A	N/A	SWD	12.51%	4.76%
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<p>Winter NWEA MAP Math  3a MAP Math- All Students  3b MAP Math- Low Income  3c MAP Math- English Learner  3d MAP Math- LTEL  3e MAP Math- Foster Youth  3f MAP Math- SWD</p>	<p>Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test  3a MAP Math- All Students 25.7%  3b MAP Math- Low Income 25.3%  3c MAP Math- English Learner 16.6%  3d MAP Math- LTEL N/A  3e MAP Math- Foster Youth N/A  3f MAP Math- SWD 14%</p>	<p>Winter 2025 NWEA MAP Math: All students (61st percentile or higher)</p> <table border="0"> <tr> <td>2024</td> <td>2025</td> <td></td> </tr> <tr> <td>Level 4 and 5</td> <td>22.5%</td> <td></td> </tr> <tr> <td>23.9%</td> <td></td> <td></td> </tr> </table> <p>Winter 2025 NWEA MAP Math: Student Groups (61st percentile or higher)</p> <table border="0"> <tr> <td>2024</td> <td>2025</td> <td></td> <td></td> </tr> <tr> <td>SED</td> <td>21.7%</td> <td>24.6%</td> <td></td> </tr> <tr> <td>EL</td> <td>12.6%</td> <td>13.6%</td> <td></td> </tr> <tr> <td>LTEL</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>Foster Youth</td> <td>N/A</td> <td>N/A</td> <td></td> </tr> <tr> <td>SWD</td> <td>8%</td> <td>4.8%</td> <td></td> </tr> <tr> <td>Hispanic</td> <td>22.6%</td> <td>22.7%</td> <td></td> </tr> </table> <p>While Sparks EI did not meet any of the goals set, growth was seen in the percentage of all students, SED and EL achieving 61st percentile of higher. SWD declined in the percentage of students scoring 61st percentile or higher.</p>	2024	2025		Level 4 and 5	22.5%		23.9%			2024	2025			SED	21.7%	24.6%		EL	12.6%	13.6%		LTEL	N/A	N/A		Foster Youth	N/A	N/A		SWD	8%	4.8%		Hispanic	22.6%	22.7%	
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Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall implementation of the math support strategies at Sparks demonstrated consistent effort and progress toward achieving the articulated goal. Although the 2025 met/exceed target of 33.2% was not fully met, all students showed an overall increase of 2.52% in the percentage meeting or exceeding math standards. The strategies implemented including the integration of C-STEM in grades K–4, the use of DreamBox for personalized skill development, and the provision of after-school teacher-led math support were effectively executed and contributed to measurable student growth.

Among student groups, both the English Learner (EL) and Socioeconomically Disadvantaged (SED) populations showed positive gains, increasing by 10.46% and 3.23%, respectively, in students meeting or exceeding math standards. However, the Students with Disabilities (SWD) group experienced a 7.75% decline, indicating a need for more targeted and differentiated supports for this student group.

Overall, the implemented strategies proved effective in promoting growth across the majority of student groups and in building a foundation for continued improvement. The data suggest that continued emphasis on hands-on C-STEM instruction, individualized learning through DreamBox, and expanded targeted interventions particularly for SWD students will strengthen outcomes and move the school closer to meeting future math proficiency goals.

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

All budgeted expenditures were implemented.

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

Analysis of student performance data and Dashboard results indicates that many students continue to experience challenges in mathematics, with students with disabilities and English learners demonstrating the greatest need for additional support. To address these gaps, the SPSA includes revised strategies and activities that mirror the successful ELA intervention model.

An interventionist will provide in-class Tier 2 math support twice weekly for 30 minutes per session, focusing on targeted instruction aligned to identified student needs. Progress monitoring will occur every six weeks, with new goals established based on student growth data. In addition, teachers will receive supplemental hours to provide after-school math intervention, and an after-school tutor will be hired to expand access to targeted support for a greater number of students.

Students in grades 3–5, particularly those identified for Tier 2 intervention, will receive small-group SBAC practice and skills reinforcement from their classroom teachers to strengthen mathematical reasoning and problem-solving abilities. Parent engagement will also be prioritized through monthly Coffee with the Principal meetings, where families will receive guidance and resources to support math learning at home.

These updates are reflected in the SPSA under the revised Strategies and Activities for the mathematics goal, updated Annual Measurable Outcomes for identified subgroups, and adjusted Metrics and Indicators designed to capture increased participation in interventions and measurable progress in mathematics achievement.

## English Learner

### School Goal

All students, particularly English Learners will increase their student achievement in English Language Arts, ELPAC, and Math as measured by the Dashboard, CAASPP, MAP, ELPAC, AR, and Lexia.

Metric Indicator	Expected Outcome	Data Results & Analysis
CA Dashboard ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Metric/Indicator (2025 CA Dashboard) ELPI 1a English Learner Progress Indicator 53.1% making progress 1b Long Term EL Progress Indicator - no performance color	CA Dashboard will be released December 1, 2025
Summative ELPAC 2a Summative ELPAC Level 4 - EL 2b Summative ELPAC Level 4 - LTEL	Metric/Indicator 2a Summative ELPAC Level 4 - EL 23.9% 2b Summative ELPAC Level 4 - LTEL N/A	2024 2a Summative ELPAC Level 4 - EL 11.35% 2b Summative ELPAC Level 4 - LTEL N/A

		<p>2025 2a Summative ELPAC Level 4 - EL 10.48% 2b Summative ELPAC Level 4 LTEL - N/A</p> <p>Sparks EI did not meet the goal of 23.9% of ELs scoring Level 4 or higher. ELs declined slightly from 11.35% to 10.48% (.87%)</p>
<p>Reclassification Rate 3a English Learner Reclassification Rate</p>	<p>Metric/Indicator (SIS) 3a 2024-2025 English Learner Reclassification Rate 13%</p>	<p>2023-24 English Learner Reclassification Rate 11.18% 2024-25 English Learner Reclassification Rate 17.65%</p> <p>Sparks EI met the goal set for the Reclassification Rate and increase the percent of ELs being reclassified by 6.47%</p>

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

Implementation of the identified strategies and activities has been consistent across classrooms and grade levels. Sparks Elementary provides a minimum of 30 minutes of designated ELD instruction daily and integrates ELD strategies throughout ELA, mathematics, social studies, and science. Instruction includes a focus on reading comprehension through close-reading strategies, as well as consistent use of GLAD strategies to enhance vocabulary development for English learners.

Daily district push-in support is provided by the bilingual aide, allowing individualized assistance for EL students across all subject areas. ELD progress and student needs are reviewed at every staff meeting as a standing agenda item, and instructional facilitators provide ongoing updates to ensure alignment with district expectations. EL students demonstrating limited progress on state or district benchmarks receive additional support from the bilingual aide twice weekly after school.

Family engagement remains an integral component of the EL program. Parents are informed of student progress through parent-teacher conferences, Coffee with the Principal events, and ELAC meetings, where they receive practical strategies to support English language development at home. Teachers further monitor EL progress through data chats, guiding students to identify strengths and areas for growth and providing targeted support to address specific needs.

Effectiveness data indicates mixed results. While Level 4 performance declined slightly over the past two years, the school’s reclassification rate increased by 6.47%, demonstrating progress in long-term language acquisition. English learners continue to show relative strength in listening and speaking, with reading and writing identified as areas requiring continued focus. Overall, the identified strategies were implemented with fidelity and contributed to gains in reclassification outcomes; however, continued refinement is needed to accelerate growth in literacy skills, particularly in reading and writing.

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

All budgeted expenditures were implemented.

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

Based on the analysis of current data and Dashboard results, several adjustments have been made to strengthen instructional and programmatic support for English learners. For the 2025–2026 school year, Sparks will continue to monitor EL progress through the Elevation platform, maintain a minimum of 30 minutes of daily designated ELD instruction, as well as continued integrated ELD across all subject areas. Strategies have been expanded to include professional development led by Multilingual Department TOSAs, emphasizing evidence-based practices that promote language development and academic achievement. Given the increase in Newcomer students and the broader range of primary languages represented, teachers will continue utilizing iPads for translation support and to provide access to multilingual texts.

Additional enhancements include the implementation of student data chats, during which English learners will review reclassification criteria, analyze prior ELPAC and ELA results, and establish goals for the current year and the 2026 Summative ELPAC. Students in grades 3–5 will receive targeted support in both ELPAC and SBAC preparation, as this grade span reflects the most significant increases in content complexity. Teachers will also participate in refresher training on GLAD and SEAL strategies through district professional development to strengthen instructional consistency and effectiveness.

Students who do not demonstrate sufficient progress will receive additional after-school tutoring from the bilingual aide to reinforce targeted skills. Parent engagement and communication will be further strengthened through ELAC meetings, Coffee with the Principal, and parent-teacher conferences focused on reclassification criteria and strategies to support learning at home. Parents will also receive training on how to access and use ELPAC practice tests to help their child prepare independently.

These updates are reflected in the SPSA under the revised Strategies and Activities for the EL goal, the updated Annual Measurable Outcomes aligned to ELPAC and ELA performance, and the adjusted Metrics and Indicators that track student goal-setting, progress monitoring, and participation in intervention and professional development activities.

## School Climate

### School Goal

All students, particularly English Learners and Students with Disabilities will increase their attendance percentage and feel connected at school as measured by the school climate survey and Aeries attendance data.

Metric Indicator	Expected Outcome	Data Results & Analysis
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<p>CA Dashboard - Suspension</p> <p>1a All Students</p> <p>1b Low Income</p> <p>1c English Learner</p> <p>1d LTEL</p> <p>1e Foster Youth</p> <p>1f SWD</p>	<p>Metric/Indicator (2025 CA Dashboard)-Suspension Rate</p> <p>1a All Students 0%</p> <p>1b Low Income 0%</p> <p>1c English Learner 0%</p> <p>1d LTEL 0%</p> <p>1e Foster Youth 0%</p> <p>1f SWD 0%</p>	<p>CA Dashboard will be released December 1, 2025</p>
<p>CHKS-Overall Perception</p> <p>2a “Safe or Very Safe” Grade 5</p>	<p>Metric/Indicator (2025 CHKS-Overall Perception)</p> <p>2a “Safe or Very Safe” Grade 5 64%</p>	<p>2024 CHKS Overall Perception Grade 5 Safe or Very Safe 62%</p> <p>2025 CHKS Overall Perception Grade 5 Safe or Very Safe 88%</p> <p>Sparks EI met the goal by increasing the percentage of students feeling safe or very safe at school by 26%</p>
<p>CHKS-Overall Perception</p> <p>3a “Agree/Strongly Agree” Grade 5</p>	<p>Metric/Indicator (2025 CHKS-Overall Perception-school connectedness)</p> <p>3a “Agree/Strongly Agree” Grade 5 64%</p>	<p>2024 CHKS Overall Perception School Connectedness Grade 5 63%</p> <p>2025 CHKS Overall Perception School Connectedness Grade 5 83%</p> <p>Sparks EI met the goal by increasing the percentage of students feeling connected to the school by 20%.</p>
<p>Attendance Rate-ADA</p> <p>4a TK-8 All Students</p> <p>4b TK-8 Low Income</p> <p>4c TK-8 English Learner</p> <p>4d TK-8 Foster Youth</p> <p>4e TK-8 SWD</p>	<p>Metric/Indicator-2024-25 Attendance Rate</p> <p>4a TK-8 All Students 94%</p> <p>4b TK-8 Low Income N/A</p> <p>4c TK-8 English Learner N/A</p> <p>4d TK-8 Foster Youth N/A</p> <p>4e TK-8 SWD N/A</p> <p>4f TK-8 Homeless N/A</p> <p>2025 Average Attendance rate will increase to 94%</p>	<p>2024 All Students Attendance Rate 93.26%</p> <p>2025 All students Attendance Rate 92.06%</p> <p>2025 Low Income - 92.14%</p> <p>2025 EL - 94.1%</p> <p>2025 Foster - 96.67%</p> <p>2025 SWD - 91.7%</p> <p>2025 Homeless - 89.8%</p> <p>2025 Average Daily Attendance - All students - Not met - Decreased the ADA from 2023-24 to 2024-25</p> <p>2025 Average Daily Attendance - Student groups - Baseline data - 2024 student group data was not available</p>
<p>CA Dashboard - Chronic Absenteeism</p> <p>5a K-8 All Students</p> <p>5b K-8 Low Income</p> <p>5c K-8 English Learner</p> <p>5d K-8 Long Term EL</p> <p>5e K-8 Foster Youth</p> <p>5f K-8 SWD</p>	<p>Metric/Indicator (2025 CA Dashboard)-Chronic Absenteeism Rate</p> <p>5a K-8 All Students 28.8%</p> <p>5b K-8 Low Income 30.1%</p> <p>5c K-8 English Learner 20.1%</p> <p>5d K-8 Long Term EL no color</p> <p>5e K-8 Foster Youth no color</p> <p>5f K-8 SWD 34.8%</p>	<p>CA Dashboard will be released on December 1, 2025</p>

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

Overall implementation of the strategies and activities related to school climate and attendance was consistent across the 2024–2025 school year. Sparks successfully met its California Healthy Kids Survey (CHKS) goals, with reported student safety and school connectedness increasing by approximately 20%. This improvement is likely associated with the school’s reconfiguration, which no longer includes sixth grade students. Positive Behavioral Interventions and Supports (PBIS) structures were implemented as planned, including the Eagle Ticket Store, Rise and Shine attendance rallies, Trimester Awards ceremonies, and monthly extended recess rewards, all of which contributed to a positive and engaging school environment.

Despite these gains in school climate, the overall attendance goal was not met, as daily attendance rates declined from 2023–2024 to 2024–2025. Parent outreach strategies including ParentSquare reminders, attendance tips, Coffee with the Principal meetings, and ELAC meetings were implemented as planned but did not yield the desired increase in attendance. The Community Schools Site Specialist provided targeted support for students with less than 90% attendance, including conducting SART meetings to communicate the importance of consistent school attendance to parents and guardians.

Because student group attendance data was not available for 2023–2024, results from 2024–2025 will serve as baseline data moving forward. Current data indicate that improvement is needed across all student groups.

In summary, the implementation of school climate strategies was effective in enhancing student safety, engagement, and connectedness; however, additional targeted outreach, intervention, and systemic supports will be necessary to improve daily attendance rates and achieve future attendance goals.

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

All budgeted expenditures were implemented.

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

Based on the analysis of current data and Dashboard results, Sparks has revised its attendance goal and related strategies to strengthen overall attendance outcomes. Existing initiatives, including the schoolwide attendance campaign, Attendance Club, PBIS implementation, Eagle Ticket incentives, and extended recess rewards will continue to reinforce positive attendance habits and school engagement.

Additional activities have been added to provide more targeted support for families. These include CSAC meetings led by the Community Schools Site Specialist and access to resources and basic necessities through the newly established Wellness Center. The Community Schools Site Specialist, in collaboration with the administrative team, will meet with parents of students demonstrating chronic or emerging attendance concerns to provide individualized assistance and connect families to needed supports.

The district counselor will also participate in attendance meetings with high-risk families to offer intervention strategies, provide follow-up, and promote accountability. In addition, a LACOE consultant has been assigned to the school to collaborate with the Community Schools Site Specialist in monitoring attendance data monthly and providing direct outreach and assistance to families in need.

Parent engagement incentives will be expanded through a new “Parent Passport” system, which encourages family participation by offering incentives such as priority seating at awards assemblies for attending parent meetings and school events.

These updates are reflected in the SPSA under the revised Attendance Strategies and Activities, updated Annual Measurable Outcomes focused on reducing chronic absenteeism, and refined Metrics and Indicators that track parent participation, targeted family support meetings, and student attendance improvement.

## GOALS FOR IMPROVING STUDENT ACHIEVEMENT HLPUSD PLAN ALIGNMENT MATRIX

LCAP Priorities	LCAP Performance Indicators	Types of Actions & Strategies	SPSA Strategies	Board of Education Goals
<b>Conditions of Learning: Basic Services</b>	-Rate of Teacher Misassignment -Access to Standards Aligned Textbooks -Facilities in Good Repair	-High Quality, Credentialed & Assigned Teachers -Standards Aligned Curriculum and Textbooks -Facilities in Good Repair -Safe, Secure, Positive Schools -Core Program & Services, Material, Supplies, Equipment	Strategy 3, 4, 8	Goal 2, 3, 5
<b>Conditions of Learning: Implementation of CA Academic Standards</b>	-Implementation of the CA Standards for All and EL Students	-Implementation of CA Standards for All & Student Groups -Professional Development – Implementation of Standards -PLC Implementation -Technology Integration	Strategy 2, 3, 4, 5, 6, 7, 8, 9, 11, 12	Goal 1
<b>Conditions of Learning: Course Access</b>	-Extent of Access to Broad Course of Study	-Extent of Access to Broad Course of Study, Including Target Student Groups (EL, SWD, Foster...) -A-G Courses, College & Career, Electives, Signature Programs, AP, IB, CTE, VAPA, STEAM, GATE	Strategy 2, 6, 8, 10, 12	Goal 2
<b>Pupil Outcomes: Student Achievement</b>	-Performance on State Tests (CAASPP/SBAC) -College & Career/UC/CSU Requirements -EL Language Proficiency (ELPAC) -EL Reclassification Rates -AP Pass Rates -Early Assessment Program -District Interim Assessments	- Address the Academic Needs of All Students, Student Groups, Most At-Risk -Use & Analysis of State and Local Assessment Data -Academic Instructional Program Implementation & Supports -Academic MTSS and Tiered Intervention -College and Career Readiness -English Learner Program, Designated & Integrated ELD -A-G and Graduation Requirements, Credit Recovery -Implementation of SMAPs, Local Assessments, and Progress Monitoring -Implementation of PLCs, Teacher Collaboration -Professional Development Implementation – Teachers & Administrators -Technology Integration -Monitoring Effectiveness of the Instructional Program -Use of Evidence-Based & Effective Strategies	Strategy 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 12	Goal 1
<b>Pupil Outcomes: Other Student Outcomes</b>	-Other Indicators in Other Subject Areas	-Electives, NGSS, HSS, PE, AP, IB, CTE, VAPA, STEAM -Science Olympiad -Speech and Debate -Physical Fitness Test	Strategy 2, 3, 5, 7, 8, 9, 12	Goal 2
<b>Engagement: Parent Involvement</b>	-Seek Parent Input in Decisions -Promotion of Parent Involvement	-SSC & ELAC -DAC & DELAC -Parent & Family Engagement Programs, Activities and Trainings, Adult Education Classes	Strategy 11	Goal 6
<b>Engagement: Student Engagement</b>	-Attendance Rates -Chronic Absenteeism Rates	-Attendance Supports/Address Absenteeism/SART & SARB -Academic & Behavioral Rtl & MTSS - Tiered Interventions	Strategy 2, 4, 5, 6,	Goal 2

	-MS/HS Dropout Rates -HS Graduation Rates	-Transition Programs & Supports -Counseling and/or Engagement Programs -Collaborative Learning Structures -Extra-Curricular & Enrichment Activities -Credit Recovery	7, 8, 9, 10, 12	
<b>Engagement: School Climate</b>	-Suspension Rates -Expulsion Rates -Other Local Measures	-Behavioral MTSS - Tiered Interventions -Social Emotional Learning, Counseling Supports -Behavioral Rtl/Reduce Behavior Referrals/Increase Positive Behavior/PBIS -Drug, Alcohol, Tobacco Prevention -School Safety and Positive Learning Environment -California Healthy Kids Survey	Strategy 3, 5, 8, 9, 10, 11	Goal 5

**SPSA Strategies:**

- Strategy 1: Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups
- Strategy 2: Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials
- Strategy 3: Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff
- Strategy 4: Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)
- Strategy 5: Teacher collaboration by grade level (K-8) and department (grades 9-12).
- Strategy 6: Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)
- Strategy 7: Extended learning activities
- Strategy 8: Services provided by the regular/core program that enable underperforming students to meet grade level standards.
- Strategy 9: Evidence-based educational practices to raise achievement of identified student groups
- Strategy 10: Resources available from family, school, district, and community to assist under-achieving students
- Strategy 11: Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs
- Strategy 12: Services provided by categorical funds that enable under-performing student to meet standards



Hacienda La Puente Unified School District  
**District Goals for Student Achievement**  
**School Plan for Student Achievement (SPSA)**  
**2025-26**

**ACTION PLAN: ENGLISH LANGUAGE ARTS**

**GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LANGUAGE ARTS:** All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways

Annual Measurable Outcomes	Baseline	Goal
Metric/Indicator (CA Dashboard)	2024 Results	2025 (DFS)
ELA- All Students	-8.4	1.1
ELA- Low Income	-22.4	-15.4
ELA- English Learner	-47.9	-34.4
ELA- Long Term EL	-88.4	-84.4
ELA- Foster Youth	-64.1	-64.1
ELA- SWD	-106.3	-91.1

Metric/Indicator (CAASPP)	23-24 Results	24-25 (%) Met/Exceed
SBAC ELA- All Students	48.59	54.37
SBAC ELA- Low Income	43.25	48.17
SBAC ELA- English Learner	11.23	22.81
SBAC ELA- LTEL	5.78	13.45
SBAC ELA- Foster Youth	30.95	31.91
SBAC ELA- SWD	13.79	21.51

Metric/Indicator (Winter NWEA MAP)	24-25 Results	25-26 (%)
Kinder MAP Fluency Phonological Awareness Level 2-5 All Students	74	74
Kinder MAP Phonics & Word Recognition Level 2-5 All Students	71	71
Kinder MAP Listening Comprehension Level 3-4 All Students Level	58	71
Kinder MAP Picture Vocabulary Level 3-4 All Students	59	69
% scored ≥ 61 percentile of peers in national norm reference test		
	24-25 Results	25-26 (%)
Gr. 1-12 MAP Reading- All Students	34	37.9

Gr. 1-12 MAP Reading- Low Income	28.6	32.9
Gr. 1-12 MAP Reading- EL	8.5	14
Gr. 1-12 MAP Reading- LTEL	3.7	7.7
Gr. 1-12 MAP Reading- Foster Youth	17.6	24.2
Gr. 1-12 MAP Reading- SWD	10.8	16.8

### **ACTION PLAN: MATHEMATICS**

**GOAL FOR STUDENT ACHIEVEMENT - MATHEMATICS:** All students, TK to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU

<b>Annual Measurable Outcomes</b>	<b>Baseline</b>	<b>Goal</b>
Metric/Indicator (CA Dashboard)	2024 Results	2025 (DFS)
Math- All Students	-39.8	-36.4
Math- Low Income	-54.2	-54.2
Math- English Learner	-60.8	-58
Math- Long Term EL	-138.3	-134.3
Math- Foster Youth	-122.6	-118.1
Math- SWD	-133.2	-132

Metric/Indicator (CAASPP)	23-24 Results	24-25 (%)
SBAC Math- All Students	36.93	41.21
SBAC Math- Low Income	31.84	34.59
SBAC Math- English Learner	16.81	22.95
SBAC Math- LTEL	6.67	10.29
SBAC Math- Foster Youth	7.14	14.12
SBAC Math- SWD	10.35	15.85

Metric/Indicator (Winter NWEA MAP) % scored ≥ 61 percentile of peers in national norm reference test	23-24 Results	24-25 (%)
SBAC Math- All Students	39.7	43.7
SBAC Math- Low Income	34.1	38.7
SBAC Math- English Learner	24.9	29.9
SBAC Math- LTEL	7.6	11.6
SBAC Math- Foster Youth	26.9	26.9
SBAC Math- SWD	11.8	18.7

## **ACTION PLAN: ENGLISH LEARNERS**

**GOAL FOR STUDENT ACHIEVEMENT - ENGLISH LEARNERS:** All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

Metric/Indicator (CA Dashboard)	2024 Results	2025 (%)
English Learner Progress Indicator	46	54.6
Long Term EL Progress Indicator	43.9	44.9

Metric/Indicator (CAASPP-ELPAC)	2024 Results	2025 (%)
Summative ELPAC Level 4	17.87	24.8

Metric/Indicator (SIS)	23-24 Results	24-25 (%)
English Learner Reclassification Rate	15.5	16.5

## **ACTION PLAN: SCHOOL CLIMATE & ENGAGEMENT**

English Learners, and foster youth, will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates, increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community.

Annual Measurable Outcomes	Baseline	Goal
Metric/Indicator (CA Dashboard)- Suspension Rate	2024 Results	2025 (%)
All Students	2.6	2.6
Low Income	2.8	2.8
English Learner	2.5	2.5
Long Term EL	8.7	7.7
Foster Youth	11.6	9.1
SWD	5.1	5.1

Metric/Indicator (DataQuest)	23-24 Results	24-25 (%)
Expulsion Rate	0.02	0.02

Metric/Indicator (CHKS- Overall Perception)	23-24 Results	24-25 (%)
“Safe or Very Safe” Grade 5	77	77
“Safe or Very Safe” Grade 7	53	53
“Safe or Very Safe” Grade 9	51	53
“Safe or Very Safe” Grade 11	54	54

Metric/Indicator (CHKS- Overall Connectedness)	23-24 Results	24-25 (%)
“Agree/Strongly Agree” Grade 5	71	71
“Agree/Strongly Agree” Grade 7	52	52
“Agree/Strongly Agree” Grade 9	48	54
“Agree/Strongly Agree” Grade 11	49	52

**GOAL FOR STUDENT ENGAGEMENT:** All students, TK to 12, including low income, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

Annual Measurable Outcomes	Baseline	Goal
Metric/Indicator(CADashboard)-Graduation Rate	2024 Results	2025 (%)
All Students	94	94.6
Low Income	93.9	94.2
English Learner	90.8	90.8
Long Term EL	93	94
Foster Youth	91.3	91.3
SWD	82.6	82.6

Metric/Indicator (DataQuest) 4 yr. Adjusted Cohort Dropout Rate	23-24 Results	24-25 (%)
All Students	2.3	1.9
Low Income	2.3	2.2
English Learner	1.2	1.2
Foster Youth	8.7	80.7
SWD	1.8	1.8

Metric/Indicator (SIS)- Attendance Rate	23-24 Results	24-25 (%)
TK-8 All Students	94.2	94.9
TK-8 Low Income	93.9	93.9
TK-8 English Learner	94.5	94.5
TK-8 Foster Youth	90.8	90.8
TK-8 SWD	91.7	91.7

Metric/Indicator (SIS)- Attendance Rate	23-24 Results	24-25 (%)
9-12 All Students	93.4	95.2
9-12 Low Income	93.4	93.8

9-12 English Learner	92	92.7
9-12 Foster Youth	90.4	90.7
9-12 SWD	89.9	90.1

Metric/Indicator (CA Dashboard)- Chronic Absenteeism Rate	2024 Results	2025 (%)
K-8 All Students	17.2	17.2
K-8 Low Income	19.2	19.2
K-8 English Learner	14.3	14.3
K-8 Long Term EL	20.2	17.2
K-8 Foster Youth	21.1	21.1
K-8 SWD	28.2	28.2

Metric/Indicator (SIS) Chronic Absenteeism Rate	23-24 Results	24-25 (%)
9-12 All Students	12.9	12.9
9-12 Low Income	14.6	14.6
9-12 English Learner	17.9	17.9
9-12 Foster Youth	6.5	6.5
9-12 SWD	32.2	20.9

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

English Language Arts

## LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on English Language Arts (ELA) performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

## School Goal - ELA

All students, particularly English Learners, Hispanics, SED, and Students with Disabilities will increase their student achievement in English Language Arts as measured by the CA Dashboard ELA Indicator, SBAC ELA, NWEA MAP Growth Reading, AR and Lexia.

## 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.

English Language Arts is an area of struggle for our students. For example, our EL population and Students with Disabilities groups are in the red category.. Also all students, our Socio-Economic Disadvantaged group is in the orange category. This shows that there is need to consistently disaggregate state and district assessments to determine evidence based practices and interventions to improve student achievement. For example, we would like to offer after school clubs to provide assistance to these groups. The data shows a decline in ELA reading fluency and reading comprehension in some grade levels when analyzing the results of MAP District Assessments. Also the same is true for the CAASSP percentage of students scoring met and exceeded from 2018-2019 to 2023-2024 in grades 3rd -6th So according to the data, ELA needs to be an area of focus for all students including SWD that have not made progress.

## 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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - ELA 1a ELA- All Students 1b ELA- Low Income 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD	2024 CA Dashboard 1a -ELA -all students -61.2 below standard 1b- ELA-Low Income -62.5 below standard 1c- English Learners -81.6 below standard 1d -Long Term EL -no data 1e-Foster Youth -no data 1f-SWD -108.7 below standard	2025 CA Dashboard 1a -ELA -all students -60 below standard 1b- ELA-Low Income -50.4 below standard 1c- English Learners -72 below standard 1d -Long Term EL -no data 1e-Foster Youth -no data 1f-SWD -100.6 below standard

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - SBAC ELA 2a SBAC ELA- All Students 2b SBAC ELA- Low Income 2c SBAC ELA- English Learner 2d SBAC ELA- LTEL 2e SBAC ELA- Foster Youth 2f SBAC ELA- SWD	2024 CAASPP - SBAC ELA 2a SBAC ELA-All Students 24.6% 2b SBAC ELA- Low Income 23.6% 2c SBAC ELA- English Learner 6.9% 2d SBAC ELA- LTEL -no data 2e SBAC ELA- Foster Youth 0% 2f SBAC ELA- SWD 5.9%	2025 CAASPP - SBAC ELA 2a SBAC ELA-All Students 26.6% 2b SBAC ELA- Low Income 25.6% 2c SBAC ELA- English Learner 8.9% 2d SBAC ELA- LTEL -no data 2e SBAC ELA- Foster Youth 1% 2f SBAC ELA- SWD 7.9%
Winter NWEA MAP 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level 3d Kinder MAP Picture Vocabulary Level 3-4 All Students	Winter 2025 NWEA MAP 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 46% 3b Kinder MAP Phonics & Word Recog. Level 2-5 All Students 63% 3c Kinder MAP Listening Comp. Level 3-4 All Students 46% 3d Kinder MAP Picture Vocabulary Level 3-4 All Students 65%	Winter 2026 NWEA MAP 3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 63% 3b Kinder MAP Phonics & Word Recog. Level 2-5 All Students 63% 3c Kinder MAP Listening Comp. Level 3-4 All Students 62% 3d Kinder MAP Picture Vocabulary Level 3-4 All Students 60%
Winter 2025 NWEA MAP % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students 4b Gr. 1-12 MAP Reading- Low Income 4c Gr. 1-12 MAP Reading- EL 4d Gr. 1-12 MAP Reading- LTEL 4e Gr. 1-12 MAP Reading- Foster Youth 4f Gr. 1-12 MAP Reading- SWD	Winter 2025 NWEA MAP % scored = 61 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students 18.2% 4b Gr. 1-12 MAP Reading- Low Income 17.6% 4c Gr. 1-12 MAP Reading- EL 2.2% 4d Gr. 1-12 MAP Reading- LTEL 0% 4e Gr. 1-12 MAP Reading- Foster Youth 0% 4f Gr. 1-12 MAP Reading- SWD 2.9%	Winter 2026 NWEA MAP % scored = 63 percentile of peers in national norm reference test 4a Gr. 1-12 MAP Reading- All Students 19% 4b Gr. 1-12 MAP Reading- Low Income 18.6% 4c Gr. 1-12 MAP Reading- EL 3.2% 4d Gr. 1-12 MAP Reading- LTEL 1% 4e Gr. 1-12 MAP Reading- Foster Youth 1% 4f Gr. 1-12 MAP Reading- SWD 12.1%
Lexia Program Usage	Lexia Program Usage is 51%	Lexia Program Usage to 60%
Accelerated Reading Usage	Accelerated Reading Usage is 82%	Accelerated Usage to 84%

## Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

**Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups**

**Students to be Served by this Strategy**

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

**Activity**

1a. Teachers will meet in vertical teams once a trimester as a PLC and grade-level teams once a month in PLC meetings. Teachers will analyze state assessment data (CA Dashboard, SBAC, Summative ELPAC, etc.) for progress monitoring and measuring effectiveness of implemented strategies. Teachers will identify the learning needs of the lowest performing students and plan instruction with differentiated targeted supports and interventions to increase student achievement. (during contractual time)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded  1a. PLCs to analyze data for all students and plan supports for low achieving students (contractual time)

**Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials**

**Students to be Served by this Strategy**

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

2a. PLC time for analyzing student performance data (Lexia, Wonderworks, mCLASS, UFLI, Aeries Gradebook, NWEA MAP tests, and common grade-level assessments) for progress monitoring and planning differentiated lessons and supports based on identified learning needs of students..

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

2a. PLC planning and analyzing data

### Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

#### Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

3a. Teachers will attend professional development offered at the site and district on Canvas Learning Management System, Discovery Education, Lexia, Dreambox, mCLAS, uFLI, Ethnic Studies, ELD, and academic standards to refresh evidence-based strategies to improve student achievement. Site will collaborate with district TOSAs for site based professional learning needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

## Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

4a. Interventionists will deliver evidence-based targeted supports and interventions to Title I students in small group or one-on-one settings. Interventionists will focus on areas of academic need identified through teacher conversations, assessments and data analysis. Develop and implement Tier 2 programs and interventions tailored to the needs of the lowest-performing (orange and red) student groups as identified on the CA Dashboard. Assist teachers in analyzing grade-level achievement data to monitor student progress and create and adjust interventions as needed to improve student achievement.

4b. Additional support during the after school tutoring program (additional tutors)

4c. After school tutoring program (run by site teachers) to provide supplemental support and interventions in literacy and math for the students with the greatest learning needs (site teachers)

4d. Replacement technology to increase student engagement and achievement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
56300	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4a. Interventionists
3710	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 4b Additional support during after school tutoring (additional tutors)
6280	Title I, Part A

	Teacher Workshop/Additional Hrs (Including benefits) 4c. Tutoring after school to increase achievement of the lowest performing students
2000	LCFF S&C Non-Capitalized Equipment (\$500-\$4,999 per item) 4d. Technology equipment-LCD replacements

**Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

**Activity**

- 5a. Teachers will meet in vertical teams once a trimester to analyze state and local assessment data to monitor progress of student learning and achievement and to plan differentiated lessons and targeted supports for student achievement for all students and student groups. (contractual time)
- 5b. Principal will have data chats (looking at local and state data results) with teachers for progress monitoring. Additionally, the principal will collaborate with teachers over their IDP goals to identify their students performing below grade level and identify best practice strategies to implement to address students' needs. (contractual time)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 5a-Vertical team meetings
0	District Funded 5b. Principal data and IDP chats with teachers

**Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

**Activity**

6a. Collaborate and partner with school state preschool to plan and facilitate reading and parent/family nights. Partner with Sparks MS for transitions and grade level planning toward the end of the school year for ongoing cross-grade level collaboration.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded

6a.Preschool to elementary school and elementary school to middle school collaboration and planning

**Strategy 7 - Extended learning activities**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

**Activity**

7a. Materials and instructional supplies for the interventionists and after school tutoring program to support the lowest achieving students to increase student achievement - Various student supplies for teachers and students (i.e. paper, crayons, whiteboard markers, etc.)

7b. Additional materials and supplies to support student achievement and engagement in the classroom (i.e.. chart paper, markers, construction paper, glue sticks, scissors, etc.)

7c. Bus field trips to extend learning opportunities and student achievement.

7d. Maintain Ricoh Machines and 2 Duplo machines (lease and repair) for student achievement copies and parent communication.

7e. Contracted services of the Accelerated Reader to increase students' lexile levels, improve the number of students' meeting grade level standards and increase achievement.

7f. Extended learning opportunities for ELA, EL, and Math to strategically target students performing below grade level and increase student engagement and achievement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1740	Title I, Part A Supplemental Supplies 7a. Materials and instructional supplies to increase student achievement - Interventionists, after school tutoring programs
44221	LCFF S&C Supplemental Supplies 7b. Classroom supplies and office supplies to support student engagement
6,000	LCFF S&C Contracted Services 7c. Grade level field trips \$600 each bus round trip
12000	LCFF Base Equipment/Replacement (\$5,000+ per item) 7d. Ricoh Machines (2)
5,600	Title I, Part A Contracted Services 7e. Accelerated Reader (AR)
6200	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7f. Extended Learning Opportunities for ELA/ELs/Math

**Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

8a. Establishing and implementing schoolwide systems to continuously monitor student growth and achievement at least monthly or when new assessment data is available with the intention of providing evidence-based targeted supports and interventions to students achieving below grade level as well as support for those families as needed. Areas to monitor align to the CA Dashboard. MTSS TOSA, leadership team and staff will also monitor the effectiveness of the strategies being implemented and make adjustments as needed.

8b. Sub release time for teachers to participate in IEPs and prep for and/or administer the ELPAC

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4140	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 8a. Schoolwide systems to monitor student growth and progress to more immediately support at-risk students and their families
5000	LCFF S&C Teacher Release Time-Subs (Including benefits) 8b. ELPAC sub/SPED IEPs

### Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

9a. Replenish AR books, library books for students in the library which are high interest, lower textile leveled books to increase reading proficiency within grades 3-6. AR is a schoolwide reading program.

9b. Lexia will be used for all students including ELs and SWD for assessing reading foundational skills and targeting learning growth. Lexia is on the list of evidence-based strategies for reading.

9c Ongoing data analysis of site, district and state assessments by MTSS TOSA, grade level PLCs and leadership team to identify the lowest achieving students and develop lesson plans, units and interventions embedding evidence-based and MTSS strategies to increase student achievement. MTSS TOSA will also monitor (on an ongoing basis) the progress of the lowest achieving students and participate in evaluating the effectiveness of evidence-based Title 1 supports and interventions to increase student achievement.

9d Elevated Achievement Group-School has had 3 principals for 2025-26 (original principal was promoted to a district office position, 2 interims and waiting for a 4th permanent one). While the school has improved in several CA Dashboard indicators, students are still performing below standards. Consultation services for schoolwide support (admin, leadership team and staff) to develop ongoing processes and systems to support the development of the following:

- schoolwide needs assessment
- goals, outcomes, actions and strategies to address the identified needs
- metrics to measure the effectiveness of the actions and strategies

9e Sub time for leadership team and staff to participate in evidence-based professional learning and professional development to support with implementation of best practice strategies to increase student achievement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
5,000	LCFF S&C Books (Excluding core textbooks) 9a. Purchase of AR and library books
0	District Funded  9b. Lexia
9499	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 9c. Data analysis of local data and state assessments to identify the lowest achieving students and implement additional supports to increase student achievement
10,500	Title I, Part A Contracted Services 9d Elevated Achievement Group
3000	Title I, Part A

Teacher Release Time-Subs (Including benefits)  
9e Evidence-based professional learning and professional development

## Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

10a. Monthly parent education meetings, Coffee with the Principal, after school family engagement activities to facilitate parent involvement. We are a Community School so there will be additional supports such as wellness classes, student and family support, and free food. There is a need to increase parent participation and engagement by recruiting more parent volunteers. Fingerprinting fees will be paid for parent volunteers from low income families.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1246

Source(s)

Title I Parent Involvement  
Contracted Services  
10a Parent volunteer fingerprinting for low income families

## Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

### Activity

The Principal, teachers, students, parents, and parent committees such as ELAC, SSC, Coffee with the Principal, Community Schools advisory groups, etc. will be engaged in planning, implementing, and evaluating student grade level results with ELA/Math curriculums and supplemental programs like Lexia, Dreambox, and AR programs for effectiveness & feedback. Data and growth will be communicated through meetings with educational partners. SSC will meet at least 5 times per year to plan, approve, implement, monitor and evaluate the SPSA, its goals and implemented activities/strategies.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded  11a. Educational partners' planning and program evaluations, especially of the SPSA

**Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL and SWD (performing at red level in ELA) and Hispanic and SED (performing at the orange level in ELA)

**Activity**

- 12a. Office supplies to support student achievement, particularly to support unduplicated students.
- 12b. Office supplies to support schoolwide student achievement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	LCFF S&C Supplemental Supplies

	12a. General office supplies
200	LCFF Base Supplemental Supplies 12b. General office supplies

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

Math

## LEA/LCAP Goal

All students, Pre-K to 12, including low income, English Learners, and foster youth, will achieve at high levels on Mathematics performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

## School Goal - Math

All students, particularly English Learners, Hispanics, SED, and Students with Disabilities will increase their student achievement in Math as measured by the CA Dashboard Math Indicator, SBAC Math, NWEA MAP Growth Math and Dreambox.

## 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.

CAASPP indicates that math proficiency is increasing. Proficiency shows an increased a from Math Fall MAP #1 to Winter MAP#2 each year We will look at identified needs and students based on data analysis and develop action plans through PLC and meetings to support students. However, we have several groups in the orange categories. The struggling groups are ELs, SWD, and the SED groups. For example, our EL population is in the orange category of math. Also all students, Students with Disabilities, and low socio-economic disadvantaged group are also in the orange category which are below grade level. This shows that there is need to consistently disaggregate state and district assessments to determine evidence based practices and interventions to improve student achievement.

Many of our students are reading below grade level as a result of one and half years of remote learning, being English Learners, and being in low Socio-Economic Disadvantaged households. That directly affects their math abilities because they cannot comprehend math word problems or follow math procedures and there is no one at home available to help them practice the math steps or math facts. We have also discovered that a large percentage of the students do not have their math facts memorized. Many of our students are still using math fact charts to complete their math computations. As a result of those things, we need to spend our funds on strategies and support to help our students improve their math skills such as a full-time interventionist, Extended Learning Opportunities, and the Dreambox Program. We will use a combination of these programs, support staff such as our full time iinterventionist using effective proven classroom math strategies, and Dreambox Program practice are needed to improve the math skills of our students. Our students need more practice and support with math computation, procedural, and problem-solving skills. Teachers will work in PLCs to discuss the use of District Math training knowledge and effective proven strategies to help students make growth this year in Math. The teachers will teach explicit first lessons with frontloading and scaffolding. Then, they will reteach important concepts in small groups and if needed they will assign struggling students a math buddy or offer after school support.

## 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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Metric/Indicator CA Dashboard - Math</p> <p>1a Math- All Students</p> <p>1b Math- Low Income</p> <p>1c Math- English Learner</p> <p>1d Math- Long Term EL</p> <p>1e Math- Foster Youth</p> <p>1f Math- SWD</p>	<p>Metric/Indicator (2024 CA Dashboard - Math)</p> <p>1a Math- All Students -56.3 below standard</p> <p>1b Math- Low Income -58.6 below standard</p> <p>1c Math- English Learner -86.9 below standard</p> <p>1d Math- Long Term EL no data</p> <p>1e Math- Foster Youth no data</p> <p>1f Math- SWD -101.3</p>	<p>Metric/Indicator (2025 CA Dashboard - Math)</p> <p>1a Math- All Students -55 below standard</p> <p>1b Math- Low Income -56.6 below standard</p> <p>1c Math- English Learner -68.7 below standard</p> <p>1d Math- Long Term EL no data</p> <p>1e Math- Foster Youth no data</p> <p>1f Math- SWD -99.3 below standard</p>
<p>Metric/Indicator (CAASPP - SBAC Math)</p> <p>2a SBAC Math- All Students</p> <p>2b SBAC Math- Low Income</p> <p>2c SBAC Math- English Learner</p> <p>2d SBAC Math- Long Term EL</p> <p>2e SBAC Math- Foster Youth</p> <p>2f SBAC Math- SWD</p>	<p>Metric/Indicator (2024 CAASPP - SBAC Math)</p> <p>2a SBAC Math- All Students 29%</p> <p>2b SBAC Math- Low Income 38%</p> <p>2c SBAC Math- English Learner 13%</p> <p>2d SBAC Math- Long Term EL 4%</p> <p>2e SBAC Math- Foster Youth 0%</p> <p>2f SBAC Math- SWD 15%</p>	<p>Metric/Indicator (2025 CAASPP - SBAC Math)</p> <p>2a SBAC Math- All Students 34%</p> <p>2b SBAC Math- Low Income 39%</p> <p>2c SBAC Math- English Learner 15%</p> <p>2d SBAC Math- Long Term EL 5%</p> <p>2e SBAC Math- Foster Youth 0%</p> <p>2f SBAC Math- SWD 16%</p>
<p>Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test</p> <p>3a MAP Math- All Students</p> <p>3b MAP Math- Low Income</p> <p>3c MAP Math- English Learner</p> <p>3d MAP Math- LTEL</p> <p>3e MAP Math- Foster Youth</p> <p>3f MAP Math- SWD</p>	<p>Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test</p> <p>3a MAP Math- All Students 24%</p> <p>3b MAP Math- Low Income 24%</p> <p>3c MAP Math- English Learner 14.3%</p> <p>3d MAP Math- LTEL 0%</p> <p>3e MAP Math- Foster Youth 100% (1)</p> <p>3f MAP Math- SWD 4.7%</p>	<p>Metric/Indicator (Winter 2026 NWEA MAP) % scored = 61 percentile of peers in national norm reference test</p> <p>3a MAP Math- All Students 26%</p> <p>3b MAP Math- Low Income 26%</p> <p>3c MAP Math- English Learner 16.3%</p> <p>3d MAP Math- LTEL 0%</p> <p>3e MAP Math- Foster Youth 100% (1)</p> <p>3f MAP Math- SWD 11%</p>
<p>Dreambox Program Usage</p>	<p>The Dreambox usage is at 87%</p>	<p>The Dreambox usage to 90%</p>

## Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

### **Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups**

#### **Students to be Served by this Strategy**

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

#### **Activity**

1a. Teachers will meet in vertical teams once trimester for PLC and grade level teams will meet once a month in PLC meetings to discuss the results of MAP assessments, teacher created Math weekly tests and create SMART Goals. They will modify instruction to improve student achievement.

#### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded

1a. PLCs to analyze data for all students and plan supports for low achieving students (contractual time)

### **Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials**

#### **Students to be Served by this Strategy**

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

#### **Activity**

2a. PLC time for analyzing student performance data (Lexia, Wonderworks, mCLASS, UFLI, Aeries Gradebook, NWEA MAP tests, and common grade-level assessments) for progress monitoring and planning differentiated lessons and supports based on identified learning needs of students..

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

2a. PLC planning and analyzing data

### Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

#### Activity

3a. Teachers will attend professional development offered at the site and district on Canvas Learning Management System, Discovery Education, Lexia, Dreambox, mCLAS, uFLI, Ethnic Studies, ELD, and academic standards to refresh evidence-based strategies to improve student achievement. Site will collaborate with district TOSAs for site based professional learning needs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

3a. Professional development at site and district

### Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

**Activity**

4a. Interventionists will deliver evidence-based targeted supports and interventions to Title I students in small group or one-on-one settings, focusing on focus on math facts, math word problems and formulas.. Interventionists will focus on areas of academic need identified through teacher conversations, assessments and data analysis. Develop and implement Tier 2 programs and interventions tailored to the needs of the lowest-performing (orange and red) student groups as identified on the CA Dashboard. Assist teachers in analyzing grade-level achievement data to monitor student progress and create and adjust interventions as needed to improve student achievement.

4b. Replacement technology to increase student engagement and achievement

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

Title I, Part A  
Classified Instructional/Support Staff (Including Benefit)  
4a. See ELA Strategy 4a

0

LCFF S&C  
Non-Capitalized Equipment (\$500-\$4,999 per item)  
4b. See ELA Strategy 4d

**Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

**Activity**

5a. Teachers will meet in vertical teams once a trimester to analyze state and local assessment data to monitor progress of student learning and achievement and to plan differentiated lessons and targeted supports for student achievement for all students and student groups. (contractual time)

5b. Principal will have data chats (looking at local and state data results) with teachers for progress monitoring. Additionally, the principal will collaborate with teachers over their IDP goals to identify their students performing below grade level and identify best practice strategies to implement to address students' needs. (contractual time)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 5a-Vertical team meetings
0	District Funded 5b. Principal data and IDP chats with teachers

**Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

**Activity**

6a. Collaborate and partner with school state preschool to plan and facilitate reading and parent/family nights. Partner with Sparks MS for transitions and grade level planning toward the end of the school year for ongoing cross-grade level collaboration.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded

6a.Preschool to elementary school and elementary school to middle school collaboration and planning

## Strategy 7 - Extended learning activities

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

### Activity

7a. Materials and instructional supplies for the interventionists and after school tutoring program to support the lowest achieving students to increase student achievement - Various student supplies for teachers and students (i.e. paper, crayons, whiteboard markers, etc.)

7b. Additional materials and supplies to support student achievement and engagement in the classroom (i.e.. chart paper, markers, construction paper, glue sticks, scissors, etc.)

7c. Bus field trips to extend learning opportunities and student achievement.

7d. Maintain Ricoh Machines and 2 Duplo machines (lease and repair) for student achievement copies and parent communication.

7e. Contracted services of the Accelerated Reader to increase students' lexile levels, improve the number of students' meeting grade level standards and increase achievement.

7f. Extended learning opportunities for ELA, EL, and Math to strategically target students performing below grade level and increase student engagement and achievement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I, Part A  
Supplemental Supplies  
7a. See ELA Strategy 7a

0

LCFF S&C  
Supplemental Supplies  
7b See ELA Strategy 7b

0	LCFF S&C Contracted Services 7c. See ELA Strategy 7c
0	LCFF Base Equipment/Replacement (\$5,000+ per item) 7d. See ELA Strategy 7d
0	Title I, Part A Contracted Services 7e. See ELA Strategy 7e
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 7f. See ELA Strategy 7f

**Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

**Activity**

8a. Establishing and implementing schoolwide systems to continuously monitor student growth and achievement at least monthly or when new assessment data is available with the intention of providing evidence-based targeted supports and interventions to students achieving below grade level as well as support for those families as needed. Areas to monitor align to the CA Dashboard. MTSS TOSA, leadership team and staff will also monitor the effectiveness of the strategies being implemented and make adjustments as needed.

8b. Sub release time for teachers to participate in IEPs and prep for and/or administer the ELPAC

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 8a. See ELA Strategy 8a

0

LCFF S&C  
Teacher Release Time-Subs (Including benefits)  
8b. See ELA Strategy 8b

### Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

#### Activity

9a. DreamBox will be used for all students including ELs and SWD for assessing math foundational skills and targeting learning growth. DreamBox is an evidence-based program for math.

9b Ongoing data analysis of site, district and state assessments by MTSS TOSA, grade level PLCs and leadership team to identify the lowest achieving students and develop lesson plans, units and interventions embedding evidence-based and MTSS strategies to increase student achievement. MTSS TOSA will also monitor (on an ongoing basis) the progress of the lowest achieving students and participate in evaluating the effectiveness of evidence-based Title 1 supports and interventions to increase student achievement.

9c Elevated Achievement Group-School has had 3 principals for 2025-26 (original principal was promoted to a district office position, 2 interims and waiting for a 4th permanent one). While the school has improved in several CA Dashboard indicators, students are still performing below standards. Consultation services for schoolwide support (admin, leadership team and staff) to develop ongoing processes and systems to support the development of the following:

- schoolwide needs assessment
- goals, outcomes, actions and strategies to address the identified needs
- metrics to measure the effectiveness of the actions and strategies

9d Sub time for leadership team and staff to participate in evidence-based professional learning and professional development to support with implementation of best practice strategies to increase student achievement

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

9a. DreamBox

0	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 9b. See ELA Strategy 9c
0	Title I, Part A Contracted Services 9c See ELA Strategy 9d
	Title I, Part A Teacher Release Time-Subs (Including benefits) 9d See ELA Strategy 9e

**Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

**Activity**

10a. Monthly parent education meetings, Coffee with the Principal, after school family engagement activities to facilitate parent involvement. We are a Community School so there will be additional supports such as wellness classes, student and family support, and free food. There is a need to increase parent participation and engagement by recruiting more parent volunteers. Fingerprinting fees will be paid for parent volunteers from low income families.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	Title I Parent Involvement Contracted Services 10a See ELA Strategy 10a

**Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red”

or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

### Activity

The Principal, teachers, students, parents, and parent committees such as ELAC, SSC, Coffee with the Principal, Community Schools advisory groups, etc. will be engaged in planning, implementing, and evaluating student grade level results with ELA/Math curriculums and supplemental programs like Lexia, Dreambox, and AR programs for effectiveness & feedback. Data and growth will be communicated through meetings with educational partners. SSC will meet at least 5 times per year to plan, approve, implement, monitor and evaluate the SPSA, its goals and implemented activities/strategies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

11a. Educational partners' planning and program evaluations, especially of the SPSA

### Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students especially EL, SWD, Hispanic and SED (performing at the orange level in Math)

### Activity

12a. Office supplies to support student achievement, particularly to support unduplicated students.

12b. Office supplies to support schoolwide student achievement

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

LCFF S&C  
Supplemental Supplies  
12a. See ELA Strategy 12a

0

LCFF Base  
Supplemental Supplies  
12b. See ELA Strategy 12b

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

English Learners

## LEA/LCAP Goal

All English Learners will achieve at high levels on performance assessments in preparation to meet UC/CSU admission requirements and/or career pathways upon graduation.

## School Goal - English Learners

English Learners will increase their student achievement in their language proficiency as measured by the CA Dashboard English Learner Progress Indicator, Summative ELPAC (Level 4) and Annual Reclassification Rate

## 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.

We need to target and support English Learners by looking at the ELD assessments and ELPAC results because our rating shows red on the 2024 California Dashboard.. Based on the data and ELPAC results, the areas of greatest need are reading fluency and comprehension.. We need to implement strategies for designated and integrated ELD assist with reading, a targeted need.

About a third of Sparks Elementary's population is English learners. The percentage is approximately 35.2%. We need to ensure our English learners make progress on the ELD Wonders assessments, MAP, ELPAC, and CAASPP tests. Teachers have implemented several evidence-based strategies to help our ELs improve their reading and math abilities to meet benchmark standards. Some of these strategies include providing students with a daily planner to help them organize assignment due dates, assigning study buddies, providing explicit instruction, frontload lessons, and providing small group instruction to ensure comprehension and understanding of difficult ELA and math concepts. However, the school needs a full-time interventionist, ELO classes, more support from Multilingual TOSAs, and ELD training.

In 2024, 40% of English Learners progressed at least one ELP1 level.

Sparks Elementary plan for English Learners

\*ELD- The principal will monitor implementation of designated ELD instruction for at least 30 minutes a day. It will be monitored through classroom observations and lesson planning. Teachers will focus on ELD progress monitoring and ELPAC testing requirements during monthly PLC meetings.

\*LTEL- Teachers will use intervention strategies such as additional small group support to help students make reading, writing, speaking, and listening progress needed to be reclassified.

\*Reclassified -ELP facilitators and classroom teachers will monitor the progress of reclassified students using the guidelines provided through Multilingual Department.

\*ISPEL- Teachers will use intervention strategies such as additional small group support to help students make reading, writing, speaking, and listening progress needed to be reclassified. Teachers will also work with parents to ensure that their child makes the progress needed that year.

## 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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (CA Dashboard - ELPI) 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Metric/Indicator (2024 CA Dashboard - ELPI) 1a English Learner Progress Indicator 40,2% making progress 1b Long Term EL Progress Indicator - no performance color	Metric/Indicator (2025 CA Dashboard - ELPI) 1a English Learner Progress Indicator 41% making progress 1b Long Term EL Progress Indicator - no performance color
Metric/Indicator (CAASPP-Summative ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	Metric/Indicator (2024 CAASPP-Summative ELPAC) 2a Summative ELPAC Level 4-EL 43% 2b Summative ELPAC Level 4-LTEL 25%	Metric/Indicator (2025 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 45% 2b Summative ELPAC Level 4-LTEL 27%
Metric/Indicator (SIS) 3a English Learner Reclassification Rate	Metric/Indicator (SIS) 3a 2024 English Learner Reclassification Rate 11.18%	Metric/Indicator (SIS) 3a 2025 English Learner Reclassification Rate 13.5%

## Strategies/Activities

Complete a Strategy/Activity table for each of the school’s strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

***English Learner Planned Improvements must include evidence-based activities to address Designated and Integrated ELD, LTELs, EL and RFEP monitoring and reclassification.***

### Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

### Activity

1a. Teachers will meet in vertical teams once a trimester as a PLC and grade-level teams once a month in PLC meetings. Teachers will analyze state assessment data (CA Dashboard, SBAC, Summative ELPAC, etc.) for progress monitoring and measuring effectiveness of implemented strategies. Teachers will identify the learning needs of the lowest performing students and plan instruction with differentiated targeted supports and interventions to increase student achievement. (during contractual time)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

1a. PLCs to analyze data for all students and plan supports for low achieving students (contractual time)

### Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

### Activity

2a. Site EL Facilitator will assist with the completion of EL monitoring tools (ISPELs for At-Risk LTEL/LTELEs). EL Facilitator will also provide feedback and professional development to staff after they have attended District Level EL training. We also assist with monitoring ISPELs and look at student data and progress.

2b. Site EL Facilitator will assist with monitoring and tracking the progress of RFEP students and implement the RFEP monitoring tool if additional support is needed due to lack of academic progress. EL Facilitator and admin will assist with tracking and providing support to RFEP students not making progress throughout the year.

### Proposed Expenditures for this Strategy/Activity

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

applicable), Other State, and/or Local. Specify the budget reference. Additionally, provide a brief description of the expenditure.

Amount(s)	Source(s)
0	District Funded 2a EL Facilitator support monitoring ELs
0	District Funded 2b EL Facilitator support monitoring RFEP

**Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

**Activity**

3a. District-level EL PDs are offered throughout the year.  
 -Inform teachers of opportunities and encourage them to attend to receive refreshers on evidence-based best practices for our EL students.  
 -EL Facilitator will attend district PDs and EL program meetings.  
 -EL Facilitator and/or principal will provide monthly EL program updates and professional learning to staff during a staff meeting. EL Facilitator and principal will work closely with Multilingual Department and district TOSAs to set up PDs or training focusing on EL students, specifically in the area of reading, where EL students need the most support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 3a. EL program updates, professional learning and professional development

**Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

**Activity**

4c. Principal will monitor the ongoing implementation of designated and integrated ELD time.  
-During integrated and designated ELD time, use of adopted core curriculum and adopted ELD curriculum.  
-ELD facilitator will provide assistance as needed throughout the year for integrated and designated ELD time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded  4c. Principal monitoring and ELD Facilitator support

**Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

**Activity**

5a. Support the middle school by completing student articulation cards and providing feedback on how to best support students in all EL levels.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

0

Source(s)

District Funded

5a. Regular teacher duties during the school day

### Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

#### Activity

6a. District-level EL PDs are offered throughout the year.

-Inform teachers of opportunities and encourage them to attend to receive refreshers on evidence-based best practices for our EL students.

-EL Facilitator will attend district PDs and EL program meetings.

-EL Facilitator and/or principal will provide monthly EL program updates and professional learning to staff during a staff meeting. EL Facilitator and principal will work closely with Multilingual Department and district TOSAs to set up PDs

or training focusing on EL students, specifically in the area of reading, where EL students need the most support.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded

6a. EL program updates, professional learning and professional development

### Strategy 7 - Extended learning activities

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

## Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards

#### Students to be Served by this Strategy

Identify "All Students" and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is "Red" or "Orange" and/or student group performance is two or more performance levels below "all student" performance).

All English Learners, including Dually Identified, which are performing at the red level

## Activity

8a. District-level EL PDs are offered throughout the year.  
-Inform teachers of opportunities and encourage them to attend to receive refreshers on evidence-based best practices for our EL students.  
-EL Facilitator will attend district PDs and EL program meetings.  
-EL Facilitator and/or principal will provide monthly EL program updates and professional learning to staff during a staff meeting. EL Facilitator and principal will work closely with Multilingual Department and district TOSAs to set up PDs or training focusing on EL students, specifically in the area of reading, where EL students need the most support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

8a. EL program updates, professional learning and professional development

### Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

**Activity**

9a. Regular implementation of SDAIE and GLAD strategies to support ELs grow their language proficiency and meet academic standards. There will be differentiation by teacher modeling, modeling work, and language for targeted learning for ELs. There will be scaffolding and a gradual release of responsibility for the performance of targeted learning while supporting students as they assume responsibility. Teachers will show visual objects, and photos, use academic language, and authentic assessment, and frequently check for understanding with authentic formal and informal assessments. In differentiated learning, teachers will create different ways to support different levels of language and learning within the same classroom. Cooperative learning, pair and group work, and Kagan strategies are used to provide the format of communication for all students, especially ELs. The Use of Lexia, Dreambox, and AR/STAR during the day for additional technical/technology support for EL to learn English. All various tools support all EL students.

9b Additional support during the after school tutoring program (additional bilingual tutors to support increasing at-risk LTELs language proficiency in all literacy domains)

9c Ongoing data analysis of site, district and state assessments by MTSS TOSA, grade level PLCs and leadership team to identify the lowest achieving EL students and develop lesson plans, units and interventions embedding evidence-based and MTSS strategies to increase EL student achievement. MTSS TOSA will also monitor (on an ongoing basis) the progress of the lowest achieving students and participate in evaluating the effectiveness of evidence-based Title 1 supports and interventions to increase EL student achievement.

9d EL students will be regularly monitored with respect to their progress toward meeting reclassification criteria and provided ongoing support if not showing progress

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded  9a. Regular implementation of SDAIE, GLAD and Kagan strategies
3560	Title I, Part A Classified Instructional/Support Staff (Including Benefit)

	9b Additional support during after school tutoring (bilingual tutors)
0	Title I, Part A 9c See ELA Strategy 9c
0	District Funded 9d Monitor and support EL students toward reclassification

**Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level.

**Activity**

10a. Monthly parent education meetings, Coffee with the Principal, after school family engagement activities to facilitate parent involvement. We are a Community School so there will be additional supports such as wellness classes, student and family support, and free food. There is a need to increase parent participation and engagement by recruiting more parent volunteers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 10a. Parent and family engagement activities

**Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

### Activity

11a. ELAC to analyze data to determine EL student needs and advise SSC on EL Plan for SPSA. Also Community Schools support is provided to students and their families.

11b. Parent Nights: Back to School, Open House, Family Paint Night, Harvest Festival, LP Quad nights, and other parent/student involvement activities

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 11a. ELAC and Community Schools
0	District Funded 11b School events

### Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All English Learners, including Dually Identified, which are performing at the red level

### Activity

12a. Lexia and DreamBox programs provided to support EL students so that they receive support for student achievement.

12b. Conferences with all students, including ELs, struggling students in the red category, and others to support parents and provide evidence based support for student achievement. .

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

12a. Services and programs provided by each school

0

District Funded

12b. Parent conferences to support parents and explain individual EL student needs

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

School Climate and Student Engagement

## LEA/LCAP Goal

**GOAL FOR SCHOOL CLIMATE:** All students, Pre-K through 12, including low-income, English Learners, SWD, and foster youth will be provided with safe, positive learning environments that result in decreased student suspension and expulsion rates. Also increased school safety rates, and a greater sense of school connectedness for all staff, students, parents, and community at our school. We are a Community School with many resources to help our students and their families. We have a wonderful wellness center.

**GOAL FOR STUDENT ENGAGEMENT:** All students, Pre-K through 12, including low-income, SWD, English Learners, and foster youth, will be actively, purposefully, and positively engaged in school and learning, resulting in increased student attendance and graduation rates.

## School Goal - School Climate

All students, particularly Students with Disabilities (orange level) and ELs, SED and Hispanics will decrease their chronic absenteeism as measured by the CA Dashboard Chronic Absenteeism Indicator. Additionally, all students, particularly English Learners, Students with Disabilities, Hispanic and SED will increase their attendance percentage and feel connected at school as measured by the CHKS survey and annual average daily attendance percentage. Finally, all students, including EL, SWD, SED and Hispanic will continue to receive MTSS supports to maintains suspension rate at the blue level as measured by the CA Dashboard Suspension Indicator.

## 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.

Sparks Elementary's suspension rate for the last two years have been 0%. However, our daily attendance rate has been low and it needs to improve as identified by the California Dashboard. We have an extremely high chronic absenteeism rate for our SWD as well.

## 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. ATSI/CSI/TSI school must include metrics related to the metrics that led to ATSI/CSI/TSI eligibility.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (CA Dashboard-Suspension Rate)	Metric/Indicator (2024 CA Dashboard-Suspension Rate)	Metric/Indicator (2025 CA Dashboard-Suspension Rate)
1a All Students	1a All Students 0%	1a All Students 0%
1b Low Income	1b Low Income 0%	1b Low Income 0%
1c English Learner	1c English Learner 0%	1c English Learner 0%
1d LTEL	1d LTEL 0%	1d LTEL 0%
1e Foster Youth	1e Foster Youth 0%	1e Foster Youth 0%
1f SWD	1f SWD 0%	1f SWD 0%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 5	Metric/Indicator (2024 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 5 63%	Metric/Indicator (2025 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 5 88%
Metric/Indicator (CHKS-Overall Perception) 3a "Agree/Strongly Agree" Grade 5	Metric/Indicator (2024 CHKS-Overall Perception -School Connectedness) 3a "Agree/Strongly Agree" Grade 5 63%	Metric/Indicator (2025 CHKS-Overall Perception-School Connectedness) 3a "Agree/Strongly Agree" Grade 5 85%
Metric/Indicator (SIS)-Attendance Rate 4a TK-8 All Students 4b TK-8 Low Income 4c TK-8 English Learner 4d TK-8 Foster Youth 4e TK-8 SWD	Metric/Indicator (SIS)-2024 Attendance Rate 4a TK-8 All Students 93.26% 4b TK-8 Low Income ___TBA 4c TK-8 English Learner___TBA 4d TK-8 Foster Youth___TBA 4e TK-8 SWD__TBA	Metric/Indicator (SIS)-2025-26 Attendance Rate 4a TK-8 All Students 95% 4b TK-8 Low Income 80%(SPSA 2024) 4c TK-8 English Learner 85.9% (SPSA 2024) 4d TK-8 Foster Youth 100% (SPSA 2024) 4e TK-8 SWD 79.2% (SPSA 2024)
Metric/Indicator (CA Dashboard-Chronic Absenteeism Rate) 5a K-8 All Students 5b K-8 Low Income 5c K-8 English Learner 5d K-8 Long Term EL 5e K-8 Foster Youth 5f K-8 SWD	Metric/Indicator (2024 CA Dashboard-Chronic Absenteeism Rate) 5a K-8 All Students 22.2% 5b K-8 Low Income 21.7% 5c K-8 English Learner 12.9% 5d K-8 Long Term EL no color 5e K-8 Foster Youth no color 5f K-8 SWD 22.5%	Metric/Indicator (2025 CA Dashboard-Chronic Absenteeism Rate) 5a K-8 All Students 20% 5b K-8 Low Income 20.7% 5c K-8 English Learner 11.9% 5d K-8 Long Term EL no color 5e K-8 Foster Youth no color 5f K-8 SWD 21.5%

## Strategies/Activities

Complete a Strategy/Activity table for each of the school's strategies/activities. Include evidence-based interventions and align to goals, and actions. Add additional rows, including for Proposed Expenditures, as needed.

### Strategy 1 - Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

1a Principal and COSA will work closely with teachers to identify students that are chronically absent and implement a system (hold SFTs, create a plan, provide support, reward, and monitor) by Targeting Parent Attendance Misbeliefs (see Evidence-Based Interventions)  
 1b Facilitate the Healthy Kids Survey in 5th grade, on areas where we can support students for safety to make it safer for all students to attend school.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 1a. Targeted support for chronically absent students
0	District Funded 1b. Facilitate CHKS survey

**Strategy 2 - Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

2a: Monitor student attendance and suspension, implement attendance plan, meetings with parents/staff, and work together on how to best support the student. We will use the Targeting Parent Attendance Misbeliefs Model (see Evidence-Based Interventions)  
 2b: Have SART meeting with families, SARB, if needed. We will provide ongoing communication with parents in regard to the importance of attendance. Attendance training for parents in ELAC, SSC, and Coffee with the Principal.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 2a Attendance support
0	District Funded 2b SART /SARB meetings

### Strategy 3 - Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff

#### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

#### Activity

3a: Work with Student Family Services for support with students for SART/SARB. Work with SFS for additional training and/or updated information on student support when it comes to suspensions and attendance.

3b: Provide additional support and training, as need by school psych or district counselors to identify and support students, tiered MTSS support

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 3a. Student and Family Services support
0	District Funded 3b MTSS meetings and support

## Strategy 4 - Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

### Activity

4a: We will utilize district TOSA for site-based needs. MTSS training is needed as well. Mental health training for in-person learning and how to best support students. Also Community Schools support person will help.

4b: We will use district-provided counseling services, and also need training for staff on how to refer students.

4c: SEL lessons will be implemented. Additional support and training are provided throughout the year by district TOSAs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title I, Part A 4a. District support /contracted services
0	District Funded 4b District provided counseling services
0	District Funded 4c SEL program

## Strategy 5 - Teacher collaboration by grade level (K-8) and department (grades 9-12)

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

## Activity

5a. Complete middle school articulation cards to help support students on an ongoing basis when students transition to middle school and complete cross-grade level articulation cards to support students' needs yearly.

5b. Yearly attendance campaign, provided by Student Family Services, spirit days for attendance, and kick-off for attendance.

5c. Weekly announcements and assemblies by the principal, target attendance, and focus on the importance of attendance and positive behavior.

5d. Weekly announcements and monthly character focus to build positive relationships amongst students/staff and to build a positive climate.

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded 5a. District collaboration
0	District Funded 5b Attendance Campaign
0	District Funded 5c Assemblies to celebrate attendance
0	District Funded 5d Positive climate support

## Strategy 6 - Teacher collaboration in transition planning (Pre-K – TK - Kindergarten; Elementary – Middle; Middle – High)

### Students to be Served by this Strategy

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

## Activity

6a: Collaborate with school state preschool and kinder for parent nights, reading to students, etc.

6b: Partner with Sparks MS, LPHS for collaboration with transitions as well. Grade level planning toward end of the school year for ongoing cross grade level collaboration.  
 6c. Grade level planning for end of the year

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 6a. Teacher collaboration and parent activities
0	District Funded 6b School collaborations for transition
0	District Funded 6c Grade level planning

**Strategy 7 - Extended learning activities**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

7a. Site Supervisor Aides  
 7b Site Supervisor Aides shared with the middle school

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
15167	LCFF S&C Classified Instructional/Support Staff (Including Benefit)

	7a. Site Supervisor Aides
14850	LCFF Base Classified Instructional/Support Staff (Including Benefit) 7b. Site Supervisor Aides shared with middle school

**Strategy 8 - Services provided by the regular/core program that enable underperforming students to meet grade level standards**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

8d We will further develop goals for attendance and behavior; increase parent involvement, increase fidelity of MTSS supports, and increase SART/SARB meetings as needed. We will use Targeting Parent Attendance Misbeliefs Model (see Evidence-Based Interventions). We will also seek support from Community Schools Wellness Coach.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 8d. MTSS supports and attendance supports

**Strategy 9 - Evidence-based educational practices to raise achievement of identified student groups**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

9a. We will use Targeting Parent Attendance Misbeliefs Model (evidence-based)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0

District Funded

9a. Target attendance issues

**Strategy 10 - Resources available from family, school, district, and community to assist under-achieving students**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

- 10a. Fingerprinting for low-income parent volunteers.
- 10b. Monthly calendar of events for parents/community. Use of Parent Square, Instagram, Facebook, website, and marquee to share school-wide information.
- 10c. FIA-sponsored activities such as Trunk R Treat, Color Run, etc.
- 10d. New Horizon assistance with food for families
- 10e. Partnership with the Boys and Girls Club for afterschool care.
- 10f. Monthly virtual read-aloud and lessons to the whole school by the District ELA TOSAs.
- 10g. Extra hours to prepare CUMs and supplies for teachers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

0	Title I Parent Involvement Contracted Services 10a. See ELA Strategy 10a
0	District Funded  10b Parent Square and other social media updates for families
0	District Funded  10c. Families in Action which organizes school events
0	District Funded  10d New Horizon food to families
0	District Funded  10e Boys and Girls club partnership
0	District Funded  10f Monthly virtual read alouds with District TOSAs
2000	LCFF S&C Teacher Workshop/Additional Hrs (Including benefits) 10g. Extra hours for CUMs, summer work, etc.

**Strategy 11 - Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students in the planning, implementation and evaluation of categorical programs**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

11a: Monthly Families in Action meetings, facilitate ELAC and SSC meetings with Spanish translations as needed. We also are a strong Community School with many levels of support for students and families.

11b: Family nights, Back to School Night, Open House, Grade level Performance Shows ( Christmas, Wax Museum) to build community relations with Spanish translations as needed.

11c: Partner with Girls and Boys Club to afterschool care and supper for children. Also, partner with Golden State Foods-Backpacks, and Horizons for food and/or holiday toys.

11d: Use Instagram, Facebook, Twitter, website, and Parent Square to communicate with parents in both Spanish and English.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	None Specified 11a. Parent involvement activities
0	District Funded 11b. School events
0	District Funded 11c Boys and Girls Club
908	LCFF Base Contracted Services 11d Instagram and Parent Square communication- admin cell phone HLPUSD requirement

**Strategy 12 - Services provided by categorical funds that enable under-performing student to meet standards**

**Students to be Served by this Strategy**

Identify “All Students” and/or one or more specific student groups, including those that are consistently underperforming on any CA Dashboard indicator (student group performance is “Red” or “Orange” and/or student group performance is two or more performance levels below “all student” performance).

All students, especially SWD (orange - Chronic Absenteeism)

**Activity**

12a. We hold monthly parent meetings, and facilitate ELAC, EL, Title I and SSC meetings with Spanish translations as needed. We are a Community School as well that can provide support to families.

12b. Family nights, Back to School Night, Open House, grade level performance shows (holidays, Wax Museum) to build community relations with Spanish translations as needed.

12c. We partner with Girls and Boys Club to afterschool care and supper for children.

12d. We also partnered with Horizon to provide food and toys during the holidays and various other services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded 12a. Services for parents and students
0	District Funded 12b Family Nights
0	District Funded 12c Boys and Girls club
0	None Specified Contracted Services 12d Horizon food support to families in need

# Budget Summary

Complete the Budget Summary Table below. The Budget Summary is required for schools funded through the Consolidated Application (ConApp), and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary Table

Description	Amount
Total Title I Funds Provided to the School Through the ConApp (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$111,775
Total Title I Funds Budgeted for strategies to meet the goals in the SPSA (Title I Part A + Title I Parent Involvement = Total Title I Funds)	\$111,775
Total CSI Funds Provided to the School from the LEA	\$
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$

## Federal, State, and Local Funds

Federal programs that the school is including in the schoolwide program.

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$1,246.00
Title I, Part A	\$110,529.00

Subtotal of federal funds included for this school: \$111,775.00

State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF Base	\$27,958.00
LCFF S&C	\$80,388.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$108,346.00

Total of federal, state, and/or local funds for this school: \$220,121.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Base	27,958	0.00
LCFF S&C	80,388	0.00
LCFF Basic		
Title I, Part A	110,529	0.00
Title I Parent Involvement	1246	0.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF Base	27,958.00
LCFF S&C	80,388.00
None Specified	0.00
Title I Parent Involvement	1,246.00
Title I, Part A	110,529.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	5,000.00
Classified Instructional/Support Staff (Including Benefit)	93,587.00
Contracted Services	24,254.00
Equipment/Replacement (\$5,000+ per item)	12,000.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	2,000.00
Supplemental Supplies	47,161.00
Teacher Release Time-Subs (Including benefits)	8,000.00

**Expenditures by Budget Reference and Funding Source**

<b>Budget Reference</b>	<b>Funding Source</b>	<b>Amount</b>
	District Funded	0.00
Classified Instructional/Support Staff (Including Benefit)	LCFF Base	14,850.00
Contracted Services	LCFF Base	908.00
Equipment/Replacement (\$5,000+ per item)	LCFF Base	12,000.00
Supplemental Supplies	LCFF Base	200.00
Books (Excluding core textbooks)	LCFF S&C	5,000.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	15,167.00
Contracted Services	LCFF S&C	6,000.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF S&C	2,000.00
Supplemental Supplies	LCFF S&C	45,221.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	5,000.00
Teacher Workshop/Additional Hrs (Including benefits)	LCFF S&C	2,000.00
	None Specified	0.00
Contracted Services	None Specified	0.00
Contracted Services	Title I Parent Involvement	1,246.00
	Title I, Part A	0.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	63,570.00
Contracted Services	Title I, Part A	16,100.00
Supplemental Supplies	Title I, Part A	1,740.00
Teacher Release Time-Subs (Including benefits)	Title I, Part A	3,000.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	26,119.00

# Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	183,636.00
Goal 2 - Math	0.00
Goal 3 - English Learner	3,560.00
Goal 4 - School Climate	32,925.00

# Duty Statements - Title I funded positions (FTE only)

<b>Duty Statement</b> Job Title: Employee Name:	
<b>Funding Resource: Title I</b> <b>Percent FTE:</b>	<b>Funding Resource:</b> <b>Percent FTE:</b>

# 2024-2025 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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student- first name
Gilbert Barraza	X				
Lina Bak- Chairman		X			
Gloria Hernandez				X	
Christina Argueta				X	
Judith Calderon				X	
Sonia Posadas				X	
Liliana Valencia				X	
Alan Grantham		X			
Monica McEvoy			X		
Sandra Villalobos		X			
<b>Numbers of members of each category:</b>	<b>1</b>	<b>3</b>	<b>1</b>	<b>5</b>	

Elementary SSC Composition: 10 members. Half the members are the principal, 3 classroom teachers, 1 classified staff. Half the members are 5 parents or other community members.

Secondary SSC Composition: 12 members. Half the members are the principal, 4 classroom teachers, 1 classified staff. Half the members are 3 parents and 3 students.

# 2024-2025 English Learner Advisory Committee (ELAC)

California Education Code describes the requirement that each California public school, grades kindergarten through 12, with 21 or more English learners must form an English Learner Advisory Committee (ELAC). Parents or guardians of English learners must have an opportunity to elect the parent members to serve on the ELAC or subcommittee, and each ELAC shall have the opportunity to elect at least one member to the District English Learner Advisory Committee (DELAC).

Name of Members	Principal/ Admin. Designee	School Staff	Parent of current EL	Other Parent or Community Member
Gilbert Barraza	X			
Rebecca Polidano		X		
Liliana Valencia			X	
Judith Calderon			X	
Vanessa Rojas			X	
Rosa Quijado				X
Dora Canales			X	
Myrna Guirda			X	
Mara Rosalio			X	
Rocio Lira			X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>7</b>	<b>1</b>

## ELAC Composition Requirements

Requirements for ELAC elections include:

1. Parents of English learners comprise at least the same percentage of the ELAC membership as English learners constitute of the school's total student population. For example, if 25 percent of the students in a school are English learners, then parents/guardians of English learners must comprise 25 percent of the ELAC membership.
2. Other members of the ELAC can be parents/guardians, school staff, and /or community members as long as the minimum percentage requirement for EL parents is maintained

# 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 school plan was developed with the involvement of parents and other members of the community to be served and individuals who will carry out the plan, including teachers, principals, and administrators, and, if appropriate, pupil services personnel, technical assistance providers, school staff, and, if the plan relates to a secondary school, students.

The SSC sought and considered all recommendations from the English Learner Advisory Committee before adopting this plan.

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: 4/23/2025

Attested:



Principal, Gilbert Barraza on 4/23/2025



SSC Chairperson, Lina Bak on 4/23/2025

# Evidence-Based Interventions

**Guidance and Instructions:** All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on 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>

**Complete questions 1 through 10 for EACH evidence-based intervention that will be implemented:**

**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

**2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention** (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students English Learners Foster Youth Homeless Race/Ethnicity – Specify Socioeconomically Disadvantaged Students with Disabilities
---

**3. Evidence Rating: Indicate the Evidence Rating for the intervention** (see p.7 of USDE’s guidance “Using Evidence to Strengthen Education Investments”)

Strong

Moderate

Promising

**4. Rating Rationale: Indicate the source that was used to determine the rating.**

Evidence for ESSA: <https://www.evidenceforessa.org/>

What Works Clearinghouse <https://ies.ed.gov/ncee/wwc/>

Social-Emotional Learning Interventions (RAND) - <https://www.wallacefoundation.org/knowledge-center/Documents/Social-and-Emotional-Learning-Interventions-Under-ESSA.pdf>

Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

**5. Intervention Status: Indicate if this is a new or continuing Intervention.**

New

Continuing

**6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.**

**7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).**

**8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.**

**9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"**

**10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)**

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# Evidence-Based Interventions

**Guidance and Instructions:** All CSI/ATSI/TSI schools must implement Evidence-Based Interventions as part of their improvement plan. The term “intervention” can include *activities, strategies, or interventions*. For further guidance on Evidence-Based Interventions, see the U.S. Department of Education’s “Using Evidence to Strengthen Education Investments” at: <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>

**Complete questions 1 through 10 for EACH evidence-based intervention that will be implemented:**

**1. Dashboard Indicator: Indicate all Dashboard Indicators that this evidence-based intervention addresses.**

English Language Arts (3-8,11)

Mathematics (3-8,11)

English Learner Progress (1-12)

Chronic Absenteeism (TK-12)

Suspension Rate (TK-12)

College/Career (9-12)

Graduation Rate (9-12)

**2. Students Group(s): Indicate the student group(s) that will be the focus of this evidence-based intervention** (ATSI must include the student group(s) that are consistently underperforming, for which the school received the ATSI designation.)

All Students English Learners Foster Youth Homeless Race/Ethnicity – Specify Socioeconomically Disadvantaged Students with Disabilities
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Attendance Playbook - <https://www.future-ed.org/wp-content/uploads/2019/07/Attendance-Playbook.pdf>

Other-Specify and Provide Link to Study:

**5. Intervention Status: Indicate if this is a new or continuing Intervention.**

New

Continuing

**6. Evidence-Based Intervention Name: Indicate the name of the evidence-based intervention.**

**7. Describe the evidence-based intervention and funding source. If already addressed in your SPSA, indicate the Planned Improvement section and Strategy/Activity number(s).**

**8. Describe how the evidence-based intervention will be evaluated, and note clearly the measurable outcome(s) you will use to evaluate the effectiveness.**

**9. If answered, "continuing" to question #4, what data supports the intervention is improving student achievement? If data does not indicate student progress, what will you do differently? If answered "new" to question #4, write "NA"**

**10. Federal CSI Funding: Enter the total Federal Funds provided to the School from the LEA for CSI. (CSI only. Federal funds for CSI shall not be used in schools eligible for ATSI. In addition, funds for CSI shall not be used to hire permanent staff.)**

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# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs, specifically addressing CSI and ATSI identification as applicable.

## **School and Student Performance Data**

Review the given or requested data with Educational Partners. Document 3-5 conclusions about the data, highlighting schoolwide and student group(s) strengths and area(s) of need. If a school is identified as CSI or ATSI, specifically analyze data that contributed to school's eligibility.

### **Resource Inequities**

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

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

## **Comprehensive Needs Assessment**

### **Data Analysis**

Please refer to the School and Student Performance Data section where an analysis is provided. Highlight successes and gaps/needs reflected in the data in the Conclusion of each data section.

### **Surveys**

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

investigation of the opinions or experiences of a group of people, based on a series of questions. These can be completed in large or small groups (schoolwide, advisory meetings, staff meeting) through a written or oral collection of responses.

## **Classroom Observations**

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

## **Analysis of Current Instructional Program**

The Elementary and Secondary Education Act (ESEA) of 1965 and reauthorized by Every Student Succeeds Act (ESSA), 2015, outlines the Essential Program Components of a Title I Schoolwide Program: comprehensive needs assessment, comprehensive schoolwide plan and annual evaluation of the schoolwide plan. For the comprehensive needs assessment, use the following categories to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

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

Discussion of each of these statements should result in succinct and focused findings based on an analysis of quantitative data and qualitative data. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made to close identified achievement gaps, particularly among significant student groups. Special consideration should be given to any practices, policies, or procedures found to be ineffective through ongoing monitoring of categorical programs.

## **Standards, Assessment, and Accountability**

**Use of state and district assessments to modify instruction and improve student achievement, specifically related to identified student groups.** Describe how data was shared and what groups it was shared with. Describe what strategies are in place to facilitate the use of state and local assessments to modify instruction and improve student achievement.

**Use of site common assessments to monitor student progress on curriculum-embedded assessments and to modify/improve instructional strategies and materials.** Describe how data was used by Leadership, grade levels, PLC's etc. to monitor student progress and modify instructions.

## **Professional Development, Teaching and Learning**

**Alignment of professional development to content standards, assessed student performance, and professional needs including status of meeting requirements for highly qualified staff.** Based on needs reflected in the analysis of data and the current instructional program, to what level is professional development (LSF, Site PD days, Staff meetings, etc.) aligned to this need. *Not Aligned, Mostly Aligned, Always Aligned.*

**Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches)** Description of support and training provided by district personnel (Teacher Specialists in Math, ELA, ELD, etc.) and site personnel (TTL, Literacy Coaches, etc.)

**Teacher collaboration by grade level (K-8) and department (grades 9-12)** Description of how often teacher collaboration takes place in order to address needs and plan instruction based on ongoing data analysis? *Always, Sometimes, Never*

**Teacher collaboration in transition planning (Pre-K – TK – Kindergarten; Elementary – Middle; Middle – High)**

**Implementation of Designated and Integrated ELD for all English Learners based on their language proficiency until reclassified**

**Extended learning activities**

### **Opportunity and Equal Educational Access**

**Services provided by the regular program that enable underperforming students to meet grade level standards.** Describe to what level differentiated instruction and small group instruction is evident in classrooms. *Not Evident, Mostly Evident, Always Evident.*

**Evidence-based educational practices to raise student achievement of identified student groups.** Using the What Works Clearinghouse link, <https://ies.ed.gov/ncee/wwc/> describe what evidence based interventions are being implemented to raise student achievement.

### **Parental Engagement**

**Resources available from family, school, district, and community to assist under-achieving students.** Describe the level of availability of resources (books, technology, tutoring, etc.) from the above groups. *Always Available, Occasionally Available, Never Available*

**Involvement of parents, community representatives, classroom teachers, other school personnel, and secondary students, in the planning, implementation, and evaluation of Title I programs.** Description of the process and procedures followed to ensure SSC member active participation in categorical programs, including number and frequency of meetings and process for receiving and responding to advisory committee recommendations.

## **Funding**

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

## **Educational Partner's Involvement**

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

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

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

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

## Annual Evaluation

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

## Analysis

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

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

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

## Goals, Strategies, & Proposed 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.

## Goal

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

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

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

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

## **Identified Need**

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

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

## **Annual Measurable Outcomes**

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

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

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

## **Strategies and Activities**

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

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

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

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

## **Students to be Served by this Strategy**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Budget Summary**

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

## **Budget Summary**

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

- Total Title I Funds Provided to the School Through the Consolidated Application: This amount is the total amount of Title I 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. This amount is manually inputted.
- Total Title I Funds Budgeted for SPSA Actions and Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all Title I 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. This amount is manually inputted.

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

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

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

## **Duty Statement**

## **School Site Council**

## **ELAC**

## **Assurances**

## **Evidence-Based Interventions**

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B: Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

# Appendix C: Categorical & Supplemental Funding

Federal Funding Program	Purpose
Title I Part A	<p><b>Title I, Part A:</b> A federal categorical program contained in the Consolidated Application. Its purpose is to ensure that all children have a fair and equal opportunity to obtain a high-quality education and reach, at a minimum, proficiency on the state content standards and assessments. The intent of this funding is to meet the educational needs of low-achieving students enrolled in the highest poverty schools.</p> <p><b>Schoolwide (SWP) Program:</b> To fund a comprehensive school plan to upgrade all the instruction in a high-poverty school. Supplemental funds to help meet the needs of low-achieving students in the highest-poverty schools.</p>
State Funding/ Local Control Funding Formula	Purpose
LCFF – Supplemental & Concentration	<p><b>LCFF Supplemental &amp; Concentration Funds:</b> Calculated on the basis of the number and concentration of unduplicated low income, foster youth, and English learner pupils. The purpose is to ensure increased or improved services for the unduplicated pupils, above and beyond the regular program, with the intent to improve outcomes for the unduplicated pupils. Funds must target the unduplicated student groups, but may be used to increase or improve services schoolwide if 40% or more pupils in a school are unduplicated.</p>

# Appendix D: School Parent Involvement Requirements

Each school served with Title I, Part A funds shall:

1. Convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's participation under Title I, Part A, and to explain the requirements of Title I, Part A, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provide und this part, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan under Section 1114(b), except that if a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children;
4. Provide parents of participating children:
  - A. Timely information about programs under Title I, Part A;
  - B. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
  - C. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to such suggestions as soon as practicably possible;
5. If the schoolwide program plan under ESSA Section 1114(b) is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c]).

# Appendix E: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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Sparks Elementary ELA MAP Growth Data 2024-2025						
Band	Whole School	1st grade	2nd grade	3rd grade	4th grade	5th grade
Blue	33%	35%	30%	21%	33%	47%
Green	17%	23%	16%	16%	11%	17%
Yellow	16%	19%	18%	16%	12%	14%
Orange	11%	13%	10%	14%	10%	8%
Red	23%	10%	26%	33%	34%	14%

Sparks Elementary Math MAP Growth Data 2024-2025						
Band	Whole School	1st grade	2nd grade	3rd grade	4th grade	5th grade
Blue	48%	61%	27%	47%	38%	68%
Green	16%	6%	11%	21%	25%	19%
Yellow	12%	17%	14%	2%	18%	7%
Orange	12%	8%	25%	18%	8%	3%
Red	12%	8%	23%	12%	11%	3%

ELA MAP Winter Results 2025

Grade/Term	Blue	Green	Yellow	Orange	Red
School wide Winter	4%	14%	21%	25%	37%
1st Winter	8%	15%	8%	27%	42%
2nd Winter	0%	12%	17%	19%	51%
3rd Winter	2%	4%	24%	25%	45%
4th Winter	5%	16%	22%	24%	29%
5th Winter	7%	20%	29%	29%	15%

Math MAP Winter Results 2025

Grade/Term	Blue	Green	Yellow	Orange	Red
School wide Winter	9%	15%	25%	24%	27%
Kinder Winter Only	5%	17%	33%	19%	26%
1st Winter	14%	13%	13%	33%	27%
2nd Winter	5%	19%	21%	22%	33%
3rd Winter	2%	8%	33%	28%	29%
4th Winter	9%	19%	24%	19%	29%
5th Winter	15%	13%	28%	23%	21%

Map Fluency K-3 Categories	Kinder	First	Second	Third
Phonological awareness	46%	50%	0%	0%
Phonics word recog.	63%	48%	0%	0%
Listening comp.	46%	44%	44%	50%
Picture vocab.	65%	46%	41%	50%

## Sparks Elementary 2024-2025 LTEL and EL summary

We have 4 LTEL students and 108 EL students