School Year: **2024-25**

Schoolwide Plan Program (SWP)
School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Elementary School	37-68197-6098446	May 22, 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 Loma Elementary School for meeting ESSA's planning requirements for Schoolwide Plan Program (SWP) 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.

Table of Contents

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for Schoolwide Plan Program (SWP) 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 Loma 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 underperformance. 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, April 11, 2024, at 2:05
- SSC # 4 Meeting, April 11, 2024 at 3:05; SSC #5 Meeting, May 23, 2024 at 3:05
- Staff Meetings where the 2024-25 SPSA goals and metrics are discussed: February 27, 2024 at 2:50, April 9, 2024 at 7:30
- Other meetings where the 2024-25 SPSA goals and metrics are discussed (PTA, etc.): March 20, 2024 at 5 pm

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.

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.

According to the California School Dashboard students need overall performance fell 38.6 points below in Language Arts and 48.4 points below in Math. Overall we maintained, but our English Learners increased by 7.9% into the green range. Language Arts and Math will continue to be areas of focus in our SPSA to improve overall performance. This year teachers participated in cycles of professional development specifically around comprehension of reading using informational texts. This work will continue allowing teachers to look at data to develop the most effective strategies to help our students achieve their academic goals.

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.

According to the California School Dashboard, our students with disabilities had the least amount of growth and were in the red performance category in language arts and math.   On the dashboard, 43% of English Learners are chronically absent.
Loma has been focusing on building community and engaging students in their learning to improve attendance for all students specifically English Language Learners.
We had a .6 % percent increase in suspensions specifically an increase in African American students being suspended.
Loma is building a positive school culture through PBIS specifically focusing on restorative practices to decrease behavioral incidences.

Other Needs

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

According to iReady diagnostic 2 report, 50 percent of students who are not economically disadvantaged scored proficient or advanced while only 31 percent of students who are economically disadvantaged students were proficient or advanced.
Language Arts and Math will continue to be areas of focus in our SPSA to improve overall performance. This year teachers participated in cycles of professional development specifically around comprehension of reading using informational texts. This work will continue allowing teachers to look at data to develop the most effective strategies to help our students achieve their academic goals.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Loma 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	%	0.36%	0.35%		1	1
African American	9.6%	11.15%	13.07%	28	31	37
Asian	1.7%	2.16%	1.41%	5	6	4
Filipino	3.4%	4.68%	4.95%	10	13	14
Hispanic/Latino	63.5%	57.55%	56.89%	186	160	161
Pacific Islander	%	%	0%		0	0
White	14.7%	15.11%	13.78%	43	42	39
Multiple/No Response	7.2%	8.27%	9.54%	21	23	27
			Total Enrollment	293	278	283

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	40	36	44
Grade 1	38	45	38
Grade 2	41	38	43
Grade3	50	45	41
Grade 4	35	49	39
Grade 5	41	29	47
Grade 6	48	36	31
Total Enrollment	293	278	283

Conclusions based on this data:

1. Over the last three years our enrollment has fluctuated by 10 students.

2. Over the last three years we have had a 2 percent rise each year in our African American population.

3. Over the last three years we have had 7 percent decline in our hispanic population although it is still our largest population.

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)	93	86	78	31.7%	30.9%	27.6%
Fluent English Proficient (FEP)	15	8	14	5.1%	2.9%	4.9%
Reclassified Fluent English Proficient (RFEP)	2		8	2.2%		9.1%

Conclusions based on this data:

1. In the 22-23 school year we had 9.1 percent increase in students being reclassified as English Proficien.

2. Over the last three years we have had a 3 percent decline in our English Learners.

3. In 22-23 4.9 percent of our students were Fluent English Proficient.

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	50	42	41	0	42	41	0	42	41	0.0	100.0	100.0
Grade 4	36	52	41	0	50	41	0	50	41	0.0	96.2	100.0
Grade 5	43	30	47	0	30	46	0	30	46	0.0	100.0	97.9
Grade 6	51	33	27	0	32	27	0	32	27	0.0	97.0	100.0
All Grades	180	157	156	0	154	155	0	154	155	0.0	98.1	99.4

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		2376.	2388.		7.14	12.20		21.43	26.83		28.57	17.07		42.86	43.90
Grade 4		2426.	2421.		14.00	7.32		18.00	19.51		18.00	31.71		50.00	41.46
Grade 5		2467.	2475.		13.33	10.87		20.00	30.43		26.67	21.74		40.00	36.96
Grade 6		2505.	2499.		9.38	7.41		18.75	33.33		40.63	25.93		31.25	33.33
All Grades	N/A	N/A	N/A		11.04	9.68		19.48	27.10		27.27	23.87		42.21	39.35

	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		9.52	4.88		61.90	60.98		28.57	34.15
Grade 4		10.00	9.76		68.00	63.41		22.00	26.83
Grade 5		10.00	10.87		76.67	76.09		13.33	13.04
Grade 6		15.63	*		59.38	*		25.00	*
All Grades		11.04	8.39		66.23	66.45		22.73	25.16

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		4.76	9.76		54.76	53.66		40.48	36.59
Grade 4		6.00	4.88		52.00	48.78		42.00	46.34
Grade 5		13.33	4.35		53.33	67.39		33.33	28.26
Grade 6		12.50	*		43.75	*		43.75	*
All Grades		8.44	6.45		51.30	57.42		40.26	36.13

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		9.52	4.88		71.43	85.37		19.05	9.76
Grade 4		4.00	4.88		80.00	70.73		16.00	24.39
Grade 5		6.67	6.52		83.33	60.87		10.00	32.61
Grade 6		6.25	*		84.38	*		9.38	*
All Grades		6.49	5.16		79.22	72.26		14.29	22.58

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		16.67	9.76		54.76	60.98		28.57	29.27
Grade 4		8.00	9.76		62.00	70.73		30.00	19.51
Grade 5		6.67	8.70		66.67	69.57		26.67	21.74
Grade 6		12.50	*		84.38	*		3.13	*
All Grades		11.04	10.97		65.58	66.45		23.38	22.58

Conclusions based on this data:

1. Efforts made last year to support 3rd through 6th grade ELA were successful overall, but they were significantly effective for our third grade students.

2. Our fourth grade cluster and this coming years fifth graders are showing the most significant evidence of struggle. We will need to look at other factors that might be affecting this particular group.

3. In the area of overall achievement 39 % students fall in standard not met. We need to focus on adding instructional strategies to support our students who are not meeting standard.

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	50	42	41	0	42	40	0	42	40	0.0	100.0	97.6
Grade 4	36	52	41	0	52	41	0	52	41	0.0	100.0	100.0
Grade 5	43	30	47	0	30	47	0	30	47	0.0	100.0	100.0
Grade 6	51	33	27	0	33	27	0	33	27	0.0	100.0	100.0
All Grades	180	157	156	0	157	155	0	157	155	0.0	100.0	99.4

* 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		2379.	2407.		4.76	17.50		11.90	25.00		30.95	27.50		52.38	30.00
Grade 4		2418.	2414.		3.85	2.44		19.23	12.20		30.77	39.02		46.15	46.34
Grade 5		2479.	2463.		16.67	4.26		16.67	17.02		23.33	29.79		43.33	48.94
Grade 6		2504.	2518.		9.09	25.93		24.24	7.41		27.27	37.04		39.39	29.63
All Grades	N/A	N/A	N/A		7.64	10.97		17.83	16.13		28.66	32.90		45.86	40.00

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		14.29	25.00		42.86	45.00		42.86	30.00
Grade 4		9.62	9.76		50.00	34.15		40.38	56.10
Grade 5		20.00	10.64		43.33	57.45		36.67	31.91
Grade 6		15.15	*		51.52	*		33.33	*
All Grades		14.01	17.42		47.13	43.87		38.85	38.71

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.76	22.50		47.62	42.50		47.62	35.00
Grade 4		3.85	2.44		46.15	41.46		50.00	56.10
Grade 5		6.67	4.26		53.33	48.94		40.00	46.81
Grade 6		0.00	*		69.70	*		30.30	*
All Grades		3.82	10.97		52.87	46.45		43.31	42.58

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
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		7.14	12.50		69.05	57.50		23.81	30.00
Grade 4		7.69	4.88		51.92	65.85		40.38	29.27
Grade 5		3.33	2.13		73.33	59.57		23.33	38.30
Grade 6		9.09	*		75.76	*		15.15	*
All Grades		7.01	7.74		65.61	60.00		27.39	32.26

Conclusions based on this data:

1. We are seeing significant decreases in the number of students below standard at all grade levels, except grade 4. More work needs to be done to address the needs of fourth grade students.

2. The subcategory of concepts and procedures is the subcategory with the highest level of students below standard. This should be the focus of our efforts in mathematics for the next school year.

3. The number of students in the standard nearly met category is about the level of the percentage in the standard met category. This is a group to target in our efforts to improve math understanding and SBAC achievement in the next year.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

Grade Level	ELPAC Summative Assessment Data — Number of Students and Mean Scale Scores for All Students											
	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
K	*	*	1440.8	*	*	1441.6	*	*	1439.1	6	6	16
1	1450.6	*	*	1486.2	*	*	1414.7	*	*	12	6	5
2	1469.4	*	*	1479.4	*	*	1458.9	*	*	14	9	9
3	1478.2	1500.1	*	1489.1	1496.3	*	1466.7	1503.3	*	25	12	10
4	1509.7	1500.0	1512.1	1511.1	1486.8	1505.1	1507.9	1512.7	1518.8	11	26	14
5	1522.4	*	1522.3	1526.9	*	1515.0	1517.4	*	1529.2	15	10	20
6	1544.5	1527.2	*	1554.5	1529.6	*	1534.1	1524.5	*	20	14	6
All Grades										103	83	80

Grade Level	Overall Language — Percentage of Students at Each Performance Level for All Students														
	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
K	*	*	25.00	*	*	31.25	*	*	37.50	*	*	6.25	*	*	16
1	25.00	*	*	16.67	*	*	41.67	*	*	16.67	*	*	12	*	*
2	7.14	*	*	42.86	*	*	28.57	*	*	21.43	*	*	14	*	*
3	12.50	25.00	*	29.17	33.33	*	37.50	25.00	*	20.83	16.67	*	24	12	*
4	27.27	15.38	35.71	18.18	30.77	21.43	45.45	42.31	21.43	9.09	11.54	21.43	11	26	14
5	14.29	*	10.00	35.71	*	50.00	42.86	*	35.00	7.14	*	5.00	14	*	20
6	40.00	14.29	*	30.00	57.14	*	20.00	21.43	*	10.00	7.14	*	20	14	*
All Grades	19.80	19.28	21.25	30.69	34.94	35.00	34.65	33.73	31.25	14.85	12.05	12.50	101	83	80

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
K	*	*	25.00	*	*	43.75	*	*	18.75	*	*	12.50	*	*	16
1	50.00	*	*	25.00	*	*	16.67	*	*	8.33	*	*	12	*	*
2	21.43	*	*	42.86	*	*	28.57	*	*	7.14	*	*	14	*	*
3	33.33	50.00	*	33.33	33.33	*	20.83	8.33	*	12.50	8.33	*	24	12	*
4	36.36	23.08	42.86	45.45	34.62	28.57	9.09	34.62	14.29	9.09	7.69	14.29	11	26	14
5	35.71	*	25.00	42.86	*	70.00	14.29	*	0.00	7.14	*	5.00	14	*	20
6	55.00	28.57	*	30.00	57.14	*	10.00	7.14	*	5.00	7.14	*	20	14	*
All Grades	37.62	31.33	26.25	36.63	37.35	45.00	16.83	24.10	16.25	8.91	7.23	12.50	101	83	80

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
K	*	*	18.75	*	*	12.50	*	*	50.00	*	*	18.75	*	*	16
1	16.67	*	*	8.33	*	*	33.33	*	*	41.67	*	*	12	*	*
2	0.00	*	*	50.00	*	*	14.29	*	*	35.71	*	*	14	*	*
3	0.00	8.33	*	20.83	41.67	*	29.17	33.33	*	50.00	16.67	*	24	12	*
4	18.18	15.38	28.57	27.27	19.23	7.14	36.36	38.46	28.57	18.18	26.92	35.71	11	26	14
5	7.14	*	5.00	7.14	*	20.00	64.29	*	65.00	21.43	*	10.00	14	*	20
6	15.00	0.00	*	40.00	21.43	*	20.00	71.43	*	25.00	7.14	*	20	14	*
All Grades	7.92	10.84	16.25	24.75	22.89	16.25	33.66	44.58	46.25	33.66	21.69	21.25	101	83	80

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
K	*	*	50.00	*	*	37.50	*	*	12.50	*	*	16
1	41.67	*	*	58.33	*	*	0.00	*	*	12	*	*
2	21.43	*	*	78.57	*	*	0.00	*	*	14	*	*
3	33.33	50.00	*	66.67	41.67	*	0.00	8.33	*	24	12	*
4	45.45	42.31	50.00	45.45	50.00	35.71	9.09	7.69	14.29	11	26	14
5	21.43	*	25.00	71.43	*	70.00	7.14	*	5.00	14	*	20
6	20.00	14.29	*	75.00	78.57	*	5.00	7.14	*	20	14	*
All Grades	28.71	34.94	32.50	68.32	56.63	57.50	2.97	8.43	10.00	101	83	80

Grade Level	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	*	*	31.25	*	*	43.75	*	*	25.00	*	*	16
1	41.67	*	*	50.00	*	*	8.33	*	*	12	*	*
2	28.57	*	*	64.29	*	*	7.14	*	*	14	*	*
3	37.50	58.33	*	37.50	33.33	*	25.00	8.33	*	24	12	*
4	45.45	19.23	42.86	45.45	57.69	42.86	9.09	23.08	14.29	11	26	14
5	50.00	*	65.00	42.86	*	30.00	7.14	*	5.00	14	*	20
6	80.00	50.00	*	15.00	42.86	*	5.00	7.14	*	20	14	*
All Grades	46.53	36.14	41.25	41.58	50.60	45.00	11.88	13.25	13.75	101	83	80

Grade Level	Reading Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	*	*	18.75	*	*	68.75	*	*	12.50	*	*	16
1	33.33	*	*	33.33	*	*	33.33	*	*	12	*	*
2	14.29	*	*	50.00	*	*	35.71	*	*	14	*	*
3	4.17	0.00	*	37.50	58.33	*	58.33	41.67	*	24	12	*
4	9.09	15.38	28.57	45.45	46.15	35.71	45.45	38.46	35.71	11	26	14
5	7.14	*	15.00	57.14	*	70.00	35.71	*	15.00	14	*	20
6	25.00	0.00	*	35.00	78.57	*	40.00	21.43	*	20	14	*
All Grades	13.86	10.84	16.25	43.56	56.63	58.75	42.57	32.53	25.00	101	83	80

Grade Level	Writing Domain Percentage of Students by Domain Performance Level for All Students											
	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
K	*	*	31.25	*	*	37.50	*	*	31.25	*	*	16
1	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
2	7.14	*	*	64.29	*	*	28.57	*	*	14	*	*
3	4.17	25.00	*	50.00	58.33	*	45.83	16.67	*	24	12	*
4	18.18	15.38	35.71	63.64	69.23	42.86	18.18	15.38	21.43	11	26	14
5	14.29	*	20.00	71.43	*	75.00	14.29	*	5.00	14	*	20
6	25.00	7.14	*	60.00	85.71	*	15.00	7.14	*	20	14	*
All Grades	10.89	15.66	28.75	59.41	68.67	53.75	29.70	15.66	17.50	101	83	80

Conclusions based on this data:

1. In 22-23 we had an increase in the number of students at an overall level 4 in 4th and 5th grade.

2. More than 50 percent of our students scored a 3 or a 4 overall on the ELPAC.

3. In 22-23 we have had an increase in the amount of EL students taking the ELPAC in kindergarten.

School and Student Performance Data

California School Dashboard
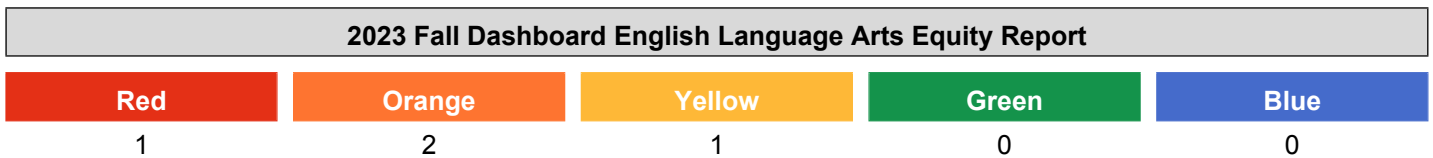## Student Population

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**
283	**76.7**	**27.6**	**0.7**
Total Number of Students enrolled in Loma 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	78	27.6
Foster Youth	2	0.7
Homeless	12	4.2
Socioeconomically Disadvantaged	217	76.7
Students with Disabilities	54	19.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	37	13.1
American Indian	1	0.4
Asian	4	1.4
Filipino	14	4.9
Hispanic	161	56.9
Two or More Races	27	9.5
White	39	13.8

Conclusions based on this data:

1. During the 22-23 school year the majority of students at Loma Elementary were hispanic.

2. Over the past three years the overall enrollment has remained steady.

3. During the 22-23 school year 76.7 percent of our students were socioeconomically disadvantaged.

School and Student Performance Data

Overall Performance

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Our overall absenteeism has declined 4%.

2. Our English Language Learners Progress has increased by 7.9% moving our school to green on the dashboard.

3. Both Language Arts and Math have maintained leaving us in orange on the data dashboard.

School and Student Performance Data

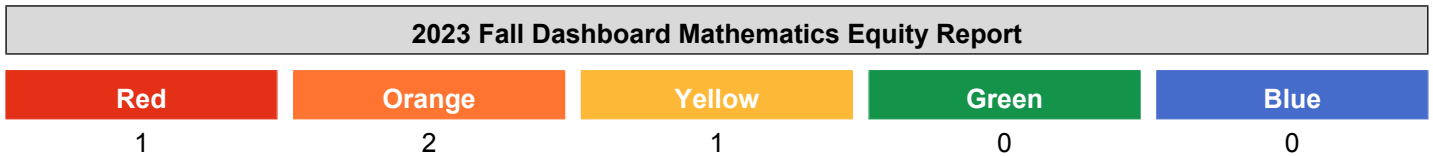## Academic Performance
English Language Arts

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
38.6 points below standard	55.5 points below standard	0 Students
Maintained +2 points	Increased +8.5 points	
148 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
	47.4 points below standard	102.8 points below standard
10 Students	Maintained -2.5 points	Maintained +1 points
	115 Students	37 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
63.8 points below standard Increased Significantly +22.7 points 15 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 46.4 points below standard Maintained -1.8 points 87 Students	9.6 points above standard 16 Students	No Performance Color 0 Students	34.8 points below standard Maintained -1.2 points 21 Students

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**
94.2 points below standard Decreased Significantly -27.8 points 37 Students	39.9 points above standard 15 Students	29.5 points below standard Maintained -2.8 points 92 Students

Conclusions based on this data:

1. Our reclassified English Learners are out performing our English only students.

2. Our current English learners who did not get reclassified decreased their score by 27.8 points.

3. Our African American population increased their overall score by 22.7 point.

School and Student Performance Data

Academic Performance
Mathematics

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	2	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
48.4 points below standard	55.6 points below standard	0 Students
Maintained +2.8 points	Increased Significantly +16.9 points	
147 Students	52 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Red
10 Students	55.2 points below standard	123.4 points below standard
	Maintained +0.1 points	Decreased Significantly -17.3 points
	115 Students	37 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
94.3 points below standard	Less than 11 Students	Less than 11 Students	Less than 11 Students
Decreased Significantly - 52.2 points	1 Student	3 Students	5 Students
15 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	16.9 points above standard	No Performance Color	42.1 points below standard
59.6 points below standard	16 Students	0 Students	Increased Significantly +15.3 points
Maintained -1.2 points			20 Students
87 Students			

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**
91.8 points below standard	33.7 points above standard	44.7 points below standard
Decreased Significantly -17.8 points	15 Students	Decreased -5.6 points
37 Students		91 Students

Conclusions based on this data:

1. Our overall English learners have increased 16.9 points in math.

2. Overall all students has maintained in orange on the dashboard.

3. In math our African American population decreased their score by 52.2 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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 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

English Learner Progress
Green
64.4% making progress towards English language proficiency
Number of EL Students: 59 Students
Performance Level: 4
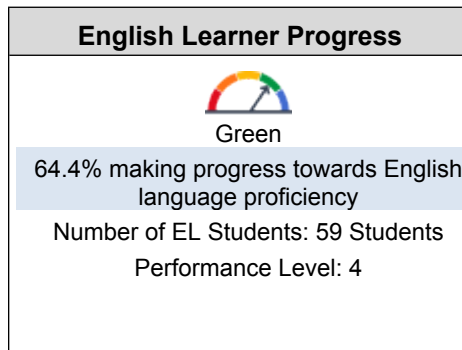
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
3	18	4	34

Conclusions based on this data:

1. In 2023 English learners scored 64.4 points above standard placing them in the green level on the California dashboard.

2. 34 students progressed at least one ELPI level.

3. 3 students decreased their ELPI level.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
34.7% Chronically Absent	43% Chronically Absent	
Declined Significantly -4	Increased 0.7	2 Students
300 Students	93 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
40% Chronically Absent	Yellow	Orange
Declined -1.7	35.7% Chronically Absent	44.1% Chronically Absent
15 Students	Declined Significantly -4.6	Declined -2.7
	230 Students	68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Yellow	Less than 11 Students	Less than 11 Students	21.4% Chronically Absent
15.4% Chronically Absent			Declined -1.6
Declined -0.8	1 Student	5 Students	
39 Students			14 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	42.9% Chronically Absent	No Performance Color	Orange
41.6% Chronically Absent	Declined -3.3	0 Students	25% Chronically Absent
Declined Significantly -3.1			Declined -13.8
173 Students	28 Students		40 Students

Conclusions based on this data:

1. While chronic absenteeism remains high, we are seeing declines in many student groups.

2. Our Hispanic subgroup which is our largest subgroup has the highest chronic absenteeism level.

3. Although the Hispanic subgroup has the largest level it did decline 3.1 points.

School and Student Performance Data

Conditions & Climate
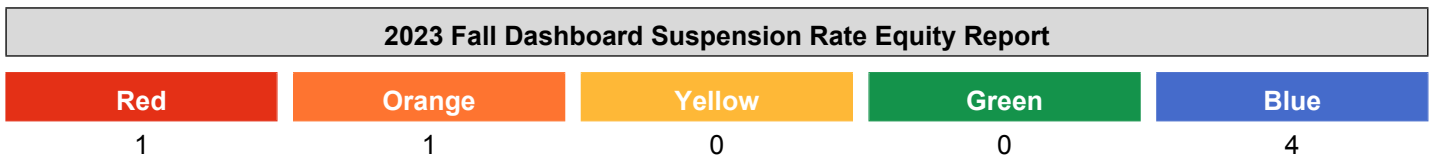### Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	1	0	0	4

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		
All Students	**English Learners**	**Foster Youth**
Yellow	Blue	Less than 11 Students
1% suspended at least one day	0% suspended at least one day	2 Students
Increased 0.6	Maintained 0	
312 Students	97 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Orange	Blue
Maintained 0	1.3% suspended at least one day	0% suspended at least one day
18 Students	Increased 0.9	Declined -1.6
	237 Students	70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Less than 11 Students	0% suspended at least one day
7.3% suspended at least one day	1 Student	5 Students	Maintained 0
Increased 7.3			14 Students
41 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	0% suspended at least one day	No Performance Color	Blue
0% suspended at least one day	Maintained 0	0 Students	0% suspended at least one day
Maintained 0	29 Students		Declined -1.8
178 Students			44 Students

Conclusions based on this data:

1. One percent of our population has been suspended.

2. Overall suspension rates remain relatively low across all subgroups.

3. African American suspension increased by 7.3%.

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 36% to 40%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 12% to 20%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 18% to 26%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 17% to 25%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 16% to 20% on the trimester 2 diagnostic.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 5% to 11% on the trimester 2 diagnostic.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 11% to 19% on the trimester 2 diagnostic.

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 11% on the trimester 2 diagnostic.

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"**
professional development for teachers 5000-5999: Services And Other Operating Expenditures Title I 0	Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, ELD, and ELA assessment practices. Look into available professional training that will provided by outside agiencies.- Planned training was not offered in person	Based on Spring 2024 CAASPP results professional learning will be determined by performance levels falling into the orange and red on the CA Dashboard.	We were unable to find trainings that supported our teachers needs.	Modify Teachers will engage in professional learning in order to enhance their instructional practice to engage students in learning.
cost of employees(classified and certificated) Title I 8,000	Provide pull out time for teachers to analyze data to determine student learning gaps as well as provide additional support for teachers to provide tier 2 or 3 level resources through the use of site based subs, substitute teachers, and extra	Teachers will look at data to determine intervention needs and track progress.	Teachers are using common formative assessments and developing rubrics to show student growth and mastery of standard. Our goal was to reach 20 percent proficient on iReady	Continue

	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"
	paraprofessionals, and campus attendants.		ELA diagnostic 2. We exceeded that goal reaching 35 percent proficient or advanced. We also exceeded our goal in our English Learner and Socioeconomically disadvantaged subgroups.	
site based sub 1000-1999: Certificated Personnel Salaries Title I 39,500.00	Hiring an additional site based sub part time to provide teacher support to provide additional reading group.	Based on iReady assessments at least 30% of students are reading below grade level and require additional reading support.	We have seen gains in students' progress in reading measured by an increase in their Literably scores. Our goal was to reach 20 percent proficient on iReady ELA diagnostic 2. We exceeded that goal reaching 35 percent proficient or advanced. We also exceeded our goal in our English Learner and Socioeconomically disadvantaged subgroups.	Continue

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.

We intended to send teachers to professional development during the school year unfortunately many of the trainings this year were still via zoom, thus teachers opted in not attending.

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

We will continue to invest in teachers professional development if the opportunities are available.

Goal #2

Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 27% to 30%(minimum of 3%.

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 10% to 18%.

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 7% to 15%.

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 7% to 15%.

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 11% to 15% on the trimester 2 diagnostic.

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 3% to 11% on the trimester 2 diagnostic.

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math)will increase from 8% to 16% on the trimester 2 diagnostic.

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 2% to 11% on the trimester 2 diagnostic.

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"
duplicate cost goal 1 strategy 1 0	Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, ELD, Math and ELA assessment practices.	Based on Spring 2024 CAASPP results professional learning will be determined by performance levels falling into the orange and red on the CA Dashboard.	We were unable to find trainings that supported our teachers needs.	Modify Teachers will engage in professional learning in order to enhance their instructional practice to engage students in learning.
duplicate cost goal 1 strategy 2	Provide pull out time for teachers to analyze data to determine student learning gaps as well as provide relief time for teachers to provide tier 2 or 3 level resources through the use of site based subs, substitute teachers, and extra paraprofessionals.	Teachers will look at data(formative assessments from curriculum and iready diagnostic) to determine intervention needs and track progress.	Teachers are using common formative assessments and developing rubrics to show student growth and mastery of standard. Our current goal was to increase from 11 to 15 percent proficient or advanced on diagnostic 2. We exceed this goal by 4 percent. We saw similiar growth in our	Continue

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"**
			socioeconomically disadvantaged subgroup, but our English Learners and students with disabilities did not meet their goal.	

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.

We intended to send teachers to professional development during the school year unfortunately many of the trainings this year were still via zoom, thus teachers opted in not attending.

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.

Due to a lack of district funding for site subs and losing personnel to cover teachers for data analysis we must provide additional funding for data analysis.

Goal #3

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

The percentage of students with disabilities who are chronically absent from school will decrease from 42% to 40%
The percentage of students in the white subgroup will decrease from 33% to 31%

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"
	Access to a social worker full time to provide resources for students and families. Consistent Attendance • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices). • Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). • Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. • Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and	Based on the Annual SEL Student and Parent Survey the site social worker will target students and families needing additional support.	The sites social worker has been able to provide support to staff, families, and individual students based on her notes. This has been an effective action to assist with chronic absenteeism and suspensions.	Continue

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"**
	address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. • Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. • Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.			
subs for PBIS data days 1000-1999: Certificated Personnel Salaries Title I 2000	Behavior • Investigate and implement alternatives to students being sent out of class for negative behavior. • School staff will partner with District Support Providers to gain skills and strategies focused on Positive Behavior Intervention Strategies (PBIS) that will help address chronic and/or extreme negative behaviors.	PBIS team and then implemented by all staff. We have looked at absenteeism rates, and behavior data collected in class an at recess.	Loma has developed Positive Behavior Intervention Strategies to help build community and engage students in the classroom. We have seen an increase in student engagement.	Discontinue We will continue to implement our PBIS program and analyze data which will seen in another strategy.

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"
	• Create and implement universal class expectations policies with defined responses to incidents in the classroom. Ensure consistency amongst staff for following the plan.			
Restorative practice training, and other PBIS related trainings 5800: Professional/Consulting Services And Operating Expenditures Title I 9,225	Professional development for all staff on PBIS and Restorative Practices.	Based on staff surveys regarding desired topics the school site social worker, ILT and principal will lead professional development.	Teachers who were able to attend the Restorative Practice Training returned with a better understanding and commitment to the importance of the work. Teachers have built int restorative circle to help build community, solve problems and restore the community.	Continue
campus attendant 2000-2999: Classified Personnel Salaries Title I 0.00

supplies for clubs 4000-4999: Books And Supplies Title I 2,000 | Hire an additional campus attendant to support our positive behavior incentives by offering clubs and activities as an alternative to recess. Provide materials for clubs and alternative activities to allow students to build connections on campus and decrease absenteeism. Never able to find staff used site sub instead to run clubs | Office referrals have dropped and students are building connections through activities with the site social worker. | With the site social worker on campus she is able to provide support for student connections and decrease absenteeism. | Discontinue |
| duplicate cost goal 1 strategy 2 | Provide pull out time for teachers to analyze behavior data to determine areas of need and allow planning time to implement strategies from PBIS and Restorative Practices Training through the use of site based subs, substitute teachers, and extra paraprofessionals. | As a team we looked at behavior data during recess. | We implemented different restorative practices at recess, as well as trained campus attendants on restorative practices to help them implement positive behavior intervention strategies. | Continue |
| bus and admission 5000-5999: Services And Other Operating Expenditures Title I 5,500 | Students will participate in educational field trips and experiences throughout the year that align to Common Core State Standards. Transportation, substitute costs, field trip costs. | Teachers will plan and align field trips to grade level standards | Students were able to have a better understanding of their grade level standards through an immersive experience. | Continue |

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"
cost of assemblies 5000-5999: Services And Other Operating Expenditures Title I 4500	Assemblies to promote cultural diversity, safety, and a positive school community.	ILT helped to plan assemblies that promotes a positive school community	Students have learned about diverse cultures and are more tolerant of each other's differences.	Continue

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.

We were able to implement all strategies in this area to create a positive school culture. In doing so we were able to decrease our absenteeism by 10 percent which exceeded our goal of 1 percent. Our white sub group went from 33 percent to 18 percent. One thing that we planned to implement was hire an extra campus attendant to help support at recess. Due to lack of applicants we were unable to fill this position until February. We were still able to provide alternative recess and clubs by using site subs to run the clubs which is reflected in last years SPSA.

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 continue to build community and use data to make improvement around PBIS.

Goal #4

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:
Culture/Climate
Growth Mindset
Self-Management
Self-Efficacy
Social Awareness

Parent survey results will demonstrate an increase in parents who respond positively in these areas:
Support for Academic Learning
Sense of Community
Sense of Safety

The number of students suspended will decrease from .87% to .5%

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"
4000-4999: Books And Supplies Title I 1500	Involvement of Parents staff and community: Promote what it means to be a Loma Scholar with a character trait of the month. Students be will recognized with incentives.	As evidenced by parent sign-in sheets the principal has seen an increase in parent involvement in character building.	Parent flyers, student excitement, and parent attendance has proven that this action encouraged family involvement in character building and school community.	Continue
flexible learning environments 4000-4999: Books And Supplies Title I 8,000	purchase of flexible seating items to develop a learning environment that meets all the individual needs of our students. Encourages collaboration, engagement and learning while meeting the sensory needs of our students.	Flexible seating is now available in each classroom and additional items are no longer required based on teacher feedback.	Teacher survey indicates no need for additional alternative seating options.	Discontinue We currently have flexible seating in all classrooms to meet the needs of our students.
4000-4999: Books And Supplies Title I 4450.47 cost of employees (Classified and Certificated) None Specified Title I 0	Host a variety of family events throughout the year to improve the home school connection. Extra time for teachers to plan and facilitate home school connection activities.	Parent surveys, parent discussions at SSC and PTA meetings	Parents have provided feedback that they have enjoyed the community building activities and would like to see them expand for next year.	Continue
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,088.43	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 students, especially our non-	Based on the parent survey and feedback from district meets such as DELAC and DAC a districtwide connection needs to be made between families and support services for student success.	Parents will have an opportunity to complete a needs assessment. There will also be a monitoring of sign in sheets for parent events and training.	Continue

	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"**
	English speaking parents and students. * Coordinating without outside organizations and assist parents in utilizing community service and other resources. * 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 * Helping families to understand the importance of attendance and work with them to help their students get to school.			

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 not any changes between the articulated strategies and how it was implemented.

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.

> With the additional of a grant funded community liaison some responsibilities will be shifted from the site social worker and parent liaisons.

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 XXX.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from XXX.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 35% to 40%.

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

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 30% to 35%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 10% to 17%.

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 will demonstrate increased proficiency on state and district assessments especially students with disabilities and english learners.

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)	ALL students, Grades 3-6 - 36% English Learners, Grades 3-6 - 12% Socioeconomically Disadvantaged Students, Grades 3-6 - 18% Students with Disabilities, Grades 3-6 - 17%	ALL students, of testing age XX English Learners, of testing age - XX Socioeconomically Disadvantaged Students, of testing age - XX Students with Disabilities, of testing age - XX
i-Ready ELA Assessment - % of students at or above grade level (All grades)	ALL students - 35% English Learners - 13% Socioeconomically Disadvantaged Students - 30% Students with Disabilities - 10%	ALL students - 40% English Learners - 20% Socioeconomically Disadvantaged Students - 35% Students with Disabilities - 17%

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	Professional Development: Teachers will engage in professional learning in order to enhance their instructional practice to engage students in learning. Visible Learning and teacher clarity. Teachers will participate in professional development opportunities in the areas of Reading, ELD, and ELA assessment practices.	All students especially EL students and students with disabilities.	2000 Title I 5000-5999: Services And Other Operating Expenditures professional development for teachers
1.2	Provide pull out time for teachers to analyze data to determine student learning gaps as well as provide additional support for teachers to provide tier 2 or 3 level resources through the use of site based subs, substitute teachers, and extra paraprofessionals, and campus attendants.	All students, specifically those below grade level in reading, ELs, and socioeconomically disadvantaged students.	10,000 Title I 1000-1999: Certificated Personnel Salaries cost of employees(classified and certificated)
1.3	Hiring an additional site based sub part time to provide teacher support to provide additional reading group and math intervention groups.	Student below grade level according to iReady and Literably in ELA	54643.00 Title I 1000-1999: Certificated Personnel Salaries site based sub
1.4	Teacher will implement the use of Accelerated Reader 3-6th grade to help students improve their reading comprehension. Accelerated reader will be used to encourage, manage, and monitor independent reading. Allowing students and teachers to check their understanding of the books that they read.	All students, specifically those below grade level in reading, ELs, and socioeconomically disadvantaged students.	4618.00 Title I 5000-5999: Services And Other Operating Expenditures Accelerated Reader subscription

1.5	Teachers will implement Raz Kids in K-2nd to improve reading comprehension and fluency. This is an online reading program with interactive reading books. Teachers will be able to assign, monitor and listen to students reading practice to improve students reading.	All students, specifically those below grade level in reading, ELs, and socioeconomically disadvantaged students.	700 Title I 5000-5999: Services And Other Operating Expenditures Raz Kid Subscription
1.6	Teacher will use Newsela 2-6 to supplement informational text to align to our district wide goal of comprehension of informational text. This program offers informational reading text at students grade level as well as their individual reading level. It is developed to supplement grade level standards.	All students, specifically those below grade level in reading, ELs, and socioeconomically disadvantaged students.	2,088 Title I 5000-5999: Services And Other Operating Expenditures Newsela Subscription

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 XXX.

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from XXX.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from XXX.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 19% to 23%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 7% to 15%.

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

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 11%.

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 will demonstrate increased proficiency on state and district assessments especially students with disabilities and english learners.

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)	ALL students, Grades 3-6 - % English Learners, Grades 3-6 - 1% Socioeconomically Disadvantaged Students, Grades 3-6 - % Students with Disabilities, Grades 3-6 - %	ALL students of testing age, XX English Learners, of testing age - XX Socioeconomically Disadvantaged Students of testing age- XX Students with Disabilities of testing age - XX
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	ALL students - 19% English Learners - 7% Socioeconomically Disadvantaged Students - 8% Students with Disabilities - 3%	ALL students of testing age - 23% English Learners - 15% Socioeconomically Disadvantaged Students - 16% Students with Disabilities - 11%

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	Professional Development: Teachers will participate in professional development opportunities in the areas of Reading, ELD, Math and ELA assessment practices.	All students especially EL and students with disabilities.	duplicate cost goal 1 strategy 1
2.2	Provide pull out time for teachers to analyze data to determine student learning gaps as well as provide relief time for teachers to provide tier 2 or 3 level resources through the use of site based subs, substitute teachers, and extra paraprofessionals.	All students, specifically students below grade level in mathematics, EL, Socioeconomically disadvantaged, and students with disabilities	duplicate cost goal 1 strategy 2
2.3	Hiring an additional site based sub part time to provide teacher support to provide additional reading group and math intervention groups	Student below grade level according to iReady and Literably in ELA	duplicate cost goal 1 strategy 1

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 2 - 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.

Establishing a climate of respect, belonging, connectedness and safety for our students 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 29.54%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 1% to 28.54%.

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	Access to a social worker full time to provide resources for students and families. Consistent Attendance • Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and stresses the importance of everyday attendance (see Restorative Practices).	All students, especially those suffering from chronic absenteeism	

	- Monitor attendance and respond in a tiered approach to intervention (i.e., Students missing 5-9%, students missing 10-19%, and students missing 20% or more). - Provide personalized early, caring, and constructive outreach to families already missing school. Look for and identify barriers to attendance. - Work with Student Supports/Probation Officer (truancy intervention and prevention) to identify and address patterns of excessive absences. Work with families to address situations that are leading to absences offering resources when and if appropriate. - Put system in place to contact and work with parents of chronically absent students, providing incentives for improvement. - Conduct parent meetings for foster students within 30 days of enrollment to collect information, identify student needs, determine educational rights, and ensure access to interventions in a timely manner. Elementary schools will use an SST format.		
3.3	Professional development for all staff on PBIS and Restorative Practices.	All Students	5000.00 0100/0105 5800: Professional/Consulting Services And Operating Expenditures Restorative practice training, and other PBIS related trainings
3.5	Provide pull out time for teachers to analyze behavior data to determine areas of need and allow planning time to implement strategies from PBIS and Restorative Practices Training through the use of site based subs, substitute teachers, and extra paraprofessionals.	All students, specifically students EL, Socioeconomically disadvantaged, and students with disabilities	duplicate cost goal 1 strategy 2
3.6	Students will participate in educational field trips and experiences throughout the year that align to Common Core State Standards. Transportation, substitute costs, field trip costs.	All students	4,000 Title I 5000-5999: Services And Other Operating Expenditures bus and admission
3.7	Assemblies to promote cultural diversity, safety, and a positive school community.	All students	4500 Title I 5000-5999: Services And Other Operating Expenditures cost of assemblies

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 76.14%
Growth Mindset 69.60%
Self-Management 61.44%
Self-Efficacy 52.93%
Social Awareness 68.44%

Parent survey results will demonstrate an increase of parents who respond positively in these areas:
Support for Academic Learning 91%
Sense of Community 92%
Sense of Safety 90%

The number of students suspended will decrease from 1% to .5%.

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

Goal 2 - 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.

Establishing a climate of respect, belonging, connectedness and safety for our students is critical to their success and their overall wellness. We are committed to prioritizing our students' social-emotional and mental health as well as their academic success.

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, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate 76.14% Growth Mindset 69.60% Self-Management 61.44% Self-Efficacy 52.93% Social Awareness 68.44%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 78% Growth Mindset - 71% Self-Management- 62% Self-Efficacy- 53% Social Awareness- 70%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning 91% Sense of Community 92% Sense of Safety 90%	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - 92% Sense of Community -93% Sense of Safety - 91%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1%.	The percentage of students suspended will decrease to .5%

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
4.4	Host a variety of family events throughout the year to improve the home school connection. Extra time for teachers to plan and facilitate home school connection activities.	All students	5000.00 Title I 4000-4999: Books And Supplies 0 Title I None Specified cost of employees (Classified and Certificated)
4.5	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 students, especially our non-English speaking parents and students. * Coordinating without outside organizations and assist parents in utilizing community service and other resources. * 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	All Students	1196.75 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Parent Liaison

	* Helping families to understand the importance of attendance and work with them to help their students get to school.		

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	$88,789.75
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,745.75
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	$87,549.00
Title I Part A: Parent Involvement	$1,196.75
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $88,745.75

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 ($)
0100/0105	$5,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $5,000.00

Total of federal, state, and/or local funds for this school: $93,745.75

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
0100/0105	5,000.00
Title I	87,549.00
Title I Part A: Parent Involvement	1,196.75

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	64,643.00
2000-2999: Classified Personnel Salaries	1,196.75
4000-4999: Books And Supplies	5,000.00
5000-5999: Services And Other Operating Expenditures	17,906.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	0100/0105	5,000.00
1000-1999: Certificated Personnel Salaries	Title I	64,643.00
4000-4999: Books And Supplies	Title I	5,000.00

5000-5999: Services And Other Operating Expenditures	Title I	17,906.00
None Specified	Title I	0.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,196.75

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	74,049.00
Goal 3	13,500.00
Goal 4	6,196.75

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
Tara Bernal	Principal
	Classroom Teacher
	Classroom Teacher
Cesar Ramirez	Classroom Teacher
Carla Giron	Other School Staff
Amber Thompson	Parent or Community Member
Tahesia Melvin	Parent or Community Member
Mitchell Seitz	Parent or Community Member
Charda Bell	Parent or Community Member
Akua Sodio	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 23, 2024.

Attested:

	Principal, Tara Bernal on May 23, 2024
	SSC Chairperson, Paula Bloemers on May 23, 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

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

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

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
   1. Ensure that those students' difficulties are identified on a timely basis; and
   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 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