



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Maryland Avenue Elementary School	37-68197-6038525	May 20, 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 Maryland Avenue Elementary School for meeting ESSA’s planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

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

Educational Partner Involvement

How, when, and with whom did your Maryland Avenue 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 2024-2025 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 18, 2024, 2:00pm
- SSC # 4 Meeting, April 18, 2024, 2:30pm, SSC #5 Meeting, May 20, 2024, 2:30pm
- Staff Meetings where the 2024-2025 SPSA goals and metrics were discussed: Sept 19, 2023, January 9, 2024, April 9, 2024
- Other meetings where the 2024-2025 SPSA goals and metrics were discussed: PTA Meetings: October 20, 2024, April 20, 2024

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

Resource Inequities

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

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

Maryland Avenue is identified as requiring ATSI for English Learner chronic absenteeism. Resource inequalities that impact chronic absenteeism are staffing challenges. In the 2022-2023 school year, Maryland Avenue was allocated 1.0 School Social Worker and was staffed .5 due to a lack of qualified applicants in our district. In the 2023-2024 school year, Maryland Avenue was allocated and staffed with a 1.0 Social Worker. Our School Social Worker has a vital role with identifying barriers to school attendance and providing families with access to supports and resources to address barriers to school attendance. In the 2022-2023 school year, Maryland Avenue's Health Tech was monolingual in English. In the 2023-2024 school year, we hired a Bilingual Health Tech who and is able to communicate and conduct outreach with Spanish speaking families who may be experiencing health related concerns that lead to absences. Maryland Avenue is not a Title 1 school which limits our ability to hire additional staff to support families with barriers to regular school attendance. We will continue to utilize our Bilingual Health Tech and our School Social Worker as leads on our Attendance Team to monitor and intervene with Chronic Absenteeism.

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.

Maryland Avenue has examined relevant academic achievement and engagement data to understand students' most pressing needs and their root causes through data chats using CA Dashboard and local data along with input from our educational partners. Our identified problems of practice are in the areas of: ELA, Chronic Absenteeism, and Suspension Rates.

ELA: Maryland Avenue is overall "Orange" and "maintained" status on the CA Dashboard. Hispanic and White student groups performed in the "Yellow" status while SED student group performed at the "Orange" status and SWD performed in the "Red" status. This data reflects a need to ensure that all teachers are continuing to increase proficient implementation of our promising practices (Close Reading, Collaborative Conversations, Short Constructed Written Response) to target comprehension of informational text in ELA. This data reflects a need to ensure that our students with disabilities are accessing grade level curriculum, participating in research based intervention skill development (SIPPS) and accessing appropriate accommodations, designated supports, and universal tools for accessibility within the CAASPP assessment system.

Chronic Absenteeism: Maryland Avenue's overall CA rate increased 1.9% in the 2022-2023 school year. Student groups in the "Red" status were: English Learners, Hispanic, SED, and White. African American and SWD performed in the "Orange" status. This data reflects a need to ensure that a School Attendance Team is monitoring attendance rates, supporting positive attendance rates through communications and resources, and addressing needs of families with barriers to regular school attendance.

Suspension Rates: Maryland Avenue's overall Suspension Rate was 1.8% on 2022-2023. The dashboard reflects a .8% increase from the previous year. This data reflects a need for additional Social and Emotional Learning opportunities and Social Work Service supports.

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.

Chronic Absenteeism for English Learners

Maryland Avenue's overall CA rate increased 1.9% in the 2022-2023 school year. Student groups in the "Red" status were: English Learners, Hispanic, SED, and White. Our English Learner student group is the lowest population; there were 53 students total enrolled in 2022-2023. While English Learners did not have the highest rate of Chronic Absenteeism, the small subgroup number impacts the status report. This data reflects a need to ensure that a School Attendance Team is monitoring attendance rates, supporting positive attendance rates through communications and resources, and addressing needs of families with barriers to regular school attendance in languages that align to our families first languages.

Other Needs

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

In addition to summative dashboard data, our School Leadership Team analyzes student work and formative assessment scores to determine needs. Our School Leadership Team has identified writing as an area of need for students across grade levels.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Maryland Avenue 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	0.2%	%	0%	1	0	0
African American	6.3%	7.43%	7.42%	29	33	34
Asian	3.3%	2.48%	4.37%	15	11	20
Filipino	2.4%	3.15%	1.97%	11	14	9
Hispanic/Latino	37.0%	34.46%	37.34%	171	153	171
Pacific Islander	1.1%	1.13%	0.22%	5	5	1
White	39.4%	39.19%	36.46%	182	174	167
Multiple/No Response	10.4%	11.71%	12.23%	48	52	56
Total Enrollment				462	444	458

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	98	101	109
Grade 1	60	69	74
Grade 2	60	53	69
Grade3	78	55	57
Grade 4	57	59	46
Grade 5	56	55	50
Grade 6	53	52	53
Total Enrollment	462	444	458

Conclusions based on this data:

- Overall enrollment data reflects student group consistent enrollment over the past 3 years.
- Overall enrollment data reflects grade level consistent enrollment over the past 3 years.
- Overall enrollment data reflects the highest student group enrollment is Hispanic and White.

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)	32	37	42	6.9%	8.3%	9.2%
Fluent English Proficient (FEP)	20	29	33	4.3%	6.5%	7.2%
Reclassified Fluent English Proficient (RFEP)	0		5	0.0%		9.8%

Conclusions based on this data:

1. English Learner student group enrollment has grown from 7% to 9% in the last 3 years.
2. Fluent English Proficient student group enrollment has increased from 4% to 7% in the last 3 years.
3. Reclassified Fluent English Proficient student group enrollment has increased from 0% to 9% in the last 3 years.

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	73	54	53	0	54	52	0	54	52	0.0	100.0	98.1
Grade 4	55	54	44	0	52	43	0	52	43	0.0	96.3	97.7
Grade 5	51	49	53	0	49	51	0	49	51	0.0	100.0	96.2
Grade 6	45	49	51	0	48	51	0	48	51	0.0	98.0	100.0
All Grades	224	206	201	0	203	197	0	203	197	0.0	98.5	98.0

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		2444.	2445.		35.19	32.69		18.52	26.92		25.93	30.77		20.37	9.62
Grade 4		2472.	2454.		30.77	23.26		17.31	23.26		21.15	13.95		30.77	39.53
Grade 5		2482.	2511.		10.20	31.37		36.73	27.45		20.41	9.80		32.65	31.37
Grade 6		2515.	2489.		6.25	13.73		45.83	19.61		29.17	35.29		18.75	31.37
All Grades	N/A	N/A	N/A		21.18	25.38		29.06	24.37		24.14	22.84		25.62	27.41

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		29.63	30.77		53.70	57.69		16.67	11.54
Grade 4		26.92	16.28		59.62	76.74		13.46	6.98
Grade 5		20.41	31.37		65.31	49.02		14.29	19.61
Grade 6		14.58	15.69		68.75	50.98		16.67	33.33
All Grades		23.15	23.86		61.58	57.87		15.27	18.27

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		22.22	9.62		57.41	69.23		20.37	21.15
Grade 4		17.31	9.30		59.62	58.14		23.08	32.56
Grade 5		14.29	25.49		48.98	45.10		36.73	29.41
Grade 6		8.33	5.88		60.42	47.06		31.25	47.06
All Grades		15.76	12.69		56.65	54.82		27.59	32.49

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		20.37	21.15		64.81	71.15		14.81	7.69
Grade 4		9.62	9.30		78.85	74.42		11.54	16.28
Grade 5		8.16	11.76		85.71	78.43		6.12	9.80
Grade 6		12.50	13.73		72.92	72.55		14.58	13.73
All Grades		12.81	14.21		75.37	74.11		11.82	11.68

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		29.63	25.00		57.41	61.54		12.96	13.46
Grade 4		23.08	13.95		53.85	67.44		23.08	18.60
Grade 5		10.20	27.45		63.27	49.02		26.53	23.53
Grade 6		14.58	11.76		70.83	64.71		14.58	23.53
All Grades		19.70	19.80		61.08	60.41		19.21	19.80

Conclusions based on this data:

1. According to CAASPP results, we have seen a 4% increase in students exceeding standard from 21-22 to 22-23 school year.
2. According to CAASPP results, we have seen a 5% decrease in students meeting standard from 21-22 to 22-23 school year.
3. According to CAASPP results, we have seen a 3% increase in students not meeting standard from 21-22 to 22-23 school year.

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	73	55	53	0	55	53	0	55	53	0.0	100.0	100.0
Grade 4	55	54	44	0	53	43	0	53	43	0.0	98.1	97.7
Grade 5	51	49	53	0	49	53	0	49	53	0.0	100.0	100.0
Grade 6	45	49	51	0	49	51	0	49	51	0.0	100.0	100.0
All Grades	224	207	201	0	206	200	0	206	200	0.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2459.	2442.		40.00	16.98		14.55	41.51		27.27	24.53		18.18	16.98
Grade 4		2483.	2466.		18.87	18.60		28.30	25.58		35.85	30.23		16.98	25.58
Grade 5		2491.	2475.		20.41	9.43		18.37	24.53		28.57	33.96		32.65	32.08
Grade 6		2502.	2506.		10.20	21.57		20.41	13.73		34.69	27.45		34.69	37.25
All Grades	N/A	N/A	N/A		22.82	16.50		20.39	26.50		31.55	29.00		25.24	28.00

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		41.82	20.75		40.00	62.26		18.18	16.98
Grade 4		26.42	20.93		49.06	53.49		24.53	25.58
Grade 5		24.49	13.21		44.90	52.83		30.61	33.96
Grade 6		10.20	19.61		59.18	47.06		30.61	33.33
All Grades		26.21	18.50		48.06	54.00		25.73	27.50

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		45.45	22.64		32.73	64.15		21.82	13.21
Grade 4		15.09	20.93		56.60	53.49		28.30	25.58
Grade 5		22.45	5.66		46.94	56.60		30.61	37.74
Grade 6		4.08	19.61		57.14	35.29		38.78	45.10
All Grades		22.33	17.00		48.06	52.50		29.61	30.50

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		34.55	20.75		50.91	67.92		14.55	11.32
Grade 4		22.64	20.93		56.60	55.81		20.75	23.26
Grade 5		8.16	3.77		65.31	75.47		26.53	20.75
Grade 6		8.16	17.65		69.39	56.86		22.45	25.49
All Grades		18.93	15.50		60.19	64.50		20.87	20.00

Conclusions based on this data:

1. According to CAASPP results, we have seen a 6% decrease in students exceeding standard from 21-22 to 22-23.
2. According to CAASPP results, we have seen a 6% increase in students meeting standard from 21-22 to 22-23.
3. According to CAASPP results, we have seen a 3% increase in students not meeting standard from 21-22 to 22-23.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	1416.0	*	*	1419.7	*	*	1406.9	9	6	14
1	*	*	*	*	*	*	*	*	*	5	5	9
2	*	*	*	*	*	*	*	*	*	7	6	*
3	1497.1	*	*	1495.7	*	*	1497.7	*	*	11	6	*
4	*	*	*	*	*	*	*	*	*	8	7	6
5	*	*	*	*	*	*	*	*	*	*	6	7
6	*	*	*	*	*	*	*	*	*	4	*	4
All Grades										45	38	46

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	14.29	*	*	28.57	*	*	35.71	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	27.27	*	*	36.36	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	28.95	10.87	28.89	34.21	34.78	28.89	21.05	28.26	20.00	15.79	26.09	45	38	46

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	*	*	7.14	*	*	35.71	*	*	28.57	*	*	28.57	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	33.33	42.11	21.74	31.11	34.21	36.96	20.00	10.53	21.74	15.56	13.16	19.57	45	38	46

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	*	*	7.14	*	*	21.43	*	*	64.29	*	*	7.14	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	*	*	18.18	*	*	45.45	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	8.89	10.53	6.52	22.22	28.95	19.57	40.00	36.84	41.30	28.89	23.68	32.61	45	38	46

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	*	*	7.14	*	*	71.43	*	*	21.43	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	27.27	*	*	54.55	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	22.22	50.00	19.57	62.22	42.11	67.39	15.56	7.89	13.04	45	38	46

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	57.14	*	*	35.71	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	45.45	*	*	45.45	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	40.00	39.47	28.26	40.00	44.74	43.48	20.00	15.79	28.26	45	38	46

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	7.14	*	*	85.71	*	*	7.14	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	18.18	*	*	54.55	*	*	27.27	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	11.11	18.42	8.70	48.89	50.00	56.52	40.00	31.58	34.78	45	38	46

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	50.00	*	*	35.71	*	*	14.29	*	*	14
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	9.09	*	*	81.82	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	15.56	18.42	26.09	60.00	63.16	54.35	24.44	18.42	19.57	45	38	46

Conclusions based on this data:

- In the 22-23 school year, 14 Kinder students took the ELPAC. Most students scored level 2 or 3 in overall language performance.

2. In the 22-23 school year, Kinder oral language score is mostly in the level 3 performance range.
3. In the 22-23 school year, Kinder written language score is mostly in the level 2 performance range.

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
458	56.8	9.2	0.2
Total Number of Students enrolled in Maryland Avenue 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	42	9.2
Foster Youth	1	0.2
Homeless	6	1.3
Socioeconomically Disadvantaged	260	56.8
Students with Disabilities	98	21.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	34	7.4
Asian	20	4.4
Filipino	9	2
Hispanic	171	37.3
Two or More Races	56	12.2
Pacific Islander	1	0.2
White	167	36.5

Conclusions based on this data:

- Maryland Avenue's SED student group has increased by 15% over the last 5 years.

2. Maryland Avenue's EL student group has maintained between 7-10% over the last 5 years.

3. Maryland Avenue's SWD student group has maintained at a 20-22% over the last 5 years.

School and Student Performance Data

Overall Performance





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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Red	Suspension Rate  Orange
Mathematics  Yellow		

Conclusions based on this data:

1. Maryland Avenue has "maintained" Orange status in ELA from 21-22 to 22-23.
2. Chronic Absenteeism has increased 1.9% from 21-22 to 22-23.
3. Suspension rates increased .8% from 21-22 to 22-23.

School and Student Performance Data

Academic Performance English Language Arts

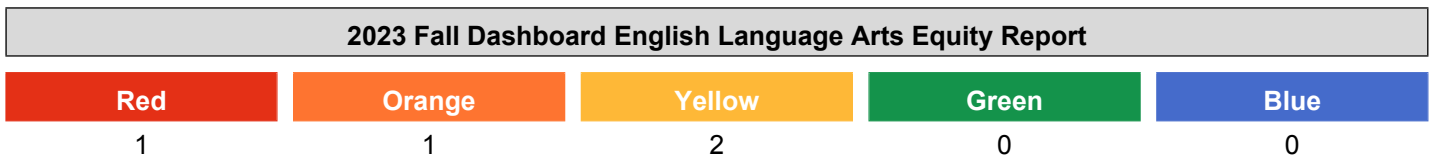
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>5.5 points below standard</p> <p>Maintained -2.5 points</p> <p>189 Students</p>	<p>English Learners</p> <p>69.1 points below standard</p> <p>Decreased -14.9 points</p> <p>20 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>25.5 points below standard</p> <p>Maintained +1.9 points</p> <p>122 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>78.7 points below standard</p> <p>Decreased Significantly -21.5 points</p> <p>46 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>53.2 points below standard</p> <p>Decreased Significantly - 53.9 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>20 points below standard</p> <p>Increased +8.3 points</p> <p>70 Students</p>	<p>13.3 points above standard</p> <p>Increased +10.1 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>6.1 points above standard</p> <p>Decreased -8.8 points</p> <p>70 Students</p>

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>98.8 points below standard</p> <p>Decreased -14 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>3.7 points below standard</p> <p>Decreased -5 points</p> <p>158 Students</p>

Conclusions based on this data:

1. In Language Arts our students performed an average of 5.5 points below standard. The California State student performance was 13.6 points below standard.
2. In Language Arts our students with disabilities performed 78.7 points below standard, The California State student performance was 96.3 points below standard.
3. In Language Arts our English Learners declined 14 points.

School and Student Performance Data

Academic Performance Mathematics

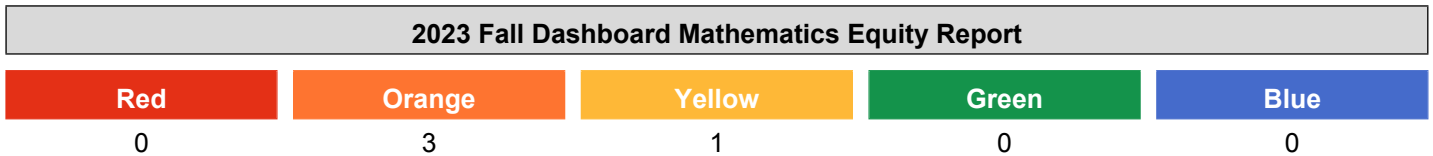
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 22.8 points below standard Decreased -10.8 points 189 Students	English Learners 65.6 points below standard Decreased Significantly -19.2 points 20 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Orange 37 points below standard Decreased -9.9 points 122 Students	Students with Disabilities  Orange 91.5 points below standard Decreased Significantly -25.1 points 46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>81.4 points below standard</p> <p>Decreased Significantly - 42.4 points</p> <p>14 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>32.6 points below standard</p> <p>Decreased -6.2 points</p> <p>70 Students</p>	<p>12 points below standard</p> <p>Decreased Significantly - 15.8 points</p> <p>23 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>	<p></p> <p>Yellow</p> <p>13.5 points below standard</p> <p>Decreased -10.8 points</p> <p>70 Students</p>

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>87.1 points below standard</p> <p>Decreased Significantly -21.7 points</p> <p>16 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>22.5 points below standard</p> <p>Decreased -13.2 points</p> <p>158 Students</p>

Conclusions based on this data:

1. In Math our students performed 22.8 points below standard. The California State student performance was 49.1 points below standard.
2. In Math our students with disabilities performed 91.5 points below standard. The California State student performance was 127.3 points below standard/
3. In Math our English Learner students performed 87.1 points below standard.

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.

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
32.1% making progress towards English language proficiency
Number of EL Students: 28 Students
Performance Level: No Performance Level

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
10	9	2	7

Conclusions based on this data:

- 10 students decreased once ELPI level.
- 9 students maintained an ELPI level.
- 19 out of 28 students either maintained an ELPI level or decreased an 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.

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








This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 29.9% Chronically Absent Increased 1.9 492 Students	English Learners Red 41.5% Chronically Absent Increased 2.4 53 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 9 Students	Socioeconomically Disadvantaged Red 39.2% Chronically Absent Increased 2.8 293 Students	Students with Disabilities Orange 32.1% Chronically Absent Declined -7.3 109 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 25.7% Chronically Absent Declined -8.5 35 Students	 No Performance Color 0 Students	33.3% Chronically Absent Increased 13.3 21 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 35.3% Chronically Absent Increased 1 184 Students	 Yellow 18.8% Chronically Absent Declined -1.6 64 Students	Less than 11 Students 1 Student	 Red 29.8% Chronically Absent Increased Significantly 6.7 178 Students

Conclusions based on this data:

1. We have 29.9% of students overall with Chronic Absenteeism. This is an increase of 1.9%.
2. Our English Learner students increased 2.4% in Chronic Absenteeism from 21-22 to 22-23.
3. Our SED students increased 2.8% in Chronic Absenteeism from 21-22 to 22-23.

School and Student Performance Data

Conditions & Climate Suspension Rate

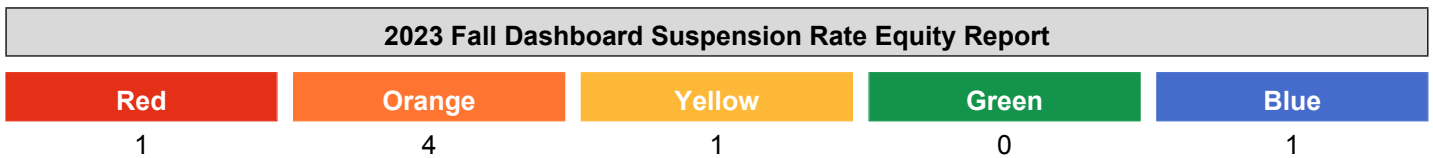
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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
 Orange	 Orange	Less than 11 Students 2 Students
1.8% suspended at least one day	5.5% suspended at least one day	
Increased 0.8 501 Students	Increased 5.5 55 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Orange	 Orange
	2.7% suspended at least one day	1.8% suspended at least one day
	Increased 0.8 300 Students	Increased 0.9 110 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 2.9% suspended at least one day Increased 0.3 35 Students	 No Performance Color 0 Students	4.8% suspended at least one day Increased 4.8 21 Students	Less than 11 Students 9 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 3.2% suspended at least one day Increased Significantly 2.6 189 Students	 Yellow 1.6% suspended at least one day Maintained -0.1 64 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Declined Significantly -1.1 182 Students

Conclusions based on this data:

1. Overall we saw an increase in suspension rates of .8% which is an improvement from previous year where increase was 1.8%
2. Our students in the English Learner student group suspension rate increased 5.5% due to 2 suspensions in the school year.
3. Overall we saw an decrease in suspension rates for students in the white student group by 1.1%

SPSA Monitoring and Evaluation 2023-24

Goal #1

Statewide Assessments will be updated once we have 2022-2023 results.

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 51% to 54%

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 0% to 8%

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 51% to 54%

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 10% to 18%

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 53% to 56% as of Diagnostic 2 (Spring 2024).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 27% to 35% as of Diagnostic 2 (Spring 2024).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 52% to 56% as of Diagnostic 2 (Spring 2024).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 22% to 30% as of Diagnostic 2 (Spring 2024).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices, and engaging in cycles of professional learning.</p> <ul style="list-style-type: none"> Data Culture: Maryland Avenue will use multiple data indicators to inform decisions regarding curriculum, instruction, and 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic results reflect that D1 ELA increased 5% from 22-23 to 23-24. 23-24 iREADY Diagnostic reflects that D2 ELA increased 5% in early/mid/above grade level from D1. 23-24 iREADY Diagnostic reflect that D2 ELA Projected Proficiency range is 52% (no growth) to 58% (typical growth). ILT Walkthrough Data reflects 14/17 classrooms show evidence of learning</p>	<p>Continue District and school level data support continuing the goal.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning.</p> <ul style="list-style-type: none"> • Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California Content Standards. • Targeted Instructional Area: Informative Writing. All staff will focus on the development of specific writing strategies through a calibrated writing process that is aligned to California Content Standards. • High Impact Teaching Strategy 		<p>intentions and success criteria connected to grade level standard in ELA. ILT Walkthrough Data reflects 17/17 classroom show evidence of Close Reading.</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>(HITS): Goal Setting. Staff Learning Days and Staff Meetings will focus on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection.</p> <ul style="list-style-type: none"> • Powerful practices: Professional Learning Communities will employ instructional practices that are geared toward increasing reading comprehension skills in informational text. These include, and are not limited to, close reading, small group reading instruction across all grade levels, and thinking strategies: collaborative conversations. • Cycles of Professional Learning: instructional staff will engage in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for 			

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"
	continuous improvement.			
	<p>Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.</p> <ul style="list-style-type: none"> Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle. PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making. 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic results reflect that D1 ELA increased 5% from 22-23 to 23-24. 23-24 iREADY Diagnostic reflects that D2 ELA increased 5% in early/mid/above grade level from D1. 23-24 iREADY Diagnostic reflect that D2 ELA Projected Proficiency range is 52% (no growth) to 58% (typical growth). ILT Walkthrough Data reflects 14/17 classrooms show evidence of learning intentions and success criteria connected to grade level standard in ELA. ILT Walkthrough Data reflects 17/17 classroom show evidence of Close Reading.</p>	<p>Continue District and school level data support continuing the goal.</p>
	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students. Tier 1:</p> <ul style="list-style-type: none"> Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards. Grade level teachers will implement Tier 1 interventions for students not mastering 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic results reflect that D1 ELA increased 5% from 22-23 to 23-24. 23-24 iREADY Diagnostic reflects that D2 ELA increased 5% in early/mid/above grade level from D1. 23-24 iREADY Diagnostic reflect that D2 ELA Projected Proficiency range is 52% (no growth) to 58% (typical growth). ILT Walkthrough Data reflects 14/17 classrooms show evidence of learning intentions and success criteria connected to grade level standard in ELA.</p>	<p>Continue District and school level data support continuing the goal.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>essential ELA standards.</p> <ul style="list-style-type: none"> All K-3 students will participate in daily small group reading instruction. All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p> <ul style="list-style-type: none"> Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. Site Sub (.4) will support reading & writing intervention & instruction for 		<p>ILT Walkthrough Data reflects 17/17 classroom show evidence of Close Reading.</p>	

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>students who are 2+ grade levels below.</p> <ul style="list-style-type: none"> Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below. 			
	<p>Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELD. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content.</p> <ul style="list-style-type: none"> The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups. English Learners receive a minimum of 30 minutes of designated ELD daily. Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program. The school will utilize the district EL Resource 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic Results (D1 to D2) reflect the following rates of students at grade level in ELA: K: 50% to 75% 1: 0% to 57% 2: 20% to 30% 3: 0% to 25% 4: 0 to 0 5: 0 to 0 6: 0 to 25%</p>	<p>Modify</p> <p>Continue goal and focus resources and supports for grade 3-6</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Teacher for professional learning, supports, and resources.</p> <ul style="list-style-type: none"> The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress. 			
	<p>Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.</p> <ul style="list-style-type: none"> The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers. Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team. 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic Results (D1 to D2) reflect the following rates of students at grade level in ELA: K: 25% to 72% 1: 0% to 14% 2: 0% to 16% 3: 12% to 12% 4: 14% to 14% 5: 20% to 26% 6: 0 to 0%</p>	<p>Modify</p> <p>Continue goal and focus resources and supports for grade 3-6</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

There are no major differences between the intended implementation and the actual implementation of strategies and activities 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.

Resources, supports, and professional development focus for grades 3-6 on integrated ELD, and SDAI strategies for ELs and SWD. Continue to focus professional learning on first good instruction.

Goal #2

Statewide Assessments will be updated once 2022-2023 results are available.

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 44% to 47%

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 6% to 14%

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 45% to 47%

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 12% to 20%

Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 43% to 46% based on D2 data (Spring 2024).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 22% to 30% based on D2 data (Spring 2024).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 36% to 44% based on D2 data (Spring 2024).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 13% to 21% based on D2 data (Spring 2024).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards. Grade level teachers will 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY D1 results in math reflect growth of 3% from previous year. iREADY results reflect 4% growth of students at grade level from D1 to D2. iREADY Projected Proficiency reflects range of 37% (no growth) to 51% (typical growth)</p>	<p>Continue</p> <p>District and school level data support continuing the goal.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>implement Tier 1 interventions for students not mastering essential ELA standards.</p> <ul style="list-style-type: none"> All K-3 students will participate in daily small group reading instruction. All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p> <ul style="list-style-type: none"> Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. 			

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"
	<ul style="list-style-type: none"> Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below. Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below. 			
	<p>Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.</p> <ul style="list-style-type: none"> Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle. PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making. 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY D1 results in math reflect growth of 3% from previous year. iREADY results reflect 4% growth of students at grade level from D1 to D2. iREADY Projected Proficiency reflects range of 37% (no growth) to 51% (typical growth)</p>	<p>Continue District and school level data support continuing the goal.</p>
	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY D1 results in math reflect growth of 3% from previous year. iREADY results reflect 4% growth of students at grade level from D1 to D2. iREADY Projected Proficiency reflects range of 37% (no growth) to 51% (typical growth)</p>	<p>Continue District and school level data support continuing the goal.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>progress and to plan differentiation and intervention to ensure mastery of Math essential standards.</p> <ul style="list-style-type: none"> • Grade level teachers will implement Tier 1 interventions for students not mastering essential Math standards. • All K-3 students will participate in daily small group reading instruction. • All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. • Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. • Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p> <ul style="list-style-type: none"> • Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. • Teachers will collaborate with 			

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress.</p> <ul style="list-style-type: none"> Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below. 			
	<p>Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELDS. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content in Math.</p> <ul style="list-style-type: none"> The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups. English Learners receive a minimum of 30 minutes of designated ELD daily. Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program, 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic Results (D1 to D2) reflect the following rates of students at grade level in math: K: 26% to 73% 1: 0% to 14% 2: 10% to 20% 3: 0% to 25% 4: 0 to 0 5: 0 to 0 6: 0 to 25%</p>	<p>Modify</p> <p>Continue goal and focus resources and supports for grades 4-6</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>including language demands in math content standards.</p> <ul style="list-style-type: none"> The school will utilize the district EL Resource Teacher for professional learning, supports, and resources. The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress. 			
	<p>Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.</p> <ul style="list-style-type: none"> The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers. Student core instructional time will be prioritized in the general education class, with appropriate 	<p>iREADY Diagnostic Results iREADY Progress towards Personalized Learning Paths iREADY Standards Mastery Principal Walkthrough Data ILT Walkthrough Data Teacher Survey Data</p>	<p>iREADY Diagnostic Results (D1 to D2) reflect the following rates of students at grade level in math: K: 23% to 61% 1: 0% to 0% 2: 0% to 0% 3: 0% to 6% 4: 14% to 29% 5: 20% to 20% 6: 0 to 10%</p>	<p>Modify</p> <p>Continue goal and focus on inclusive model refinement in grades 1-3</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	supports, as determined by the IEP team.			

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 are no major differences between intended implementation and actual strategies/activities 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.

Resources, supports, and professional development focus for grades 3-6 on integrated ELD, and SDAI strategies for ELs and SWD. Continue to focus professional learning on first good instruction.

Goal #3

The percentage of students who are chronically absent from school will decrease by 10% or more this year.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>Increase consistent attendance and decrease tardiness through a supportive, proactive approach to engaging families as partners in education.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and educates the community about the importance of school attendance. Recognize parents for regular school attendance, improved attendance, and consistent on time arrival to school. Our School Social Worker will assist with monitoring attendance and responding to attendance concerns with a positive and proactive approach to supporting families. Provide resources to families experiencing barriers to regular school attendance. Engage in the tiered intervention process with students & families who are at-risk of chronic absenteeism, Communicate the importance of school attendance and provide 	<p>Attendance reports School Social Worker Outreach reports Parent Education participation rates Parent surveys Principal Outreach reports</p>	<p>Current Year to Date Chronic Absenteeism is at 24.8% which reflects a 5% decrease from previous year. Current Year to Date Chronic Absenteeism rate reflects decrease in student groups: Hisp 39.5% in 22-23 to 33% current YTD White 29.7% in 22-23 to 17.5% YTD ATSI designation based on EL CR increase of 2.4% from 21-22 to 22-23</p>	<p>Modify</p> <p>Continue goal and focus resources and supports in translated languages: Spanish and Russian, increase resources and supports to families of students who are ELs.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	supports for TK and K families to remove barriers to regular school attendance. <ul style="list-style-type: none"> • Provide parent education about the importance of school attendance through parent education events 			

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 are no major differences between the intended implementation and the actual strategies/activities 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.

Continue goal and focus resources and supports in translated languages: Spanish and Russian, increase resources and supports to families of students who are ELs. We will create and monitor EL Chronic Absenteeism metric for 2024-25 SPSA.

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 of 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 1.4% to .5% or less.

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"
	Character Education and Social-Emotional Learning Integration <ul style="list-style-type: none"> • Implement Second Step SEL lessons regularly in all classrooms, led by classroom teachers. • Communicate with families each week and provide ways to extend SEL learning at home. • School Social Worker to facilitate whole class and small group SEL lessons weekly. • Daily Peace Maker pledge. • Weekly student recognitions and awards for LION behaviors • Student Leadership Squad training in peer mediation. • Utilization of School Link for referrals to district's partner organizations for intervention and support. 	Second Step Lesson completion rates Principal Communication Class Daily Schedules CORE SEL survey	Second Step Completion Reports reflect 70% of classes are on target to complete curriculum by Spring Break. 100% of Principal Weekly Newsletters included SEL extension activities for families 100% of Class Daily Schedules reflect daily SEL circle times	Continue District and school level data support continuing the goal.

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"
	Positive Behavior Intervention System <ul style="list-style-type: none"> Establish positive relationships between staff and students and among students with strategies such as restorative circles, class norms, and class positive behavior systems. Implement consistent instruction and recognitions for positive behaviors inside and outside class: safe, respectful, responsible. Work with staff to establish a climate of positive behavior interventions and supports where consequences for behaviors are logical and natural where accountability and opportunity exist concurrently. Utilize the district behavior intervention team to conduct trainings for teachers and staff. 	Intervention Team referrals SST referrals Office referrals CORE SEL survey	Intervention Referral data reflects 11 students referred to Intervention Team in 2023-2024 school year. 5/11 students were referred to 504 or SPED assessment following Tier 2 and Tier 3 interventions.	Continue District and school level data support continuing the goal.
	Family Partnerships <ul style="list-style-type: none"> Hold family events on campus that help to establish and enhance relationships between home and school. Provide opportunities for family education based on indicated need of families. 	Family event participation rates Parent surveys SSC Needs Assessment ELAC Needs Assessment	ELAC and SSC meetings reflect a positive perspective on Maryland Avenue's culture and climate. SSC recommends holding bi-monthly parent and principal meetings.	Continue District and school level data support continuing the goal.

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"
	<ul style="list-style-type: none"> • Conduct a needs assessment with the school's ELAC and SSC. • Utilize communication systems (Blackboard, Class Dojo, Social Media, etc) to establish consistent communication with families. • Provide translation of materials and interpreters at parent workshops, trainings, and meetings. 			

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 are no major differences between the intended implementation and the actual implemented strategies/activities.

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.

District and school level data support continuing the goal as indicators reflect positive trending results.

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 50% to 55%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 0% to 10%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 51 to 55%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 22% to 25%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 63% to 68%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 32% to 42%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 52% to 62%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 24% to 29%.

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.

English Learners and Students with Disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment - % of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 50%</p> <p>English Learners, Grades 3-6 - 0%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 51%</p> <p>Students with Disabilities, Grades 3-6 - 22%</p>	<p>ALL students, of testing age 55%</p> <p>English Learners, of testing age - 10%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 55%</p> <p>Students with Disabilities, of testing age - 25%</p>
i-Ready ELA Assessment - % of students at or above grade level (All grades)	<p>ALL students -63%</p> <p>English Learners - 32%</p> <p>Socioeconomically Disadvantaged Students - 52%</p> <p>Students with Disabilities - 24%</p>	<p>ALL students - 68%</p> <p>English Learners - 42%</p> <p>Socioeconomically Disadvantaged Students - 62%</p> <p>Students with Disabilities - 29%</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>Maryland Avenue is committed to using data for continuous improvement (data culture), focusing on a targeted instructional area, implementing a high impact teaching strategy across grade levels, employing powerful instructional practices, and engaging in cycles of professional learning.</p> <ul style="list-style-type: none"> Data Culture: Maryland Avenue will use multiple data indicators to inform decisions regarding curriculum, instruction, and professional learning at multiple levels. Teachers use formative data to inform instructional decisions daily. Grade level teams analyze student data to inform curriculum and instructional planning. School leadership uses data to identify areas for continuous improvement and professional learning. Targeted Instructional Area: Comprehension of Informational Text. Each student will improve their ability to read, understand and make meaning of grade level appropriate informational text across content areas. All staff will focus on the development of specific reading and thinking strategies aligned to the California Content Standards. 	All Students	

	<ul style="list-style-type: none"> Targeted Instructional Area: Informative Writing. All staff will focus on the development of specific writing strategies through a calibrated writing process that is aligned to California Content Standards. High Impact Teaching Strategy (HITS): Goal Setting. Staff Learning Days and Staff Meetings will focus on the incremental steps necessary to fully implement Goal Setting. These are: learning intentions, success criteria, connecting learning activities to assessment, rigor and relevance, and student self-reflection. Powerful practices: Professional Learning Communities will employ instructional practices that are geared toward increasing reading comprehension skills in informational text. These include, and are not limited to, close reading, small group reading instruction across all grade levels, and thinking strategies: collaborative conversations. Cycles of Professional Learning: instructional staff will engage in cycles that include professional learning, professional reading, safe practices and peer observation, receiving feedback, review of student work, and making adjustments for continuous improvement. 		
1.2	<p>Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.</p> <ul style="list-style-type: none"> Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle. PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making. 	All Students	
1.3	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students. Tier 1:</p> <ul style="list-style-type: none"> Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards. Grade level teachers will implement Tier 1 interventions for students not mastering essential ELA standards. 	All Students	

	<ul style="list-style-type: none"> • All K-3 students will participate in daily small group reading instruction. • All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. • Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. • Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p> <ul style="list-style-type: none"> • Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. • Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. • Site Sub (.4) will support reading & writing intervention & instruction for students who are 2+ grade levels below. • Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below. 		
1.4	<p>Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELD. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content.</p> <ul style="list-style-type: none"> • The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups. • English Learners receive a minimum of 30 minutes of designated ELD daily. • Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program. • The school will utilize the district EL Resource Teacher for professional learning, supports, and resources. • The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress. • Focus professional learning on Integrated ELD for grades 3-6 	English Learners	

<p>1.5</p>	<p>Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.</p> <ul style="list-style-type: none"> • The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers. • Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team. • Focus supports and resources for SWD included in general education for core ELA. 	<p>Students with Disabilities</p>	
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Goals, Strategies, & Proposed Expenditures

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

Goal 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 43% to 48%

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 6% to 11%

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 43% to 48%.

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 20% to 25%

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 47% to 52%

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 18% to 28%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 40% to 50%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 17% to 22%.

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.

English Learners and Students with Disabilities

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - % of students meeting standard (of testing age)	<p>ALL students of testing age, 43%</p> <p>English Learners, of testing age - 6%</p> <p>Socioeconomically Disadvantaged Students of testing age- 43%</p> <p>Students with Disabilities of testing age - 22%</p>	<p>ALL students of testing age, 48%</p> <p>English Learners, of testing age - 11%</p> <p>Socioeconomically Disadvantaged Students of testing age- 48%</p> <p>Students with Disabilities of testing age - 25%</p>
i-Ready Math Assessment - % of students at or above grade level (ALL grades)	<p>ALL students - 47%</p> <p>English Learners - 18%</p> <p>Socioeconomically Disadvantaged Students - 40%</p> <p>Students with Disabilities - 17%</p>	<p>ALL students of testing age - 52%</p> <p>English Learners - 28%</p> <p>Socioeconomically Disadvantaged Students - 50%</p> <p>Students with Disabilities - 22%</p>

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of ELA essential standards. Grade level teachers will implement Tier 1 interventions for students not mastering essential ELA standards. All K-3 students will participate in daily small group reading instruction. All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p>	All Students	

	<ul style="list-style-type: none"> • Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. • Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. • Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below. • Extended Learning Opportunity Teacher will provide small group SIPPS instruction for students 3+ grade levels below. 		
2.2	<p>Develop strong Professional Learning Communities (PLCs). Our PLCs are grade level educators that meet weekly, share expertise, and work collaboratively to improve teaching and learning in service of student achievement.</p> <ul style="list-style-type: none"> • Staff meetings and Site Learning Days will include dedicated time to develop strong PLC practices geared towards the Teaching and Learning Cycle. • PLCs will collaborate with the Instructional Data Support Teacher (IDS) to continue improvement in data inquiry and data informed decision making. 	All Students	
2.3	<p>We will implement a school-wide system of tiered intervention to meet the needs of all students.</p> <p>Tier 1:</p> <ul style="list-style-type: none"> • Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan differentiation and intervention to ensure mastery of Math essential standards. • Grade level teachers will implement Tier 1 interventions for students not mastering essential Math standards. • All K-3 students will participate in daily small group reading instruction. • All 4-6 teachers will facilitate daily small group reading instruction for students reading below grade level. • Reading progress will be monitored regularly through Literably, iREADY and teacher reading assessments. • Teachers will utilize strategies and resources to ensure centers and/or independent work during small group reading rotation is rigorous, standards-aligned, and appropriately differentiated to ensure meaningful engagement. <p>Tier 2:</p> <ul style="list-style-type: none"> • Maryland Avenue Intervention Team will include multi-disciplinary team including general education teachers. 	All Students	

	<ul style="list-style-type: none"> Teachers will collaborate with the Intervention Team to create goals for student progress, identify Tier 2 supports and services, and monitor student progress. Site Sub (.4) to support intervention & instruction in math for students 2+ grade levels below. 		
2.4	<p>Maryland Avenue will engage English Learners in a comprehensive English Language Development (ELD) program that includes designated ELD and integrated ELDS. Designated ELD is designed to ensure that students are learning essential reading, writing, listening and speaking skills in the English language. Integrated ELD is designed to ensure that students are learning language acquisition while learning core content in Math.</p> <ul style="list-style-type: none"> The School Leadership Team will engage in a program analysis to determine if designated ELD is effectively delivered in grade level classes or in ELD Proficiency level instructional groups. English Learners receive a minimum of 30 minutes of designated ELD daily. Staff Meetings and SLDs will be used to support consistent and effective implementation of a comprehensive ELD program, including language demands in math content standards. The school will utilize the district EL Resource Teacher for professional learning, supports, and resources. The school will monitor EL progress and proficiency throughout the year and provide intervention and support for students not making expected progress. Focus on professional learning for integrated ELD in math. 	English Learners	
2.5	<p>Maryland Avenue serves students with disabilities through service models specially designed to meet their unique needs. Maryland Avenue offers an Autism Special Day Class option for students Preschool- Grade 6 and a Specialized Academic Instruction program option for students in grades TK-6.</p> <ul style="list-style-type: none"> The school will ensure that general education and special education teachers are collaborating, communicating, and co-planning to the degree that most benefits students, and to provide training and supports for general education teachers and special education teachers. Student core instructional time will be prioritized in the general education class, with appropriate supports, as determined by the IEP team. 	Students with Disabilities	

	<ul style="list-style-type: none">• Increase focus on resources and supports for SWD included in the general education core math classes in grades 1-3.		
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Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Student Engagement

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 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.

English Learner Chronic Absenteeism

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 29.9%.	In 2024-25, we will reduce the rate of chronic absenteeism by 5% to 24.9%.
Rate of EL Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism increased by 1.9% from previous year. Our rate of EL chronic absenteeism increased by 2.4% from previous year.	In 2024-25, we will reduce the rate of EL chronic absenteeism by 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
3.1	<p>Increase consistent attendance and decrease tardiness through a supportive, proactive approach to engaging families as partners in education.</p> <ul style="list-style-type: none"> Engage students and parents with a warm and welcoming school environment that emphasizes building relationships with families and students and educates the 	All Students	

	<p>community about the importance of school attendance.</p> <ul style="list-style-type: none"> • Recognize parents for regular school attendance, improved attendance, and consistent on time arrival to school. • Our School Social Worker will assist with monitoring attendance and responding to attendance concerns with a positive and proactive approach to supporting families. • Provide resources to families experiencing barriers to regular school attendance. • Engage in the tiered intervention process with students & families who are at-risk of chronic absenteeism, • Communicate the importance of school attendance and provide supports for TK and K families to remove barriers to regular school attendance. 		
<p>3.2</p>	<p>Increase consistent attendance for English Learners through a supportive, proactive approach to engaging families as partners in education.</p> <ul style="list-style-type: none"> • Provide parent education in multiple languages about the importance of school attendance through parent education events • Communicate and engage families in native languages of Spanish and Russian • Attendance Team to meet monthly to allocate resources and supports for students at risk of Chronic Absenteeism with a focus on English Learners. 	<p>English Learners</p>	

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:

(Data from Spring 2024)

Culture/Climate 74.81%

Growth Mindset 60.8%

Self-Management 63.3%

Self-Efficacy 52.9%

Social Awareness 65.8%

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

(Data from Spring 2024)

Support for Academic Learning 93%

Sense of Community 92%

Sense of Safety 85%

The number of students suspended will decrease from 1.8% to .5% or less.

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.

Increase student SEL competencies, especially in the domain of Self-Efficacy.

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,)	The percentage of students who responded favorably in the domains listed below are as follows: Culture/Climate 74.81% Growth Mindset 60.8% Self-Management 63.3% Self-Efficacy 52.9% Social Awareness 65.8%	The percentage of students who respond favorably will increase to the following percentages in each domain: Culture/Climate - 75% Growth Mindset - 75% Self-Management- 75% Self-Efficacy- 75% Social Awareness- 75%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows: Support for Academic Learning - 93% (maintained from previous year) Sense of Community - 92%(maintained from previous year) Sense of Safety - 85%(increased by 1% from previous year)	The percentage of parents who respond favorably will increase to the following percentages in each domain: Support for Academic Learning - maintain at 93% or increase Sense of Community -maintain at 92% or increase Sense of Safety - maintain at 85% or increase
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.8%.	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
4.1	Character Education and Social-Emotional Learning Integration <ul style="list-style-type: none"> • Implement Second Step SEL lessons regularly in all classrooms, led by classroom teachers. • Communicate with families each week and provide ways to extend SEL learning at home. • School Social Worker to facilitate whole class and small group SEL lessons weekly. • Daily LION pledge. • Weekly student recognitions and awards for LION behaviors • Student Leadership Squad training in peer mediation. • Utilization of School Link for referrals to district's partner organizations for intervention and support. • Connect instructional practices of goal setting to student self efficacy • Partner with Playworks to provide the training of our campus attendants and other stakeholders to ensure that 	All Students	

	students are actively engaged in playful, safe and cooperative games during their recess time.		
4.2	<p>Positive Behavior Intervention System</p> <ul style="list-style-type: none"> • Establish positive relationships between staff and students and among students with strategies such as restorative circles, class norms, and class positive behavior systems. • Implement consistent instruction and recognitions for positive behaviors inside and outside class: safe, respectful, responsible. • Work with staff to establish a climate of positive behavior interventions and supports where consequences for behaviors are logical and natural where accountability and opportunity exist concurrently. • Utilize the district behavior intervention team to conduct trainings for teachers and staff. 	All Students	
4.3	<p>Family Partnerships</p> <ul style="list-style-type: none"> • Hold family events on campus that help to establish and enhance relationships between home and school. • Provide opportunities for family education based on indicated need of families. • Conduct a needs assessment with the school's ELAC and SSC. • Utilize communication systems (Blackboard, Class Dojo, Social Media, etc) to establish consistent communication with families. • Provide translation of materials and interpreters at parent workshops, trainings, and meetings. 	All Students	

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$
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 (\$)
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$

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 (\$)
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

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

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
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Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Expenditures by Goal

Goal Number	Total Expenditures
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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

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
	Other: School Site Council

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

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

This SPSA was adopted by the SSC at a public meeting on 5/20/24.

Attested:



Principal, Stephanie Starr on 5/20/24



SSC Chairperson, Stephanie Starr on 5/20/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

A S.M.A.R.T. goal is:

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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