



# Additional Targeted Support and Improvement (ATSI) School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Avondale Elementary School	37 68197 6038400	May 9, 2024	June 25, 2024

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

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

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

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

This plan is being used by Avondale Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

Our School Plan for Student Achievement (SPSA) aligns with the District's Local Control Accountability Plan (LCAP) as each goal (and its associated strategy(ies)/activity(ies) can be referenced in the current LCAP. The district's LCAP is the foundation for all expenditures incurred by the District. Based on the needs assessment and goals found in the LCAP, the school will utilize federal funds, when applicable, to supplement base funding in accordance with the purpose and goals of each specific goal. Federal funds, if received, will be used as outlined in the School Plan for Student Achievement to purchase supplemental materials not part of the adopted standards aligned curriculum and core base programs.

## Educational Partner Involvement

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

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

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, May 8, 2024, 1:00 pm
- SSC # 4 Meeting, March 7, 2024, 2:30 pm; SSC #5 Meeting, May 9, 2024, 2:30 pm
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 2, 2024, 2:30, May 23, 2024, 2:30

Feedback from these meetings resulted in the development of goals to be included in the SPSA (Planned Improvement Goals). The district Local Control Accountability Plan (LCAP) was also reviewed to ensure that the Planned Improvement goals of the SPSA aligned with the goals outlined in the district's LCAP.

## Resource Inequities

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

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

\* Due to budget cuts, we are no longer able to pay for our Academic and Behavior Support Teacher, so this created fewer opportunities for academic and behavior interventions. This has an effect on this area because it effects Students with Disabilities and students who need additional support in language arts and math. It also effects our suspensions because the Academic and Behavior Support Teacher worked with students to help them make better choices and avoid suspensions.

\* We were hoping to have at least 4 student helpers in order to do a rotation of reading groups in every classroom. However, we did not have more than 3 student helpers who were here consistently, so we were unable to offer this to many our students.

\* We were only able to offer limited tutoring to our students through our certificated staff or our ELOP teacher due to the inability to provide transportation for families. This has an effect on Students with Disabilities and students who need additional support in language arts and math.

\* Due to lack of personnel, partial in-school suspensions are not an option, which effects our rate of out of school suspensions (ATSI) for African American students, along with all student groups. This year, we were setting up PBIS, so

we did not have the systems in place to help our African American group with suspensions (ATSI) as much as we would have liked.

\* Due to maternity leave, we had a substitute SAI teacher, which contributed to our SBAC scores due to a lack of consistency and inexperience.

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Our two areas that were in the orange were English Language Arts and Suspensions. In ELA, our English Learners, Socioeconomically Disadvantaged, and Hispanic students were all in the orange area. Our Students with Disabilities were in the red area. Combined, our ELA scores were 36 points below standard. With suspensions, our African American population was in the red area. Overall our suspensions went up by 1.7%. This year, we developed a strong after school tutoring program, adopted the Step Up to Writing program, had an ELOP teacher for the full year, reestablished our teacher collaboration program, and analyzed data frequently. All of these actions should help increase our ELA scores. For suspensions, we are in the process of adopting PBIS. It will not go into effect until next year, but this should have a positive outcome of reducing suspensions.

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

Our student group that performed two or more years behind was out students with disabilities in both English Language Arts and math. For language arts, this group was 117.7 points below standard and for math it was 136.1 points below standard. We will be reviewing the testing accommodations to make sure they are effective during SBAC. We will spend time designing student groups that have a smaller number of students in each group. We will meet at the beginning of the year with the SAI teacher and the classroom teacher with students with IEPs to review each IEP to insure all IEP goals are understood and followed.

### Other Needs

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

Our i-Ready data, assessments from our curriculum, and Literably scores indicate that we are making good progress. However, our data shows students are weak in arithmetic operations. So, we are developing strategies to teach more of these skills more often in Kindergarten and first grade, along with number sense. Even though we made slight growth in reading comprehension (comparing i-Ready Diagnostic #2 from this year to Diagnostic #2 to last year) by 2% (35% to 37%), we still need work in this area because of overall low scores. Next year, we will continue with our focus on close reading, short constructed response, and collaborative conversations, which should continue to increase our scores. We also need to focus on vocabulary (i-Ready scores of 36%. From a professional development standpoint, we will review GLAD strategies, including Cognitive Content Dictionary (CCD) to strengthen our vocabulary teaching strategies. We will also review the academic vocabulary that is critical to help students understand questions and their reading. Rigor will also be a focus area, so when the principal is going through classrooms, he will determine the grade level standard being taught to ascertain if it is on grade level.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0.3%	1	0	1
African American	7.6%	8.72%	7.32%	27	28	24
Asian	2.2%	3.12%	2.74%	8	10	9
Filipino	5.3%	4.36%	4.27%	19	14	14
Hispanic/Latino	75.4%	75.70%	77.13%	269	243	253
Pacific Islander	%	%	0%		0	0
White	7.0%	6.54%	5.49%	25	21	18
Multiple/No Response	2.2%	1.56%	2.74%	8	5	9
<b>Total Enrollment</b>				357	321	328

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	53	59	48
Grade 1	50	46	52
Grade 2	45	47	49
Grade3	58	35	47
Grade 4	46	48	45
Grade 5	53	43	45
Grade 6	52	43	42
<b>Total Enrollment</b>	357	321	328

#### Conclusions based on this data:

1. Our overall student population has decreased.
2. Our Hispanic/Latino population has slightly increased.
3. Our other populations have remained close to the same percentages over time.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	106	95	98	29.7%	29.6%	29.9%
Fluent English Proficient (FEP)	18	18	19	5.0%	5.6%	5.8%
Reclassified Fluent English Proficient (RFEP)	6		4	5.7%		2.4%

### Conclusions based on this data:

1. The number of EL students dropped slightly, but due to declining enrollment, the percentage went up slightly.
2. Our FEP percentage went up slightly.
3. Our RFEP percentage went down slightly.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	35	47	0	35	44	0	35	44	0.0	100.0	93.6
Grade 4	46	47	40	0	47	40	0	47	40	0.0	100.0	100.0
Grade 5	48	42	44	0	41	44	0	41	44	0.0	97.6	100.0
Grade 6	50	42	43	0	42	42	0	42	42	0.0	100.0	97.7
All Grades	199	166	174	0	165	170	0	165	170	0.0	99.4	97.7

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2410.	2413.		14.29	31.82		31.43	13.64		25.71	22.73		28.57	31.82
Grade 4		2440.	2414.		17.02	5.00		12.77	22.50		31.91	32.50		38.30	40.00
Grade 5		2452.	2450.		9.76	11.36		19.51	20.45		19.51	25.00		51.22	43.18
Grade 6		2529.	2505.		16.67	4.76		28.57	38.10		30.95	28.57		23.81	28.57
All Grades	N/A	N/A	N/A		14.55	13.53		22.42	23.53		27.27	27.06		35.76	35.88

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.57	18.18		68.57	45.45		22.86	36.36
Grade 4		6.38	5.00		70.21	72.50		23.40	22.50
Grade 5		14.63	13.64		58.54	40.91		26.83	45.45
Grade 6		23.81	4.76		54.76	64.29		21.43	30.95
All Grades		13.33	10.59		63.03	55.29		23.64	34.12



Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	13.64		54.29	54.55		34.29	31.82
Grade 4		10.64	7.50		61.70	57.50		27.66	35.00
Grade 5		4.88	9.09		53.66	52.27		41.46	38.64
Grade 6		14.29	4.76		50.00	50.00		35.71	45.24
All Grades		10.30	8.82		55.15	53.53		34.55	37.65

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.57	20.45		71.43	63.64		20.00	15.91
Grade 4		4.26	0.00		72.34	80.00		23.40	20.00
Grade 5		4.88	6.82		70.73	59.09		24.39	34.09
Grade 6		16.67	14.29		66.67	80.95		16.67	4.76
All Grades		8.48	10.59		70.30	70.59		21.21	18.82

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.43	22.73		77.14	56.82		11.43	20.45
Grade 4		14.89	5.00		68.09	67.50		17.02	27.50
Grade 5		4.88	4.55		60.98	72.73		34.15	22.73
Grade 6		28.57	19.05		57.14	64.29		14.29	16.67
All Grades		15.15	12.94		65.45	65.29		19.39	21.76

**Conclusions based on this data:**

1. Our overall scores for all students in each area (exceeded, met standard, nearly met, below standard) were very similar (within 1.12%) from 21-22 to 22-23, although the grade level scores varied.
2. Our standard exceeded went up substantially for 3rd grade, but went down substantially for 4th and 6th grade.
3. 6th grade reading went down significantly in standard met.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	35	47	0	35	43	0	35	43	0.0	100.0	91.5
Grade 4	46	47	40	0	46	40	0	46	40	0.0	97.9	100.0
Grade 5	48	42	44	0	41	44	0	41	44	0.0	97.6	100.0
Grade 6	50	42	43	0	42	43	0	42	43	0.0	100.0	100.0
All Grades	199	166	174	0	164	170	0	164	170	0.0	98.8	97.7

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2405.	2430.		2.86	25.58		25.71	27.91		42.86	16.28		28.57	30.23
Grade 4		2431.	2417.		4.35	5.00		26.09	10.00		19.57	35.00		50.00	50.00
Grade 5		2432.	2448.		2.44	2.27		12.20	13.64		17.07	43.18		68.29	40.91
Grade 6		2495.	2484.		11.90	4.65		16.67	18.60		30.95	34.88		40.48	41.86
All Grades	N/A	N/A	N/A		5.49	9.41		20.12	17.65		26.83	32.35		47.56	40.59

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.71	34.88		60.00	32.56		34.29	32.56
Grade 4		15.22	7.50		39.13	40.00		45.65	52.50
Grade 5		4.88	6.82		39.02	54.55		56.10	38.64
Grade 6		19.05	6.98		33.33	51.16		47.62	41.86
All Grades		11.59	14.12		42.07	44.71		46.34	41.18

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.57	18.60		60.00	53.49		31.43	27.91
<b>Grade 4</b>		4.35	2.50		47.83	55.00		47.83	42.50
<b>Grade 5</b>		0.00	9.09		48.78	54.55		51.22	36.36
<b>Grade 6</b>		14.29	11.63		47.62	58.14		38.10	30.23
<b>All Grades</b>		6.71	10.59		50.61	55.29		42.68	34.12

<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>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		11.43	37.21		68.57	46.51		20.00	16.28
<b>Grade 4</b>		2.17	2.50		63.04	60.00		34.78	37.50
<b>Grade 5</b>		2.44	2.27		53.66	50.00		43.90	47.73
<b>Grade 6</b>		9.52	0.00		66.67	62.79		23.81	37.21
<b>All Grades</b>		6.10	10.59		62.80	54.71		31.10	34.71

**Conclusions based on this data:**

1. Our standard exceeded almost doubled in math, but the data shows this is mainly due to third grade.
2. There was a huge jump for third grade in Concepts and Procedures and Communicating Reasoning.
3. A lot of students in 5th grade moved from Standard Not Met to Standard Nearly Met.

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1412.7	1450.9	*	1420.2	1446.3	*	1395.3	1461.5	*	18	12	8
<b>1</b>	1469.0	1432.4	*	1483.9	1457.9	*	1453.8	1406.3	*	22	17	10
<b>2</b>	1484.8	1492.8	1479.7	1481.9	1498.9	1487.7	1487.4	1486.3	1471.3	18	21	15
<b>3</b>	1503.6	1506.4	1492.0	1509.5	1502.1	1490.0	1497.2	1510.1	1493.5	13	15	19
<b>4</b>	1526.4	1523.8	1532.0	1533.5	1518.1	1527.6	1518.7	1528.8	1535.9	11	13	13
<b>5</b>	1532.1	1563.5	1515.3	1523.8	1577.5	1506.2	1539.8	1549.4	1524.3	12	11	11
<b>6</b>	1559.8	*	*	1559.6	*	*	1559.5	*	*	16	9	10
<b>All Grades</b>										110	98	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	25.00	*	27.78	25.00	*	38.89	50.00	*	22.22	0.00	*	18	12	*
<b>1</b>	18.18	11.76	*	45.45	17.65	*	22.73	47.06	*	13.64	23.53	*	22	17	*
<b>2</b>	17.65	23.81	26.67	35.29	42.86	20.00	47.06	23.81	33.33	0.00	9.52	20.00	17	21	15
<b>3</b>	30.77	20.00	15.79	15.38	40.00	42.11	53.85	40.00	26.32	0.00	0.00	15.79	13	15	19
<b>4</b>	36.36	30.77	30.77	27.27	15.38	38.46	27.27	38.46	30.77	9.09	15.38	0.00	11	13	13
<b>5</b>	25.00	36.36	9.09	41.67	36.36	36.36	16.67	27.27	54.55	16.67	0.00	0.00	12	11	11
<b>6</b>	43.75	*	*	43.75	*	*	6.25	*	*	6.25	*	*	16	*	*
<b>All Grades</b>	24.77	24.49	22.09	34.86	32.65	32.56	30.28	34.69	33.72	10.09	8.16	11.63	109	98	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	16.67	*	44.44	58.33	*	22.22	25.00	*	22.22	0.00	*	18	12	*
<b>1</b>	50.00	23.53	*	27.27	41.18	*	13.64	23.53	*	9.09	11.76	*	22	17	*
<b>2</b>	23.53	38.10	33.33	41.18	38.10	33.33	29.41	19.05	26.67	5.88	4.76	6.67	17	21	15
<b>3</b>	30.77	46.67	31.58	69.23	26.67	36.84	0.00	20.00	26.32	0.00	6.67	5.26	13	15	19
<b>4</b>	63.64	38.46	53.85	18.18	38.46	30.77	9.09	7.69	15.38	9.09	15.38	0.00	11	13	13
<b>5</b>	50.00	72.73	9.09	33.33	27.27	63.64	8.33	0.00	27.27	8.33	0.00	0.00	12	11	11
<b>6</b>	56.25	*	*	31.25	*	*	12.50	*	*	0.00	*	*	16	*	*
<b>All Grades</b>	39.45	37.76	32.56	37.61	39.80	38.37	14.68	16.33	24.42	8.26	6.12	4.65	109	98	86

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	11.11	25.00	*	11.11	25.00	*	61.11	33.33	*	16.67	16.67	*	18	12	*
<b>1</b>	9.09	11.76	*	36.36	11.76	*	22.73	35.29	*	31.82	41.18	*	22	17	*
<b>2</b>	5.88	4.76	13.33	47.06	57.14	20.00	29.41	23.81	40.00	17.65	14.29	26.67	17	21	15
<b>3</b>	15.38	13.33	10.53	23.08	40.00	26.32	30.77	26.67	36.84	30.77	20.00	26.32	13	15	19
<b>4</b>	0.00	23.08	15.38	45.45	15.38	46.15	45.45	23.08	30.77	9.09	38.46	7.69	11	13	13
<b>5</b>	25.00	27.27	0.00	16.67	9.09	27.27	25.00	54.55	63.64	33.33	9.09	9.09	12	11	11
<b>6</b>	25.00	*	*	31.25	*	*	31.25	*	*	12.50	*	*	16	*	*
<b>All Grades</b>	12.84	14.29	12.79	30.28	32.65	25.58	34.86	31.63	40.70	22.02	21.43	20.93	109	98	86

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	16.67	41.67	*	72.22	58.33	*	11.11	0.00	*	18	12	*
<b>1</b>	45.45	35.29	*	45.45	47.06	*	9.09	17.65	*	22	17	*
<b>2</b>	41.18	23.81	33.33	47.06	71.43	66.67	11.76	4.76	0.00	17	21	15
<b>3</b>	30.77	33.33	21.05	61.54	60.00	57.89	7.69	6.67	21.05	13	15	19
<b>4</b>	54.55	38.46	46.15	45.45	53.85	53.85	0.00	7.69	0.00	11	13	13
<b>5</b>	25.00	45.45	18.18	75.00	54.55	63.64	0.00	0.00	18.18	12	11	11
<b>6</b>	25.00	*	*	68.75	*	*	6.25	*	*	16	*	*
<b>All Grades</b>	33.94	32.65	30.23	58.72	60.20	60.47	7.34	7.14	9.30	109	98	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	8.33	*	72.22	91.67	*	27.78	0.00	*	18	12	*
<b>1</b>	50.00	17.65	*	40.91	58.82	*	9.09	23.53	*	22	17	*
<b>2</b>	23.53	33.33	33.33	58.82	61.90	53.33	17.65	4.76	13.33	17	21	15
<b>3</b>	76.92	90.91	42.11	23.08	9.09	52.63	0.00	0.00	5.26	13	11	19
<b>4</b>	63.64	50.00	53.85	27.27	41.67	46.15	9.09	8.33	0.00	11	12	13
<b>5</b>	75.00	81.82	54.55	16.67	18.18	45.45	8.33	0.00	0.00	12	11	11
<b>6</b>	75.00	*	*	25.00	*	*	0.00	*	*	16	*	*
<b>All Grades</b>	48.62	44.09	40.70	40.37	49.46	53.49	11.01	6.45	5.81	109	93	86

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	0.00	25.00	*	76.47	58.33	*	23.53	16.67	*	17	12	*
<b>1</b>	18.18	11.76	*	50.00	47.06	*	31.82	41.18	*	22	17	*
<b>2</b>	29.41	9.52	20.00	52.94	76.19	53.33	17.65	14.29	26.67	17	21	15
<b>3</b>	15.38	13.33	10.53	46.15	53.33	36.84	38.46	33.33	52.63	13	15	19
<b>4</b>	0.00	7.69	7.69	81.82	46.15	84.62	18.18	46.15	7.69	11	13	13
<b>5</b>	25.00	27.27	9.09	41.67	45.45	63.64	33.33	27.27	27.27	12	11	11
<b>6</b>	31.25	*	*	43.75	*	*	25.00	*	*	16	*	*
<b>All Grades</b>	17.59	13.27	15.12	55.56	59.18	52.33	26.85	27.55	32.56	108	98	86

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	33.33	41.67	*	44.44	41.67	*	22.22	16.67	*	18	12	*
<b>1</b>	4.55	5.88	*	72.73	64.71	*	22.73	29.41	*	22	17	*
<b>2</b>	11.76	19.05	13.33	76.47	66.67	53.33	11.76	14.29	33.33	17	21	15
<b>3</b>	15.38	26.67	21.05	76.92	73.33	68.42	7.69	0.00	10.53	13	15	19
<b>4</b>	9.09	30.77	30.77	81.82	53.85	53.85	9.09	15.38	15.38	11	13	13
<b>5</b>	8.33	18.18	0.00	83.33	81.82	90.91	8.33	0.00	9.09	12	11	11
<b>6</b>	37.50	*	*	62.50	*	*	0.00	*	*	16	*	*
<b>All Grades</b>	17.43	24.49	18.60	69.72	63.27	63.95	12.84	12.24	17.44	109	98	86

**Conclusions based on this data:**

1. The number of students tested has declined each year.

2. Our mean scale scores have not varied a lot by year or by grade over the last three years.
3. Our Speaking Domain has decreased in "Beginning", but also in "Well Developed". It increased in "Somewhat/Moderately".

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 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.

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>328</b>	<b>85.1</b>	<b>29.9</b>	<b>0.9</b>
Total Number of Students enrolled in Avondale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	98	29.9
Foster Youth	3	0.9
Homeless	17	5.2
Socioeconomically Disadvantaged	279	85.1
Students with Disabilities	69	21

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	7.3
American Indian	1	0.3
Asian	9	2.7
Filipino	14	4.3
Hispanic	253	77.1
Two or More Races	9	2.7
White	18	5.5

### Conclusions based on this data:

- 3/4ths of our students are Hispanic, but only 29.9% are English Learners.



2. We have a high percentage of Students with Disabilities (21%).
3. Most of our students are Socioeconomically Disadvantaged (85.1%).

# School and Student Performance Data

## Overall Performance

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



### 2023 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>  Orange
<b>Mathematics</b>  Yellow		
<b>English Learner Progress</b>  Green		

#### Conclusions based on this data:

1. We need to focus on improving our population of Students with Disabilities. They performed in the red in both ELA and math.
2. Our English Learners and Hispanic students are performing better in math than in English Language Arts.
3. Our suspension rates increased from 21-22 to 22-23 (ATSI).



# School and Student Performance Data

## Academic Performance English Language Arts

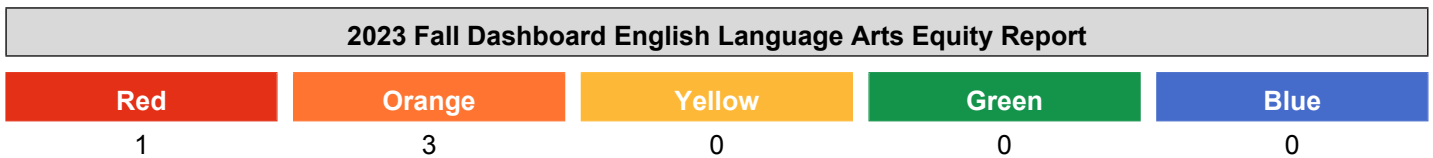
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  <p>Orange</p> <p>36 points below standard</p> <p>Decreased -9.4 points</p> <p>164 Students</p>	<p><b>English Learners</b></p>  <p>Orange</p> <p>45.5 points below standard</p> <p>Decreased -11.8 points</p> <p>56 Students</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Orange</p> <p>46.6 points below standard</p> <p>Decreased -13.4 points</p> <p>139 Students</p>	<p><b>Students with Disabilities</b></p>  <p>Red</p> <p>117.7 points below standard</p> <p>Maintained +2.3 points</p> <p>43 Students</p>

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>111.9 points below standard</p> <p>Decreased Significantly - 68.3 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>27.8 points below standard</p> <p>Decreased Significantly - 34.1 points</p> <p>12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>31 points below standard</p> <p>Maintained -1.2 points</p> <p>119 Students</p>	<p>Less than 11 Students</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>16.1 points below standard</p> <p>Decreased -11.4 points</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
<p>81 points below standard</p> <p>Decreased Significantly -38 points</p> <p>43 Students</p>	<p>72 points above standard</p> <p>13 Students</p>	<p>32.5 points below standard</p> <p>Decreased -6.7 points</p> <p>102 Students</p>

**Conclusions based on this data:**

- All student groups decreased in English Language Arts except Students with Disabilities (slight increase 2.3%)
- Our Socioeconomically Disadvantaged students decreased the most at -13.4%
- Our Students with Disabilities are the lowest group by a significant amount (117.7 points below standard).

# School and Student Performance Data

## Academic Performance Mathematics

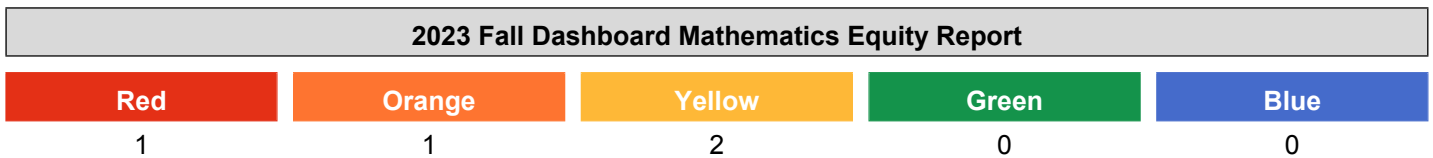
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>53 points below standard</p> <p>Increased +5.3 points</p> <p>163 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>52 points below standard</p> <p>Increased Significantly +24.8 points</p> <p>55 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>9 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>64.2 points below standard</p> <p>Maintained +2.6 points</p> <p>138 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>136.1 points below standard</p> <p>Decreased Significantly -18.5 points</p> <p>43 Students</p>

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>127.4 points below standard</p> <p>Decreased Significantly - 52.6 points</p> <p>16 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>6.9 points below standard</p> <p>Maintained -2.5 points</p> <p>12 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>51.7 points below standard</p> <p>Increased +12.5 points</p> <p>118 Students</p>	<p>Less than 11 Students</p> <p>0 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>21.1 points below standard</p> <p>Increased +11.9 points</p> <p>11 Students</p>

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>83.8 points below standard</p> <p>Maintained -2.2 points</p> <p>42 Students</p>	<p>50.8 points above standard</p> <p>13 Students</p>	<p>50.9 points below standard</p> <p>Maintained +1.9 points</p> <p>102 Students</p>

#### Conclusions based on this data:

1. Overall we increased in math. English Learners "increased significantly" by 24.8%.
2. For performance by race/ethnicity, African Americans decreased significantly by 52.6 points and white students increased by 11.9 points.
3. Even though our Socioeconomically Disadvantaged students went down significantly in ELA (13.4 points), they went up in math (2.6 points).

# School and Student Performance Data

## Academic Performance English Learner Progress

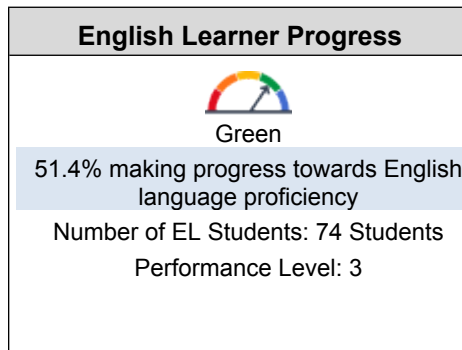
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

### 2023 Fall Dashboard English Learner Progress Indicator



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.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
14	22	6	32

#### Conclusions based on this data:

1. More than half of our students went up at least one level on the ELPAC (32) or maintained at level 4 (6).
2. 19% of our students decreased their ELPAC levels.
3. Overall, we were 51.4 points above standard and in the green, so that is positive.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 35.4% Chronically Absent Declined Significantly -10.5 345 Students	 Orange 35.3% Chronically Absent Declined -10.4 102 Students	Less than 11 Students 4 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
43.5% Chronically Absent Declined -16.5 23 Students	 Yellow 36.5% Chronically Absent Declined Significantly -10.7 296 Students	 Orange 36.9% Chronically Absent Declined -15.3 84 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
<p>37.9% Chronically Absent</p> <p>Declined -16.6</p> <p>29 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>9 Students</p>	<p>0% Chronically Absent</p> <p>Declined -14.3</p> <p>16 Students</p>
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
<p></p> <p>Yellow</p> <p>37.9% Chronically Absent</p> <p>Declined Significantly -10.3</p> <p>261 Students</p>	<p>45.5% Chronically Absent</p> <p>0</p> <p>11 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>31.6% Chronically Absent</p> <p>Declined -11.9</p> <p>19 Students</p>

**Conclusions based on this data:**

1. Overall, chronic absenteeism declined significantly by 10.5% and which puts us in the yellow area.
2. Chronic absenteeism declined in all student groups and races/ethnicities.
3. The student group that declined the most was our Homeless population (-16.5) and our ethnicity group was African American (-16.6).

# School and Student Performance Data

## Conditions & Climate Suspension Rate

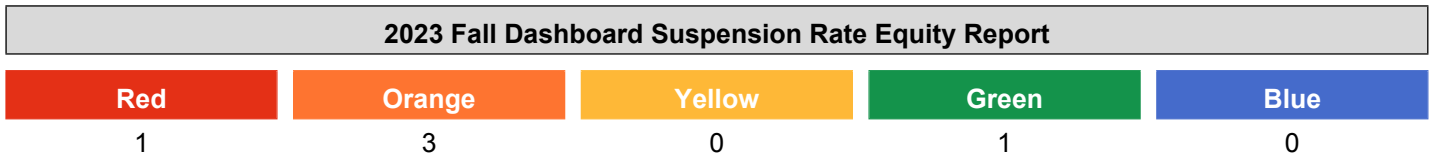
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.8% suspended at least one day</td> </tr> <tr> <td>Increased 1.7 355 Students</td> </tr> </tbody> </table>	All Students	 Orange	2.8% suspended at least one day	Increased 1.7 355 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.9% suspended at least one day</td> </tr> <tr> <td>Maintained 0 106 Students</td> </tr> </tbody> </table>	English Learners	 Green	0.9% suspended at least one day	Maintained 0 106 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 5 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 5 Students	
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 15.6% suspended at least one day Increased 12.6 32 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	0% suspended at least one day Maintained 0 16 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.9% suspended at least one day Increased 0.7 267 Students	0% suspended at least one day 11 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 19 Students

**Conclusions based on this data:**

1. Overall the suspension rate increased (1.7%).
2. The African American subgroup increased in suspensions by 12.6% (ATSI).
3. Our English Learner suspension rate maintained and is in the green area.

# SPSA Monitoring and Evaluation 2023-24

## Goal #1

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 37% to 40%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 33% to 36%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 33% to 36%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 3% to 8%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 35% to 41%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 21% to 30%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 33% to 41%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 3% to 20%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>A Site Sub will be paid to work Thursdays to cover teachers so they can collaborate. 1000-1999: Certificated Personnel Salaries Title I 9827.00</p> <p>Sub time for teachers to do professional development, watch other teachers, and get release time. 1000-1999: Certificated Personnel</p>	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. We will also provide collaboration days for each grade level every 3 weeks.</p> <ul style="list-style-type: none"> <li>Staff meetings, site learning days, collaboration days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility of all members. They</li> </ul>	<p>Scored at 37% overall, which is the same as 21-22. We looked at i-Ready data, Literably scores, and curriculum assessments.</p>	<p>Our Instruction and Data Support Teacher has been a tremendous help. Collaboration every three weeks has been very successful. Peer observations have gone well.</p>	<p>Modify</p> <p>We will provide more opportunities for teachers to observe one another.</p>

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Salaries Title I 31685	<p>will analyze achievement data of all students and work to increase effective instruction in each and every classroom.</p> <ul style="list-style-type: none"> <li>• PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.</li> <li>• Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>• District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.</li> </ul> <p>* We will have a half day collaboration for every grade level every 3 weeks. A Site Sub will be hired to make sure that we have necessary class coverage for teachers.</p> <p>* We will provide opportunities for teachers to observe one another, collaborate vertically through the grade levels, and go to other schools to observe powerful practices. Sub time will be funded to allow this to happen.</p>			
Scholastic News. 4000-4999: Books And Supplies Title I 360	Our site will continue to focus on the districtwide targeted instructional area of comprehension of informational text with a	SBAC data, Literably, i-Ready, and curriculum assessments. Our i-Ready scores from comprehension of informational text have gone up slightly, when you compare	We have made slight improvements in Comprehension of Informational Text, so this focus has helped our students in this area.	Continue  This year we were learning Step Up to Writing. Next year we will fully

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<p>Step Up to Writing Program, K-6. 4000-4999: Books And Supplies Title I 9800</p> <p>Professional Development from Step Up to Writing. 5800: Professional/Consulting Services And Operating Expenditures Title I 2000</p>	<p>powerful practice of close reading.</p> <ul style="list-style-type: none"> <li>* We will continue to look at quality indicators of close reading as a guide for continued improvement.</li> <li>* We will continue the practice of having teachers observe each other in this area and then debrief on their progress.</li> <li>* Our professional development will revisit the four phases of close reading to deepen our understanding of effective methods to use to help our students.</li> <li>* We will monitor our growth by looking at student achievement in i-Ready that is specific to informational text.</li> <li>* We will provide Scholastic News for 1st grade to provide additional meaningful passages for close reading. We will purchase the writing program "Step Up to Writing" to have a consistent writing program through the grade levels. This will be purchased for K-6 classrooms. Our main focus will be on informational text in order to address our targeted instructional area. We will receive professional development from the company associated with Step Up to Writing in order to understand the program and start using it this year.</li> </ul>	<p>the 2nd diagnostic of 22-23 to 23-24.</p>	<p>This year we are learning about Step Up to Writing. Next year we will fully implement it.</p>	<p>implement it, which should improve our scores. We will have a continued focus on Comprehension of Informational Text, Collaborative Conversations,, and Short Constructed Response.</p>
	<p>Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> <li>• Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.</li> </ul>	<p>Meeting notes and minutes.</p>	<p>We spent time analyzing essential standards and the teachers have a strong understanding of them.</p>	<p>Continue</p> <p>We will continue to review essential standards.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> <li>Staff meetings, site learning days, collaboration days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.</li> <li>Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.</li> <li>Teachers will participate in professional development to fortify ELA content knowledge and increase ELA instruction expertise.</li> </ul>			
<p>We will hire a total of 4 Student Helpers or General Education Paraprofessionals to support small group instruction in reading. 2000-2999: Classified Personnel Salaries Title I 26924</p> <p>Raz Kids, Generation</p>	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of</li> </ul>	<p>Scored at 37% overall, which is the same as 21-22. We looked at i-Ready data, Literably scores, and curriculum assessments.</p>	<p>We did a lot of data analysis as a staff and in grade level teams at collaboration. Our reading groups suffered, however, because we did not have enough student helpers.</p>	<p>Modify</p> <p>We need to have more student helpers to help run additional reading groups.</p>



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Genius, IXL, SIPPS. 5000-5999: Services And Other Operating Expenditures Title I 3744	<p>ELA essential standards.</p> <ul style="list-style-type: none"> <li>Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards.</li> <li>All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably and i-Ready.</li> <li>Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement.</li> <li>SBAC, i-Ready, and District benchmark data will be analyzed by principal, IDS Teacher, and classroom teachers to determine</li> </ul>			

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	<p>placement in intervention program. Initial placement will be made in August of the new school year and reviewed after each program benchmark assessment (at the minimum).</p> <p>* We will use evidence based practices to help our students, such as SIPPS and Raz Kids Plus (for 5 classrooms). We will also purchase Generation Genius for one classroom, and IXL for one classroom.</p> <p>* We will have professional development in the area of instruction for English Learners and students with disabilities in order to close the achievement gap with these groups. Collaboration time will be used to identify the students who are struggling from these groups and provide specific interventions, such as after school tutoring, help from our SAI teachers, and help from support staff, such as paraprofessionals and student helpers. Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</p>			
	<p>Following the findings of NCUST, we will focus on the two areas mentioned in the report, specifically their statements that:</p> <p>* Low student to student interaction could improve.</p> <p>* There are inconsistent levels of instructional delivery at a high level of rigor.</p> <p>Based on this information, our professional development will focus on increasing student</p>	NCUST data, meeting minutes.	We spent time at staff meetings, Learning Days, and collaboration discussing rigor and teaching grade level standards. Principal did informal observations regarding teacher talk vs. student talk. No data was recorded, but there was a definite shift allowing students to talk more often.	<p>Modify</p> <p>More PD in this area and more classroom observations with data of student talk vs. teacher talk, principal will also look for grade level standards when doing walk-throughs and observations</p>

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	<p>collaborative conversations and analyzing the rigor in the classroom. We will:</p> <ul style="list-style-type: none"> <li>* Use some of our Learning Day time to learn more about these areas.</li> <li>* Collect pre and post data in each classroom regarding the amount of time the teacher is talking and the amount of time students are talking to each other. We will discuss this data during staff meetings, Learning Days, and collaboration days.</li> <li>* Collect lessons during the week to analyze rigor. We will look at it during our collaboration time every 3 weeks to insure it is rigorous and at grade level standards.</li> </ul>			and debrief with teachers.
<p>After School Tutors (teachers). 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Additional academic support from our classified staff. 2000-2999: Classified Personnel Salaries LCFF 7384</p>	<p>We will offer differentiated after school tutoring for our students who are struggling in reading with small, flexible grouping aligned to formative assessment.</p>	<p>Number of teachers and students working in after school tutoring.</p>	<p>This has gone very well. We had three sessions of tutoring and many of our staff members stayed after school to provide tutoring. For sessions 1 and 2, we had a tutor in every grade level except Kindergarten.</p>	<p>Continue</p> <p>Continue our tutoring program.</p>
	<p>Integrated and Designated English Language Development (ELD).</p> <ul style="list-style-type: none"> <li>* We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</li> <li>* Students will be clustered by overall EL Proficiency level for designated ELD instruction in August of the new school year.</li> <li>* English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines,</li> </ul>	<p>Principal observations and discussions with teachers. Decreased to 29% for EL students.</p>	<p>We are doing ELD with fidelity and have increased collaborative conversations.</p>	<p>Modify</p> <p>We will analyze our ELD groups and curriculum to insure we are maximizing ELD time.</p>

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	<p>frames, and sentence starters to promote fluency and academic discourse.</p> <ul style="list-style-type: none"> <li>* Staff meetings and/or site learning days will be designated to support consistent and effective implementation of integrated and designated ELD.</li> <li>* Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline-specific language development.</li> <li>* Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.</li> <li>* We will monitor English Learner progress and provide timely and systematic intervention.</li> <li>* In addition to 30 minutes per day of Designated ELD, English Learners with an ELPAC performance level of 1 or 2 will have access to Wonders Adaptive Learning for English Learners.</li> <li>* Plans will be used to monitor English Learner progress. Students not making adequate progress will receive intervention.</li> </ul>			
	<p>Specialized Academic Instruction (SAI)</p> <ul style="list-style-type: none"> <li>* A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</li> <li>* SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.</li> <li>* SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress.</li> </ul>	SAI student data. Students with Disabilities scored 5% for a 2% increase, but did not reach the 8% goal.	Our SAI students need additional support.	<p>Modify</p> <p>We need to review student ELA goals in SAI to make sure we are providing the needed support (minutes, coordination of goals, push-in and pull-out services). We will set aside time during collaboration to allow the SAI teachers an opportunity to meet with the general education teachers to review the IEP</p>

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	<ul style="list-style-type: none"> <li>* Students with IEPs who are reading below grade level in reading will receive daily targeted reading instruction in small groups to address their assessed needs (fluency, decoding, comprehension).</li> <li>* Students who have IEP goals in phonics and phonemic awareness will participate in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) during Expanded Learning Opportunities Program (ELOP).</li> <li>* Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</li> </ul>			goals of each of their students.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

The only difference between the intended implementation and the actual implementation was in the area of reading groups. Unfortunately we were only able to do them a few months of the year because we did not have enough student helpers to help run them.

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

We will work to recruit more student helpers in order to run reading groups. We need to review student ELA goals in SAI to make sure we are providing the needed support (minutes, coordination of goals, push-in and pull-out services). We will set aside time during collaboration to allow the SAI teachers an opportunity to meet with the general education teachers to review the IEP goals of each of their students. This year we were learning Step Up to Writing. Next year we will fully implement it, which should improve our scores.

## Goal #2

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 26% to 29%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 16% to 19%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 22% to 25%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 3% to 8%.

### Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 21% to 27%.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 13% to 21%.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 19% to 27%.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 20%.

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>A Site Sub will be paid to work Thursdays to cover teachers so they can collaborate (duplicate cost). 1000-1999: Certificated Personnel Salaries Title I 0</p> <p>Sub time for teachers to do professional development (duplicate cost). 1000-1999: Certificated Personnel Salaries Title I 0</p>	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. We will also provide collaboration days for each grade level every 3 weeks.</p> <ul style="list-style-type: none"> <li>Staff meetings, site learning days, collaboration days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility of all members. They will analyze achievement data</li> </ul>	<p>SBAC data. All students scored at 27%, a 1% increase. i-Ready data, curriculum assessments.</p>	<p>Our Instruction and Data Support Teacher has been a tremendous help. Collaboration every three weeks has been very successful. Peer observations have gone well.</p>	<p>Modify</p> <p>We increased overall, but did not reach our goal of 29%. We will spend more time on math in PLCs and collaboration. We will provide more opportunities for teachers to observe one another teaching math.</p>

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	<p>of all students and work to increase effective instruction in each and every classroom.</p> <ul style="list-style-type: none"> <li>• PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.</li> <li>• Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>• District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.</li> </ul> <p>* We will have a half day collaboration for every grade level every 3 weeks. A Site Sub will be hired to make sure that we have necessary class coverage for teachers.</p> <p>* We will provide opportunities for teachers to observe one another, collaborate vertically through the grade levels, and go to other schools to observe powerful practices. Sub time will be funded to allow this to happen.</p>			
	<p>Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> <li>• Teachers will use District developed resources to inform instructional</li> </ul>	Meeting minutes and notes.	We spent time analyzing essential standards and the teachers have a strong understanding of them.	Continue  Continue to review essential standards.



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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> <li>• Staff meetings, site learning days, collaboration days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA &amp; Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.</li> <li>• Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.</li> <li>• Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.</li> </ul>			
	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>• Grade-level teams will engage in lesson reflection</li> </ul>	SBAC data, i-Ready data, and curriculum assessments. We decreased from 22% to 20% for our socioeconomically disadvantaged students.	We spent a lot of time during collaboration analyzing our data and looking at specific student needs.	<p>Modify</p> <p>We will look specifically at our socioeconomically disadvantaged students when we</p>



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards.</p> <ul style="list-style-type: none"> <li>• Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards.</li> <li>• Teachers will utilize strategies and resources to insure independent work is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. .</li> <li>• SBAC, i-Ready, and District benchmark data will be analyzed by principal, IDS Teacher, and classroom teachers to determine placement in intervention program. Initial placement will be made in August of the new school year and reviewed after each program benchmark assessment (at the minimum).</li> </ul> <p>* We will have professional development in the area of instruction for English Learners and students with disabilities in order to close the achievement gap with these groups. Collaboration time will be used to identify the students who are struggling from these groups</p>			analyze dat because of their decrease.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	and provide specific interventions, such as after school tutoring, help from our SAI teachers, and help from support staff, such as paraprofessionals and student helpers. Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.			
After School Tutoring (teachers, duplicate cost). 1000-1999: Certificated Personnel Salaries Title I 0	We will offer differentiated after school tutoring for our students who are struggling in math with small, flexible grouping aligned to formative assessment.	Number of teachers and students working in after school tutoring.	This has gone very well. We had three sessions of tutoring and many of our staff members stayed after school to provide tutoring. For sessions 1 and 2, we had a tutor in every grade level except Kindergarten.	Modify Some more focus on math in after school tutoring.
	<ul style="list-style-type: none"> <li>* We will ensure strong Integrated English Language Development (ELD) for all English Learners (ELs).</li> <li>* When classes are created in the fall, EL Students will be clustered by overall EL Proficiency level.</li> <li>* Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.</li> <li>* Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development.</li> <li>* Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math.</li> <li>* Guided Language Acquisition and Development (GLAD) Training will be offered</li> </ul>	Principal observations and discussions with teachers. We increased from 16% to 22%, which was 3% above our goal.	We are doing ELD with fidelity and have increased collaborative conversations.	Continue We increased past our goal, so we will continue to use similar strategies.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	to teachers with ELs who haven't been trained.			
	<ul style="list-style-type: none"> <li>* We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</li> <li>* SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.</li> <li>* SAI and General Education teachers will meet regularly to review student progress and plan instruction.</li> <li>* SBAC, i-Ready, and District benchmark data will be analyzed by grade-level teams, administration, and intervention teachers to determine placement in intensive intervention programs.</li> <li>* Students with IEPs who are performing below grade level will receive daily targeted math instruction in small groups to address their assessed needs.</li> <li>* Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</li> </ul>	SBAC data, i-Ready data, curriculum assessments. Our Students with Disabilities stayed at 3%.	Our current data has us in red in both ELA and math on the California Dashboard. The current system we have in place is not working effectively and we need to modify it.	<p>Modify</p> <p>We need to review student ELA goals in SAI to make sure we are providing the needed support for each student (minutes, coordination of goals, push-in and pull-out services). We will set aside time during collaboration to allow the SAI teachers an opportunity to meet with the general education teachers to review the IEP goals of each of their students.</p>

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

## Analysis

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

There were no major changes between our intended implementation and our actual implementation.

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

We will need to design more after school tutoring around math, which could provide additional support for Socioeconomically Disadvantaged students. We need to review student math goals in SAI to make sure we are providing the needed support for each student (minutes, coordination of goals, push-in and pull-out services). We will set aside time during collaboration to allow the SAI teachers an opportunity to meet with the general education teachers to review the IEP goals of each of their students.

**Goal #3**

The percentage of students who are chronically absent from school will decrease by 1% each year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	The district will provide a full-time School Social Worker. The School Social Worker will work with families to identify areas of need and barriers to good attendance, providing resources when needed and possible. She will be using Second Step, an evidence based program, to help our kids. She will help all groups, but have a specific focus on African American families and families with students with disabilities, since these group has the highest rate of chronic absenteeism.	In 21-22 we had all student groups in the red area (very high) for chronic absenteeism. There was 45.9% chronic absenteeism. Last year we had no student groups in the red area. We had students with disabilities and English Learners in the orange area and Hispanic and Socioeconomically Disadvantaged were in the yellow area. Overall we had 35.4% chronically absent, which was a decrease of 10.5%	Our social workers interactions with families has had a direct effect on our decrease in chronic absenteeism. She has a lot of interactions with them (phone calls, SSTs, school meetings and events) and helps them get the resources they need.	Continue We made a lot of growth in this area, so we will continue what we are doing.
	We will provide professional development to staff regarding how best to promote good attendance with our students and families. We will come up with an program that will promote attendance. We will include all stakeholders in the process of coming up with a schoolwide plan by having an "Attendance Committee" to review our current state of attendance, look at programs that have been successful at other schools, and design a plan to help increase attendance at Avondale. We will be using the "Attendance Playbook" as a reference and guide. This committee will analyze the data of African American students and students with disabilities and come up with specific strategies to help these families, since these groups have a higher rate of chronic absenteeism.	Meeting notes and minutes.	What we are doing is working. The Social Worker has provided incentives like pizza parties and recognition for classes with best attendance. She frequently calls families to help them reduce the barriers preventing them from sending their children to school.	Continue We made a lot of growth in this area, so we will continue what we are doing.
	We will have "Dinosaur School" here to provide social emotional lessons for students in grades K-2 to help them with student relationships and emotions. This is covered by a	Dinosaur School artifacts and information.	The Dinosaur School has been a big success. They meet with students in small groups and focus on specific traits. The students and staff	Continue We want to continue this program.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	grant that funds this program and these specific grades.		really enjoy this program and we feel like it has helped our students with their social and emotional health.	
Playground Attendants (1) 2000-2999: Classified Personnel Salaries LCFF 10000  Send Me a Trainer 5800: Professional/Consulting Services And Operating Expenditures Title I 10000	Playground - We will hire additional playground attendants to make sure that our students are safe. They will also counsel students in making good decisions and help with conflict as it arises. We will have them receive professional development in trauma informed care, to help them better understand our students, along with strategies to help with conflict and social and emotional issues. We will hire a company "Send Me a Trainer" to help out students learn games, sportsmanship, rules, teamwork, and social skills during recess.	Send Me A Trainer information, reduced referrals.	The Send Me a Trainer program has been successful. The students like it and the staff all have wanted it to continue.	Continue  We want to continue this program.
PBIS 5000-5999: Services And Other Operating Expenditures Title I 8757	We will purchase the PBIS program to develop a school-wide program to help promote school safety and good student behavior.	PBIS training and PD minutes and notes.	We are completing our training this year. We have a PBIS team that is being trained by the county. We have 20 hours of PD time.	Continue  We will be implementing this program next year.

## Annual Review

### SPSA Year Reviewed: 2023-24

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

## Analysis

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

There were no major differences between our intended use and our actual use.

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

The only change will be that next year we will fully implement our PBIS program. This year we were trained on PBIS. Other than that, we will continue implementing our current strategies because they are working and reduced chronic absenteeism by 10.5%.

**Goal #4**

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate 73%
- Growth Mindset 56%
- Self-Management 50%
- Self-Efficacy 42%
- Social Awareness 48%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

- Support for Academic Learning 87%
- Sense of Community 88%
- Sense of Safety 79%

The number of students suspended will decrease from 2.4% to 1.9%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>To insure our parents are partners, parent education and training will be offered.</p> <ul style="list-style-type: none"> <li>• Hold a variety of parent events establishing relationships with school staff.</li> <li>• Work with District staff to provide training for ELAC and SSC.</li> <li>• Work with District staff to determine and implement best practices in parent education.</li> <li>• Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.</li> <li>• Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.</li> </ul>	SSC minutes, ELAC minutes, PTA events, parent survey, parent education events.	Our PTA has been more active than ever. They have had many events throughout the year. We have doubled the amount of events we have at the school, and now we have our Fall Carnival, Winter Program, Bubble Run, Talent Show, Dr. Seuss Night, restaurant nights, etc. They have connected with many businesses in the area. Our ELAC and SSC parents have been involved and active, also.	Continue  Continue what we are doing.



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,397.25	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: <ul style="list-style-type: none"> <li>* Planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students.</li> <li>* Coordinating without outside organizations and assist parents in utilizing community service and other resources.</li> <li>* Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school</li> <li>* Helping families to understand the importance of attendance and work with them to help their students get to school.</li> </ul>	The district has hired a parent liaison.	The parent liaison has been helpful, but we need to set up regular meetings to discuss needs and coordinate our efforts.	Continue  We want to continue with this position.
	We will communicate with parents regularly about student progress and school activities. <ul style="list-style-type: none"> <li>• Utilize parent information systems such as Blackboard Connect, monthly newsletters, student agendas, and Friday Folders to enhance home/school communication.</li> <li>• Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.</li> </ul>	Data on Blackboard Connect, parent survey.	This has been very effective. We are now utilizing phone texts more often, which has increased parent awareness. We are always able to get someone to translate, when needed.	Continue  Continue with Blackboard Connect and phone texts.
	Community engagement <ul style="list-style-type: none"> <li>• Establish, maintain, and utilize website updates, Twitter feed, and other social media</li> </ul>	Data from websites.	We have not utilized this as often as we wanted.	Modify  We need to hire or appoint someone to monitor these sites.



Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	platforms to foster communication with parents and families specifically, and the community at large.			
Duplicate Cost from goal 3 5000-5999: Services And Other Operating Expenditures Title 10	Create a positive atmosphere for students where they feel welcome, safe, and involved in their education. We will work with students on academic goal setting, provide counseling support from staff and the School Social Worker, behavior support, PBIS, staff professional development, and positive incentives like award assemblies, Tiger Tickets, and morning announcement recognition.	Student survey.	We have implemented these programs well. We are much more purposeful in our efforts to bring parents onto campus and make them feel welcome. We have more volunteers and parent involvement.	Modify  Next year, we will have the PBIS program which will target some of these areas.

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

The major differences between our intended implementation is that we need more work on the social media websites. The teachers worked with students on academic goal setting, but the principal did not get involved in this as much as he wanted. We did not provide much training for ELAC and SSC members. There was no other major differences between the intended implementation and the implementation of strategies.

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

Next year we will have PBIS, which will help with providing consistency with students. We will continue to promote events through PTA. We will work to provide alternatives to suspensions (ATSI for African Americans), counseling, more SEL work (such as Second Step), and PBIS. We will have more regular meetings with our parent liaison to streamline our efforts to help parents as much as possible, including more parent education. We will create and monitor a metric around African American suspension rates.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 37% to 40%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 29% to 32%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 33% to 36%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 3% to 8%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 37% to 42%.

The percentage of English Learners scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 13% to 20%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 36% to 41%.

The percentage of students with disabilities scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 17% to 24%.

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

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes).

### 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.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 37%</p> <p>English Learners, Grades 3-6 - 29%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 33%</p> <p>Students with Disabilities, Grades 3-6 - 3%</p>	<p>ALL students, of testing age 40%</p> <p>English Learners, of testing age - 32%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 36%</p> <p>Students with Disabilities, of testing age - 8%</p>
i-Ready #2 Diagnostic ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students - 37%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 36%</p> <p>Students with Disabilities - 17%</p>	<p>ALL students - 42%</p> <p>English Learners - 20%</p> <p>Socioeconomically Disadvantaged Students - 41%</p> <p>Students with Disabilities - 24%</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. We will also provide collaboration days for each grade level every 3 weeks.</p> <ul style="list-style-type: none"> <li>Staff meetings, site learning days, collaboration days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility of all members. They will analyze achievement data of all students and work to increase effective instruction in each and every classroom.</li> <li>PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.</li> <li>Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.</li> </ul>	All Students	<p>10928 Title I 1000-1999: Certificated Personnel Salaries A Site Sub will be paid to work Thursdays to cover teachers so they can collaborate. 8625 Title I 1000-1999: Certificated Personnel Salaries Sub time for teachers to do professional development, watch other teachers, and get release time.</p>

	<p>* We will have a half day collaboration for every grade level every 3 weeks. A Site Sub will be hired for Thursdays to make sure that we have necessary class coverage for teachers.</p> <p>* We will provide opportunities for teachers to observe one another, collaborate vertically through the grade levels, and go to other schools to observe powerful practices. Sub time will be funded to allow this to happen.</p> <p>* We will hire an additional full-time Site Sub to help with academic support, reading groups, and interventions.</p>		
1.2	<p>Our site will continue to focus on the districtwide targeted instructional area of comprehension of informational text with a powerful practice of close reading.</p> <p>* We will continue to look at quality indicators of close reading as a guide for continued improvement.</p> <p>* We will continue the practice of having teachers observe each other in this area and then debrief on their progress.</p> <p>* Our professional development will focus on comprehension of informational text, specifically close reading, short constructed response, and collaborative conversations.</p> <p>* We will monitor our growth by looking at student achievement in i-Ready that is specific to informational text.</p> <p>* We will provide Scholastic News for 1st grade to provide additional meaningful passages for close reading.</p> <p>* We will continue the program "Step Up to Writing" to have a consistent writing program through the grade levels. This will be for K-6 classrooms. Our main focus will be on informational text in order to address our targeted instructional area. We will continue to provide time for teacher to learn the program at staff meetings, Learning Days, and collaboration.</p>	All Students	<p>360 Title I 4000-4999: Books And Supplies Scholastic News 539 Title I 4000-4999: Books And Supplies Step Up to Writing Program, K-6, reproducibles</p>
1.3	<p>Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> <li>• Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.</li> <li>• Staff meetings, site learning days, collaboration days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.</li> <li>• Grade-level teams will use standards unwrapping resources to identify targets,</li> </ul>	All Students	

	<p>determine formative assessments, and plan instruction.</p> <ul style="list-style-type: none"> <li>Teachers will participate in professional development to fortify ELA content knowledge and increase ELA instruction expertise.</li> </ul>		
1.4	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA essential standards.</li> <li>Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential ELA standards.</li> <li>All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two (2) times a week at minimum. Students in grades 4-6 reading below grade level will meet with teacher for small group reading daily. Progress will be monitored using Literably and i-Ready.</li> <li>Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and/or independent work during small-group reading rotations is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. .</li> <li>SBAC, i-Ready, and District benchmark data will be analyzed by principal, IDS Teacher, and classroom teachers to determine placement in intervention program. Initial placement will be made in August of the new school year and reviewed after each program benchmark assessment (at the minimum).</li> </ul> <p>* We will use evidence based practices to help our students, such as SIPPS and Raz Kids Plus (for 5 classrooms). We will also purchase Generation Genius for one classroom, and IXL for one classroom.</p> <p>* We will have professional development in the area of instruction for English Learners and students with disabilities in order to close the achievement gap with these groups. Collaboration time will be used to identify the students who are struggling from these groups and provide specific interventions, such as after school tutoring, help from our SAI teachers, and help from support staff, such as paraprofessionals and student helpers. Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general</p>	All Students	<p>26924 Title I 2000-2999: Classified Personnel Salaries We will hire a total of 4 Student Helpers or General Education Paraprofessionals to support small group instruction in reading. 2356 Title I 5000-5999: Services And Other Operating Expenditures Raz Kids, Generation Genius, IXL, SIPPS, Accelerated Reader. 54643 Title I 1000-1999: Certificated Personnel Salaries We will hire an additional full-time Site Sub to help with academic support, reading groups, and interventions.</p>

	<p>education teachers will work together to make sure they understand the student and his/her needs.</p> <ul style="list-style-type: none"> <li>* We use Accelerated Reader as a motivational tool to read and to focus on comprehension</li> <li>* We will hire an additional full-time Site Sub to help with academic support, reading groups, and interventions.</li> </ul>		
1.5	<p>Following the findings of NCUST, we will focus on the two areas mentioned in the report, specifically their statements that:</p> <ul style="list-style-type: none"> <li>* Low student to student interaction could improve.</li> <li>* There are inconsistent levels of instructional delivery at a high level of rigor.</li> </ul> <p>Based on this information, our professional development will focus on increasing student collaborative conversations and analyzing the rigor in the classroom.</p> <p>We will:</p> <ul style="list-style-type: none"> <li>* Use some of our Learning Day time to learn more about these areas.</li> <li>* Collect pre and post data in each classroom regarding the amount of time the teacher is talking and the amount of time students are talking to each other. We will discuss this data during staff meetings, Learning Days, and collaboration days.</li> <li>* Collect lessons during the week to analyze rigor. We will look at it during our collaboration time every 3 weeks to insure it is rigorous and at grade level standards.</li> </ul>	All Students	
1.6	<p>We will offer differentiated after school tutoring for our students who are struggling in reading with small, flexible grouping aligned to formative assessment.</p>	Students Below Grade 0 Level	
1.7	<p>Integrated and Designated English Language Development (ELD)</p> <ul style="list-style-type: none"> <li>* We will ensure strong Integrated and Designated English Language Development (ELD) for all English Learners (ELs).</li> <li>* Students will be clustered by overall EL Proficiency level for designated ELD instruction in August of the new school year.</li> <li>* English Learners will receive a minimum of 30 minutes of effective designated ELD daily, including increasing student talk during designated ELD and using routines, frames, and sentence starters to promote fluency and academic discourse.</li> <li>* Staff meetings and/or site learning days will be designated to support consistent and effective implementation of integrated and designated ELD.</li> <li>* Teachers will implement integrated ELD through scaffolding strategies for content area, subject matter access, and discipline-specific language development.</li> <li>* Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk across the curriculum.</li> <li>* We will monitor English Learner progress and provide timely and systematic intervention.</li> </ul>	English Learners	

	<ul style="list-style-type: none"> <li>* In addition to 30 minutes per day of Designated ELD, English Learners with an ELPAC performance level of 1 or 2 will have access to Wonders Adaptive Learning for English Learners.</li> <li>* Plans will be used to monitor English Learner progress. Students not making adequate progress will receive intervention.</li> </ul>		
1.8	<p>Specialized Academic Instruction (SAI) ATSI area of need</p> <ul style="list-style-type: none"> <li>* A comprehensive service model will continue to be implemented to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</li> <li>* SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.</li> <li>* SAI and general education teachers will meet regularly to articulate, plan instruction, and review student progress.</li> <li>* Students with IEPs who are reading below grade level in reading will receive daily targeted reading instruction in small groups to address their assessed needs (fluency, decoding, comprehension).</li> <li>* Students who have IEP goals in phonics and phonemic awareness will participate in Systematic Instruction in Phonological Awareness, Phonics, and Sight Words (SIPPS) during Expanded Learning Opportunities Program (ELOP).</li> <li>* Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</li> </ul>	Students with Disabilities	



# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 27% to 30%.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 22% to 25%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 20% to 23%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 3% to 8%.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 23% to 28%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 9% to x17%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 21% to 26%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 5% to 14%.

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

LCAP goal to which this school goal is aligned.

Goal 2 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes).

### 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.

Students in all grades (including target groups) will demonstrate increased proficiency on state and district assessments.

### Annual Measurable Outcomes

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



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students, of testing age - 27%</p> <p>English Learners, of testing age - 22%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 20%</p> <p>Students with Disabilities, of testing age - 3%</p>	<p>ALL students of testing age, 30%</p> <p>English Learners, of testing age - 25%</p> <p>Socioeconomically Disadvantaged Students of testing age- 23%</p> <p>Students with Disabilities of testing age - 8%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 23%</p> <p>English Learners - 9%</p> <p>Socioeconomically Disadvantaged Students - 21%</p> <p>Students with Disabilities - 5%</p>	<p>ALL students of testing age - 28%</p> <p>English Learners - 17%</p> <p>Socioeconomically Disadvantaged Students - 26%</p> <p>Students with Disabilities - 14%</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>Develop strong Professional Learning Communities (PLCs). Our PLC is a group of educators that meet regularly, share expertise, and work collaboratively to improve teaching skills and the overall achievement of all students. We will also provide collaboration days for each grade level every 3 weeks.</p> <ul style="list-style-type: none"> <li>Staff meetings, site learning days, collaboration days, and grade-level meetings will be used to develop strong PLCs based on the collective responsibility of all members. They will analyze achievement data of all students and work to increase effective instruction in each and every classroom.</li> <li>PLCs will focus on becoming more effective at delivering LMSV Essential Standards-aligned curriculum and instruction to each and every student.</li> <li>Staff will deepen understanding of effective use of assessment data through collective inquiry to drive instruction, re-teaching, and intervention.</li> <li>District will fund a full-time Instruction and Data Support Teacher. This teacher will support teachers in analyzing data and developing appropriate interventions.</li> </ul>	All Students	<p>0 Title I 1000-1999: Certificated Personnel Salaries A Site Sub will be paid to work Thursdays to cover teachers so they can collaborate (duplicate cost). 0 Title I 1000-1999: Certificated Personnel Salaries Sub time for teachers to do professional development (duplicate cost).</p>

	<p>* We will have a half day collaboration for every grade level every 3 weeks. A Site Sub will be hired to make sure that we have necessary class coverage for teachers.</p> <p>* We will provide opportunities for teachers to observe one another, collaborate vertically through the grade levels, and go to other schools to observe powerful practices. Sub time will be funded to allow this to happen.</p>		
2.2	<p>Teachers will focus on aligning curriculum, instructional practice, and assessment with LMSV Essential Standards.</p> <ul style="list-style-type: none"> <li>• Teachers will use District developed resources to inform instructional decisions around assessment design and best instructional practice in alignment with LMSV Essential Standards.</li> <li>• Staff meetings, site learning days, collaboration days, grade-level meetings, and release days will be used to support teachers in deepening their understanding of ELA &amp; Math essential standards through standards unwrapping, defining grade-level mastery of essential standards, and engaging in backwards planning.</li> <li>• Grade-level teams will use standards unwrapping resources to identify targets, determine formative assessments, and plan instruction.</li> <li>• Teachers will participate in professional development to fortify math content knowledge and increase math instruction expertise.</li> </ul>	All Students	
2.3	<p>We will implement a school-wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>• Grade-level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards.</li> <li>• Grade-level teams will plan and implement Tier 2 interventions for students not mastering essential Math standards.</li> <li>• Teachers will utilize strategies and resources to insure independent work is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. .</li> <li>• SBAC, i-Ready, and District benchmark data will be analyzed by principal, IDS Teacher, and classroom teachers to determine placement in intervention program. Initial placement will be made in August of the new school year and</li> </ul>	All Students	<p>0 Title I 1000-1999: Certificated Personnel Salaries We will hire an additional full-time Site Sub to help with academic support, reading groups, and interventions (duplicate cost).</p>

	<p>reviewed after each program benchmark assessment (at the minimum).</p> <ul style="list-style-type: none"> <li>* We will have professional development in the area of instruction for English Learners and students with disabilities in order to close the achievement gap with these groups. Collaboration time will be used to identify the students who are struggling from these groups and provide specific interventions, such as after school tutoring, help from our SAI teachers, and help from support staff, such as paraprofessionals and student helpers. Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</li> <li>* We will hire an additional full-time Site Sub to help with academic support, reading groups, and interventions.</li> </ul>		
<b>2.4</b>	We will offer differentiated after school tutoring for our students who are struggling in math with small, flexible grouping aligned to formative assessment.	Students Below Grade 0 Level	
<b>2.5</b>	<ul style="list-style-type: none"> <li>* We will ensure strong Integrated English Language Development (ELD) for all English Learners (ELs).</li> <li>* When classes are created in the fall, EL Students will be clustered by overall EL Proficiency level.</li> <li>* Staff meetings and/or site learning days will be used to support consistent and effective implementation of integrated and designated ELD.</li> <li>* Teachers will implement integrated ELD through scaffolding strategies for math and math-specific language development.</li> <li>* Teachers will increase use of structured routines and frames to promote collaborative conversations and academic talk in math.</li> <li>* Guided Language Acquisition and Development (GLAD) Training will be offered to teachers with ELs who haven't been trained.</li> </ul>	English Learners	
<b>2.6</b>	<ul style="list-style-type: none"> <li>* We will continue to develop a comprehensive service model to meet the needs of our students with disabilities through Specialized Academic Instruction (SAI).</li> <li>* SAI teachers will ensure that students receive appropriate services and utilize instructional materials targeted to meet individual student needs.</li> <li>* SAI and General Education teachers will meet regularly to review student progress and plan instruction.</li> <li>* SBAC, i-Ready, and District benchmark data will be analyzed by grade-level teams, administration, and intervention teachers to determine placement in intensive intervention programs.</li> <li>* Students with IEPs who are performing below grade level will receive daily targeted math</li> </ul>	Students with Disabilities	

	<p>instruction in small groups to address their assessed needs.</p> <p>* Collaboration time will also be used to discuss IEPs and ways to help our students with disabilities to reach their goals. The SAI teacher and general education teachers will work together to make sure they understand the student and his/her needs.</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Student Engagement

The percentage of students who are chronically absent from school will decrease by 1% each year.

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

LCAP goal to which this school goal is aligned.

Goal 3 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate).

### Identified Need

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

We will establish a climate of respect, belonging, connectedness and safety for our students, which is critical to their success and their overall wellness. Consistent, supported attendance at school is the first step in ensuring student engagement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 35.4%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 5% to 30%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	The district will provide a full-time School Social Worker. The School Social Worker will work with families to identify areas of need and barriers to good attendance, providing resources when needed and possible. She will be using Second Step, an evidence based program, to help our kids. She will help all groups, but have a specific focus on African American families and families with students with disabilities, since these group has the highest rate of chronic absenteeism.	All Students, especially our African American students and students with disabilities.	

3.2	We will provide professional development to staff regarding how best to promote good attendance with our students and families. We will come up with an program that will promote attendance. We will include all stakeholders in the process of coming up with a schoolwide plan by having an "Attendance Committee" to review our current state of attendance, look at programs that have been successful at other schools, and design a plan to help increase attendance at Avondale. We will be using the "Attendance Playbook" as a reference and guide. This committee will analyze the data of African American students and students with disabilities and come up with specific strategies to help these families, since these groups have a higher rate of chronic absenteeism.	All Students	
3.3	We will have "Dinosaur School" here to provide social emotional lessons for students in grades K-2 to help them with student relationships and emotions. This is covered by a grant that funds this program and these specific grades.	K-2 students	
3.5	We will implement the PBIS program (we were trained last year) to help promote school safety and good student behavior. This will be a consistent, school-wide program that will be understood by staff and students. It will include behavior expectations in different areas of the school, a flowchart for how to handle specific behavior, and an incentive program.	All students	0 Title I 5000-5999: Services And Other Operating Expenditures PBIS

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate 79%

Growth Mindset 70%

Self-Management 68%

Self-Efficacy 54%

Social Awareness 60%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:

Support for Academic Learning - 88%

Sense of Community - 88%

Sense of Safety - 86%

The number of students suspended will decrease from 2.8% to 1.8%. The percentage of African American students who are suspended (ATSI) will be reduced from 15.6% to 1.8%.

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

LCAP goal to which this school goal is aligned.

Goal 4 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate).

### Identified Need

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

We need to address the suspension rate for African American students (ATSI). We need to have alternatives to suspension, additional counseling, family support from the social worker, and PBIS to help reduce these rates.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th grade)	The percentage of students who responded favorably in the domains listed below are as follows:  Culture/Climate 79% Growth Mindset 70% Self-Management 68% Self-Efficacy 54% Social Awareness 60%	The percentage of students who respond favorably will increase to the following percentages in each domain:  Culture/Climate - 84% Growth Mindset - 75% Self-Management- 73% Self-Efficacy- 59% Social Awareness- 65%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:  Support for Academic Learning - 88% Sense of Community - 88% Sense of Safety - 86%	The percentage of parents who respond favorably will increase to the following percentages in each domain:  Support for Academic Learning - 93% Sense of Community -93% Sense of Safety - 91%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.8%. The percentage of African American students suspensions is 15.6% (ATSI).	The percentage of students suspended will decrease to 1.8%. The percentage of African American students who are suspended (ATSI) will be reduced from 15.6% to 1.8%.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	To insure our parents are partners, parent education and training will be offered. <ul style="list-style-type: none"> <li>Hold a variety of parent events establishing relationships with school staff.</li> <li>Work with District staff to provide training for ELAC and SSC.</li> <li>Work with District staff to determine and implement best practices in parent education.</li> <li>Place parent education on agendas for SSC, PTA, and ELAC meeting dates in early Fall of the new school year.</li> <li>Work with ELAC and SSC to create a needs assessment and survey parents to elicit input on parent education topics, time, place, and method of presentation.</li> </ul>	All Students	0
4.2	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: * Planning and organizing meetings and educational training classes for parents and	All Students, especially our ELs	1425.79 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison



	<p>students, especially our non-English speaking parents and students.</p> <p>* Coordinating without outside organizations and assist parents in utilizing community service and other resources.</p> <p>* Serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school.</p> <p>* Helping families to understand the importance of attendance and work with them to help their students get to school.</p>		
<b>4.3</b>	<p>We will communicate with parents regularly about student progress and school activities.</p> <ul style="list-style-type: none"> <li>Utilize parent information systems such as Blackboard Connect, monthly newsletters, student agendas, and Friday Folders to enhance home/school communication.</li> <li>Provide translation and interpreters at parent workshops. Provide translation of written materials when indicated.</li> </ul>	All Students	
<b>4.4</b>	<p>Community engagement</p> <ul style="list-style-type: none"> <li>Establish, maintain, and utilize website updates, Twitter feed, and other social media platforms to foster communication with parents and families specifically, and the community at large.</li> </ul>	All Students	
<b>4.5</b>	<p>Create a positive atmosphere for students where they feel welcome, safe, and involved in their education. We will work with students on academic goal setting, provide counseling support from staff and the School Social Worker, behavior support, PBIS, staff professional development, and positive incentives like award assemblies, Caught Being Goods (Tiger Tickets) , and morning announcement recognition.</p>	All Students	<p>0 Title I 5000-5999: Services And Other Operating Expenditures Duplicate Cost from goal 3</p>
<b>4.6</b>	<p>The percentage of students suspended will decrease to 1.8%. The percentage of African American students who are suspended (ATSI) will be reduced from 15.6% to 1.8%. We need to have more alternatives to suspension, additional counseling, family support from the social worker, and PBIS to help reduce these rates.</p>	African students	American

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$105,789.79
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$105,800.79
Total Federal Funds Provided to the School from the LEA for CSI	\$--

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$104,375.00
Title I Part A: Parent Involvement	\$1,425.79
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$105,800.79**

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

State or Local Programs	Allocation (\$)
	\$0.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$0.00**

Total of federal, state, and/or local funds for this school: **\$105,800.79**

# 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
Title I		
Title I Part A: Parent Involvement		

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	104,375.00
Title I Part A: Parent Involvement	1,425.79

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	74,196.00
2000-2999: Classified Personnel Salaries	28,349.79
4000-4999: Books And Supplies	899.00
5000-5999: Services And Other Operating Expenditures	2,356.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	Title I	74,196.00
2000-2999: Classified Personnel Salaries	Title I	26,924.00
4000-4999: Books And Supplies	Title I	899.00

5000-5999: Services And Other Operating Expenditures	Title I	2,356.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,425.79

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	104,375.00
Goal 2	0.00
Goal 3	0.00
Goal 4	1,425.79

# School Site Council Membership

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

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

Name of Members	Role
John Ashley	Principal
Leila Binno	Parent or Community Member
Thomas Johnson	Parent or Community Member
Cesar Lopez	Parent or Community Member
Gray Palmeter	Parent or Community Member
Jasmine Cooper	Parent or Community Member
Angela Hernandez	Classroom Teacher
Amy VanRossum	Classroom Teacher
Emily Bell	Classroom Teacher
Blanca Carrera	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 9, 2024.

Attested:



Principal, John Ashley on May 9, 2024



SSC Chairperson, Amy VanRossum on May 9, 2024

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities



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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.  
Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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



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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023