



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Captain Raymond Collins School	19648736021380	December 3, 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 Captain Raymond Collins School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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

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# Plan Description

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

This plan is being used by Captain Raymond Collins School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

This comprehensive school plan for student achievement is designed to enhance learning in accordance with the Every Student Succeeds Act (ESSA). At its core, the plan prioritizes high-quality Tier 1 instruction, ensuring that all students receive differentiated and engaging teaching that meets their diverse learning needs within the general and special education classroom. Regularly scheduled biweekly collaboration among teachers and staff facilitates discussions about student progress, sharing of best practices, addressing challenges and gains, fostering a sense of community and encouraging innovative strategies.

Daily integrated and designated English Language Development (ELD) instruction is also a key component, providing essential support for English learners to achieve proficiency. Instructional leadership teams, comprised of grade level teacher teams, and Academic Coach, and administrators, are established to analyze student data, implement best practices, facilitate collaboration meetings, and drive instructional improvements, particularly for struggling students. Ongoing professional development opportunities focus on evidence-based practices, culturally responsive teaching, and differentiated instruction, with embedded support for real-time reflection and improvement.

The plan is aligned with Paramount Unified School District's five primary goals to guide its efforts to meeting the LCAP:

Goal 1: Elevate Deeper Learning and College, Career, and Life Readiness- This goal aims to foster critical thinking, problem-solving, and skills necessary for success beyond school, ensuring that students are well-prepared for their future endeavors.

Goal 2: Implement Comprehensive Professional Learning, Leading to Effective Change- This goal emphasizes the importance of ongoing professional development for educators, equipping them with the tools and strategies needed to drive meaningful changes in their teaching practices.

Goal 3: Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety- This goal focuses on creating a supportive school culture where students feel valued, respected, and emotionally secure, which is essential for their overall well-being and academic success.

Goal 4: Enhance Family and Community Engagement- This goal seeks to build strong partnerships with families and community stakeholders through workshops, events, and consistent communication, creating a supportive network that enhances student learning.

Goal 5: Build an Inclusive and Equitable School District- This goal emphasizes the commitment to ensuring that all students, regardless of their background or abilities, have access to equitable resources, opportunities, and support within the school district. It aims to create an environment where diversity is celebrated, and every student can thrive.

Additionally, targeted interventions will be implemented to improve academic outcomes for all student groups, with regular monitoring to ensure timely assistance for those underperforming. Strategies to reduce chronic absenteeism involve engaging families and providing resources to overcome attendance barriers, such as outreach programs and community partnerships. Lastly, the plan includes initiatives aimed at continuous improvement of school culture, promoting a positive climate through social-emotional learning programs, conflict resolution training, and student recognition systems. By continuously assessing and refining these strategies, the school aims to create an environment where every student can thrive academically and personally.

# Educational Partner Involvement

How, when, and with whom did Captain Raymond Collins 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

School Site Council (SSC):

April 16, 2024- Council discussed outcomes of the Title 1/LCAP 2024 Parent Survey and iReady Spring Reading and Math assessment results and progress toward related goals in the school plan.

May 21, 2024- Council reviewed the 2023-24 SPSA Goals 1-3, along with associated actions and data points. The data was examined to assess progress towards the goals and their targets. While most areas demonstrated improvement, some goals remained in progress.

October 8, 2024- The Council revisited the data discussed during the end-of-year meeting for 2023-24 and addressed the information that was not available at that time, specifically regarding the SBA and ELPAC. Additionally, the principal informed the Council about the new SPSA goals for 2024-25, which are aligned with the LCAP. SBA ELA and Math goals were both not met. An additional meeting to address development of the SPSA was added to the meeting calendar.

October 22, 2024- The meeting primarily focused on developing the draft School Plan, particularly goals one through five and their actions for 2024-25. Key topics included various aspects of school planning and improvement, such as academic goals, professional development, and student support initiatives. Conversations centered on fostering a positive school culture, strengthening family engagement, and ensuring equitable access to educational opportunities. The team also highlighted the importance of monitoring progress and effectively allocating resources to meet the school's objectives. The ELAC had no comments or suggestions for the SSC, and SSC members present expressed no questions or further input on the draft plan, agreeing with the proposed actions. The meeting concluded with a discussion of upcoming school events and a decision to reconvene on November 5, 2024.

November 5, 2024- Council continued developing the draft of the SPSA. The discussion included the preliminary budget for the school year including the carryover from 23- 24. The expected outcomes for each goal associated strategies, and allocations were discussed. It was shared that the ELAC had no comments or suggestions for the SSC, and SSC members present expressed no questions or further input on the draft plan, agreeing with the proposed actions. Due to district level strategies not being in the draft SPSA at the time of the meeting and revised timelines, the SSC meeting schedule was adjusted to add a meeting for December 3, 2024 to review the final draft of the SPSA.

December 3, 2024- The Council met to continue the discussion and final revision of the SPSA for the 2024-25 school year. All district level actions for each goal were shared and explained to the members present. Mrs. Domino shared that the exact amount of each goal added by the District is not included, but community members could access the district LCAP to get more details. Each goal and the Title 1 allocation associated with it was discussed. It was noted that some actions overlapped or repeated with other goals, and that the budget for those goals was funded by Title 1 allocations in the initial action. Mrs. Domino shared that a member of ELAC asked if a nurse was assigned to Collins to which she replied nurses support multiple schools and a nurse visits Collins daily. It was also shared that ELAC had no advisory comments or suggestions for SSC. Even though after each goal, actions, and allocations were discussed, council was asked for questions, suggestions, or comments, no questions or suggestions were raised during the meeting regarding the school plan. The 2024-25 SPSA was approved by the council during the meeting.

English Learner Advisory Committee (ELAC):

April 16, 2024- The committee reviewed the outcomes of the Title 1/LCAP 2024 Parent Survey, as well as the results from the iReady Spring Reading and Math assessments, and discussed progress toward the related goals in the school plan.

May 21, 2024- The committee reviewed the 2023-24 SPSA Goals 1-3, along with the related actions and data points. They analyzed the data to evaluate progress toward the goals and their targets, with a particular focus on attendance. While most areas showed improvement, some goals were still in progress.

October 22, 2024- On October 22, 2024, the committee reviewed the school's annual goals, emphasizing four primary areas. The first goal focused on improving attendance, with planned actions including attendance incentives and enhanced communication with families. The second goal aimed to boost student engagement, proposing increased opportunities for students to join clubs and activities and enhancing the school's website and social media presence. The third goal targeted improving student achievement, with initiatives such as expanded professional development for

teachers and an upgraded data tracking system. The fourth goal emphasized building an inclusive and equitable school district, including actions like offering art instruction to all students during the school day and ensuring equitable access to the Advanced Visual and Performing Arts (VAPA) program.

Throughout the discussion, the committee stressed the importance of additional support for students, particularly English learners and students with disabilities, through targeted interventions and close attendance monitoring. After reviewing each goal and its associated actions, the committee was invited to share questions or feedback but had no additional input.

November 5, 2024- The council met to continue the discussion of the draft school plan, which included budget allocations for various goals related to student achievement, professional development, school climate, parent engagement, and equity as it relates to English Learners. The difference between LCAP and Title 1 funds and how they are allocated was discussed. As each goal, accompanying strategy, and allocation was shared, committee members were given the opportunity to provide suggestions, ask questions, or provide a comment. There were no comments provided to share with the SSC.

December 3, 2024- The committee met to continue the discussion of the 2024-2025 school plan. Mrs. Domino outlined the school plan, emphasizing the district's funding allocations and the school's Title 1 funding for each goal. She reviewed the goals and associated actions, detailing how funds are allocated for academic coaches, PE and music teachers, Project Lead The Way educators, Language Assessment Assistants, etc. She also highlighted the addition of a library technician and extended hours for universal access planning. Mrs. Domino expanded on the district's actions for each goal, covering funding for CSAs, BCBAs, school counselors, and social workers, as well as nurses. A community member asked if there was a nurse assigned to Collins. Mrs. Domino informed her that there is a nurse assigned to Collins and she visits the school daily, but she also supports other school sites. The discussion concluded with an overview of the total Title 1 funding included in the plan. Throughout the discussion, the committee was asked for questions or feedback but had no comments or suggestions for SSC.

#### Title 1 Parent Meetings:

On August 27 and 29, 2024, there were parent meetings: a virtual meeting on the morning of August 27 and an in-person gathering during Back to School Night on August 29. The principal, assisted by a translator, shared the following information:

- Title 1 Overview
- How Title 1 Funds Are Utilized
- Parent Compact
- Parent and Family Engagement Policy—District and Collins School
- Parent Rights Under Title 1
- Curriculum and Assessments
- Ways to Support Education at Home
- How to Communicate with the School and Teachers
- Opportunities for Parents to Provide Feedback on the School Plan for Student Achievement (SPSA) and the Parent Engagement Policy

#### Collins Leadership Team:

January 16, 2024- The Leadership Team met to analyze and compare the outcomes of Assessment #2 from the iReady assessments.

February 13, 2024- The Leadership Team convened to discuss the SBA and projected results based on iReady data. The team also reviewed the goals and progress toward them as outlined in the SPSA.

May 28, 2024- The Leadership Team reviewed of the School Plan for Student Achievement (SPSA) focusing on evaluating the 2023-24 strategies and anticipated outcomes. Data available was shared with the understanding that the plan would have to be revisited and evaluated further when SBA outcomes are released in the Fall. Discussions included the preliminary budget allocations for the 2024-25 school year. Differences in the way school would be funded and changes in personnel were discussed.

#### Staff Meetings:

January 18, 2024- During a staff meeting, teachers analyzed and responded to student growth and performance data following the second iReady Diagnostic. They reviewed Diagnostic growth, performance, and Personalized Instruction data to address key questions, set priorities, and plan instructional next steps, reinforcing data-driven practices and a strong data culture.



April 11, 2024- During a staff meeting, teachers and admin conducted a detailed analysis of iReady and FRS data to assess student progress in Reading and Math, identifying trends and key areas where additional support may enhance achievement.

August 13, 2024- During the staff meeting, teachers and admin reviewed key components of the 2023-24 schoolwide data. Attendance data focused on chronic absenteeism and notable patterns within the school population. Behavior data was also discussed, specifically examining who is being suspended and identifying trends. The CAASPP data for grades 3-5 in both ELA and Math was analyzed, along with grade-level performance insights to highlight specific areas of growth and need. Additionally, iReady data in Reading and Math was reviewed, including key observations on student progress. This comprehensive data review aimed to inform our next steps for targeted support and improvement across the school.

## 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.

## 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.

The 2023 indicators from the California School Dashboard were used, as the 2024 indicators are not yet available. English Language Arts and Mathematics under Academic Performance, along with the Suspension Rate under Conditions & Climate, are in the Orange category for overall performance. These areas have been identified as needing improvement due to their lower performance levels.

To address these areas, Collins will be implementing targeted small-group instruction in literacy and math during the school day, along with professional development for teachers to enhance instructional strategies implemented during Tier 1 instruction. Professional development will be carried out through biweekly collaboration meetings facilitated by the Instructional Leadership Team member, site staff meetings, and district professional development days for all teachers and staff focused on identified needs. Additionally, adjustments to the curriculum have been made to better support foundational skills. To improve the Suspension Rate, the school will continue to implement the Safe and Civil School (SACS) Program coupled with Capturing Kids Hearts (CKH) and Positive Behavior Intervention Systems (PBIS) as well as use of restorative practices to reduce disciplinary incidents, along with increasing access to counseling services to address behavioral needs proactively. Additionally, the school counselor will be providing regular social emotional learning and character trait lessons to students at all grade levels using the Second Step, Ripple Effects Programs, and Capturing Kids Hearts programs.

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.

The 2023 indicators from the California School Dashboard were used, as the 2024 data is not yet available. Several indicators reveal that performance for certain student groups is two or more levels below the performance of All Students, highlighting key areas of concern and potential opportunities for improvement.

In English Language Arts, while the All Students group is rated Orange, the Socioeconomically Disadvantaged and African American student groups are rated Red indicating a significant performance gap. To address these disparities, Collins will be implementing targeted small-group instruction focused on literacy during the school day, making curriculum adjustments, and providing professional development in culturally responsive teaching practices to enhance literacy outcomes for these underperforming groups.

In Mathematics, the All Students group is also rated Orange, while African American students are rated Red, demonstrating a similar two-level gap. Collins will respond to these gaps with a small group math intervention program

during the school day utilizing small-group instruction, and focused teacher training in math instruction to better support struggling students.

Regarding the Suspension Rate indicator, where All Students are rated Orange, Students with Disabilities and African American students are rated Red, showing a concerning discrepancy. To improve suspension rates, the school will continue to implement the Safe and Civil School (SACS) Program coupled with Capturing Kids Hearts (CKH) and Positive Behavior Intervention Systems (PBIS) as well as use of restorative practices to reduce disciplinary incidents, along with increasing access to counseling services to address behavioral needs proactively.

Finally, in Chronic Absenteeism, All Students are rated Yellow, while Homeless students fall into the Red category, with Students with Disabilities rated Orange. Addressing these absenteeism challenges will involve outreach and support for attendance, family engagement strategies, and partnerships with community organizations to provide resources for at-risk students, particularly those facing homelessness.

Each of these steps represents ongoing efforts to close performance gaps, reduce disparities, and support all students in achieving their academic and behavioral goals.

## 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 utilizing Dashboard data, Collins also identifies student needs through locally collected data, including iReady assessments, benchmark assessments, and common formative assessments. These tools provide valuable insights into pupil outcomes, enabling us to tailor instructional strategies and support services to address specific areas of need effectively. This comprehensive approach ensures that our decisions are informed by both state and locally generated data for a well-rounded understanding of student progress and achievement.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Captain Raymond Collins 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	0.19%	0	1	1
African American	32.06%	35.12%	36.43%	201	190	192
Asian	3.03%	3.51%	3.80%	19	19	20
Filipino	1.28%	1.29%	0.95%	8	7	5
Hispanic/Latino	58.69%	54.71%	52.18%	368	296	275
Pacific Islander	0.80%	0.55%	0.38%	5	3	2
White	0.64%	0.55%	1.14%	4	3	6
Multiple	3.51%	4.07%	4.93%	22	22	26
Total Enrollment				627	541	527

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	87	108	82
Grade 1	111	83	80
Grade 2	109	85	77
Grade3	102	88	91
Grade 4	100	80	85
Grade 5	118	97	84
Total Enrollment	627	541	527

#### Conclusions based on this data:

- Grades 3 to 5 show a minor decrease in enrollment over the years. For instance, Grade 5 dropped from 118 students in 21-22 to 85 in 23-24. This trend may suggest a shift in enrollment patterns as students advance through the upper elementary levels.
- African American students have maintained steady enrollment, slightly increasing from 32.06% in 21-22 to 36.43% in 23-24. This group remains the second-largest racial/ethnic group in the school.

3. Hispanic/Latino students represent the majority of the student body, although their percentage has decreased slightly over the past three years, from 58.69% in 21-22 to 52.18% in 23-24. This trend suggests a shift in the school's demographic composition, though Hispanic/Latino students still form the largest student group.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	133	104	77	19.6%	21.2%	14.6%
Fluent English Proficient (FEP)	46	28	41	8.6%	7.3%	7.8%
Reclassified Fluent English Proficient (RFEP)	22	10	20	5.3%	3.5%	3.8%

### Conclusions based on this data:

1. The percentage of English Learners has steadily decreased over the past three years, from 19.6% in 21-22 to 14.6% in 23-24.
2. The percentage of students classified as Fluent English Proficient (FEP) has remained relatively stable, with a minor increase from 7.3% in 22-23 to 7.8% in 23-24. This stability indicates consistent support for English proficiency among students who have already achieved fluency.

# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	90	93	98	90	90	98	90	90	100.0	100.0	96.8
Grade 4	104	82	88	101	82	86	100	82	86	97.1	100.0	97.7
Grade 5	116	105	84	113	103	84	113	103	84	97.4	98.1	100
Grade 11												
All Grades	318	277	265	312	275	260	311	275	260	98.1	99.3	98.1

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2375.	2377.	2375.	12.24	12.22	14.44	14.29	26.67	15.56	23.47	13.33	25.56	50.00	47.78	44.44
Grade 4	2397.	2403.	2415.	7.00	1.22	13.95	14.00	15.85	16.28	26.00	31.71	16.28	53.00	51.22	53.49
Grade 5	2451.	2403.	2429.	6.19	3.88	3.57	23.01	11.65	13.10	30.09	22.33	27.38	40.71	62.14	55.95
Grade 11															
All Grades	N/A	N/A	N/A	8.36	5.82	10.77	17.36	17.82	15.00	26.69	22.18	23.08	47.59	54.18	51.15

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24

<b>Grade 3</b>	10.20	10.00	7.78	61.22	65.56	57.78	28.57	24.44	34.44
<b>Grade 4</b>	6.00	4.88	12.79	60.00	62.20	52.33	34.00	32.93	34.88
<b>Grade 5</b>	3.54	0.97	4.76	72.57	50.49	60.71	23.89	48.54	34.52
<b>Grade 11</b>									
<b>All Grades</b>	6.43	5.09	8.46	64.95	58.91	56.92	28.62	36.00	34.62

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	7.22	4.49	11.11	50.52	53.93	46.67	42.27	41.57	42.22
<b>Grade 4</b>	4.00	4.88	6.98	50.00	59.76	51.16	46.00	35.37	41.86
<b>Grade 5</b>	7.08	3.88	2.38	56.64	44.66	54.76	36.28	51.46	42.86
<b>Grade 11</b>									
<b>All Grades</b>	6.13	4.38	6.92	52.58	52.19	50.77	41.29	43.43	42.31

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	5.10	7.78	8.89	70.41	68.89	66.67	24.49	23.33	24.44
<b>Grade 4</b>	4.00	6.10	5.81	65.00	64.63	65.12	31.00	29.27	29.07
<b>Grade 5</b>	6.19	1.94	7.14	67.26	62.14	67.86	26.55	35.92	25.00
<b>Grade 11</b>									
<b>All Grades</b>	5.14	5.09	7.31	67.52	65.09	66.54	27.33	29.82	26.15

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>Grade 3</b>	4.08	3.33	13.33	58.16	61.11	56.67	37.76	35.56	30.00
<b>Grade 4</b>	5.00	4.88	8.14	67.00	63.41	59.30	28.00	31.71	32.56
<b>Grade 5</b>	5.31	2.91	2.38	61.95	53.40	60.71	32.74	43.69	36.90
<b>Grade 11</b>									
<b>All Grades</b>	4.82	3.64	8.08	62.38	58.91	58.85	32.80	37.45	33.08
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

#### Conclusions based on this data:

1. The data reveals that a large proportion of students fall into the "Standard Nearly Met" and "Standard Not Met" categories across multiple grade levels. This indicates an area of concern, as the majority of students are not reaching grade-level expectations in ELA, which highlights the need for targeted support in literacy.
2. The % Standard Exceeded category remains low across all grades, showing only a small fraction of students performing above grade level in ELA. This pattern shows that few students are excelling in literacy, pointing to a need for enrichment programs or advanced literacy resources for high-performing students.
3. Consistent Performance Across Grades: The overall Mean Scale Score in English Language Arts remains relatively stable across grades and years, with minor fluctuations. This stability suggests that there have been no significant changes in ELA performance trends across grade levels.



# 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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	98	90	93	98	90	90	98	90	90	100.0	100.0	96.8
Grade 4	104	82	88	99	80	88	99	80	88	95.2	97.6	100
Grade 5	116	105	84	111	103	84	111	103	84	95.7	98.1	100
All Grades	318	277	265	308	273	262	308	273	262	96.9	98.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2381.	2366.	7.14	12.22	4.44	16.33	17.78	18.89	30.61	23.33	22.22	45.92	46.67	54.44
Grade 4	2396.	2417.	2416.	6.06	2.50	3.41	11.11	15.00	19.32	24.24	40.00	29.55	58.59	42.50	47.73
Grade 5	2413.	2402.	2422.	0.90	0.97	1.19	5.41	5.83	7.14	23.42	10.68	28.57	70.27	82.52	63.10
All Grades	N/A	N/A	N/A	4.55	5.13	3.05	10.71	12.45	15.27	25.97	23.44	26.72	58.77	58.97	54.96

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.22	15.56	7.78	39.80	34.44	44.44	48.98	50.00	47.78
Grade 4	5.05	7.50	5.68	32.32	41.25	43.18	62.63	51.25	51.14
Grade 5	2.70	2.91	1.19	26.13	20.39	41.67	71.17	76.70	57.14
All Grades	6.17	8.42	4.96	32.47	31.14	43.13	61.36	60.44	51.91
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	12.24	13.33	6.67	45.92	40.00	44.44	41.84	46.67	48.89
Grade 4	6.06	2.50	9.09	36.36	46.25	42.05	57.58	51.25	48.86
Grade 5	0.00	0.00	0.00	43.24	33.01	53.57	56.76	66.99	46.43
All Grades	5.84	5.13	5.34	41.88	39.19	46.56	52.27	55.68	48.09
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.22	18.89	6.67	56.12	46.67	54.44	32.65	34.44	38.89
Grade 4	5.05	3.75	4.55	43.43	62.50	53.41	51.52	33.75	42.05
Grade 5	0.90	0.97	0.00	50.45	46.60	54.76	48.65	52.43	45.24
All Grades	5.52	7.69	3.82	50.00	51.28	54.20	44.48	41.03	41.98
In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.									

#### Conclusions based on this data:

1. The data shows that a substantial percentage of students fall into the "Standard Nearly Met" and "Standard Not Met" categories across grades, with more than half of students in these categories each year. This trend suggests that most students are not meeting grade-level proficiency standards in mathematics, highlighting a need for enhanced support in math instruction.
2. The percentage of students in the "Standard Exceeded" category remains very low across all grades and years, indicating that only a small fraction of students are excelling in mathematics.
3. Stable but Low Mean Scale Scores: The Mean Scale Scores for mathematics remain relatively consistent across grades and years, with minimal variation.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1360.4	1417.8	1390.9	1370.2	1431.2	1398.1	1337.3	1386.7	1373.8	18	25	22
<b>1</b>	1422.9	1447.2	1427.5	1450.2	1471.5	1421.5	1395.1	1422.2	1433.1	17	13	11
<b>2</b>	1457.6	1476.5	1476.3	1472.5	1482.3	1496.1	1442.2	1470.4	1455.8	19	13	16
<b>3</b>	1485.9	1471.3	1475.2	1501.3	1463.1	1474.6	1470.0	1479.3	1475.3	24	12	13
<b>4</b>	1524.0	1540.6	1477.2	1539.0	1542.2	1473.2	1508.6	1538.6	1480.6	21	19	11
<b>5</b>	1523.9	1541.8	*	1539.0	1541.9	*	1508.2	1541.6	*	29	12	9
<b>All Grades</b>										128	94	82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	13.64	33.33	40.00	9.09	16.67	52.00	36.36	50.00	8.00	40.91	18	25	22
<b>1</b>	0.00	0.00	0.00	35.29	46.15	27.27	17.65	38.46	63.64	47.06	15.38	9.09	17	13	11
<b>2</b>	10.53	15.38	12.50	31.58	30.77	56.25	31.58	46.15	18.75	26.32	7.69	12.50	19	13	16
<b>3</b>	8.33	8.33	7.69	50.00	33.33	46.15	12.50	33.33	15.38	29.17	25.00	30.77	24	12	13
<b>4</b>	28.57	52.63	18.18	38.10	21.05	27.27	19.05	21.05	18.18	14.29	5.26	36.36	21	19	11
<b>5</b>	20.69	41.67	*	44.83	33.33	*	24.14	16.67	*	10.34	8.33	*	29	12	*
<b>All Grades</b>	12.50	19.15	12.20	39.84	34.04	30.49	20.31	36.17	31.71	27.34	10.64	25.61	128	94	82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	12.00	13.64	27.78	40.00	13.64	22.22	36.00	31.82	50.00	12.00	40.91	18	25	22
<b>1</b>	23.53	46.15	0.00	23.53	15.38	45.45	41.18	30.77	45.45	11.76	7.69	9.09	17	13	11
<b>2</b>	31.58	15.38	43.75	15.79	46.15	25.00	42.11	30.77	18.75	10.53	7.69	12.50	19	13	16
<b>3</b>	41.67	25.00	38.46	33.33	33.33	23.08	12.50	25.00	7.69	12.50	16.67	30.77	24	12	13
<b>4</b>	61.90	57.89	36.36	19.05	36.84	27.27	9.52	5.26	0.00	9.52	0.00	36.36	21	19	11
<b>5</b>	37.93	75.00	*	48.28	16.67	*	10.34	0.00	*	3.45	8.33	*	29	12	*
<b>All Grades</b>	34.38	36.17	26.83	29.69	32.98	28.05	21.09	22.34	19.51	14.84	8.51	25.61	128	94	82

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	9.09	16.67	24.00	13.64	38.89	68.00	45.45	44.44	8.00	31.82	18	25	22
<b>1</b>	0.00	0.00	0.00	29.41	7.69	27.27	11.76	53.85	54.55	58.82	38.46	18.18	17	13	11
<b>2</b>	0.00	7.69	0.00	47.37	23.08	31.25	21.05	53.85	50.00	31.58	15.38	18.75	19	13	16
<b>3</b>	0.00	8.33	7.69	12.50	33.33	15.38	58.33	16.67	38.46	29.17	41.67	38.46	24	12	13
<b>4</b>	9.52	31.58	0.00	38.10	36.84	45.45	19.05	5.26	9.09	33.33	26.32	45.45	21	19	11
<b>5</b>	0.00	25.00	*	27.59	41.67	*	41.38	8.33	*	31.03	25.00	*	29	12	*
<b>All Grades</b>	1.56	11.70	4.88	28.13	27.66	23.17	33.59	37.23	41.46	36.72	23.40	30.49	128	94	82

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	4.00	4.55	50.00	88.00	72.73	50.00	8.00	22.73	18	25	22
<b>1</b>	23.53	53.85	18.18	70.59	38.46	63.64	5.88	7.69	18.18	17	13	11
<b>2</b>	10.53	23.08	60.00	73.68	76.92	26.67	15.79	0.00	13.33	19	13	15
<b>3</b>	20.83	8.33	8.33	54.17	41.67	50.00	25.00	50.00	41.67	24	12	12
<b>4</b>	61.90	26.32	18.18	28.57	68.42	54.55	9.52	5.26	27.27	21	19	11
<b>5</b>	10.34	8.33	*	75.86	83.33	*	13.79	8.33	*	29	12	*
<b>All Grades</b>	21.09	19.15	20.25	59.38	69.15	56.96	19.53	11.70	22.78	128	94	79

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	20.00	18.18	50.00	64.00	31.82	50.00	16.00	50.00	18	25	22
<b>1</b>	17.65	23.08	0.00	52.94	61.54	100.00	29.41	15.38	0.00	17	13	10
<b>2</b>	36.84	23.08	43.75	47.37	69.23	43.75	15.79	7.69	12.50	19	13	16
<b>3</b>	66.67	66.67	72.73	20.83	25.00	18.18	12.50	8.33	9.09	24	12	11
<b>4</b>	66.67	89.47	60.00	23.81	10.53	10.00	9.52	0.00	30.00	21	19	10
<b>5</b>	82.76	91.67	*	13.79	0.00	*	3.45	8.33	*	29	12	*
<b>All Grades</b>	50.00	50.00	42.11	32.03	40.43	35.53	17.97	9.57	22.37	128	94	76

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	0.00	0.00	0.00	55.56	96.00	77.27	44.44	4.00	22.73	18	25	22
<b>1</b>	5.88	0.00	0.00	35.29	53.85	80.00	58.82	46.15	20.00	17	13	10
<b>2</b>	0.00	7.69	0.00	68.42	61.54	75.00	31.58	30.77	25.00	19	13	16
<b>3</b>	0.00	8.33	0.00	33.33	41.67	25.00	66.67	50.00	75.00	24	12	12
<b>4</b>	9.52	15.79	0.00	42.86	52.63	45.45	47.62	31.58	54.55	21	19	11
<b>5</b>	10.34	25.00	*	44.83	50.00	*	44.83	25.00	*	29	12	*
<b>All Grades</b>	4.69	8.51	1.25	46.09	63.83	60.00	49.22	27.66	38.75	128	94	80

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	11.11	24.00	18.18	33.33	48.00	36.36	55.56	28.00	45.45	18	25	22
<b>1</b>	0.00	0.00	0.00	58.82	84.62	81.82	41.18	15.38	18.18	17	13	11
<b>2</b>	10.53	15.38	28.57	63.16	84.62	57.14	26.32	0.00	14.29	19	13	14
<b>3</b>	12.50	33.33	9.09	75.00	41.67	72.73	12.50	25.00	18.18	24	12	11
<b>4</b>	23.81	63.16	30.00	57.14	21.05	40.00	19.05	15.79	30.00	21	19	10
<b>5</b>	6.90	54.55	*	72.41	27.27	*	20.69	18.18	*	29	11	*
<b>All Grades</b>	10.94	32.26	18.92	61.72	49.46	55.41	27.34	18.28	25.68	128	93	74

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

#### Conclusions based on this data:

1. Scores for kindergarten to grade 5 show some fluctuation year over year, with a general upward or stable trend across all subcategories, indicating potential improvements in student language skills over time.
2. The total number of students tested has decreased each year (128 in 2021-22, down to 82 in 2023-24).
3. Across grade levels, Listening consistently shows as a relative strength, with a higher percentage of students achieving higher performance levels, suggesting a solid foundation in receptive language skills. In contrast, Writing appears as a consistent area of weakness, with a sizable portion of students in lower performance levels, indicating an ongoing need for targeted support in language development.



# 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
541	91.7	19.2	1.3
Total Number of Students enrolled in Captain Raymond Collins 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	104	19.2
Foster Youth	7	1.3
Homeless	13	2.4
Socioeconomically Disadvantaged	496	91.7
Students with Disabilities	79	14.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	190	35.1
American Indian	1	0.2
Asian	19	3.5
Filipino	7	1.3
Hispanic	296	54.7
Two or More Races	22	4.1
Pacific Islander	3	0.6
White	3	0.6

**Conclusions based on this data:**

1. The vast majority of the student population (91.7%) is classified as socioeconomically disadvantaged.
2. English Learners make up 19.2% of the student body.
3. Hispanic students represent the largest ethnic group at 54.7% of the population, followed by African American students at 35.1%.

# School and Student Performance Data

## Overall Performance






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

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

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



<b>2023 Fall Dashboard Overall Performance for All Students</b>
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Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Orange</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Orange</div>
<div>Mathematics</div> <div> Orange</div>		
<div>English Learner Progress</div> <div> Blue</div>		

Conclusions based on this data:

- Core academic areas of English Language Arts and Mathematics are rated in the Orange performance level, indicating a need for improvement.
- Chronic Absenteeism is rated in the Yellow range, which reflects moderate performance. This suggests that absenteeism is a concern.

3. English Learner Progress is rated at the Blue level, which represents the highest performance tier, suggesting effective support for English learners.

# School and Student Performance Data

## Academic Performance English Language Arts

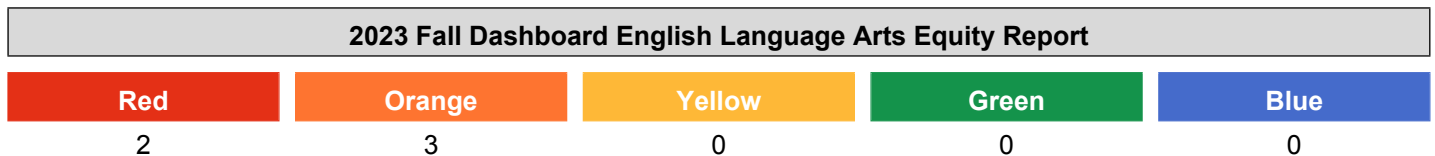
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






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		
<b>All Students</b>  Orange 69.7 points below standard Decreased -11.6 points 246 Students	<b>English Learners</b>  Orange 68.1 points below standard Maintained -0.1 points 56 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Red 74.1 points below standard Decreased -14.1 points 230 Students	<b>Students with Disabilities</b>  Orange 128.8 points below standard Increased +8.3 points 44 Students

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

African American	American Indian	Asian	Filipino
 Red 94.1 points below standard Decreased Significantly - 28.2 points 96 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.6 points below standard Maintained +2.2 points 129 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

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
124.7 points below standard Decreased Significantly -39.6 points 23 Students	28.7 points below standard Decreased -14.6 points 33 Students	74.7 points below standard Decreased Significantly -19.4 points 181 Students

#### Conclusions based on this data:

1. For all students, English Language Arts is rated Orange, with scores averaging 69.7 points below the standard and a decrease of 11.6 points from previous measurements. This indicates a need for improvement across the student population in ELA proficiency.
2. Socioeconomically Disadvantaged and African American students show the greatest need for support in ELA, with Red ratings, scoring 74.1 points and 94.1 points below the standard, respectively. Both groups also show a downward trend, highlighting potential challenges in literacy within these demographics.
3. English Learners overall are in the Orange category with 88.1 points below standard; however, Students with Disabilities in ELA have shown improvement, increasing by 8.3 points though still in the Orange range. This indicates that while challenges persist, there are small gains in specific student groups.



# School and Student Performance Data

## Academic Performance Mathematics

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

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





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






This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	1	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 82.1 points below standard Maintained -0.5 points 243 Students	<b>English Learners</b>  Orange 88.3 points below standard Maintained +0.7 points 56 Students	<b>Foster Youth</b> Less than 11 Students 3 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 85.5 points below standard Maintained -2.1 points 227 Students	<b>Students with Disabilities</b>  Orange 121 points below standard Increased Significantly +25.8 points 43 Students

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

African American	American Indian	Asian	Filipino
 Red 103.6 points below standard Decreased -10.4 points 94 Students	Less than 11 Students  1 Student	Less than 11 Students  10 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 71.2 points below standard Increased +7.9 points 128 Students	Less than 11 Students  8 Students	 No Performance Color 0 Students	Less than 11 Students  1 Student

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
119.5 points below standard Decreased Significantly -20.7 points 23 Students	66.5 points below standard Decreased -8 points 33 Students	81.7 points below standard Maintained -2 points 178 Students

#### Conclusions based on this data:

1. All students are in the Orange category for Mathematics, scoring 82.1 points below the standard. This reflects a significant gap in math proficiency across the student body, with no improvement from previous assessments (maintained at -0.5 points).
2. African American students have the lowest performance, rated in the Red category and scoring 103.9 points below standard, with a decrease of 10.4 points from previous scores. Hispanic students, however, are rated Yellow and show some improvement, with an increase of 7.9 points.
3. Both English Learners and Students with Disabilities are rated Orange. English Learners scored 88.3 points below standard, maintaining their previous performance, while Students with Disabilities scored 121 points below standard but showed progress, with an increase of 26.3 points.

# School and Student Performance Data

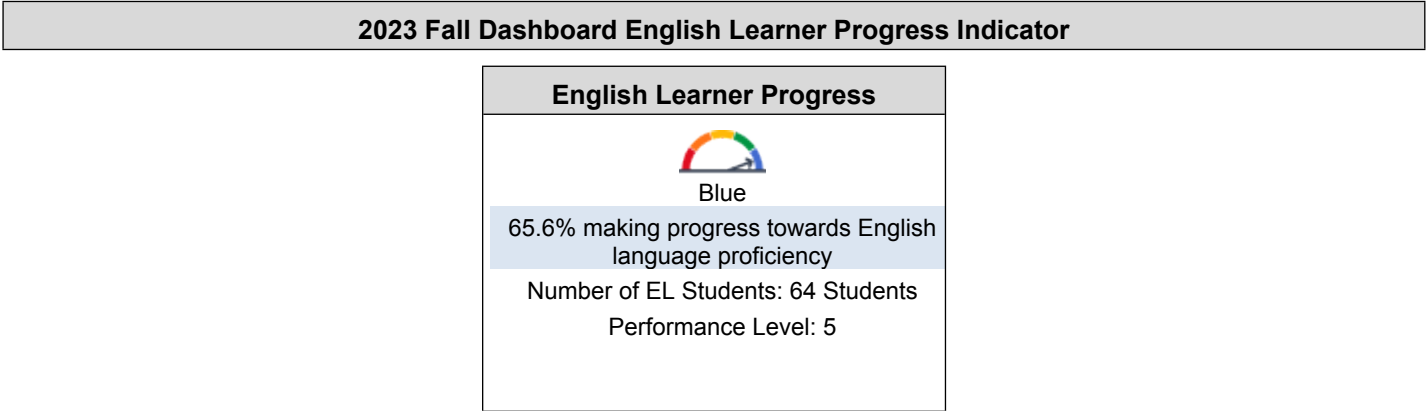
## Academic Performance English Learner Progress

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

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

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

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



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
6	16	0	42

### Conclusions based on this data:

- 65.6% of the 64 English Learner students are making progress towards English language proficiency, as indicated by their placement in the Blue performance category, the highest rating. This positive trend can be attributed to multiple factors including analysis of each student’s ELPAC results annually to determine next instructional steps and accompanying appropriate instructional strategies, designated ELD instruction delivered using a small group delivery model allowing for targeted support, and use of curriculum and instructional materials that lead to better language acquisition and proficiency.
- Of these students, 42 have progressed by at least one ELPI level, demonstrating advancement in English language skills.
- Only 6 students experienced a decrease of one ELPI level, indicating that most English Learner students are either improving or maintaining their proficiency.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.

### 2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

### 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

#### All Students



46% Chronically Absent

Declined Significantly -10.2

594 Students

#### English Learners



32.1% Chronically Absent

Declined -5.1

109 Students

#### Foster Youth

41.7% Chronically Absent

Declined -19.4

12 Students

#### Homeless

59.4% Chronically Absent

Declined -14

32 Students

#### Socioeconomically Disadvantaged



47.2% Chronically Absent

Declined Significantly -10

562 Students

#### Students with Disabilities





49.5% Chronically Absent

Declined -5.1

97 Students

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

African American	American Indian	Asian	Filipino
 Yellow 52.5% Chronically Absent Declined Significantly -14.9 221 Students	Less than 11 Students 5 Students	35% Chronically Absent Increased 3.4 20 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 41% Chronically Absent Declined Significantly -9.1 307 Students	50% Chronically Absent Declined -29.2 24 Students	Less than 11 Students 4 Students	Less than 11 Students 6 Students

#### Conclusions based on this data:

- For all students, chronic absenteeism is rated Yellow at 46%, indicating that nearly half of the student population is chronically absent. This rate has declined significantly by 10.2 points compared to previous data, showing some improvement. The decline suggests that efforts to address absenteeism, such as attendance campaigns, improved tracking, home visits, or targeted interventions, may be working.
- Specific groups, such as Homeless (59.4%) and African American (52.5%) students, have higher rates of chronic absenteeism, both in the Yellow category. Although their rates are high, both groups have shown a decline in absenteeism, with Homeless students decreasing by 14 points and African American students by 14.9 points. High absenteeism rates among these groups exacerbate existing achievement gaps, making it harder for these students to catch up with their peers academically. This can lead to long-term negative effects on academic performance and overall well-being. Fostering an inclusive and supportive environment, especially for African American students, by addressing issues such as implicit bias and building strong student-teacher relationships will continue to be a focus at Collins which can help create a sense of belonging and trust, which are critical for improving attendance and engagement, ultimately reducing absenteeism and supporting better academic and social outcomes for these students.
- Socioeconomically disadvantaged students have a chronic absenteeism rate of 47.2% (Yellow), with a decline of 10 points. English Learners are in the Orange category with 32.1% chronic absenteeism, showing a smaller decrease of 5.1 points. The significant 10-point decline suggests that efforts to reduce barriers for SED students—such as meal programs, transportation support, and outreach—are making a difference. A chronic absenteeism rate of English Learners at 32.1% is still a concern, as consistent attendance is essential for English Learners to develop language proficiency and meet academic standards.

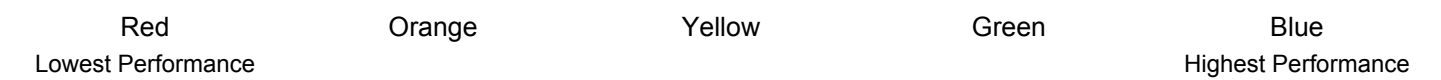
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

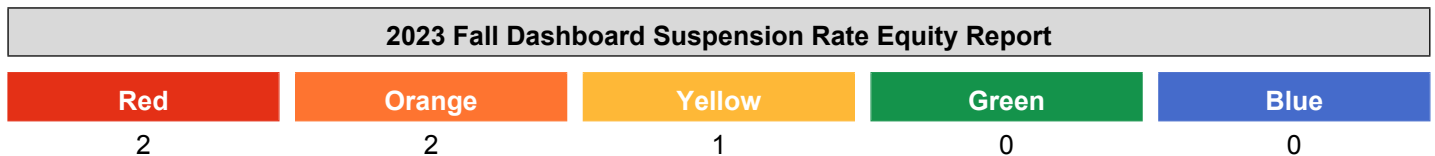
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Orange 3.8% suspended at least one day Increased 1.9 631 Students	<b>English Learners</b>  Orange 1.8% suspended at least one day Increased 1.8 114 Students	<b>Foster Youth</b> 7.1% suspended at least one day Declined -5.4 14 Students
<b>Homeless</b> 2.5% suspended at least one day Declined -2.5 40 Students	<b>Socioeconomically Disadvantaged</b>  Orange 3.5% suspended at least one day Increased 1.5 594 Students	<b>Students with Disabilities</b>  Red 6.9% suspended at least one day Increased 1.4 101 Students

### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <b>Red</b> 7.3% suspended at least one day Increased Significantly 2.3 245 Students	Less than 11 Students 5 Students	4.8% suspended at least one day Declined -0.5 21 Students	Less than 11 Students 7 Students
Hispanic	Two or More Races	Pacific Islander	White
 <b>Yellow</b> 0.9% suspended at least one day Increased 0.9 317 Students	4% suspended at least one day Maintained 0.2 25 Students	Less than 11 Students 4 Students	Less than 11 Students 7 Students

#### Conclusions based on this data:

1. The suspension rate for all students is at 3.8%, rated in the Orange category, with an increase of 1.9 percentage points from previous data. This suggests a moderate level of suspensions across the school population, with a recent rise in rates. Socioeconomic challenges, trauma, or other stressors may contribute to behaviors that lead to suspensions.
2. Foster Youth and Students with Disabilities show higher suspension rates at 7.1% and 6.9%, respectively. Foster Youth have shown a significant decline of 5.4 points, while Students with Disabilities have seen an increase of 1.4 points, placing them in the Red category. The 5.4-point decline is a positive development, suggesting that targeted interventions, such as trauma-informed practices or increased support, may be having an impact. Suspensions disproportionately affect Students with Disabilities, leading to lost instructional time and lower academic achievement.
3. African American students have a suspension rate of 7.3%, the highest among racial/ethnic groups, and are rated in the Red category, with an increase of 2.3 points. Hispanic students have a comparatively lower suspension rate at 0.9%, rated in the Yellow category, showing a minimal increase. The 2.3-point increase suggests that existing efforts to address this issue need to be more targeted, equity-focused strategies. In addition, increased suspensions reduce classroom time, contributing to academic underperformance and lower engagement. The relatively low rate suggests that practices applied to Hispanic students may offer insights into strategies that could reduce suspension rates for other groups. Expanding access to counselors and social-emotional learning programs to address underlying issues contributing to behavioral challenges is critical.

# 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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Elevate deeper learning and college, career, and life readiness

### 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.

The provided data from the 2023 CA Dashboard and local data highlights several key areas in need of improvement across various academic metrics. Notably, the CAASPP scores in English Language Arts (ELA) and Math have baseline levels of 26% and 18%, respectively, with a modest target increase of 3%. These figures suggest that while there is a goal for gradual improvement, additional interventions may be necessary to accelerate progress, especially in math, where performance is relatively low. Similarly, the California Science Test (CAST) reflects a baseline of only 8%, indicating a significant opportunity for improvement. The target increase of 3% reflects an incremental growth goal, but such a low starting point suggests a need for more intensive support in science education to boost foundational skills and understanding in this area.

In terms of language proficiency, the English Learner Proficiency Indicator (ELPI) shows 65.6% of students making progress, which places this metric in the "blue" performance category. While this is positive, there remains room for improvement to ensure consistent advancement in English proficiency. Meeting or exceeding this target would likely involve continuous language support, additional instructional resources, and regular monitoring to sustain progress.

Additionally, the i-Ready growth metrics for Reading and Math reveal baseline scores of 57% in Reading and 45% in Math. The goals set here also aim for a 2% improvement, targeting steady growth in these foundational areas. Given the critical role of reading and math in overall academic success, efforts to meet these targets might include adaptive learning strategies and personalized learning plans to cater to diverse student needs.

Overall, while these improvement goals are modest, they highlight the need for targeted interventions in Math and Science, sustained support for English learners, and focused strategies to drive growth in i-Ready assessments.

Specifically to address the identified needs, academic coaches will assist K-5th grade teachers, including those in general and special education, in working toward district and school goals. They will support teachers with California Content Standards, English Language Development Standards, and Multi-Tiered Systems of Support (MTSS), providing coaching, training, and professional development in Language Arts and Math Common Core Standards. Academic coaches will also gather and analyze data to enhance teaching and support student success.

Additionally, classes will be provided additional classroom resources to enhance Literacy, ELD, Math, Science, SPED, and AVID/WICOR instructional strategies. MTSS programs will bring families and teachers together through progress monitoring meetings to develop next steps for support of struggling students. Study trips with provided transportation will give students hands-on learning experiences.

### 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 26% School Year 2023-2024	Increase to 29% (aiming for a 3% improvement) School Year 2024- 2025
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 18% School Year 2023-2024	Increase to 21% (targeting a 3% improvement) School Year 2024- 2025
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 8% School Year 2023-2024	Increase to 11% (aiming for a 3% improvement) School Year 2024- 2025
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	65.6% making progress Blue Status CA School Dashboard Fall 2023	Increase by 2% to reach 67.6% making progress Maintain Blue Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 52% achieving typical growth goal Diagnostic 3 School Year 2023-2024	Increase to 54% (targeting a 2% improvement) Diagnostic 3 School Year 2024- 2025
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 45% achieving typical growth goal Diagnostic 3 School Year 2023-2024	Increase to 47% (aiming for a 2% improvement) Diagnostic 3 School Year 2024- 2025

## 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	Progress Monitoring	Proposed Expenditures
1.1	Academic Coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for Common Core ELA and Math and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded

<b>1.2</b>	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
<b>1.3</b>	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
<b>1.4</b>	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
<b>1.5</b>	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	<ul style="list-style-type: none"> <li>• ELPAC Assessment</li> <li>• SIPPS</li> <li>• DELD instructional time</li> <li>• IELD instruction</li> </ul>	District Funded
<b>1.6</b>	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
<b>1.8</b>	Identify and implement professional development (PD) opportunities to enhance and support Universal Access (UA) time, including targeted training in SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) and math instruction, allocation of substitutes to release teachers for planning, and fund additional hours for collaboration to ensure effective strategies are in place for both literacy and math interventions.	All Students	<p>Evaluate the effectiveness of SIPPS and math PD and identify support needs.</p> <p>Review agendas, notes, and agreements from planning sessions focused on SIPPS and math interventions.</p> <p>Monitor the consistent and accurate delivery of SIPPS and math intervention strategies using rubrics or checklists.</p> <p>Schedule sessions to address barriers and refine implementation.</p>	5,000 Title I Part A: Allocation
<b>1.9</b>	Instructional Materials and Supplies: Purchase instructional materials to support reinforcement of concepts in math, enhance language arts/reading, and science instruction as well as	All Students	ILT will identify purchases and provide the rationale for suggested purchases to the principal for	20,000 Title I Part A: Allocation

	support cross-curricular activities, create real-life experiences; Purchase resources to support AVID strategies centered around increasing rigor at all levels of ability through WICOR.		approval. The principal will present purchases to the ELAC and SSC.	
<b>1.10</b>	Intervention and Support Programs: Fund additional hours to extend the school day to offer targeted literacy and math intervention sessions after school led by staff or an outside vendor, along with collaboration time for grade-level teacher planning to address the needs of struggling students, students with disabilities, and English Learners, with the goal of improving academic performance.	K-5th students	Track attendance in intervention sessions to identify student participation and trends over time.  Lessons planned by teams  Contract with outside vendor  Use of individual progress sheets/assessments to monitor students' attainment of academic goals.	8,000 Title I Part A: Allocation
<b>1.11</b>	Field Trips: Provide funding for field trips that reinforce content at each grade level through real-world experiences, enhancing student learning and supporting academic performance.	All Students	Grade levels will submit requests to the principal, along with a rationale explaining how the field trip will support or enhance grade-level instruction. The principal will then present this information to the School Site Council (SSC).	8,000 Title I Part A: Allocation
<b>1.12</b>	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps.	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	4,000 Title I Part A: Allocation

<b>1.13</b>	Conferences: Provide funding for staff members to attend conferences related to academics and/or climate and culture.	All Students	<p>ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conferences to the ELAC and SSC.</p> <p>Track attendance in conference sessions</p> <p>Presentations to staff or others educational partners</p>	2,000 Title I Part A: Allocation
<b>1.14</b>	Teacher Release Time: Provide funding for substitute teachers to release grade levels to engage in data analysis, a lesson study, common lesson planning, co-teaching with the instructional coach with the purpose of improving student outcomes	All Students	<p>Documentation- pre-release plan detailing how the time will be used and the expected outcomes.</p> <p>Completed Data Protocol</p> <p>Lesson Plans created</p> <p>Teacher Release Time Minutes and agreements</p>	5,000 Title I Part A: Allocation
<b>1.22</b>	Instructional Leadership Team (ILT) primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus.	All Students	<p>ILT Professional Development activities and meetings</p> <p>Teacher instructional and collaboration support</p> <p>Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.</p>	District Funded
<b>1.23</b>	TIAS (Technology Instructional Assistants) assist in the effective instruction of students and reinforce lessons in computer technology programs in a classroom, laboratory or learning center; perform a variety of instructional and clerical duties; perform related duties as assigned.	All Students	<p>Use of technology by staff (both classified and certificated)</p> <p>Use of technology by students during classroom lessons</p> <p>Annual data reports used by school administration and teachers</p>	District Funded
<b>1.24</b>	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits	District Funded

			Teacher and student use of technology during daily instruction	District Funded
1.25	Student Laptop devices for all grades, including replacement devices and power cords	All Students	Distribution to all students	District Funded
			Classroom use	
			Tracking of student replacement	District Funded

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

N/A, New Goal

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

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.



# 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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

### 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.

The provided data from the 2023 CA Dashboard and local data highlights several key areas in need of improvement across various academic metrics. Notably, the CAASPP scores in English Language Arts (ELA) and Math have baseline levels of 26% and 18%, respectively, with a modest target increase of 3%. These figures suggest that while there is a goal for gradual improvement, additional interventions may be necessary to accelerate progress, especially in math, where performance is relatively low. Similarly, the California Science Test (CAST) reflects a baseline of only 8%, indicating a significant opportunity for improvement. The target increase of 3% reflects an incremental growth goal, but such a low starting point suggests a need for more intensive support in science education to boost foundational skills and understanding in this area.

In terms of language proficiency, the English Learner Proficiency Indicator (ELPI) shows 65.6% of students making progress, which places this metric in the "blue" performance category. While this is positive, there remains room for improvement to ensure consistent advancement in English proficiency. Meeting or exceeding this target would likely involve continuous language support, additional instructional resources, and regular monitoring to sustain progress.

Additionally, the i-Ready growth metrics for Reading and Math reveal baseline scores of 57% in Reading and 45% in Math. The goals set here also aim for a 2% improvement, targeting steady growth in these foundational areas. Given the critical role of reading and math in overall academic success, efforts to meet these targets might include adaptive learning strategies and personalized learning plans to cater to diverse student needs.

Overall, while these improvement goals are modest, they highlight the need for targeted interventions in Math and Science, sustained support for English learners, and focused strategies to drive growth in i-Ready assessments.

To support these goals and address the areas of need, the implementation of an Instructional Leadership Team (ILT) is important. An ILT can help coordinate targeted interventions, provide data-driven insights, and facilitate professional development that strengthens instructional practices. By leveraging the expertise of an ILT, Collins can more effectively align efforts to improve performance in Literacy, Math, Science, and English learner progress, ensuring that improvement goals are met and/or exceeded through focused and strategic interventions.

### 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
ILT	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
ILT Coaching Activities	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes	Develop measurement tool and use results for set outcomes

## 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	Progress Monitoring	Proposed Expenditures
<b>2.1</b>	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025  Current School Site AVID Plans  Pre-Conference meeting by the end of May 2025  AVID 2025-2026 Site Plan development at the conference	District Funded
<b>2.6</b>	Extra Hours for ILT Team members: Fund extra hours for ILT members to meet after school to develop staff presentations and a plan for implementation of agreed upon research based strategies at each grade level. ILT members will deliver the presentations during grade-level collaboration and staff meetings, allowing for further data-driven planning to develop the next instructional steps	All Students	Develop and deliver professional development to train Collins staff on the PUSD framework, focusing on the powerful professional learning cycle. This includes key performance indicators and success criteria for the "Conditions of ILT Success", "Conditions for Success in Team Meetings", "Teacher Team Success", and "Cycles of Professional Learning", facilitated through schoolwide meetings and team-level trainings.	0 Title I Part A: Allocation  Goal 1, Strategy #1.12
<b>2.7</b>	Conference Attendance: Provide funding for staff members to attend conferences related to academics and/or climate and culture	All Students	ILT will identify conferences and provide the rationale for suggested conferences to the principal for approval. The principal will present conference to the SSC and ELAC.  Track attendance in conference sessions.  Presentations to staff or others educational partners.	0 Title I Part A: Allocation  Goal 1, Strategy #1.13

<b>2.8</b>	MTSS: Provide funding for training and extra hours for teachers and support staff centered around Student Study Team meetings for academics and behavior.	All Students	Track registration and attendance to conference sessions  Presentations to staff or other educational partners  Student Study Team meeting schedule and signed participant notes with agreed upon next steps  Completion of MTSS modules	21,190 District Funded  MTSS Site Allocation

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

N/A, New Goal

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

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.

# 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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

### 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.

The review of dashboard and local data from 2023 highlights key areas for improvement. The suspension rate is at 3.8%, with a goal to reduce it to 2.8% through enhanced behavioral support programs and positive reinforcement. Cumulative attendance is measured at 91%, with a target of reaching 95% by increasing family engagement and interventions for at-risk students. Chronic absenteeism stands at 46%, with the aim of reducing it by 10% through targeted support. The CHKS survey shows that 73% of 5th-grade students feel they have caring adults at school, with a target of 78%; 78% feel safe, with a goal of reaching 81%; and 69% feel connected to the school, with a target of 74%. These goals will be achieved through strategies like use of social emotional learning programs, stronger anti-bullying policies, and expanded extracurricular activities to foster a more engaged and supportive school environment.

### 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
Suspension Rate Indicator (CA School Dashboard)	3.8% Orange status CA School Dashboard Fall 2023	Decrease the suspension rate to 2.8% or lower through enhanced behavioral support programs and positive reinforcement strategies.
Cumulative attendance (PUSD Dashboard)	91.0% EOY 2023-2024	Improve cumulative attendance to 95% by the end of the 2024- 2025 school year through increased family engagement, targeted interventions for at-risk students, and improved communication about the importance of regular attendance.
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	46% Yellow status CA School Dashboard Fall 2023	Reduce chronic absenteeism by 10% by the end of the school year.
CHKS Student-Caring adults in school (5th) A6.4	5th: 73%	Increase the percentage of students who feel they have caring adults at school to 78% for 5th grade through increased adult-student engagement opportunities.
CHKS Student-Feel safe at school (5th) A8.1	5th: 78%	Improve the percentage of students who feel safe at school to 81% by strengthening anti-bullying policies and consistently enforcing school rules to create a safer, more respectful school culture.
CHKS Student School Connectedness (5th)	5th: 69%	Boost the sense of connectedness among students to 74% for 5th grade,

A6.4 /A6.3		through expanded extracurricular activities, school events, and community-building efforts, as well as promoting inclusive behavior and adherence to respectful conduct policies.
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## 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	Progress Monitoring	Proposed Expenditures
<b>3.1</b>	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilize and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	<p>Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices.</p> <p>Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared.</p> <p>Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.</p>	District Funded
<b>3.2</b>	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the	All Students	SEL Data (monthly/weekly attendance,	District Funded

	science of Applied Behavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped Children (TEACCH) for students with autism and social skills programming for students. BCBAs conduct functional behavioral assessments and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.		suspension, counseling, etc.)	District Funded
<b>3.3</b>	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
<b>3.4</b>	Hold assemblies and events that promote a sense of safety and healthy well-being of students including but not limited to Safe and Civil, Anti-bullying, and the importance of daily attendance.	All Students	ILT will identify assemblies and provide the rationale for suggested assemblies to the principal for approval. The principal will present purchases to the ELAC and SSC.  Student, parent, and teacher surveys after assemblies and events, throughout the year.	3,000 Title I Part A: Allocation
<b>3.5</b>	Extra Hours: Support staff will create and provide parent education opportunities to address what research has revealed regarding the impact of inconsistent attendance on student performance and remove barriers families may encounter that affect student attendance.	All Students	Support staff will create engaging presentations for parents on the importance of regular school attendance, its impact on academic success, and practical strategies for ensuring consistency. These	1,000 Title I Part A: Allocation

			presentations will include visuals and interactive discussions. After each event, a survey will assess the impact on parents' attitudes and behaviors regarding attendance. Analyzing the survey results will inform improvements for future sessions.	
<b>3.6</b>	Implement enhanced behavior management training for staff to establish positive reinforcement systems, and ensure clear communication of behavioral expectations. Increase engagement through extracurricular activities, and utilize restorative practices that focus on repairing harm. Encourage parental involvement, utilize data-driven decision-making to identify trends, and provide access to mental health resources.	All Students	To establish positive reinforcement systems and clear behavioral expectations in school, professional development focused on creating a unified set of behavioral standards. Diverse extracurricular activities that enhance student engagement and promote positive behaviors as outlined in Foundations for Safe and Civil Schools to reinforce desirable conduct, and recognition programs to celebrate student achievements.	District Funded Safe and Civil School Program
<b>3.7</b>	Provide funding for supplies, materials, and resources that teach students how to demonstrate empathy toward others' feelings and circumstances, while encouraging reflection on how they contribute to a diverse and inclusive environment. The school will host assemblies and opportunities to recognize students who show resilience, perseverance, and grit, overcoming challenges and refusing to be limited by their circumstances (Student of the Month).	All Students	Track the purchases of empathy-focused materials to ensure alignment with Collins Guidelines for Success (Collins Colts are Cooperative Outstanding Learners Training for Success) and teach empathy, promote diversity, and recognize student resilience  Record the number of workshops using the new materials and collect feedback through student surveys that also gather data on student impact.  Document students honored for resilience and analyze trends in recognition.	District Funded Capturing Kids Hearts Climate, Culture and Equity Office 500 Title I Part A: Allocation



			<p>Reflections from students on empathy and inclusivity, assessing shifts in school culture.</p> <p>Climate and Culture Survey (Panorama 2nd- 5th Grades)</p>	
<b>3.8</b>	Playworks Program	All Students	<p>Class Game Time Schedule</p> <p>Meetings with CSAs</p> <p>Junior Coach Program and Meetings</p> <p>Monitor Behavior Referrals During Unstructured Times</p>	District Funded
<b>3.9</b>	Extra Hours: CSAs will be provided additional hours to participate in professional development related to implementation of the Playworks Program, supervision	All Students	<p>Maintain records of CSA participation in Playworks professional development sessions.</p> <p>Conduct regular observations during recess and other supervised activities to monitor the use of Playworks strategies and effective supervision practices.</p> <p>Use school climate surveys to assess changes in the overall recess environment and student-staff relationships.</p>	3,000 Title I Part A: Allocation
<b>3.10</b>	Social worker will use allocated funds to support Tier II/III students by providing essential items (including school supplies, personal hygiene products,etc.) to provide support in overcoming barriers to participation and engagement in school, promoting academic success and social-emotional well-being.	All Students	Synergy SEL and student information/counseling data	1200 Title I Part A: Allocation
<b>3.22</b>	CSPs patrol and supervise campus activities to ensure the well-being and safety of students, staff, and visitors during on- and off-campus activities; assure	All Students	Synergy Student Behavior and Suspension Data	District Funded



	student compliance with school and District rules and procedures.			
<b>3.23</b>	Behavior Intervention Specialist (BIS) coordinates behavioral and psychosocial services for Special Education students. The Behavior Intervention Specialist's main responsibilities will include resource development; counseling, conducting assessments; making referrals; facilitation of education groups for students, parents, guardians, and school staff.	Special Education Students	Continuous student evaluation for the purpose of advising consistent and effective services to reach and set goals Participate in/deliver staff development activities to provide educational information on the study and implementation of behavioral health. Participation/leading parent meetings with staff to support their child IEP	District Funded
<b>3.24</b>	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
<b>3.25</b>	Social Workers provide support and resources for students with Tier II/III needs, inclusive of students with social-emotional challenges, chronically absent students, students experiencing homelessness, and foster youth.	All Students	Synergy SEL and student information/counseling data	District Funded

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

N/A, New Goal

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

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.

# 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, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Enhance Family and Community Engagement

### 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.

Based on the Title I/LCAP Parent Survey 2023-24 with 332 respondents, several areas for improvement have been identified. Only 68% of families use the Parent Portal (ParentSquare) weekly, and the school aims to raise this to 71% by offering training and promoting its benefits for communication and tracking student progress.

Parental involvement in decision-making is also a focus, with 94% of families agreeing the school seeks their input. The goal is to increase this to 97% by engaging underrepresented groups and offering accessible feedback opportunities.

To boost event attendance to parent meetings by 10%, Collins plans to provide multiple ways to join meetings, (in-person and Zoom options) and offer events at different times during the day, such as mornings and evenings when possible. Additionally, transportation will be provided for families whose children use bus services to attend school-wide events, making participation easier.

Another focus is ensuring a positive school climate through staff training. The school will provide professional development that equips teachers and staff with strategies to build strong relationships and address the needs of the school community effectively. This will help foster a welcoming, inclusive environment where all educational partners feel valued.

In summary, by enhancing outreach, offering flexible engagement options, addressing transportation needs, and providing staff training for a positive school climate, Collins School aims to improve parent engagement, decision-making involvement, and event attendance, while promoting a supportive environment that strengthens the school-family partnership.

### 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
Families agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)	98% School Year 2023-2024	Increase to 99% or maintain
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	68% School Year 2023-2024	Increase to 71% (improvement target of 3%)
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	maintain 99%
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	94% School Year 2023-2024	Increase to 97% (improvement target of 3%)

Families report attending events (Title I/LCAP Parent Survey)	217 parents - Open House 217 parents - Back to School Night 30 parents -Parent Education Classes	Increase number of parents attending school events by 10%
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## 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	Progress Monitoring	Proposed Expenditures
4.1	AVID Showcase: Our school presents its goals for the year, successes, and next steps for the following school year to our parents and community.	All Students	Review of School Site Plans  Fall and Spring Site visit with site coordinator and administrator  AVID Site Coordinator Meetings	District Funded
4.2	Extra Hours: Allocate additional hours for CSAs to provide supervision during parent engagement activities, ensuring a safe and supportive environment for students while parents participate in events designed to enhance family involvement in their children's education and support Title I goals	All Students	Document the number and type of parent engagement events supported by CSA supervision.	2,500 Title I Part A: Allocation
4.5	Professional Development: Training staff to create a positive school climate and focus specifically on the development of social-emotional competencies of children and adults and the use of Tier 1 & 2 Multi-Tiered System of Support behavior strategies in the classroom.	All Students	Foundations for Safe and Civil Schools Implementation  Capturing Kids Hearts Implementation  Second Step implementation  Counselor and Social Worker Training and Conferences  ACT/SART/SARB Training and Implementation  MTSS	District Funded  MTSS Site Allocation
4.6	Extra Hours: Allocate additional hours for teachers and support staff to plan and execute family engagement events and training sessions (e.g., Fall Read Night, Math Night, etc.). These initiatives will support parents in enhancing student achievement and promoting their children's social	All Students	Track family engagement events planned and held, along with attendance records to measure participation rates.	21,000 Title I Part A: Allocation

	and emotional health, fostering a positive attitude toward school and learning.		Use survey to gather feedback from families after engagement events to measure changes in understanding, suggestions for improvement, and/or possible topics for upcoming meetings.	
4.7	Transportation: Offer transportation to families who have students who use bus service to attend school wide events.	TK- 5 Bus Riders	Transportation Usage Monitoring: Track the number of families utilizing transportation services for each school-wide event. This will be monitored by maintaining bus sign-up prior to school events.	1,400 Title I Part A: Allocation
4.8	Parent Education: Provide families print materials on a variety of educational topics (e.g., Parent Engagement Policy, CCSS Roadmap for each grade level, Title 1 Parent School compact, importance of attendance, learning activities for home, etc.)	All Students	Track the distribution of each type of material (e.g., Parent Engagement Policy, CCSS Roadmap, Title 1 Parent-School Compact) by creating a checklist for each class or grade level or event.  Track print materials through Print Shop orders  Identify pre printed parent education pamphlets for purchase	2,534 Title I Part A: Parent Involvement

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

N/A, New Goal

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

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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title, Description, School and LCAP Goal

LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

### 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.

Based on the review of Dashboard and local data from 2023, several areas require significant improvement due to low performance and performance gaps among specific student groups. In English Language Arts (ELA), only 26% of students meet or exceed the standards, with particularly low performance among English Learners (7%), African American students (17%), SPED (7%), and socioeconomically disadvantaged (SED) students (25%). Similarly, Math performance is concerning, with only 18% of students meeting or exceeding the standards. English Learners and SPED students show particularly low results, with 0% and 2% meeting the standards, respectively. The California Science Test (CAST) results also indicate low performance, with only 8% of students meeting or exceeding standards, and significant gaps among student groups such as English Learners, African American, and SPED students, with no representation in the "met or exceeded" category.

Additionally, the English Learner Proficiency Indicator (ELPI) shows that while 65.6% of English Learners are making progress, 9.4% have decreased their proficiency levels, indicating a need for more targeted support. The i-Ready assessment in reading and math also reveal performance gaps, with 52% of students meeting typical growth in reading and 45% in math. SPED students and English Learners are particularly underperforming, with only 46% and 37% meeting typical growth in reading and math, respectively.

To address these gaps, Collins School will implement targeted interventions for underperforming student groups, including small group instruction, differentiated lessons, and additional support programs. Teachers will receive ongoing professional development to better support diverse learners, particularly English Learners and SPED students. Data-driven instruction and frequent assessments will help tailor interventions to individual needs. Supplemental programs focused on reading, math, and science will also be critical in closing these achievement gaps and improving student outcomes across all subgroups.

### 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
CAASPP ELA Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	ELA at 26% School Year 2023-2024 English Learners: 7% African American: 17% Hispanic: 32% SPED: 7% Foster Youth: 33% SED: 25%	Increase to 29% for all grades all students (aiming for a 3% improvement) School Year 2024-2025 English Learners: 10% (aiming for a 3% improvement) African American: 20% (aiming from a 3% improvement) Hispanic: 35% (aiming from a 3% improvement) SPED: 10% (aiming from a 3% improvement) Foster Youth: 36% (aiming from a 3% improvement) SED: 28% (aiming from a 3% improvement)
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 18% School Year 2023-2024 English Learners: 0% African American: 8% Hispanic: 24% SPED: 2% Foster Youth: 33% SED: 18%	Increase to 21% for all grades all students (targeting a 3% improvement ) School Year 2024-2025 English Learners: 3% (aiming for a 3% improvement) African American: 11% (aiming from a 3% improvement) Hispanic: 27% (aiming from a 3% improvement) SPED: 4% (aiming from a 3% improvement) Foster Youth: 36% (aiming from a 3% improvement) SED: 21% (aiming from a 3% improvement)
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 8% School Year 2023-2024 English Learners: 0% African American: 0% Hispanic: 14% SPED: 0% Foster Youth: 0% SED: 9%	Science at 11% (aiming for a 3% improvement) School Year 2024- 2025 English Learners: 3% (aiming for a 3% improvement) African American: 3% (aiming for a 3% improvement) Hispanic: 17% (aiming for a 3% improvement) SPED: 3% (aiming for a 3% improvement) Foster Youth: 3% (aiming for a 3% improvement) SED: 12% (aiming for a 3% improvement)
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	65.6% making progress Blue Status Decreased at Least 1 ELPI Level: 9.4% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 25% Maintained ELPI Level 4: N/A	Increase by 2% to reach 67.6% making progress Maintain Blue Status Decreased at Least 1 ELPI Level: 7.4% (aiming for a decrease of 2%) Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 23% (aiming for a decrease of 2%)

	Progressed at Least 1 ELPI Level: 65.6% CA School Dashboard Fall 2023	Progressed at Least 1 ELPI Level 67.6% (aiming for a 2% increase maintaining Blue Status CA School Dashboard Fall 2024
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 52% Diagnostic 3 School Year 2023-2024 English Learners: 46% African American: 55% Hispanic: 52% SPED: 46%	Increase to 54% (targeting a 2% improvement) Diagnostic 3 School Year 2024- 2025 English Learners: 48% (targeting a 2% improvement) African American: 57% (targeting a 2% improvement) Hispanic: 54% (targeting a 2% improvement) SPED: 48% (targeting a 2% improvement)
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 45% Diagnostic 3 School Year 2023-2024 English Learners: 37% African American: 43% Hispanic: 47% SPED: 39%	Increase to 47% (aiming for a 2% improvement) Diagnostic 3 School Year 2024- 2025 English Learners: 39% (targeting a 2% improvement) African American: 45% (targeting a 2% improvement) Hispanic: 47% (targeting a 2% improvement) SPED: 41% (targeting a 2% improvement)

## 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	Progress Monitoring	Proposed Expenditures
<b>5.1</b>	The Visual Arts program supports teachers and students by providing instruction in art education. The Visual Art teacher works collaboratively with classroom teachers and uses a variety of current standards-based instructional strategies designed to make art accessible to all students. They plan collaboratively with classroom teachers to provide effective instructional Visual Art lessons that complement the core curriculum and are targeted to meet individual student needs. The visual art teacher maintains current knowledge of educational research, materials, and strategies by attending District meetings, trainings, and outside conferences as directed.	All Students	Elementary Master Schedule Performances and activities throughout the year Collaboration agenda	District Funded
<b>5.2</b>	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators	All Students	Recruitment timeline and process	District Funded



	meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews, and selection of AVID students for the following year.		Review of Criteria and Applications	
<b>5.4</b>	<p>Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including:</p> <p>1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency.</p> <p>2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences.</p> <p>3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps.</p> <p>4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking.</p> <p>5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.</p>	All Students	<p>Student Grades (Secondary by Quarter, Elementary by Trimester)</p> <p>K-5 i-Ready assessment data</p> <p>ELPAC</p>	<p>District Funded</p> <p>District Funded</p>
<b>5.6</b>	Fund extra hours for after-school academic interventions and collaboration time to plan targeted interventions for students with disabilities (SPED), African American and Hispanic students, socioeconomically disadvantaged students (SED), and English Learners, aimed at improving their academic performance.	All Student Groups	<p>Attendance of students for intervention</p> <p>Lessons planned by teams</p> <p>Student data of progress in intervention</p>	<p>0</p> <p>Title I Part A: Allocation</p> <p>Goal 1, Strategy #1.10</p>
<b>5.7</b>	Purchase manipulatives, materials, and resources to enhance math numeracy, literacy, language acquisition for English Learners, and science concepts, addressing the diverse needs of all identified student groups. This includes trade books and resources to support AVID strategies focused on English language development.	All Student Groups	Purchases and use will be shared with the School Site Council (SSC). ELAC and ILT will identify purchases and provide the rationale for suggested purchases to the principal for approval. The principal will present purchases to the SSC.	<p>0</p> <p>Title I Part A: Allocation</p> <p>Goal #1, Strategy #1.9</p>

5.25	Extra-Curricular programs including after school programs, intramural activities, and athletics.	All Students	Student participation in activities	District Funded
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# 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 the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

N/A, New Goal

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

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.

# 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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$109,324.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I Part A: Allocation	\$85,600.00
Title I Part A: Parent Involvement	\$2,534.00

Subtotal of additional federal funds included for this school: \$88,134.00

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 (\$)
District Funded	\$21,190.00

Subtotal of state or local funds included for this school: \$21,190.00

Total of federal, state, and/or local funds for this school: \$109,324.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,534	0.00
Title I Part A: Allocation	93,483	7,883.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	21,190.00
Title I Part A: Allocation	85,600.00
Title I Part A: Parent Involvement	2,534.00

## Expenditures by Budget Reference

Budget Reference	Amount
	41,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	21,190.00
	Title I Part A: Allocation	85,600.00
	Title I Part A: Parent Involvement	2,534.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	52,000.00
Goal 2	21,190.00
Goal 3	8,700.00
Goal 4	27,434.00
Goal 5	0.00

# 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
Margie A Domino	Principal
Gabriela Ochoa	Classroom Teacher
Ashley Rutherford	Classroom Teacher
Priscila Topp	Classroom Teacher
Susie DeLeon	Other School Staff
Latricia Bass-Riedel	Parent or Community Member
Krissta Anguiano	Parent or Community Member
Cynthia Hernandez	Parent or Community Member
Antonio Guerra	Parent or Community Member
Nakeichia Allen	Parent or Community Member

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

# Recommendations and Assurances

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

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

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



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

Signature	Committee or Advisory Group Name
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 December 3, 2024.

Attested:

	Principal, Margie A. Domino on December 3, 2024
	SSC Chairperson, Leticia Bass- Riedel on December 3, 2024

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities



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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Strategies/Activities Table**

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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



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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## CSI Resources

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*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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