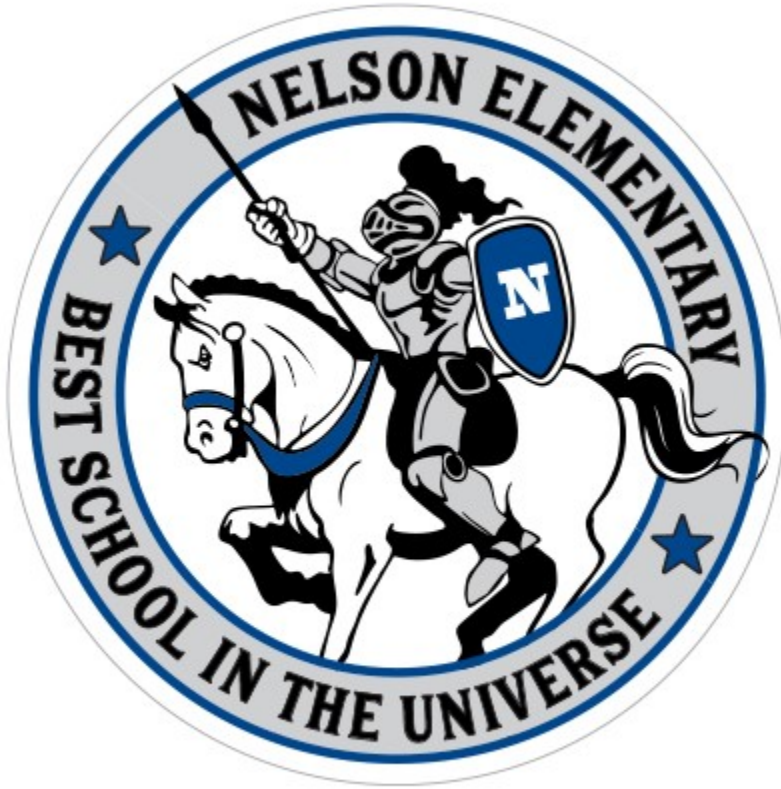




HACIENDA LA PUENTE UNIFIED SCHOOL DISTRICT

# 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 Nelson Elementary 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:

**Principal Name:** Collin Miller  
**Phone Number :** 626.933.8401  
**Email Address:** cmiller@hlpusd.org

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Board of Education Approval Date
Nelson Elementary	19 73445 6014302	4/24/25	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

Schoolwide Program

Nelson Purpose and Description

The purpose of the 2025-2026 SPSA plan is to explain our Schoolwide Program for English Language Arts, Math, English Learners and Chronic Attendance. Nelson Elementary in La Puente, California will be a TK -5 school during the 2025-2026 School Year. It is a place that sets the tone for life-long learners. When students have a wonderful experience through engaging instruction, they are more prepared to take on the challenges of middle school, high school, and college. We analyzed the results of the federal, state, and local assessments to develop our school plan. While creating a plan to close educational gaps we will focus on our New Pedagogies for Deep Learning to help our students become critical thinkers that solve problems in their communities. Our students will become caring and productive citizens in their community. Our school follows the School Wide Plan Requirement Process as required by state and federal government for determining our school needs. 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.

Nelson Elementary effectively meets and aligns the ESSA requirements with the Local Control and Accountability Plan and other federal, state, and local programs by integrating funds to provide access to well-rounded, good first instruction (Tier 1) in the form of high quality core instruction, using research-based strategies and adopted core curriculum. Progress monitoring in classrooms occurs at minimum three times a year in ELA/ELD and Mathematics using district and core curriculum assessments, CAASPP, ELPAC, Accelerated Reader supplemental assessments and multiple other sources.

Students who are identified as not meeting grade level standards in ELA and Math are provided additional resources in the classroom and Tier 2 interventions with an Academic Intervention Teacher funded by Title I and LCFF- S&C C to remediate their gaps in learning. Teachers use collaboration time two Thursdays per month (early release days) and are afforded additional collaboration days in the school year with substitutes to develop curriculum alignment and analyze student assessment data to guide instruction and lesson design.

## School Profile

2024-2025

DEMOGRAPHICS

Enrollment: 300

Certificated Teaching Staff: 18

Classified Support Staff: 17

RACE/ETHNICITY

Hispanic 93%

Asian 3%

African American 1%

Other Race 3%

## STUDENT GROUP

Socioeconomically Disadvantaged: 77%

English-Learners: 28%

Homeless: 7%

Foster Youth: 0%

SWD: 20%

English Learner: 28.3%

Located in the northwestern section of La Puente, California. The surrounding community holds rich historical and cultural values.

Nelson Elementary School is committed to providing a strong instructional program for all students to ensure excellence in education. The school houses 13 general education; 5 of which are Dual Immersion Spanish, and 4 special education classrooms. Students are presented with common core standards-based curriculum, which includes English language arts/English language development, written expression, mathematics, social science, science, physical education, arts, technology and health. In addition to a wide range of materials and technology within the classrooms, students are also availed to a library, one computer lab, and laptops in each classroom for every student. The school provides technological resources including, LCD monitors and document cameras for each classroom and laptops for each teacher. A total of 41 staff members including regular education classroom teachers, special education teachers, a speech and language specialist, a reading resource specialist and a school psychologist; joined by part-time staff, all working closely to provide an educational program rich in the acquisition of academic skills as well as strong character development. The part-time staff include a speech and language assistant, cafeteria staff and site supervision aides. Sixth grade students take part in elementary band in cooperation with Sparks Middle School. We also provide an afterschool program through the Boys & Girls Club for the convenience of our families. This program offers homework assistance, sports and enrichment activities in a safe environment during the after school hours until 6 pm.

Nelson Elementary is well-known for providing a nurturing environment and high quality education to all students. An established Parent Teacher Organization Board continues to recruit and grow in its membership and continues to provide foundational support to our school. The parent group is an integral part of the success of our Nelson Store, which is used as an incentive strategy of our MTSS/PBIS plan. Students experience rigorous academic curriculum through hands-on activities, use of technology and support through early interventions in order to ensure academic success. All TK-6 students are given benchmark assessments in the area of reading at minimum three times per year as part of the MTSS tiered system of support. Our intensive intervention plan not only ensures that struggling students are identified and receive early intervention, but also that students needing enrichment are accelerated.

Supplemental online programs such as Accelerated Reader, Dreambox, and Lexia support our students with instruction and intervention. Our highly qualified, experienced and innovative teachers work in collegial professional learning communities weekly to provide students with a balanced and comprehensive educational program. All staff willingly participates in on-going professional development and deliver the most current and relevant curriculum and instruction to students. TK-5 general education teachers have participated in DNA math, Fetzer reading and writing as well as Kagan Cooperative Learning workshops and trainings over the past number of years.

Programs and/or opportunities offered at Nelson Elementary include:

100% Free Breakfast and Lunch

Intervention/Extended Learning Opportunities K-6th

C-STEM classes

Supplemental instruction support with Lexia, Dream Box, Accelerated Reader, SORA

NPDL Instructional Framework-6 C's

Student Achievement TOSA of Academics

Social Emotional Lessons Program

Map NWEA Data to Monitor Academic Growth

Summer School Enrichment

Boys and Girls Afterschool Program

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# 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%	%		0	
African American	1.42%	0.64%	%	4	2	
Asian	2.49%	3.18%	3.27%	7	10	10
Filipino	0.36%	0.64%	0.65%	1	2	2
Hispanic/Latino	95.02%	93.31%	93.14%	267	293	285
Pacific Islander	%	0%	%		0	
White	%	0.32%	%		1	
Multiple/No Response	%	0.64%	0.98%		2	3
<b>Total Enrollment</b>				281	314	306

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	33	63	29
Grade 1	37	39	52
Grade 2	43	40	39
Grade 3	34	43	39
Grade 4	45	34	48
Grade 5	47	45	39
Grade 6	42	50	40
<b>Total Enrollment</b>	281	314	306

### Conclusions based on this data:

1. The Kinder enrollment number dropped significantly from 22-23 to 23-24
2. The enrollment numbers increased from 21-22 to 22-23
3. 2nd grade dropped the least when comparing years

# 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	75	89	77	26.7%	28.3%	25.2%
Fluent English Proficient (FEP)	25	24	33	8.9%	7.6%	10.8%
Reclassified Fluent English Proficient (RFEP)	1			1.30%		

## 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	7	0	0	0	7	0	7
01	9	0	0	0	9	0	9
02	15	0	0	0	15	1	16
03	6	4	0	1	11	2	13
04	1	11	0	0	12	2	14
05	1	12	0	2	15	6	21
06	0	0	6	0	6	6	12

### 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	13	0	0	0	13	0	13
01	11	0	0	0	11	0	11
02	13	0	0	0	13	0	13
03	7	4	0	2	13	2	15
04	1	6	0	4	11	2	13
05	0	3	0	10	13	2	15
06	1	1	7	6	15	7	22

### Conclusions based on this data:

1. Fluent English Proficient students continue to increase

2. At risk numbers are higher in the upper grade levels
3. The highest number of EL students were reported in 22-23

# 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
306	78.4%	25.5%	0.0%
Total Number of Students enrolled in Nelson Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	78	25.5%
Foster Youth	0	0.0%
Homeless	36	11.8%
Socioeconomically Disadvantaged	240	78.4%
Students with Disabilities	53	17.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	0	0.0%
American Indian	0	0.0%
Asian	10	3.3%
Filipino	2	0.7%
Hispanic	285	93.1%
Two or More Races	3	1%
Pacific Islander	0	0.0%
White	0	0.0%

### Conclusions based on this data:

1. Majority of students are Hispanic

2. Majority of students are Socioeconomically Disadvantaged
3. Students with Disabilities make up 17.3%

# School and Student Performance Data

## Overall Performance

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.”



### 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>  Yellow		
<b>English Learner Progress</b>  Yellow		

#### Conclusions based on this data:

1. ELA is lower than Math
2. Chronic Absenteeism is in the yellow band
3. Suspension rate is in the highest performance range



# School and Student Performance Data

## Academic Performance English Language Arts

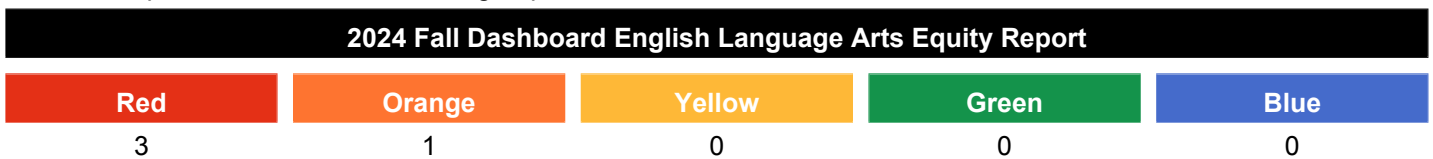
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>67.9 points below standard</p> <p>Declined 15.3 points</p> <p>156 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>93.3 points below standard</p> <p>Declined 27.4 points</p> <p>51 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 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>67.4 points below standard</p> <p>Maintained 1.7 points</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>68.2 points below standard</p> <p>Declined 11.5 points</p> <p>122 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>176.2 points below standard</p> <p>Declined 37.3 points</p> <p>30 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>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Red</p> <p>71.6 points below standard</p> <p>Declined 16.6 points</p> <p>146 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>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>

**Conclusions based on this data:**

1. All students are in the orange performance range
2. English learners, students with disabilities, and Hispanic are all in the red performance range

# School and Student Performance Data

## Academic Performance Mathematics

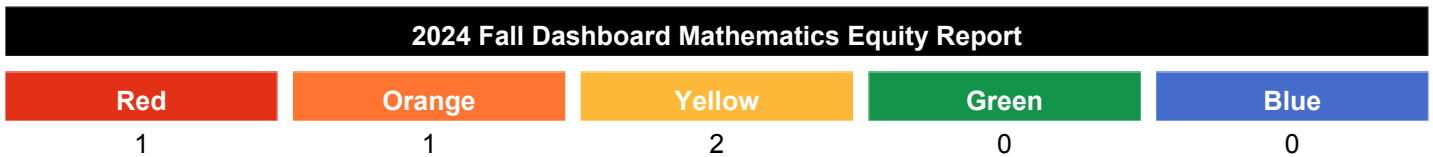
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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> Yellow</p> <p>71.9 points below standard</p> <p>Increased 4.8 points</p> <p>159 Students</p>	<p><b>English Learners</b></p> <p> Orange</p> <p>92.4 points below standard</p> <p>Declined 5.5 points</p> <p>54 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 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>90.5 points below standard</p> <p>Increased 12.6 points</p> <p>19 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>76.2 points below standard</p> <p>Increased 5.3 points</p> <p>124 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>174.6 points below standard</p> <p>Declined 15.1 points</p> <p>30 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>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>75.2 points below standard</p> <p>Increased 5.0 points</p> <p>149 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>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p>

**Conclusions based on this data:**

1. Students with disabilities are in the red performance range
2. English learners are in the orange performance range
3. All students and socioeconomically disadvantaged students are in the yellow performance range

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Yellow 44.4% making progress. Number Students: 63 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 1 Student

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

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b>	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b>	<b>Maintained ELPI Level 4</b>	<b>Progressed At Least One ELPI Level</b>
15.9%	39.7%	0%	44.4%

### Conclusions based on this data:

1. 44.4% of students are making progress
2. 15.9% of students decreased one ELPI level
3. 39.7% of students maintained ELPI levels 1-3



# 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		
<p><b>All Students</b></p> <p> Yellow</p> <p>24.5% Chronically Absent</p> <p>Declined 14</p> <p>327 Students</p>	<p><b>English Learners</b></p> <p> Yellow</p> <p>17.2% Chronically Absent</p> <p>Declined 20.7</p> <p>93 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 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>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>28.2% Chronically Absent</p> <p>Declined 25.6</p> <p>39 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>26.1% Chronically Absent</p> <p>Declined 12.6</p> <p>272 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>31.8% Chronically Absent</p> <p>Declined 25.7</p> <p>66 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>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 9.1</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>25.3% Chronically Absent</p> <p>Declined 14.9</p> <p>304 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>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>

**Conclusions based on this data:**

1. Students with disabilities are in the orange performance range
2. English learners, socioeconomically disadvantaged, and Hispanic are in the yellow performance range
3. Socioeconomically disadvantaged had 26.1% of students chronically absent

# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

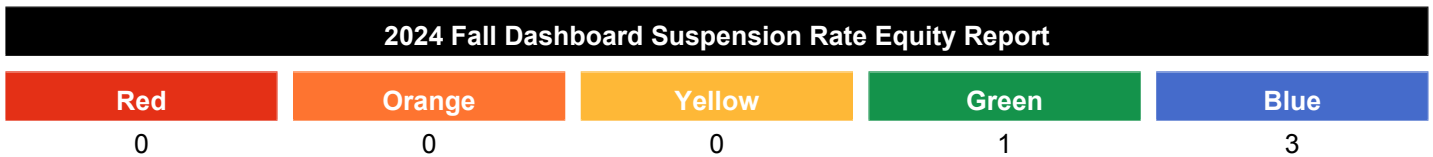
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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>0.6% suspended at least one day</p> <p>Declined 3.3%</p> <p>332 Students</p>	<p><b>English Learners</b></p> <p> Blue</p> <p>0% suspended at least one day</p> <p>Declined 1%</p> <p>97 Students</p>	<p> No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 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>1 Student</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 3.6%</p> <p>40 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Blue</p> <p>0.4% suspended at least one day</p> <p>Declined 3.8%</p> <p>276 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Green</p> <p>1.5% suspended at least one day</p> <p>Declined 4%</p> <p>66 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>0 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Declined 9.1%</p> <p>11 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Hispanic</b></p>  <p>Blue</p> <p>0.6% suspended at least one day</p> <p>Declined 2.9%</p> <p>309 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>9 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>

**Conclusions based on this data:**

1. All students, English learners, and socioeconomically disadvantaged were in the blue performance range
2. Students with disabilities were in the green performance range

# 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	34	43	38	34	42	37	34	42	37	100.0	97.7	97.4
Grade 4	45	34	46	45	32	45	45	32	45	100.0	94.1	97.8
Grade 5	49	44	41	49	44	40	49	44	40	100.0	100.0	97.6
Grade 6	44	49	43	44	49	43	44	49	43	100.0	100.0	100
All Grades	172	170	168	172	167	165	172	167	165	100.0	98.2	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2372.	2362.	2320.	20.59	16.67	8.11	8.82	9.52	2.70	17.65	21.43	13.51	52.94	52.38	75.68
Grade 4	2400.	2382.	2401.	4.44	9.38	11.11	8.89	9.38	17.78	31.11	12.50	15.56	55.56	68.75	55.56
Grade 5	2444.	2458.	2425.	10.20	9.09	7.50	20.41	20.45	22.50	24.49	36.36	12.50	44.90	34.09	57.50
Grade 6	2552.	2504.	2516.	11.36	16.33	11.63	61.36	20.41	34.88	20.45	36.73	32.56	6.82	26.53	20.93
All Grades	N/A	N/A	N/A	11.05	13.17	9.70	25.58	15.57	20.00	23.84	28.14	18.79	39.53	43.11	51.52

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	14.71	11.90	8.11	50.00	47.62	43.24	35.29	40.48	48.65
Grade 4	6.67	9.38	13.33	57.78	53.13	51.11	35.56	37.50	35.56
Grade 5	10.20	13.64	7.50	63.27	61.36	57.50	26.53	25.00	35.00
Grade 6	11.36	14.29	16.28	75.00	57.14	62.79	13.64	28.57	20.93
All Grades	10.47	12.57	11.52	62.21	55.09	53.94	27.33	32.34	34.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.88	11.90	8.11	47.06	35.71	16.22	47.06	52.38	75.68
Grade 4	2.22	0.00	4.44	51.11	50.00	37.78	46.67	50.00	57.78
Grade 5	8.16	6.82	10.00	51.02	59.09	40.00	40.82	34.09	50.00
Grade 6	18.18	18.37	6.98	75.00	46.94	69.77	6.82	34.69	23.26
All Grades	8.72	10.18	7.27	56.40	47.90	41.82	34.88	41.92	50.91

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	2.94	4.76	0.00	64.71	71.43	62.16	32.35	23.81	37.84
Grade 4	4.44	3.13	4.44	71.11	68.75	64.44	24.44	28.13	31.11
Grade 5	8.16	15.91	5.00	63.27	59.09	72.50	28.57	25.00	22.50
Grade 6	18.18	8.16	16.28	75.00	77.55	76.74	6.82	14.29	6.98
All Grades	8.72	8.38	6.67	68.60	69.46	69.09	22.67	22.16	24.24

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	5.88	7.14	2.70	50.00	47.62	54.05	44.12	45.24	43.24
Grade 4	4.44	6.25	4.44	75.56	46.88	71.11	20.00	46.88	24.44
Grade 5	10.20	6.82	7.50	53.06	72.73	55.00	36.73	20.45	37.50
Grade 6	15.91	8.16	16.28	77.27	71.43	62.79	6.82	20.41	20.93
All Grades	9.30	7.19	7.88	64.53	61.08	61.21	26.16	31.74	30.91

**Conclusions based on this data:**

- In looking in overall achievement, there was a higher percentage of students who nearly or did not meet the standard
- Listening is an overall area of need

3. Reading has the highest combined % Above Standard in all grade levels in 23-24

# 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	34	43	38	34	43	37	34	43	37	100.0	100.0	97.4
Grade 4	45	34	46	45	32	45	45	32	45	100.0	94.1	97.8
Grade 5	49	44	41	49	44	40	49	44	40	100.0	100.0	97.6
Grade 6	44	49	43	44	49	43	44	49	43	100.0	100.0	100
All Grades	172	170	168	172	168	165	172	168	165	100.0	98.8	98.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2364.	2378.	2359.	2.94	4.65	8.11	17.65	18.60	10.81	26.47	30.23	16.22	52.94	46.51	64.86
Grade 4	2416.	2418.	2421.	2.22	3.13	4.44	17.78	28.13	20.00	35.56	18.75	33.33	44.44	50.00	42.22
Grade 5	2402.	2429.	2407.	2.04	4.55	5.00	12.24	2.27	2.50	16.33	29.55	22.50	69.39	63.64	70.00
Grade 6	2487.	2469.	2525.	4.55	12.24	25.58	20.45	16.33	9.30	34.09	26.53	46.51	40.91	44.90	18.60
Grade 11															
All Grades	N/A	N/A	N/A	2.91	6.55	10.91	16.86	15.48	10.91	27.91	26.79	30.30	52.33	51.19	47.88

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.88	11.63	10.81	47.06	41.86	37.84	47.06	46.51	51.35
<b>Grade 4</b>	8.89	12.50	11.11	37.78	25.00	51.11	53.33	62.50	37.78
<b>Grade 5</b>	4.08	4.55	2.50	28.57	27.27	25.00	67.35	68.18	72.50
<b>Grade 6</b>	6.82	12.24	20.93	47.73	46.94	46.51	45.45	40.82	32.56
<b>Grade 11</b>									
<b>All Grades</b>	6.40	10.12	11.52	39.53	36.31	40.61	54.07	53.57	47.88

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	11.76	4.65	5.41	41.18	51.16	32.43	47.06	44.19	62.16
<b>Grade 4</b>	2.22	15.63	11.11	51.11	18.75	40.00	46.67	65.63	48.89
<b>Grade 5</b>	2.04	4.55	2.50	38.78	43.18	45.00	59.18	52.27	52.50
<b>Grade 6</b>	2.27	4.08	13.95	59.09	40.82	69.77	38.64	55.10	16.28
<b>All Grades</b>	4.07	6.55	8.48	47.67	39.88	47.27	48.26	53.57	44.24

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	2.94	4.65	10.81	58.82	58.14	43.24	38.24	37.21	45.95
<b>Grade 4</b>	8.89	6.25	4.44	44.44	62.50	57.78	46.67	31.25	37.78
<b>Grade 5</b>	2.04	0.00	5.00	36.73	50.00	50.00	61.22	50.00	45.00
<b>Grade 6</b>	0.00	12.24	13.95	75.00	51.02	62.79	25.00	36.73	23.26
<b>All Grades</b>	3.49	5.95	8.48	52.91	54.76	53.94	43.60	39.29	37.58

**Conclusions based on this data:**

1. When look at all grade for overall achievement, most students nearly or did not meet the standard
2. Communicating Reasoning is an area of strength in all grade levels
3. Problem solving & Modeling/Data Analysis is an area of focus

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	*	1407.6	1375.2	*	1412.9	1381.8	*	1395.8	1359.6	10	14	13
<b>1</b>	*	1414.3	1401.7	*	1438.9	1412.2	*	1389.3	1390.8	10	12	16
<b>2</b>	1464.5	1429.3	1428.2	1460.9	1446.8	1445.4	1467.5	1411.2	1410.3	12	13	12
<b>3</b>	1479.9	*	1469.0	1483.2	*	1480.6	1476.3	*	1457.1	12	10	14
<b>4</b>	1500.3	*	*	1514.5	*	*	1485.5	*	*	13	10	9
<b>5</b>	1521.8	1519.0	*	1534.3	1522.5	*	1508.7	1515.2	*	16	11	10
<b>6</b>	*	*	*	*	*	*	*	*	*	7	10	8
<b>All Grades</b>										80	80	82

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>	*	7.14	7.69	*	28.57	23.08	*	35.71	7.69	*	28.57	61.54	*	14	13
<b>1</b>	*	0.00	6.25	*	16.67	18.75	*	41.67	31.25	*	41.67	43.75	*	12	16
<b>2</b>	25.00	0.00	8.33	16.67	23.08	25.00	33.33	38.46	25.00	25.00	38.46	41.67	12	13	12
<b>3</b>	16.67	*	7.14	33.33	*	14.29	25.00	*	42.86	25.00	*	35.71	12	*	14
<b>4</b>	23.08	*	*	38.46	*	*	15.38	*	*	23.08	*	*	13	*	*
<b>5</b>	25.00	18.18	*	25.00	36.36	*	31.25	18.18	*	18.75	27.27	*	16	11	*
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	17.50	10.00	13.41	27.50	28.75	24.39	32.50	27.50	21.95	22.50	33.75	40.24	80	80	82

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	7.69	*	50.00	23.08	*	21.43	7.69	*	28.57	61.54	*	14	13
1	*	16.67	31.25	*	33.33	12.50	*	16.67	18.75	*	33.33	37.50	*	12	16
2	50.00	0.00	16.67	8.33	61.54	41.67	16.67	15.38	25.00	25.00	23.08	16.67	12	13	12
3	33.33	*	35.71	41.67	*	21.43	0.00	*	7.14	25.00	*	35.71	12	*	14
4	38.46	*	*	30.77	*	*	23.08	*	*	7.69	*	*	13	*	*
5	50.00	36.36	*	31.25	36.36	*	6.25	18.18	*	12.50	9.09	*	16	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.75	21.25	35.37	30.00	40.00	19.51	20.00	12.50	9.76	16.25	26.25	35.37	80	80	82

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	7.69	*	14.29	7.69	*	64.29	46.15	*	14.29	38.46	*	14	13
1	5.88	0.00	6.25	35.29	0.00	0.00	11.76	33.33	31.25	47.06	66.67	62.50	17	12	16
2	*	0.00	0.00	*	7.69	25.00	*	23.08	16.67	*	69.23	58.33	*	13	12
3	*	*	7.14	*	*	7.14	*	*	14.29	*	*	71.43	*	*	14
4	0.00	*	*	14.29	*	*	50.00	*	*	35.71	*	*	14	*	*
5	0.00	0.00	*	27.27	45.45	*	45.45	18.18	*	27.27	36.36	*	11	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.75	2.50	4.88	26.25	20.00	10.98	31.25	30.00	31.71	38.75	47.50	52.44	80	80	82

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	0.00	7.69	*	78.57	46.15	*	21.43	46.15	*	14	13
1	*	33.33	43.75	*	58.33	25.00	*	8.33	31.25	*	12	16
2	41.67	7.69	41.67	50.00	69.23	41.67	8.33	23.08	16.67	12	13	12
3	33.33	*	21.43	41.67	*	50.00	25.00	*	28.57	12	*	14
4	53.85	*	*	30.77	*	*	15.38	*	*	13	*	*
5	37.50	45.45	*	56.25	45.45	*	6.25	9.09	*	16	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	32.50	16.25	26.83	53.75	67.50	46.34	13.75	16.25	26.83	80	80	82

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	15.38	*	57.14	30.77	*	35.71	53.85	*	14	13
1	*	16.67	6.25	*	50.00	43.75	*	33.33	50.00	*	12	16
2	50.00	30.77	25.00	25.00	46.15	41.67	25.00	23.08	33.33	12	13	12
3	50.00	*	46.15	25.00	*	23.08	25.00	*	30.77	12	*	13
4	46.15	*	*	46.15	*	*	7.69	*	*	13	*	*
5	68.75	54.55	*	18.75	27.27	*	12.50	18.18	*	16	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	45.00	35.00	35.80	37.50	37.50	25.93	17.50	27.50	38.27	80	80	81

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	7.14	7.69	*	71.43	61.54	*	21.43	30.77	*	14	13
1	*	0.00	6.25	*	50.00	6.25	*	50.00	87.50	*	12	16
2	8.33	0.00	8.33	50.00	23.08	16.67	41.67	76.92	75.00	12	13	12
3	0.00	*	0.00	50.00	*	21.43	50.00	*	78.57	12	*	14
4	0.00	*	*	53.85	*	*	46.15	*	*	13	*	*
5	12.50	27.27	*	50.00	36.36	*	37.50	36.36	*	16	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	6.25	6.25	3.66	52.50	45.00	32.93	41.25	48.75	63.41	80	80	82

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	21.43	7.69	*	50.00	46.15	*	28.57	46.15	*	14	13
1	*	0.00	0.00	*	37.50	43.75	*	62.50	56.25	*	8	16
2	25.00	0.00	8.33	25.00	46.15	50.00	50.00	53.85	41.67	12	13	12
3	16.67	*	7.14	58.33	*	57.14	25.00	*	35.71	12	*	14
4	7.69	*	*	46.15	*	*	46.15	*	*	13	*	*
5	18.75	18.18	*	56.25	45.45	*	25.00	36.36	*	16	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	16.25	15.79	6.10	48.75	42.11	53.66	35.00	42.11	40.24	80	76	82

**Conclusions based on this data:**

1. The number of students tested have been consistent

2. The mean scores have decreased when comparing years

3. In oral language, most grade levels increased at level 4

# 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)
Nelson	14	84	14.29%
HLPUSD	545	3216	14.49%

### 2023-24

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

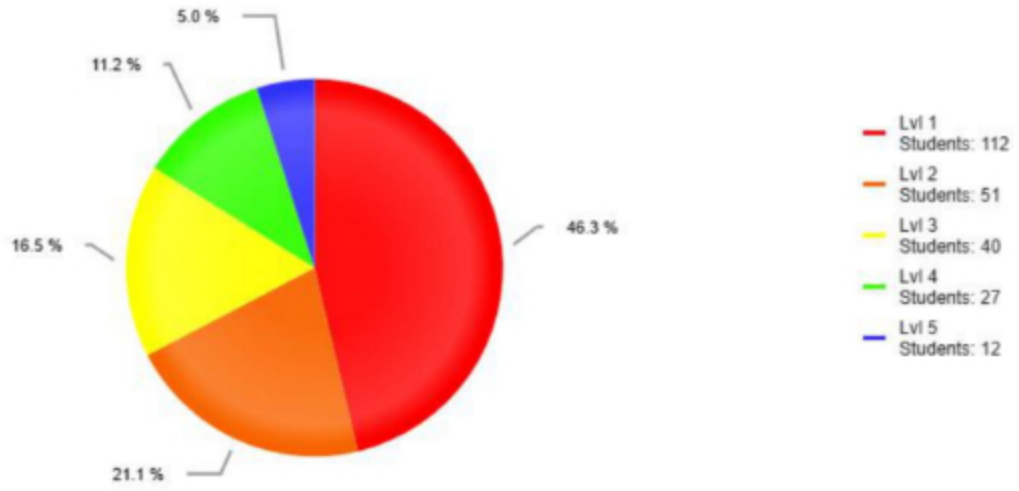
School	# of new RFEP	# of EL	Reclassification Rate (# new RFEP/# new RFEP + Total # ELs x 100)
Nelson	9	81	10.00%
HLPUSD	513	2802	15.48%

#### Conclusions based on this data:

1. The reclassification rate from 7/1/22-6/30/23 is is lower than the District
2. The reclassification rate from 7/1/23-6/30/24 is is lower than the District

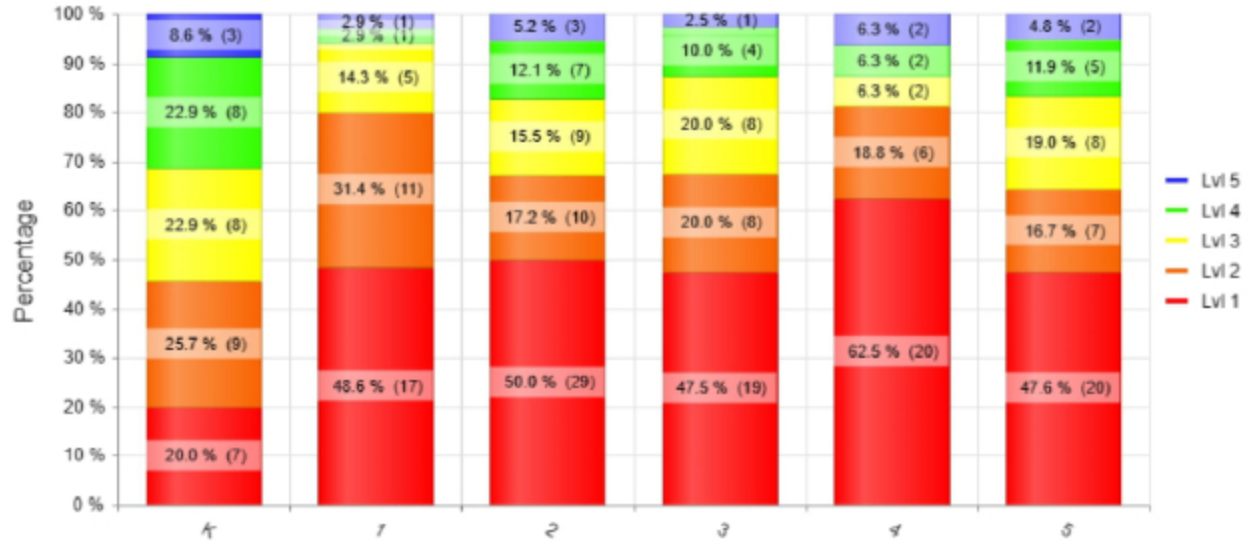
## K-12 MAP Reading Results for 2024-25

MAP Reading FALL 2024-25 District / Site



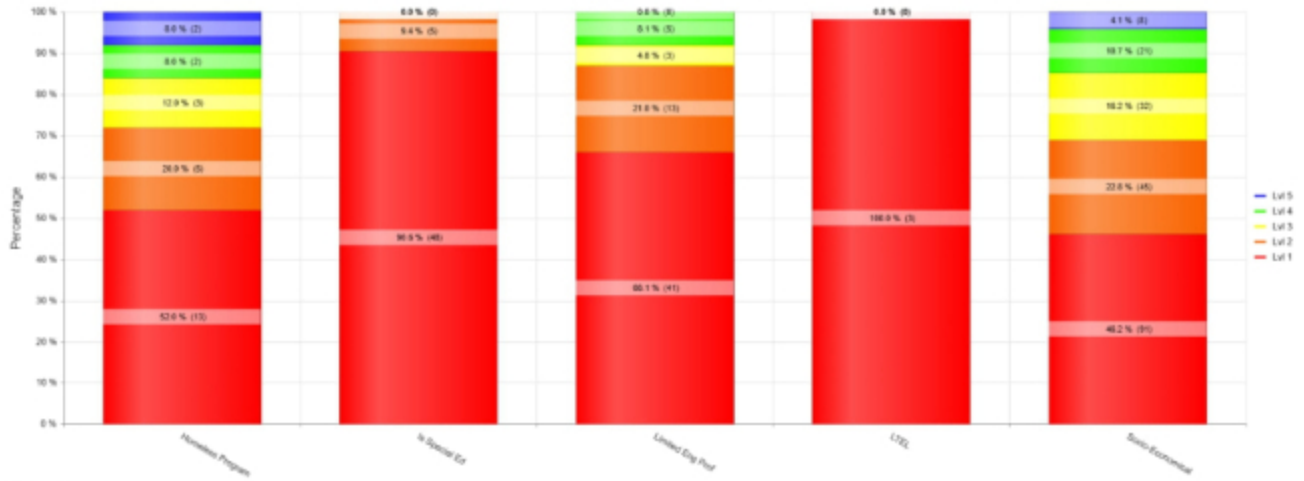
Schools: Nelson Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Reading Fall 2024-25 - Grade Level



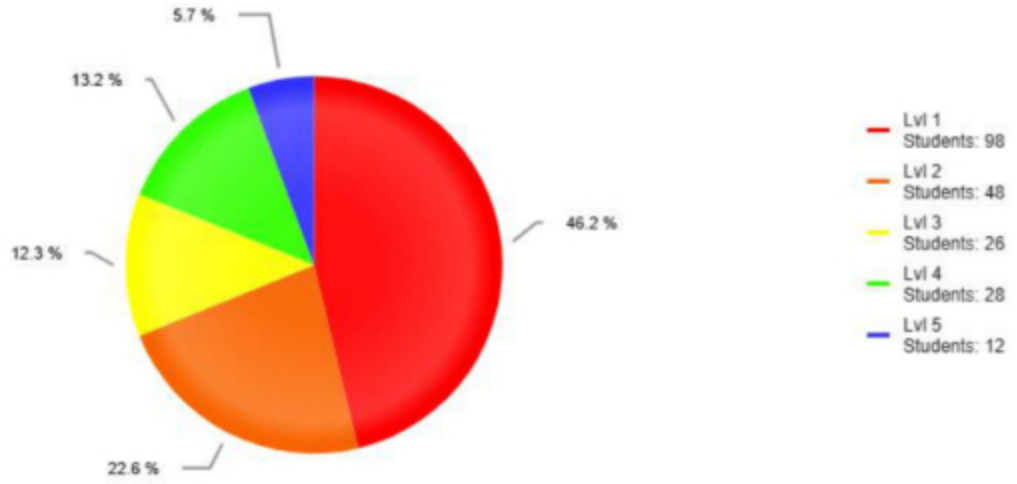
Schools: Nelson Elem

MAP Reading FALL 2024-25 - Student Groups



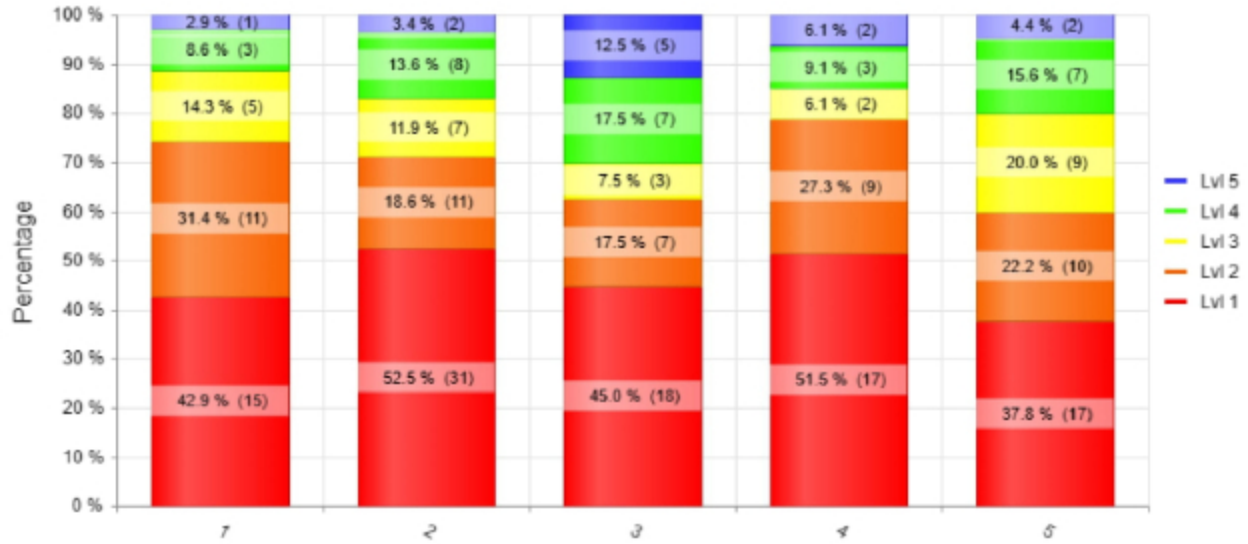
Schools: Nelson-Denn  
 Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter 24-25 District Wide

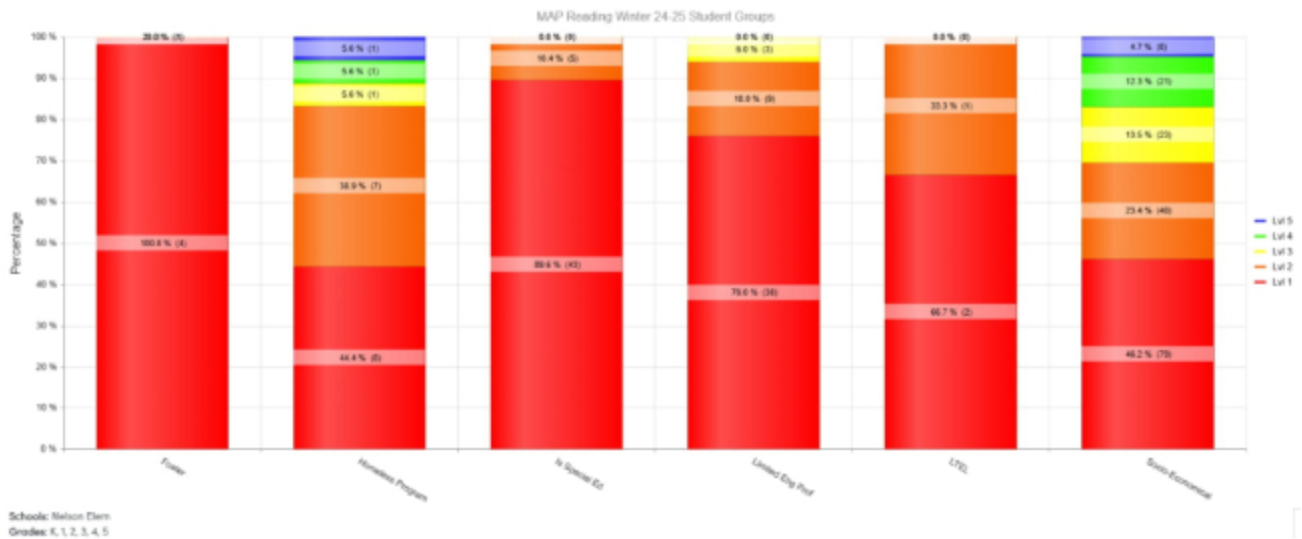


Schools: Nelson Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Reading Winter 24-25 Grade Levels



Schools: Nelson Elem

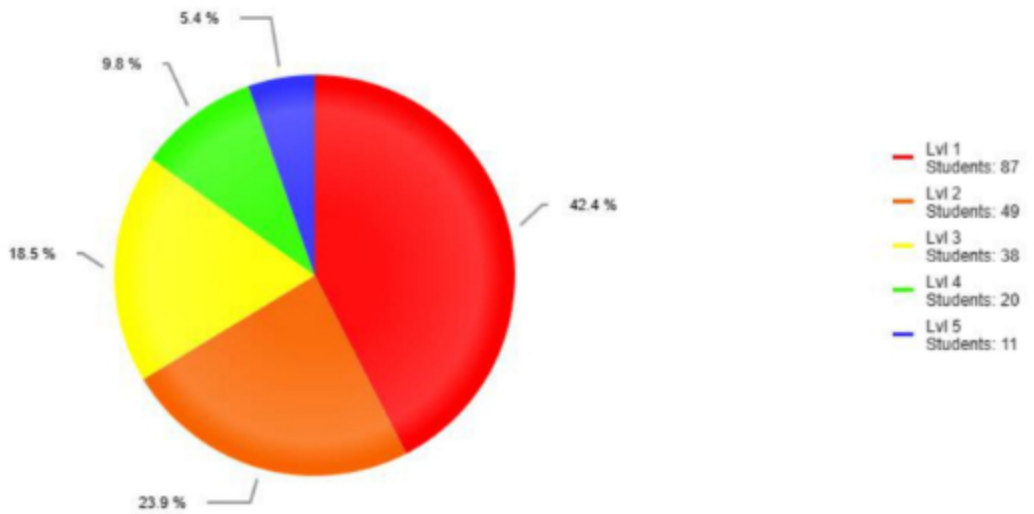


**Conclusions based on this data:**

1. Majority of grade levels improved on their growth MAP winter scores
2. 5th grade improved on their growth MAP winter scores
3. 2nd grade declined on their growth MAP winter scores

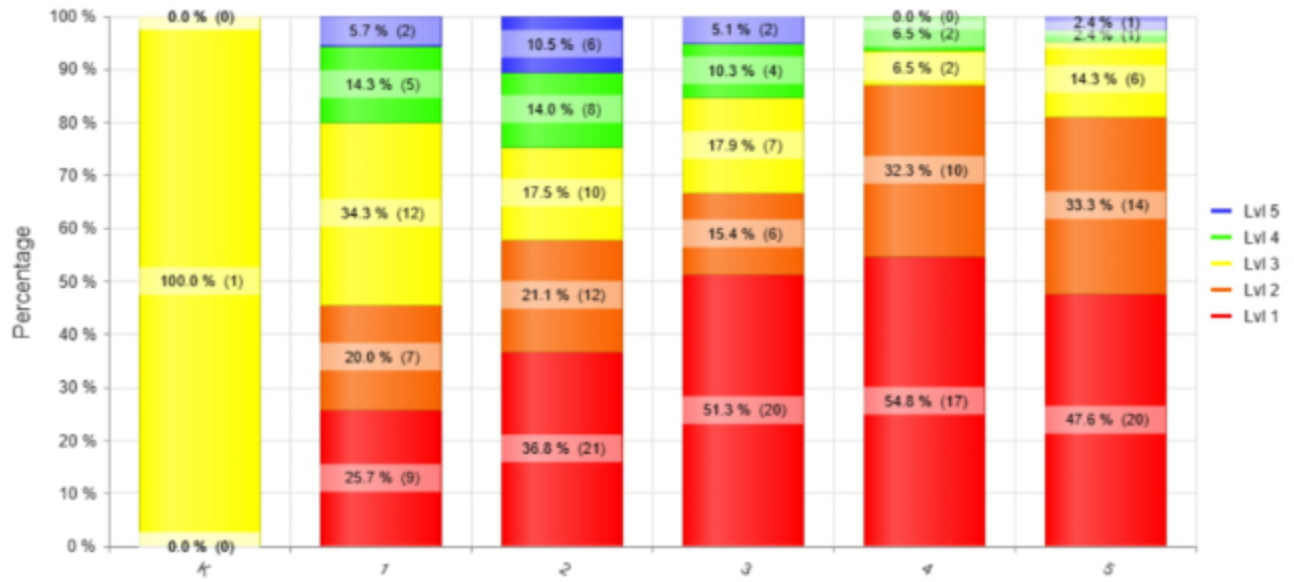
**K-12 MAP Math Results for 2024-25**

MAP Math Fall 2024-25 - Distirct / Site Total



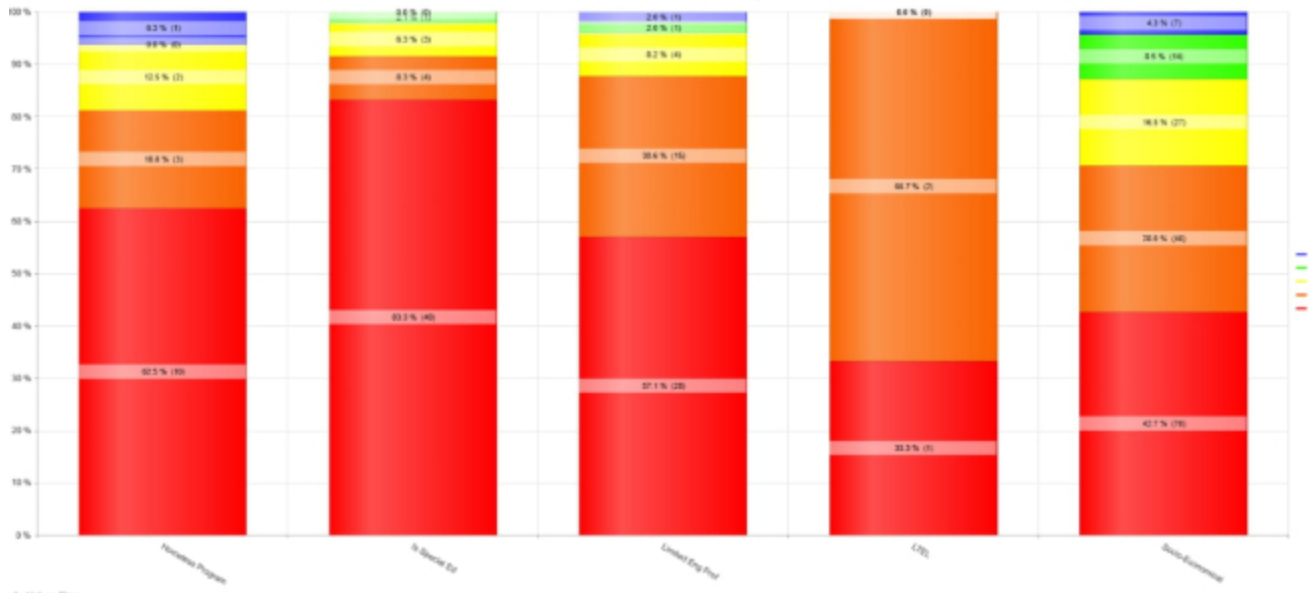
Schools: Nelson Elem  
Grades: K, 1, 2, 3, 4, 5

MAP Math Fall 2024-25 - Grade Level



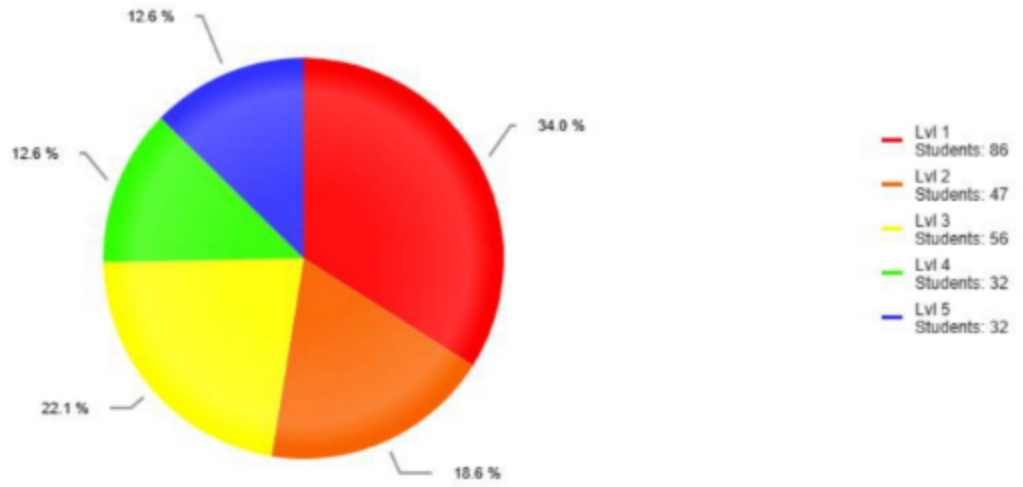
Schools: Nelson Elem

MAP Math Fall 2024-25 - Student Groups



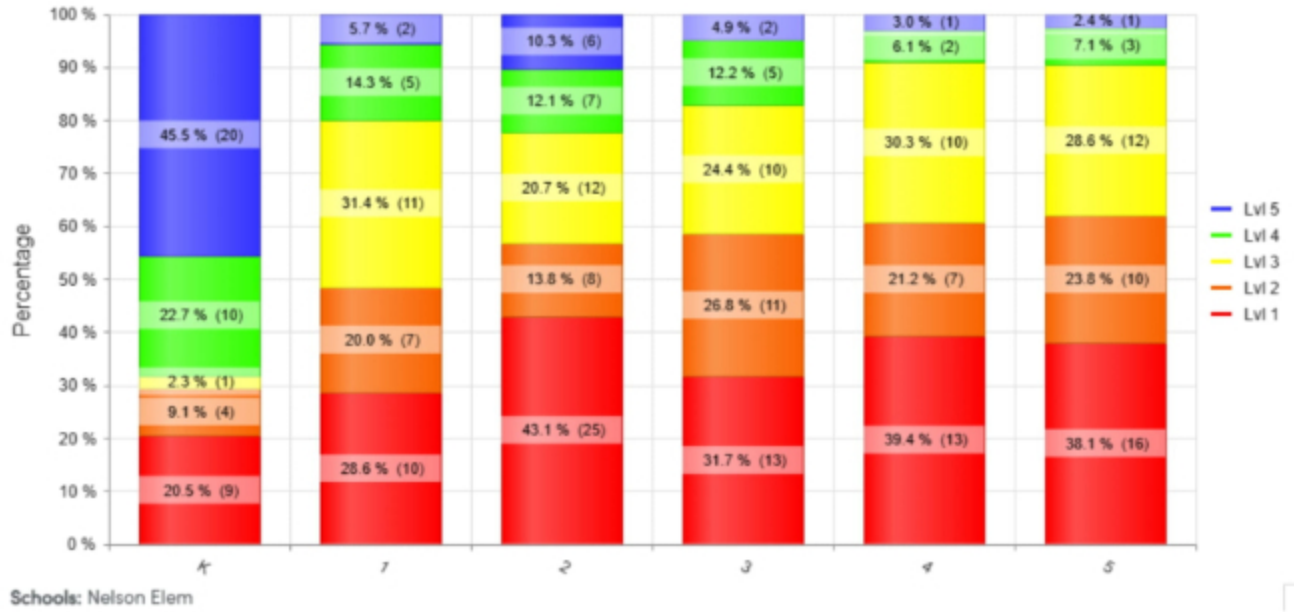
via Nelson Exam  
 for K, 1, 2, 3, 4, 5

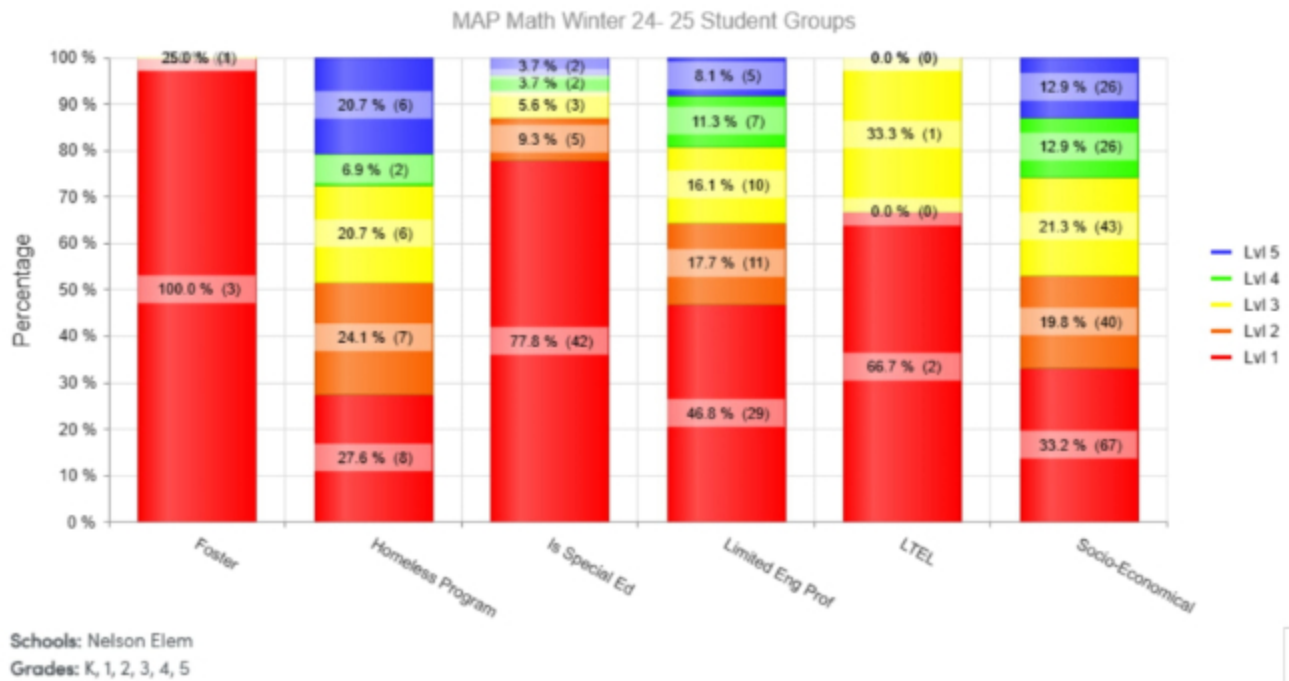
MAP Math Winter 24-25 District Wide



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

MAP Math Winter 24-25 Grade Level





**Conclusions based on this data:**

1. Majority of grade levels improved on their growth MAP winter scores
2. 1st grade declined on their growth MAP winter scores
3. 3rd grade improved on their growth MAP winter scores

**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
Nelson ES	5	5	No	3 - Moderately Developed 04/26/2024	1 - Not Met 4/30/2024	24 (1/14/2025)	D (2024/2025 - Trimester 1)
Nelson ES	5	5	Yes	1 - Minimally Developed 05/02/2024	1 - Not Met 5/7/2024	1 (1/24/2025)	D (2024/2025 - Trimester 1)
Nelson ES	4	4	No	3 - Moderately Developed 05/02/2024	2 - Nearly Met 4/29/2024	28 (8/16/2024)	D (2024/2025 - Trimester 1)
Nelson ES	4	5	No			1 (1/14/2025)	F (2024/2025 - Trimester 1)
Nelson ES	4	4	No	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	20 (1/13/2025)	C (2024/2025 - Trimester 1)
Nelson ES	4	4	No	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	1 (1/13/2025)	D (2024/2025 - Trimester 1)
Nelson ES	4	5	No	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	1 (1/13/2025)	D (2024/2025 - Trimester 1)
Nelson ES	4	4	Yes	1 - Minimally Developed 04/29/2024	1 - Not Met 4/29/2024	20 (1/14/2025)	C (2024/2025 - Trimester 1)
Nelson ES	4	4	No	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	26 (1/13/2025)	C (2024/2025 - Trimester 1)
Nelson ES	3	4	Yes	2 - Somewhat Developed 05/13/2024		12 (1/24/2025)	D (2024/2025 - Trimester 1)
Nelson ES	3	4	Yes	2 - Somewhat Developed 05/23/2024		2 (1/13/2025)	D (2024/2025 - Trimester 1)
Nelson ES	3	4	Yes	2 - Intermediate English Learner 04/25/2024		1 (8/16/2024)	D (2024/2025 - Trimester 1)
Nelson ES	3	4	No	3 - Moderately Developed 04/04/2024		2 (1/13/2025)	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
Nelson ES	5	>5	Yes	2 - Somewhat Developed 05/02/2024	1 - Not Met 4/29/2024	10 (1/14/2025)	C (2024/2025 - Trimester 1)

### Conclusions based on this data:

1. Most student were in 4th grade
2. There were 2 5th grade students that were in this category
3. There were 13 students school-wide

## RFEP Monitoring Report

School	Grade Level	RFEP Status	IEP	SBAC ELA Achievement Level	NWEA MAP Reading Percentile	Course Grades English/ELA Level Grade
Nelson ES	5	Monitored Year 1	No	1 - Not Met 5/8/2024	10 (8/19/2024)	D (2024/2025 - Trimester 1)
Nelson ES	3	Monitored Year 1	No		40 (1/13/2025)	D (2024/2025 - Trimester 1)

**Conclusions based on this data:**

1. There was 1 student in 5th
2. There was 1 student in 3rd
3. Both students scored D's in ELA

## 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?

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).

Each school year the parents, students, staff and stakeholders complete the LCAP survey. The information gathered from this survey is used to developed priorities of the SPSA. The results of this survey show the need for reading comprehension support for all students, extra support for at risk and struggling students, and enrichment support provided during the school day.

Every year both students and teachers take the California Healthy kids survey. The purpose of the CHKS survey is to gather key data on the school climate and safety, learning supports and barriers, stakeholder engagement and overall student and staff well-being.

## Classroom Observations

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

Classroom observations are conducted weekly. Students are observed working in person with their teacher. It was evidenced that teachers continue to use the District adopted CANVAS program to organize their lessons. Web-based instructional resource sites such as Lexia, Dreambox, Accelerated Reader, and SORA to name a few continue to be accessed by students to for additional intervention and support. Findings also 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

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, SED, Hispanic, Chronically Absent students and by grade level for ELA and Math to determine evidence-based interventions to improve student achievement to close the achievement gap. At Faculty meetings, PLC grade level/department groups, we reviewed and analyzed the available data. At the beginning of the school year, data from the previous school year was reviewed to determine students' needs. Beginning of the year assessments were given to establish a baseline and to guide instruction based the specific learning needs of the students.

There is a continued need to identify specific standards and analyze data to drive instructional planning, re-teaching, and intervention to increase student achievement and to support growing teacher practice. This need is being met by teacher's on a monthly basis. Two times a month teachers meet in their Professional Learning Communities (PLC) to discuss data, analyze data, lesson plan and create next steps for instruction.

Data to be analyzed to determine growth, areas of need, targeted student groups include:

- CAASPP
- MAP
- Common assessments
- Grade level report cards

Evidence of growth will be measured by data analysis .

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

Common Assessments used at our school were: STAR Reading/AR, Lexia, Dreambox, and Universal Screener. Based on the data from these common assessments, evidenced based strategies will be used to guide instruction to support student learning and close the achievement gaps.

There is a need to focus on providing instructional strategies and best practices- specifically collaborative ( strategies, cooperative learning, critical thinking, and effective department/grade level planning of lessons and common assessments. This need is being met through our monthly PLC's.

Effectively implement, monitor and evaluate Lexia, Dreambox, STAR Reading/AR, and other common assessments with most at-risk students and also analyze data at grade level PLCs.

## 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

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the admin/TOSA can provide feedback as needed. Grade level and Department PLCs will measure growth through ongoing analysis of student performance data including evaluating student progress in Literacy standards. Professional Development is available for teachers to attend throughout the school year. There is a continued need for staff development in technology, best practices for student learning, closing the achievement the gaps, and support students' socioemotional needs.

For the 2025-26 school year:

- 1.) Site Leadership Team and Administration will coordinate PD for staff based upon the needs assessment process and school data.
- 2.) Math (yellow overall) PD: Continue to work with District TOSA on year long PD targeting SWD (red) and EL (orange)
- 3) ELA (orange overall) PD: Continue to develop PD with site based TOSA, bilingual instructional aide, and multilingual District TOSA's; in particular focusing on SED (orange), SWD, EL and Hispanic (red).
- 4) English Learners Progress Indicator (yellow) - Continue PD focused on Designated and Integrated ELD; ensure Designated ELD being facilitated in all classrooms including Dual Immersion
- 4.) Provide ongoing positive attendance campaigns with PD led by school counselor to reduce all chronic absenteeism categories by 5%
- 5.) Provide ongoing MTSS PD led by school counselor to decrease suspension rate to under 1% of students suspended at least 1 day for all categories

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

Principal will continue to guide and support staff on best practices and evidence based strategies and provide written or verbal feedback during informal and formal observations.

The Site TOSA will continue to support teachers in the areas instructional focus including at-promise student groups ELD, ELA, Math, NPDL, and testing.

District TOSAs will support for technology, ELA, Math, NPDL, and Art. District Math and ELA TOSA will guide PD to target at-promise students.

There is a need for the continued support of teachers as they implement and utilize the new ELA/ELD materials and ELD Unit Assessments. Professional Development to all core content teachers in listening and speaking standards. This need is being met by our site based ELD facilitators and District ELA/ELD TOSAS.

RSP teacher will continue to work more closely with general education teachers to better align our work to meet both the grade-level standards as well as the goals on their IEPs.

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

There is an ongoing need for the SMART goal process to develop common assessments for each department/grade level. All teachers will use structured collaboration emphasizing student conversation and collaboration to improve listening, speaking, and reading. There will be an emphasis on the use of academic language with a specific focus on improving listening. PLCs by grade level and the department will continue 2 times a month to monitor student progress, instructional practices, and to ensure the consistency of instruction. Data analysis protocol will be used with fidelity. Data will be analyzed to determine areas of need and student growth for all students by standard, claim, and subgroups. The Leadership Team will meet during the summer to analyze data from the school year and develop the next steps for the next school year. EL facilitator will provide proper PD for all teachers at grade level, Department or Staff meetings.

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

There is a need for teacher collaboration in transition planning. This need is met by our bi-monthly PLC's.

Teachers will collaborate at grade /department level to properly assign students in their classes based on results. Teachers will meet/plan and present presentations/workshops to students and/or parents to help their students transition to the next school level.

Vertical articulation with Preschool to elementary to middle school and to high school will grow this year. principals from each sites will meet in PLC's to create a yearly plan.

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

In order EL students to develop language fluency, there is a need for explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK leveled questions, vocabulary building, opportunities for practicing speaking, and using graphic organizers. Struggling EL students may need extra small group support. LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening. There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading. Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems. Provide high-quality vocabulary instruction throughout the day, using GLAD and SDAIE strategies as needed. Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format. Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; ELD Unit Assessments & Data Chats. Progress Monitor our RFEP students to ensure that they are making good progress.

ELD Assessment data indicate a need to increasing significant numbers of students from nearly meeting to benchmark levels

Priorities:

Focus on English Learner and ELA: Continue to develop student intervention supports with teachers, site based TOSA, bilingual instructional aide, and multilingual District TOSA's; in particular focusing on EL's (red category for ELA and orange category for Math):

- Analyze ELPAC data when available - In PLCs and with students (Data Chats)
- Ensure all ELs receive the required designated ELD minutes of instruction - at least 30 min (45-60 is recommended)
- Create ELD rotation within each grade using ELD program with fidelity
- Provide ELD Release time for teachers to analyze ELD data and receive assistance from site ELD Facilitator
- Ongoing monitoring of EL progress on MAP Reading and Common Assessments; provide immediate intervention and reassess.
- Identify students At Risk LTELs/ LTELs and closely monitor student progress toward benchmark goals for reclassification
- Provide ELD PD for grades TK-5
- Target ELs receiving Special Education Services and provide additional support
- Increase explicit instruction in reading & listening comprehension
- Ensure daily, consistent implementation of designated ELD curriculum K-5

Evidence of Student Progress:

On-going progress monitoring in PLC's and analysis of student data (common assessments, ELD district interims, and chapter assessments)

## Extended learning activities

There is a need to continue to provide struggling students with extra curricular activities to enhance their learning experience and promote the feeling of inclusion for all students. Science Olympiad after school program, before or after school tutoring, and having the well stocked library that is open before and after school. Teachers will also need to provide small group instruction during class time. Staff has identified classroom management and dealing with difficult behaviors as an area of need for professional development

### Priorities:

- Continue with Attendance Campaign; increase incentives and improve system to monitor attendance on an ongoing basis
- Revisit strategies of the 2nd Step Program
- Provide incentives (Nelson Bucks, fieldtrips, assemblies, dances, Fun Friday, Monthly Incentives for 5th grades etc.) to encourage students to adhere to school-wide behavior expectations and avoid office referrals

Update Behavior Intervention Plans (BIPs) for students in SDC class to include additional support systems (i.e., MTSS strategies, referrals to outside agencies, Bucket Filler, Self-Reflection Stations, consistent implementation of 16 Proactive Classroom Management System)

## Opportunity and Equal Educational Access

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

There is a need for a Teacher on Special Assignment who will work with at-risk students. Mentoring, monitoring, and motivating students and provide academic assistance.

TOSA will monitor grades and student's progress in coordination with the regular classroom teacher. The classroom teachers will work with struggling students in small groups or one-on-one to help close the learning gaps of their students.

Online resources such as Lexia, Dreambox, and AR will continued to used to provide extra practice for all students.

The socioemotional needs of the students must be met in order for learning to occur. There is a need for an additional school counselor to support students and teachers with SEL and mental health crisis calls. This need is being met by a part time school counselor, that is District funded.

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

### ELA:

Identified student groups in need of targeted intervention: SWD, EL, Hispanic (red), SED (orange)  
Lexia is a blended learning program that accelerates the development of fundamental literacy skills for students of all abilities in grades pre-K-5. Core5 provides explicit, systematic instruction through personalized learning paths. Core5 adapts to target skill gaps as they emerge and equips teachers with the data and instructional resources they need to personalize instruction for every student. Embedded assessment provides ongoing, actionable data to help teachers prioritize and plan offline instruction. The online student dashboard encourages students to take ownership of their learning, for an experience that's motivating and engaging for students and teachers alike.

District Funded

SPSA English Language Arts 2d

### Math:

Identified student groups in need of targeted intervention: EL (orange & SWD (red)  
DreamBox Learning is an adaptive, online math program designed to complement classroom instruction. The program is available in grades K-8, but the only qualifying study involved grades K-1. Combining a motivating, game-like environment with a rigorous, standards-aligned curriculum, it responds to learners' actions and decisions by continuously adapting to support student competency with math concepts and promoting strategies for fluency and application.

District Funded

SPSA Math 2b

There is a need to have a Teacher on Special Assignment who will work with at-risk students for mentoring, monitoring, motivating students, and providing academic assistance in coordination with the regular classroom teacher. This need is being met by the support given by our school Teacher on Special Assignment (TOSA). The TOSA and teacher's work together by identifying the student's who are academically at risk. Then, the TOSA creates a 6 week intervention plan, in which she assists students, meets in small groups, collects data and analyzes the data.

There is also a continued need for the site Leadership team and Principal to coordinate professional development for staff based upon needs assessments and school data. This need is being met through monthly leadership meetings.

There is also a need in all classes, students will engage in effective, content-based collaboration, and provide explicit instruction using evidence-based strategies. Evidenced based Tier 1 and Tier 2 strategies will be improved to meet the SEL needs of struggling students. This need is being met by push in lessons from the counselor and the implementation, with fidelity, of the SEL Second Step program.

## Parental Engagement

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

Resources at the school that are available for parents are: Parent Teacher Organization, SSC/ELAC, Back to School Night, parent-teacher conferences, parent workshops, SST, and digital resources. There is a need for Student Study Teams to continue in order for teachers and parents to come together formally with the assistance of the School Counselor and Principal in order to address the academic deficits or at-risk students and plan appropriate supports for students. School counselor will provide community resources to parents.

There is a need for after school opportunities for homework and tutoring. This need is being met by our onsite after school program called the Boys and Girls Club. This program focuses on daily homework completion

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

There is a need to provide additional resources and engagement opportunities for parents of identified student groups in need of targeted intervention.

There is a need to have several opportunities for parents to participate in the learning process of their students in the form of meetings throughout the school year. There is a need to provide opportunities for parents to attend parent conferences to enhance their student's learning experiences with translation if needed. This need is being met through scheduled Back to School Nights, Parent Conferences, Open House, parent meetings, SSC/ELAC and parent education workshops.

There is a need to continue to provide additional support to students, teachers, parents, and the community via in-person assistance, phone communication, enrollment and registration, clerical support, and limited language translation services when needed. There is a need to increase the hours of our office staff from time to time to meet this goal due to the number of students. This need is being met by the hiring of two bilingual support staff, and extra hours provided to the office assistant.

There is an additional need to have parent workshops focusing on improving attendance (Chronic absenteeism)

## Funding

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

Based on current data, there is a need for an intervention program or skills class for students receiving a grade of a D or F or not meeting standards on MAP or CAASPP tests to learn explicit instruction that includes establishing clear learning goals, strategies, extra homework time to complete homework, and organization skills including binder organization, study skills, time management, homework procedures, modeling, timely, effective feedback, and scaffolding. This need is being met by the support given by our school Teacher on Special Assignment (TOSA). The TOSA and teacher's work together by identifying the student's who are academically at risk. Then, the TOSA creates a 6 week intervention plan, in which she assists students, meets in small groups, collects data and analyzes the data.

There is a need to have After School academic/homework/Intervention support in ELA & Math for all students.

There is also a need for academic intervention support from a Teacher on Special Assignment during the regular school day.

There is a continued need to have bilingual support by SOM, bilingual instructional aide to support the school.

To support an increase in student reading comprehension in Accelerated Reader and overall, we will purchase additional leveled books to support students are low achieving.

# 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
9/26/24, 10/17/24, 130/25, 3/25/25, 4/24/25	SSC meetings	SSC #1-3 Review SPSA actions and expenditures, review and analyze data, review/adjust/approve Title 1 expenditures SSC #4 LCAP PowerPoint shared; needs assessment. Input given by team. SPSA data shared. SSC #5 Review SPSA actions and expenditures, review and analyze data, review/adjust/approve Title 1 expenditures SPSA approved on 4/24/25
9/18/24, 10/8/24, 1/21/25, 3/11/25, 4/15/25	ELAC meetings	ELAC #1-3 Review SPSA actions and expenditures, review and analyze data, review and make recommendations for Title 1 expenditures ELAC #4 LCAP PowerPoint shared; needs assessment. Input given by team. SPSA data shared. ELAC #5 Review SPSA actions and expenditures, review and analyze data, review and make recommendations for Title 1 expenditures
9/11/24, 9/13/24	Annual Title I meetings	Parent informational meeting covering Title I requirements
8/15/24	Annual EL meetings	Parent informational meeting covering ELL requirements, LCAP goals, and budget overview
2/5/25	Stakeholders	LCAP information letter sent through Parent Square
2/25/25, 3/11/25	Stakeholders	2/25 Sent out LCAP survey google form to teachers, classified staff, and parents 3/11 Staff meeting LCAP priorities activity
9/23/24-9/27/24	Stakeholders	Sent out LCAP paper survey asking parents to complete and return during parent conference week
3/28/24	Uploaded all LCAP documents	Uploaded stakeholder documents, input, and priorities to Multilingual drive

# 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, EL, SWD, SED, homeless, Hispanic will increase their student achievement in English Language Arts as measured by the Dashboard, CAASP, MAP, and Lexia.

Metric Indicator	Expected Outcome	Data Results & Analysis
CA Dashboard ELA 1a ELA- All Students 1b ELA- Low Income (SED) 1c ELA- English Learner 1d ELA- Long Term EL 1e ELA- Foster Youth 1f ELA- SWD 1g ELA-Hispanic	Decrease all categories by 5 points	CA Dashboard results 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 2g SBAC ELA-Hispanic	Increase all categories by 5%	CAASPP SBAC ELA Met/Exceeded the Standard (2a) 23-24 All Students 28.74% (2a) 24-25 All Students 48.82% MET  (2b) 23-24 Low income students 26.7% (2b) 24-25 Low income students 38.23% MET  (2c) 23-24 English Learner students 10.52% (2c) 24-25 English Learner students 10.41% DID NOT MEET  (2d) 23-24 Long Term English Learner Students 4.64% (2d) 24-25 Long Term English Learner Students 5.55% DID NOT MEET  (2e) 23-24 Foster Youth Students 19.92%

		<p>(2e) 24-25 Foster Youth Students 22.46% DID NOT MEET</p> <p>(2f) 23-24 Students with Disabilities 15.83% (2f) 24-25 Students with Disabilities 16.95% DID NOT MEET</p>
<p>Winter 2025 NWEA MAP Reading</p> <p>4a Gr. 1-12 MAP Reading- All Students</p> <p>4b Gr. 1-12 MAP Reading- Low Income</p> <p>4c Gr. 1-12 MAP Reading- EL</p> <p>4d Gr. 1-12 MAP Reading- LTEL</p> <p>4e Gr. 1-12 MAP Reading- Foster Youth</p> <p>4f Gr. 1-12 MAP Reading- SWD</p>	<p>Increase all categories by 5%</p>	<p>4a 23-24 Gr. 2-5 MAP Reading- All Students 18.2% 24-25 Gr. MAP Reading- All Students 18.7% DID NOT MEET</p> <p>4b 23-24 Gr. MAP Reading- Low Income 16.7% 4b 24-25 Gr. MAP Reading- Low Income 17% DID NOT MEET</p> <p>4c 23-24 Gr. MAP Reading English Learner 0% 24-25 Gr. MAP Reading English Learner 0% DID NOT MEET</p> <p>4d 23-24 Gr. MAP Reading Foster Youth 0% 4d 24-25 Gr. MAP Reading Foster Youth 0% DID NOT MEET</p> <p>4e 23-24 Gr. MAP Reading- SWD 0% 4e 24-25 Gr. MAP Reading- SWD 0% DID NOT MEET</p>

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

For 2024-25, Tier 2 supports are included in the SPSA and are being implemented. MTSS Academic Tier 2 for upper grade students has been modified to support identified students 4x per week, which was not implemented last year. Based on the analysis of data, professional development will be targeted to support the identifying of essential grade level standards. Additionally, PLC's will collaborate on explicit grade level planning for targeted students and targeted standards. District and site based MTSS TOSA are currently working year long with PLC's to grow professional practice and to support identifying targeted standards to be implemented in the classrooms A bilingual aide is assigned to Nelson and the focus of the aide is to co-plan and coteach with the interventionist to support ELs that have been identified as not meeting grade-level standards. The intervention is focused on Grades K-3 and the aide and interventionist are working

using evidence-based strategies to support language levels of students. Bilingual aide has daily prep time to plan for next steps. Schedules are shared with all the staff on Google Drive. MTSS TOSA to monitor MAPS data to determine intervention groups and track progress. Our interventionist will provide additional push in support utilizing programs such as UFLI (pending board approval). We will also monitor Lexia/Core 5 usage.

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.

Categorical money will be targeted on early intervention for grades K-3 in ELA (pending board approval). Grade level/content level data analysis was held twice (after MAP testing) to analyze results. PLCs will be provided pull out time to have collaborative conversations and drive instruction at least 1 time this year.

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.

Student groups need more support to achieve success on the CAASPP and ELPAC. Our MTSS TOSA, Bilingual Aide, and Academic Interventionist will work with specific student groups based on data analysis. In addition we will continue setting short and long term goals within PLCs.

**Math**

**School Goal**

All students, particularly SED & SWD (orange category) , will increase their student achievement in Math as measured by the Dashboard, CAASP, MAP 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 1g Hispanic	Decrease all categories by 5 points	CA Dashboard results 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 2g Hispanic	Increase all categories by 5%	Met/Exceeded the Standard (2a) 23-24 All students 22.03% (2a) 24-25 All students 37.30% MET  (2b) 23-24 Low income 20.25% (2b) 24-25 Low income 26.19% MET  (2c) 23-24 English Learners 2.56% (2c) 24-25 English Learners 11.01% MET

		<p>(2d) 23-24 Long Term English Learners 2.21%%  (2d) 24-25 Long Term English Learners 3.38%  DID NOT MEET</p> <p>(2e) 23-24 Foster Youth 11.15%%  (2e) 24-25 Foster Youth 13.17%  DID NOT MEET</p> <p>(2f) 23-24 Students with Disabilities 12.54%  (2f) 24-25 Students with Disabilities 13.10%  DID NOT MEET</p>
<p>Winter 2025 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>Increase all categories by 5%</p>	<p>3a 23-24 All Students 18.6%  3a 24-25 All Students 25%  MET</p> <p>3b 23-24 Low Income 17.8%  3b 24-25 Low Income 25%  MET</p> <p>3c 23-24 English Learner 10.4%  3c 24-25 English Learner 19.4%  MET</p> <p>3d 23-24 Foster Youth N/A  3d 24-25 Foster Youth 0%  DID NOT MEET</p> <p>3e 23-24 Students with Disabilities 0%  3e 24-25 Students with Disabilities 0%  DID NOT MEET</p>

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

For 2024-25, Tier 2 supports are included in the SPSA and are being implemented. MTSS Academic Tier 2 for upper grade students has been modified to support identified students 4x per week, which was not implemented last year. Based on the analysis of data, professional development will be targeted to support the identifying of essential grade level standards. Additionally, PLC's will collaborate on explicit grade level planning for targeted students and targeted standards. District and site based MTSS TOSA are currently working year long with PLC's to grow professional practice and to support identifying targeted standards to be implemented in the classrooms A bilingual aide is assigned to Nelson and the focus of the aide is to co-plan and coteach with the interventionist to support ELs that have been identified as not meeting grade-level standards. The intervention is focused on Grades K-3 and the aide and interventionist are working using evidence-based strategies to support language levels of students. Bilingual aide has daily prep time to plan for next steps. Schedules are shared with all the staff on

Google Drive. MTSS TOSA to monitor MAPS data to determine intervention groups and track progress. Our interventionist will provide additional push in support utilizing programs such as UFLI (pending board approval). We will also monitor Dreambox usage.

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.

Categorical money will be targeted on early intervention for grades K-3 in Math (pending board approval). Grade level/content level data analysis was held twice (after MAP testing) to analyze results. PLCs will be provided pull out time to have collaborative conversations and drive instruction at least 1 time this year.

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.

Student groups need more support to achieve success on the CAASPP. Our MTSS TOSA, Bilingual Aide, and Academic Interventionist will work with specific student groups based on data analysis. In addition we will continue setting short and long term goals within PLCs.

## English Learner

### School Goal

All students, in all student groups (all in orange category), will increase their student achievement in English Language Arts as measured by the Dashboard, English Learner Progress Indicator (ELPI), Summative ELPAC and the reclassification rate.

Metric Indicator	Expected Outcome	Data Results & Analysis
CA Dashboard ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	Increase by 5%	CA Dashboard results released December 1, 2025
Summative ELPAC 2a Summative ELPAC Level 4- EL 2b Summative ELPAC Level 4- LTEL	Increase by 5%	(2a) 23-24 Summative ELPAC Level 4 14.63% (2a) 24-25 Summative ELPAC Level 4 15.53% DID NOT MEET
Reclassification Rate 3a 2023-24 English Learner Reclassification Rate	Increase to 10%	(3a) 23-24 10% (3a) 24-25 10.81% DID NOT MEET

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

For 2024-25, Tier 2 supports are included in the SPSA and are being implemented. MTSS Academic Tier 2 for upper grade students has been modified to support identified students 4x per week, which was not implemented last year. Based on the analysis of data, professional development will be targeted to support the identifying of essential grade level standards.

Additionally, PLC's will collaborate on explicit grade level planning for targeted students and targeted standards. District and site based MTSS TOSA are currently working year long with PLC's to grow professional practice and to support identifying targeted standards to be implemented in the classrooms A bilingual aide is assigned to Nelson and focused on providing support in oral language, phonics, comprehension, writing, and ELPAC test prep taking strategies. In addition there is a weekly schedule to support Newcomers further develop language skills. The interventionist is focused on Grades K-3 and the aide and interventionist are working using evidence-based strategies to support language levels of students. Each staff meeting has dedicated time to focus and discuss English Learner progress and updates supported by our ELP facilitator. We will continue to disaggregate data and provide additional support for ELD students and use monitoring tools to support students with next steps.

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.

There is a continued need to support Designated and Integrated ELD instruction to help student improve in the Summative ELPAC. LTELs need additional support across all ELPAC domains.

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.

Teachers will further support their English Learners through designated and integrated ELD. Our bilingual aide began working with student groups earlier this year to support Newcomers and English learners. Students will participate in data chats earlier this year to review their ELPAC domains and set goals.

## School Climate

### School Goal

All students, particularly Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category), will decrease their chronic absenteeism rate, increase their attendance rate and as measured by attendance reports and California Healthy Kids Survey.

Metric Indicator	Expected Outcome	Data Results & Analysis
CA Dashboard - Suspension 1a All Students 1b Low Income 1c English Learner 1d LTEL 1e Foster Youth 1f SWD 1e Hispanic	Decrease suspension rate to under 1% of students suspended at least 1 day for all categories	CA Dashboard results released December 1, 2025
CHKS-Overall Perception 2a "Safe or Very Safe" Grade 5	Increase category by 5%	2a 23-24 CHKS "Safe or Very Safe" Overall Perception- Grade 5 - 75% 24-25 CHKS "Safe or Very Safe"

		Overall Perception- Grade 5 -55% DID NOT MEET
CHKS-Overall Connectedness 3a "Agree/Strongly Agree" Grade 5	Increase category by 5%	3a 23-24 CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5 -69% 3a 24-25 CHKS "Agree/Strongly Agree" Overall Connectedness- Grade 5 -69% DID NOT MEET
Attendance Rate 4a All Students 4b Low Income 4c English Learner 4d Foster Youth 4e SWD	Increase all categories by 5%	(4a) 23-24 All Students 90.25% (4a) 24-25 All Students 92.36% DID NOT MEET  (4b) 23-24 Low Income N/A (baseline) (4b) 24-25 Low Income 92.36%  (4c) 23-24 English Learner N/A (4c) 24-25 English Learner 93.94%  (4d) 23-24 Foster Youth N/A (4d) 24-25 Foster Youth 91.25%  (4e) 23-24 Students with Disabilities N/A (4e) 24-25 Students with Disabilities 90.53%
CA Dashboard -Chronic Absenteeism 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 5e Hispanic	Reduce all categories by 5%	CA Dashboard results released December 1, 2025

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

For 2024-25, Tier 2 supports are included in the SPSA and being implemented. MTSS Academic Tier 2 has been modified to support identified students 4x per week with our MTSS TOSA. Based on the analysis of data, professional development will be targeted to support the identifying of essential grade level standards. Additionally, PLC's will collaborate on explicit grade level planning for targeted students and targeted standards. Our MTSS TOSA is working consistently with PLC's to grow professional practice and to support identifying targeted standards to be implemented in the classrooms. The number of SST's and IEPs continue to grow. We have allocated subs to support SST and IEP meetings with subs. In addition we will continue to strengthen our attendance improvement plan that includes individual, class, and school-wide incentives.

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.

We were only able to sub out PLCs for a 1/2 day last year. We have allocated additional funding to support at least 1 full day pull out for each PLC.

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.

Our plan will continue build positive activities/rewards for students who are at school to increase motivation, to further develop goals for attendance and behavior, increase parent involvement, increase fidelity of MTSS supports, and increase SART/SARB meetings as needed. SWD will be monitored and supported through Tier II and Tier II MTSS strategies to decrease the suspension rate. Continue to work closely with the district to create and provide focused PDs to support growth with stakeholders. In addition, adjust goals and implementation as appropriate to the school year instructional model. Changes will be updated within the Planned Improvements section of the SPSA as appropriate.

## 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, EL, SWD, SED, homeless, Hispanic will increase their student achievement in English Language Arts as measured by the Dashboard, CAASP, MAP, 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.

There is a need to support at-risk students with meeting grade level standards, in particular for ELA:

ELA: SWD (red category), SED, EL, Foster, Hispanic (orange category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the Principal/TOSA can provide feedback as needed.

Provide during the regular school day small group intervention by a Teacher on Special Assignment.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, Robotics, 5th grade music program, and having a well-stocked library that is open for students before and after school.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

## 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	Baseline/Actual Outcome	Expected Outcome
<p>Metric/Indicator (2024 CA Dashboard)</p> <p>1a ELA- All Students</p> <p>1b ELA- Low Income (SED)</p> <p>1c ELA- English Learner</p> <p>1d ELA- Long Term EL</p> <p>1e ELA- Foster Youth</p> <p>1f ELA- SWD</p> <p>1g ELA-Hispanic</p>	<p>1a ELA- All Students</p> <p>2023 52.6 points below standard</p> <p>2024 67.9 points below standard</p> <p>1b ELA- Low Income (SED)</p> <p>2023 56.6 points below standard</p> <p>2024 68.2 points below standard</p> <p>1c ELA- English Learner</p> <p>2023 66 points below standard</p> <p>2024 93.3 points below standard</p> <p>1d ELA- Long Term EL N/A</p> <p>1e ELA- Foster Youth N/A</p> <p>1f ELA- SWD</p> <p>2023 56.6 points below standard</p> <p>2024 176.2 below standard</p> <p>1g ELA-Hispanic</p> <p>2023 54.9 points below standard</p> <p>2024 71.6 points below standard</p>	<p>1a Increase to 50.2 points or lower</p> <p>1b Increase to 5.6 points or lower</p> <p>1c Increase to 78.3 points or lower</p> <p>1d N/A</p> <p>1e N/A</p> <p>1f Increase 37.3 points or lower</p> <p>1g Increase 15 points or lower</p>
<p>Metric/Indicator (2023-24 CAASPP)</p> <p>2a SBAC ELA- All Students</p> <p>2b SBAC ELA- Low Income</p> <p>2c SBAC ELA- English Learner</p> <p>2d SBAC ELA- LTEL</p> <p>2e SBAC ELA- Foster Youth</p> <p>2f SBAC ELA- SWD</p> <p>2g SBAC ELA-Hispanic</p>	<p>2a SBAC ELA- All Students</p> <p>2023 28.74% of students met/exceeded the standard</p> <p>2024 29.7% of students met/exceeded the standard</p> <p>2b SBAC ELA- Low Income (Economic Status)</p> <p>2023 26.75% of students met/exceeded the standard</p> <p>2024 29.23% of students met/exceeded the standard</p> <p>2c SBAC ELA- English Learner (English Language Fluency)</p> <p>2023 34.11% of students met/exceeded the standard</p> <p>2024 36.18% of students met/exceeded the standard</p> <p>2d SBAC ELA- LTEL N/A</p> <p>2e SBAC ELA- Foster Youth N/A</p> <p>2f SBAC ELA- SWD (Disability Status)</p>	<p>2a Increase to 32.7%</p> <p>2b Increase to 32.23%</p> <p>2c Increase to 39.18%</p> <p>2d N/A</p> <p>2e N/A</p> <p>2f Increase to 6.13%</p> <p>2g Increase to 31.13 %</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2023 0% of students met/exceeded the standard 2024 3.13 % of students met/exceeded the standard 2g ELA-Hispanic (Race & Ethnicity/Hispanic) 2023 28.13% of students met/exceeded the standard 2024 27.92% of students met/exceeded the standard	
Metric/Indicator (Winter 2025 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	3a Kinder MAP Fluency Phonological Awareness Level 2-5 All Students 79% of students 3b Kinder MAP Phonics & Word Recognition Level 2-5 All Students 76% of students 3c Kinder MAP Listening Comprehension Level 3-4 All Students Level 46% 3d Kinder MAP Picture Vocabulary Level 3-4 All Students 58%	3a Increase to 81% 3b Increase to 78% 3c Increase to 48% 3d Increase to 61%
Metric/Indicator (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	4a Gr. 1-12 MAP Reading- All Students 18.9% of students scored in the 61 percentile 4b Gr. 1-12 MAP Reading- Low Income (Socio-Economic) 0% of students scored in the 61 percentile 4c Gr. 1-12 MAP Reading- EL (Limited Eng Prof) 0% of students scored in the 61 percentile 4d Gr. 1-12 MAP Reading- LTEL 0% of students scored in the 61 percentile 4e Gr. 1-12 MAP Reading- Foster Youth 0% of students scored in the 61 percentile 4f Gr. 1-12 MAP Reading- SWD 0% of students scored in the 61 percentile	4a Increase to 21.9% 4b Increase to 3% 4c Increase to 3% 4d Increase to 3% 4e Increase to 3% 4f Increase to 3%

# 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, EL, SWD, SED, homeless, Hispanic

### **Activity**

- 1.a Hire an academic achievement TOSA to increase student achievement with the most at-risk students in order to close the achievement gap: targeting students that are identified in red and orange categories. (including benefits)
- 1.b Hire an academic achievement TOSA to develop student habits and other skills to ensure their success. Work with parents, principal and counselor to help the whole child find success. (including benefits)
- 1c State and District tests will be administered
- 1d Professional development and ELPAC testing support with substitute support during the school day
- 1e PLC planning to support data analysis for specific student groups with substitute support during the school day
- 1f Provide Instructional Aide additional hours to support specific student groups (including benefits)

### **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)
45387	Title I, Part A Certificated Staff (Including benefits) 1A TOSA 30%
12730	LCFF S&C Certificated Staff (Including benefits) 1.B TOSA 10%
0	District Funded Certificated Staff (Including benefits)

	1C Teachers and TOSA administering the State and District assessment during the regular school day
3400	LCFF S&C Teacher Release Time-Subs (Including benefits) 1D Teacher Substitutes
3200	Title I, Part A Teacher Release Time-Subs (Including benefits) 1E Teacher Substitutes
5301	Title I, Part A Classified Instructional/Support Staff (Including Benefit) 1f

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

2a. Support teachers with classroom supplies and materials needed to enhance the curriculum and support the lowest achieving students and promote high achievement for all students. Items will enhance the classroom environment and include Ziploc bags, protector sheets, easel pads, pens, pencils, color pencils, crayons, erasers, white board markers, white board cleaner, correction tape, card stock, laminator film, poster papers, sleeves, students bins, in toner (support printers purchased with Title I funds), and professional readings for teachers. Increase organizational skills by providing a HW folder.

2b Support teachers with classroom supplies and materials needed to enhance the curriculum and support all students. S&C funds will enhance the classroom environment and include classroom staplers, staple remover, masking tape, index cards, scissors, batteries, folders, construction paper, card stock, 1 to 1 student headphones, and calculators.

2c Utilization of District purchased program Lexia: to address ALL students and and increase student achievement: Students with Disabilities for English Language Arts

**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)
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12570	Title I, Part A Supplemental Instructional Materials (Including technology devices <\$500 per item) 2A- Purchase materials and supplies
14193	LCFF S&C Supplemental Instructional Materials (Including technology devices <\$500 per item) 2b Purchase materials and supplies
0	District Funded Supplemental Supplies 2c- Lexia

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

3a Invite District TOSAS for push in PD to target students  
 3.b Provide professional development in teacher identified areas of need such as Canvas, Outlook 365, Google ,Wonderworks etc. Fetzer review to address student needs.  
 3.c Teachers in grade level PLC's will analyze and monitor student performance data (DIA), establish SMART goals, analyze MAP data, identify targeted standards and focus students to determine appropriate interventions or next steps targeting students  
 3.d Teachers will participate in district provided professional development in VAPA, Math, ELA/ELD & Technology and summer PD  
 3.e. CABE & CALSA conference for principal: Focuses on strategies for at-promise students to have highly quality leadership and instruction.  
 3f CABE & CALSA conference for teacher leaders: Focuses on strategies for at-promise students to have highly quality leadership and instruction.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded Certificated Staff (Including benefits) 3a no cost - district TOSA

0	District Funded Certificated Staff (Including benefits) 3b no cost
0	District Funded Certificated Staff (Including benefits) 3c no cost
0	LCFF S&C Certificated Staff (Including benefits) 3d no cost
1200	LCFF S&C Professional Development (Conferences & Workshops) 3e CAFE, CALSA
2200	LCFF S&C Professional Development (Conferences & Workshops) 3f CAFE, CALSA

### **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, EL, SWD, SED, homeless, Hispanic

#### **Activity**

5a Early Release PLC Thursdays-Teachers create and analyze common assessments, review student work, plan instruction accordingly (minimum 2 days per month)

5b Teacher hours will be given to analyze data and disaggregate by student groups including EL and SWD to identify target areas that include:

- Analyzing student groups and determining areas of focus
- Further developing needs assessment
- Further developing skills and strategies that support the ELA/ELD framework
- Analyze data and disaggregate by student groups including EL and SWD

5c TOSA hours will be given to support teachers in analyzing data and disaggregating by student groups including EL and SWD to identify target areas that include:

- Analyzing student groups and determining areas of focus
- Further developing needs assessment
- Further developing skills and strategies that support the ELA/ELD framework
- Analyze data and disaggregate by student groups including EL and SWD

#### **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 Certificated Staff (Including benefits) 5a no cost
5760	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5b
3200	Title I, Part A Teacher Workshop/Additional Hrs (Including benefits) 5c

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

6.a Early Release PLC Thursday- quarterly PLC with Headstart/State Preschool to plan activities to support Little's in transitioning to Kinder  
6.b Schedule school-visit activities with middle school to support 5th grade transitioning to middle

**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 Certificated Staff (Including benefits) 6a no cost to site
0	District Funded Certificated Staff (Including benefits) 6b no cost to site

**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, EL, SWD, SED, homeless, Hispanic

### Activity

7a Participate in Science Olympiad district competition two site coaches to select and prepare students for districtwide participation

7b Purchase of Accelerated Reader to improve reading comprehension

7c Purchase library books to support specific student groups

7d A field trip will be selected for each grade level (curriculum or college) for every students to attend. All field trips will receive prior approval. The cost will cover student transportation.

### 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 Certificated Staff (Including benefits) 7.a Science Olympiad
3873	LCFF S&C Contracted Services 7b Accelerated Reader
1000	Title I, Part A Books (Excluding core textbooks) 7c
2500	LCFF S&C Contracted Services 7d

### 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, EL, SWD, SED, homeless, Hispanic

### Activity

8a Provide enrichment and visual arts VAPA program for all students including underperforming to use variety of modalities for learning

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
0	District Funded Contracted Services Art TOSA

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

10.a Provide afterschool program support student homework completion, physical activity and other activities after 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 Contracted Services 10a Boys & Girls Club staff
0	

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

11.a ELA/SSC, School Calendar, Dual Immersion Meetings  
 11b CAFE conference for parents to support further engagement in empowering student success.

**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 Supplemental Supplies 11 A, No cost
6589	Title I, Part A Professional Development (Conferences & Workshops) 11b CAFE

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

12A Site based Counselor

**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)
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0	District Funded Certificated Staff (Including benefits) 12A Site based Counselor
0	

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

MATHEMATICS

## 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 SED & SWD (orange category) , will increase their student achievement in Math as measured by the Dashboard, CAASP, MAP 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.

There is a need to support at-risk students with meeting grade level standards, in particular for Math:

Math: SED & SWD (orange category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the Principal/TOSA can provide feedback as needed.

Provide during the regular school day small group intervention by a Teacher on Special Assignment.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, Robotics, 6th grade music program, and having a well-stocked library that is open for students before and after school.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

## 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	Baseline/Actual Outcome	Expected Outcome
<p>Metric/Indicator (2024 CA Dashboard)</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>1g Hispanic</p>	<p>1a Math- All Students</p> <p>2023 76.6 points below standard</p> <p>2024 71.9 points below standard</p> <p>1b Math- Low Income (SED)</p> <p>2023 81.5 points below standard</p> <p>2024 76.2 points below standard</p> <p>1c Math- English Learner</p> <p>2023 86.9 points below standard</p> <p>2024 92.4 points below standard</p> <p>1d Math- Long Term EL N/A</p> <p>1e Math- Foster Youth N/A</p> <p>1f Math- SWD</p> <p>2023 159.5 points below standard</p> <p>2024 174.6 below standard</p> <p>1g Math-Hispanic</p> <p>2023 80.2 points below standard</p> <p>2024 75.2 points below standard</p>	<p>1a Increase to 50.2 points or lower</p> <p>1b Increase to 5.6 points or lower</p> <p>1c Increase to 78.3 points or lower</p> <p>1d N/A</p> <p>1e N/A</p> <p>1f Increase 37.3 points or lower</p> <p>1g Increase 15 points or lower</p>
<p>Metric/Indicator (2023-24 CAASPP)</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>1g Hispanic</p>	<p>2a SBAC Math- All Students</p> <p>2023 22.03%% of students met/exceeded the standard</p> <p>2024 21.82% of students met/exceeded the standard</p> <p>2b SBAC Math- Low Income (Economic Status)</p> <p>2023 20.25%% of students met/exceeded the standard</p> <p>2024 20% of students met/exceeded the standard</p> <p>2c SBAC Math- English Learner (English Language Fluency)</p> <p>2023 27.92% of students met/exceeded the standard</p> <p>2024 25.6% of students met/exceeded the standard</p> <p>2d SBAC Math- LTEL N/A</p> <p>2e SBAC Math- Foster Youth N/A</p>	<p>2a Increase to 25.03%</p> <p>2b Increase to 23.25%</p> <p>2c Increase to 30.92%</p> <p>2d N/A</p> <p>2e N/A</p> <p>2f Increase to 6.13%</p> <p>2g Increase to 23%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2f SBAC Math- SWD (Disability Status) 2023 0% of students met/exceeded the standard 2024 3.13 % of students met/exceeded the standard 2g Math-Hispanic (Race & Ethnicity/Hispanic) 2023 20% of students met/exceeded the standard 2024 19.48% of students met/exceeded the standard	
Metric/Indicator (Winter 2025 NWEA MAP) % scored = 61 percentile of peers in national norm reference test 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	4a Gr. 1-12 MAP Math- All Students 25.2% of students scored in the 61 percentile 4b Gr. 1-12 MAP Math- Low Income (Socio-Economic) 25.4% of students scored in the 61 percentile 4c Gr. 1-12 MAP Math- EL (Limited Eng Prof) 19.4% of students scored in the 61 percentile 4d Gr. 1-12 MAP Math- LTEL 0% of students scored in the 61 percentile 4e Gr. 1-12 MAP Math- Foster Youth 0% of students scored in the 61 percentile 4f Gr. 1-12 MAP Math- SWD 7% of students scored in the 61 percentile	4a Increase to 28.2% 4b Increase to 28.4% 4c Increase to 22.4% 4d Increase to 3% 4e Increase to 3% 4f Increase to 10%

## 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, EL, SWD, SED, homeless, Hispanic

**Activity**

1a Teachers in PLC’s will analyze and monitor student performance, establish SMART goals, identify target standards, focus students and determine appropriate interventions for at promise students

1b Teachers and TOSA will administer the State and District assessments

**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 Certificated Staff (Including benefits) 1a, No cost
0	District Funded Certificated Staff (Including benefits) 1b No Cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

2a Utilization of District purchased program Dreambox: to address SED & SWD (orange category) 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)
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0	District Funded Contracted Services 2a - Dreambox
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**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, EL, SWD, SED, homeless, Hispanic

**Activity**

3a Teachers will participate in district provided professional development in VAPA, Math, ELA/ELD & Technology and summer PD in Math & Science targeting at promise 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 Professional Development (Conferences & Workshops) 3A - Teachers will participate in district provided 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 students, EL, SWD, SED, homeless, Hispanic

**Activity**

4a Ongoing SST support for teachers in planning meetings and seeking additional assistance for struggling students  
4b Professional literature to support professional development for teachers and 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	None Specified Certificated Staff (Including benefits) No Cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

5a:Release times for teacher to plan lesson in ELA & Math, look at data (district interims, CAASPP, common assessment goals, etc.)

5b:Principal one on one teacher talks to discuss data, areas of need, and areas of support targeting at promise 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 Certificated Staff (Including benefits) 5a, no cost
0	District Funded Certificated Staff (Including benefits) 5b, no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

6a: Collaborate with school state preschool for parent nights, reading to students, involvement in Nelson activities etc.

6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards the end of 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  
Certificated Staff (Including benefits)  
6a, no cost

0

District Funded  
Certificated Staff (Including benefits)  
6B, no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

7a After school tutoring and homework help for SED & SWD (orange category) 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  
Certificated Staff (Including benefits)

	7a No cost
0	

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

8a Weekly early release days for PLC's vertical/same grade discussions related to depth of content standards (twice monthly)

**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 Certificated Staff (Including benefits) 8a, no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

9a Ongoing implementation of District approved mathematics instructional strategies to support students at risk and in need of extra 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.

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 Certificated Staff (Including benefits) 9a, no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

10a:Monthly PTO Meeting, ELAC meetings, SSC, Dual Immersion to facilitate parent involvement  
 10b:Monthly calendar of events for parents/community. Use of Instagram, Parent Square, and school website to share school-wide information.  
 10c:Parent teacher organization; Student council sponsored 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	None Specified Supplemental Supplies 10A, no cost
0	None Specified Certificated Staff (Including benefits) 10B, No cost
0	None Specified Supplemental Supplies 10C, no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

11a:Monthly Parent Ed. Meeting, ELAC meetings, SSC to facilitate parent involvement. SSC develops, approves, monitors and evaluates the SPSA.  
 11b:Monthly calendar of events for parents/community. Use of Instagram, Parent Square, school website and marquee to share school-wide information.  
 11c:Parent Teacher Organization, Student council sponsored 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	None Specified Supplemental Supplies 11A, no cost
0	None Specified Supplemental Supplies 11B, No cost
0	None Specified Supplemental Supplies 11C. no cost

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

12a Hire an academic achievement TOSA to increase student achievement with the most at-risk students to the achievement gap: targeting SED & SWD (orange category) students  
 12b Hire an academic achievement TOSA to develop student habits and other skills to ensure their success. Work with parents, principal, and counselor to help the whole child find success.

**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 Certificated Staff (Including benefits) 12A See ELA, 1A
0	LCFF S&C Certificated Staff (Including benefits) 12b See ELA, 1B

# Goals, Strategies, & Proposed Expenditures

## Goal Subject

ENGLISH LEARNER

## 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

All students, in all student groups (all in orange category), will increase their student achievement in English Language Arts as measured by the Dashboard, English Learner Progress Indicator (ELPI), Summative ELPAC and the 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.

There is a need to support all at-promise EL's to meet grade level standards: All student groups in the orange category.

-We need to continue having explicit instruction in reading, listening standards, writing standards, Close Reading, Text Annotations, DOK leveled questions, vocabulary building, opportunities for practicing speaking, and using graphic organizers

-LTEL and at-risk of becoming LTEL students need extra support with reading comprehension, writing, and listening.

-There is a need to conduct formative assessments with English Learners using English language measures of phonological processing, letter knowledge, and word and text reading.

-Provide focused, intensive small-group interventions for English Learners determined to be at-risk for reading problems.

-Provide high-quality vocabulary instruction throughout the day.

-Embed into Designated ELD, ELPAC-like tasks across content areas, addressing ELD standards and exposing students to test format.

-Monitor students that are close to meeting reclassification criteria. Closely monitor our LTEL and ISPEL students with varied assessments to ensure that they are making progress towards meeting reclassification criteria - use of Weekly Assessments, ELD work samples; At-Risk LTEL and RFEP Progress Monitoring to ensure that they are making good progress.

-Also provide after school support in a form of homework and tutorial support.

-Provide Language support during the school day.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal. 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	Baseline/Actual Outcome	Expected Outcome
Metric/Indicator (2024 CA Dashboard) ELPI 1a English Learner Progress Indicator 1b Long Term EL Progress Indicator	1a-2023 39.7% of students increased their ELPAC Score by 1 level 2024 44.4% of students increased their ELPAC Score by 1 level 1b- 1 LTEL improved their ELPAC score by level 1 (Baseline Data)	1a- 46.4% of EL students will increase their ELPAC scores by 1 level 1b- N/A
Metric/Indicator (2023-24 CAASPP-ELPAC) 2a Summative ELPAC Level 4-EL 2b Summative ELPAC Level 4-LTEL	2a 2023 10% of EL students scored level 4 2024 13.41% of EL students scored level 4 2b N/A	2a All EL students will increase to 15.41% scoring at level 4 2b N/A
Metric/Indicator (SIS) 3a 2023-24 English Learner Reclassification Rate	3a 2023 14.29% Reclassification rate 2024 10% Reclassification rate	3a- Reclassification Rate will improve to 16.29%

## 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).

Identified English Learners, RFEP students including Foster, McKinney Vento and SED

#### **Activity**

1.a Ensure daily, consistent implementation of designated ELD curriculum K-5 by way of schedules and classroom observations & Ensure all agendas contain data review of ELPAC data, ELD benchmark data, monitor progress and shift instruction as needed

**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)

None Specified  
Certificated Staff (Including benefits)  
1a, no cost

**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).

Identified English Learners, RFEP students including Foster, McKinney Vento and SED

**Activity**

2a Teachers will administer common assessments throughout the course of the school year and review the results weekly in their professional learning communities

**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  
Certificated Staff (Including benefits)  
2a, no cost

**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).

Identified English Learners, RFEP students including Foster, McKinney Vento and SED

**Activity**

3a Teachers will participate in district provided professional development in ELA/ELD

**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  
Certificated Staff (Including benefits)  
3A, no cost

**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).

Identified English Learners, RFEP students including Foster, McKinney Vento and SED

**Activity**

4a Schedule Student Success Teams as needed for students struggling academically

**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  
Certificated Staff (Including benefits)  
4a no cost

**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).

Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

### Activity

5a: District provided professional development to learn best practices and collaborate with team  
5b: Principal conducts one on one meetings to discuss data, areas of need and areas of 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 Teacher Workshop/Additional Hrs (Including benefits) 5a, no cost, district paid PD
0	None Specified Certificated Staff (Including benefits) 5B, no cost during instructional day/early release days

### 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).

Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

### Activity

6a: Collaborate with school state preschool for parent nights, reading to students, inclusion of students in school wide Nelson events  
6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of 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

	Certificated Staff (Including benefits) 6A, no cost during instructional day
0	None Specified Certificated Staff (Including benefits) 6B, no cost during instructional day

**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).

Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

**Activity**

7a Extended Learning Activities via Dreambox, Lexia, AR and after school tutoring

**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 Certificated Staff (Including benefits) 7A, District provided programs

**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).

Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

**Activity**

8a Hire an academic achievement TOSA to increase student achievement with the most at-risk students in order to the achievement gap: targeting all students in every sub category (all orange).  
8b Hire an academic achievement TOSA to develop student habits and other skills to ensure their success. Work with parents, principal and counselor to help the whole child find success.

### 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 Certificated Staff (Including benefits) 8A- see ELA strategy 1A
0	LCFF S&C Certificated Staff (Including benefits) 8b- See ELA strategy 1B

### 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).

Look at data for all students, and monitor closely students that are not meeting standards for additional support and intervention

#### Activity

9a Teachers to provide additional support to 5th/6th grade LTEL students in writing

### 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 Certificated Staff (Including benefits) 9a, no cost

### 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).

Identified English Learners, RFEP students including Foster, McKinney Vento and SED

### Activity

10a Hathaway-Sycamore, ENKI and Foothill Counseling Agencies available for EL students in need of additional counseling support

10b Provide additional office support for students, staff, parents and community. Increase phone communication, AERIES entry, monitoring of RTI data and language translation services.- Office staff extra hours and sub hours.

### 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 Contracted Services 10A, no cost
4865	LCFF S&C Classified Instructional/Support Staff (Including Benefit) 10B- additional office support

# 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, 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.

GOAL FOR STUDENT ENGAGEMENT: All students, Pre-K through 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.

## School Goal - School Climate

All students, particularly Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category), will decrease their chronic absenteeism rate, increase their attendance rate and as measured by attendance reports and California Healthy Kids Survey.

## 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.

There is a need to support all at-promise students to meet grade level standards:  
Chronic Absenteeism: SWD (red category), EL's (orange category)  
Suspensions: SED (Red category), SWD (orange category)

There is a need to consistently and regularly analyze and disaggregate state and district assessments to support identified student needs for ELs, SWDs, and grade levels, for ELA to determine evidence-based interventions to improve student achievement.

There is a need to continue having a uniform Grade Level Monitoring PLC agenda, data analysis protocol and require teachers to turn in their meeting minutes after each PLC so the Principal/TOSA can provide feedback as needed.

Provide during the regular school day small group intervention by a Teacher on Special Assignment.

Additional after-school support for all students including our EL, SWD, and Foster-Youth students.

There is a need to continue to provide students with extracurricular activities to enhance their learning experience and promote the feeling of inclusion for all students with programs like Science Olympiad, after school homework/tutorial support, Robotics, 6th grade music program, and having a well-stocked library that is open for students before and after school.

There is a need to continue providing additional instructional materials to enhance the learning experience of all students.

## 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 (2024 CA Dashboard)-Suspension Rate 1a All Students 1b Low Income 1c English Learner 1d LTEL 1e Foster Youth 1f SWD 1e Hispanic	1a 2024 Declined 3.3% (blue performance level) 1b N/A 1c (blue performance level) 1d N/A 1e N/A 1f 2024 Declined 4% (green performance level) 1e (blue performance level)	Increase suspension dashboard to blue for all students
Metric/Indicator (2023-24 CHKS-Overall Perception) 2a "Safe or Very Safe" Grade 5	2a "Safe or Very Safe" Grade 5 83%	Increase overall perception by 5%
Metric/Indicator (2023-24 CHKS-Overall Connectedness) 3a "Agree/Strongly Agree" Grade 5	3a "Agree/Strongly Agree" Grade 5 77%	Increase connectedness by 3%
Metric/Indicator (SIS)-2023-24 Attendance Rate 4a TK-5 All Students	4a TK-5 All students 92.66%	Increase attendance rate to 96% for all students
Metric/Indicator (2024 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 5e Hispanic	5a K-8 All Students (yellow performance level) 5b K-8 Low Income N/A 5c K-8 English Learner (yellow performance level) 5d K-8 Long Term EL N/A 5e K-8 Foster Youth N/A 5f K-8 SWD (Orange performance level) 5e Hispanic (yellow performance level)	Increase chronic absentee dashboard for all students

## 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).

#### **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.

### **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, EL, SWD, SED, homeless, Hispanic

#### **Activity**

2a Teachers will implement the District approved Social Emotional Learning curriculum and analyze data for effectiveness

2b Work with small groups of identified at-risk students; focus on early intervention using core curriculum, monitor progress and providing intervention- site TOSA and counselor targeting students that are identified in Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

#### **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  
Certificated Staff (Including benefits)  
2a SEL Curriculum

0

District Funded  
Certificated Staff (Including benefits)  
2B Small Group Intervention

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

3a Counselor and TOSA will review attendance procedures, counseling support, MTSS support during monthly staff meetings targeting students: Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

**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  
Certificated Staff (Including benefits)  
3a Tier 2 support for chronic absenteeism

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

4a Participate in district training for MTSS/PBIS provided by district TOSA

4b Communicate with parents through newsletters, website, calendars, social media, phone messages to encourage daily attendance targeting students: Chronic Absenteeism: SWD (red category), EL's (orange category) and Suspensions: SED (Red category), SWD (orange category)

**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 Certificated Staff (Including benefits) 4 A no cost - district TOSA
0	District Funded Supplemental Supplies 4B; Parent Communication

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

5a Parent-teacher conferences to discuss support and 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 Certificated Staff (Including benefits) 5a, No cost as part of teacher contract

**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, EL, SWD, SED, homeless, Hispanic

### Activity

6a: Collaborate with school state preschool, for parent nights, reading to students, etc.  
6b: Partner with Sparks MS, LPHS for collaboration with transitions. Grade level planning towards end of 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 Certificated Staff (Including benefits) 6A, no cost during instructional time
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0	District Funded Certificated Staff (Including benefits) 6B, no cost during instructional time
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### 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, EL, SWD, SED, homeless, Hispanic

### Activity

7a: Positive Behavior Intervention Support materials for foster social-emotional learning

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0	District Funded Supplemental Supplies PBIS materials
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## 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, EL, SWD, SED, homeless, Hispanic

### Activity

8a Continue to shore up Tier I intervention strategies in support of positive interventions including 16 proactive strategies: Behavior Matrix

### 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  
Certificated Staff (Including benefits)  
8a, no cost during instructional time

## 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, EL, SWD, SED, homeless, Hispanic

### Activity

9a Implement all MTSS/PBIS strategies to reduce incidence of behavioral referrals  
9b Student store to incentivize students for good behavior

### 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 Certificated Staff (Including benefits) 9a, no cost during instructional time
0	None Specified Supplemental Supplies 9B

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

10a Parent Refreshments for meetings (light refreshments for Title I, SSC)  
 10b fingerprinting for low income families.  
 10c Additional non-cap equipment may support technology as needed (teacher microphone battery replacements)  
 10d Postcards will support instructional SEL areas of focus and promote a positive climate and culture

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Title I Parent Involvement Supplemental Supplies 10B - Light Refreshments for Title I meetings
395	Title I Parent Involvement Contracted Services 10 B Finger Printing
2000	LCFF S&C Non-Capitalized Equipment (\$500-\$4,999 per item) 10c
1000	LCFF S&C Contracted Services 10d

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

11 a: Parent Teacher Organization  
 11b: Utilize a site based cell phone for constant communication with stakeholders  
 11c Copy lease/repair & maintenance to support instruction and administration

**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 Instructional Materials (Including technology devices <\$500 per item) 11A Plan meetings, increase communication, update website and social media
999	LCFF S&C Supplemental Supplies 11B, Principal cell phone
9000	LCFF S&C Supplemental Supplies 11c

**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, EL, SWD, SED, homeless, Hispanic

**Activity**

12a District provided clubs- science Olympiad, speech and debate, cross country, music program

**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  
Certificated Staff (Including benefits)  
12A

# 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)	\$84402
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)	\$84402
Total CSI Funds Provided to the School from the LEA	\$0
Total CSI Funds Budgeted for strategies to meet the goals in the SPSA	\$0

## Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Parent Involvement	\$1,395.00
Title I, Part A	\$83,007.00

Subtotal of federal funds included for this school: \$84,402.00

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

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$0.00
LCFF S&C	\$57,960.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$57,960.00

Total of federal, state, and/or local funds for this school: \$142,362.00

# 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**

### Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF S&C	57,960.00
None Specified	0.00
Title I Parent Involvement	1,395.00
Title I, Part A	83,007.00

### Expenditures by Budget Reference

Budget Reference	Amount
	0.00
Books (Excluding core textbooks)	1,000.00
Certificated Staff (Including benefits)	58,117.00
Classified Instructional/Support Staff (Including Benefit)	10,166.00
Contracted Services	7,768.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	2,000.00
Professional Development (Conferences & Workshops)	9,989.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	26,763.00
Supplemental Supplies	10,999.00
Teacher Release Time-Subs (Including benefits)	6,600.00
Teacher Workshop/Additional Hrs (Including benefits)	8,960.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
Certificated Staff (Including benefits)	District Funded	0.00
Contracted Services	District Funded	0.00
Professional Development (Conferences & Workshops)	District Funded	0.00
Supplemental Supplies	District Funded	0.00
Teacher Workshop/Additional Hrs (Including benefits)	District Funded	0.00
Certificated Staff (Including benefits)	LCFF S&C	12,730.00
Classified Instructional/Support Staff (Including Benefit)	LCFF S&C	4,865.00
Contracted Services	LCFF S&C	7,373.00
Non-Capitalized Equipment (\$500-\$4,999 per item)	LCFF S&C	2,000.00
Professional Development (Conferences & Workshops)	LCFF S&C	3,400.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	LCFF S&C	14,193.00
Supplemental Supplies	LCFF S&C	9,999.00
Teacher Release Time-Subs (Including benefits)	LCFF S&C	3,400.00
Certificated Staff (Including benefits)	None Specified	0.00
Supplemental Supplies	None Specified	0.00
Contracted Services	Title I Parent Involvement	395.00
Supplemental Supplies	Title I Parent Involvement	1,000.00
Books (Excluding core textbooks)	Title I, Part A	1,000.00
Certificated Staff (Including benefits)	Title I, Part A	45,387.00
Classified Instructional/Support Staff (Including Benefit)	Title I, Part A	5,301.00
Professional Development (Conferences & Workshops)	Title I, Part A	6,589.00
Supplemental Instructional Materials (Including technology devices <\$500 per item)	Title I, Part A	12,570.00

Teacher Release Time-Subs (Including benefits)	Title I, Part A	3,200.00
Teacher Workshop/Additional Hrs (Including benefits)	Title I, Part A	8,960.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1 - ELA	123,103.00
Goal 2 - Math	0.00
Goal 3 - English Learner	4,865.00
Goal 4 - School Climate	14,394.00

# 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
Collin Miller	X				
Olivia Cortes		X			
Dalila Menjivar		X			
Virginia Manzo		X			
Lizbeth Martinez				X	
Marissa Pham				X	
Ofelia Ramirez				X	
Narjara Sanchez			X		
Victoria Ruiz				X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>3</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
Collin Miller	X			
Olivia Cortes		X		
Edith Gutierrez			X	
Jessica Flores			X	
Dario Morles			X	
Brisa Torres			X	
<b>Numbers of members of each category:</b>	<b>1</b>	<b>1</b>	<b>4</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: 4/24/25

Attested:



Principal, Collin Miller on 4/24/25



SSC Chairperson, Lizbeth Martinez on 4/24/25

# 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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Continuing

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**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.)**

\$

# 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](mailto: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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