School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Mark Keppel School	19648736021455	December 5, 2024	December 18, 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 Mark Keppel 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 Mark Keppel School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

The SPSA is developed through data analysis to address improvements in targeted areas of need. The SPSA includes Goals, Actionable Steps, and Allocation of Resources.
The Keppel SPSA is aligned to the following LCAP goals and identifies action steps to address targeted areas for improvement.

1. Elevate deeper learning and college, career, and life readiness
2. Implement Comprehensive Professional Learning, Leading to Effective Change
3. Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
4. Enhance Family and Community Engagement
5. Build an Inclusive and Equitable School District

Goal 1 Description:
To address goal 1 of the 2024-25 SPSA, the Plan will focus on effective differentiated instruction using Tier 1 Interventions including Universal Access Time to support Literacy (SIPPS) and Mathematics.
To support English learners, continued ELD planning and lesson design will continue to be supported through teacher collaboration.

Goal 2 Description
To address goal 2 of the 2024-25 SPSA, an Instructional Leadership Team model will be implemented to support improvements in instruction and learning. The Instructional Leadership Team (ILT) will receive and provide professional development and collaboration opportunities to build a teacher leadership model to improve learning in grades TK-5
Additionally, Academic Coaches will assist K-5 teachers to improve collaboration protocols to improve learning outcomes for all students. AVID professional development and implementation will continue to be used and monitored to support effective instruction.

Goal 3 Description
To address goal 3 of the 2024-25 SPSA, provision of Socioemotional Learning classes will be taught by site counselor two times per month. Additionally, Safe and Civil assemblies will be held two times per year for all grade levels.
To reduce Chronic Absenteeism, MTSS will include monitoring of attendance and implementation of strategies to reduce absenteeism

Goal 4 Description
To address goal 4, the 2024-25 SPSA identifies improvements to support school-home communication by providing parents with trainings on how to use Parent Square and Parent Vue. Keppel will continue to seek parent input by providing Parent Surveys at events to collect data
The SPSA includes provision of parent education meetings to support academics, socioemotional growth, and behavior

Goal 5 Description
To address goal 5 of the 2024-25 SPSA, assemblies and events will be implemented to support a multicultural awareness
As mentioned, if goal 4, parent surveys will be used to seek input from the community regarding inclusivity.

Educational Partner Involvement

How, when, and with whom did Mark Keppel 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

April 25, 2024 - School Site Council
Reviewed the 23-24 SPSA Goals and Action Steps. The School Site Council agreed that the following Action Steps were effective:
- Weekly Avid Assemblies
- Library tech
- Provide web-based programs including i-Ready
- Provide field trips, assemblies and after school programs
- Teacher collaboration and planning
- Parent Education Meetings including Parent Project
- Playworks Coaching

Principal explained that the following items will now be centralized by the district:
- ELA/Math coaches
- Technology - funding now provided by district

May 9, 2024 - School Site Council
Review of School Data
Principal stated that the supporting data for the 2024-25 was limited or unavailable, including ELPAC and SBA results as well as end-of-year attendance data.
The SSC members reviewed 2022-23 data. Parents agreed that school-wide attendance was a concern as well as state assessment data in ELA and Math.
Principal shared the Keppel reclassified 42 students in 2023 and 17 students in 2024. He explained that this was due to a more robust ELD program which included site coaches teaching ELD classes and training teachers on effective strategies. Mr. Naruko stated that he would share 2023-24 Data as it becomes available.
The SSC reviewed each New Goal of the 2024-24 SPSA.
Parent Input - Stacy Garcia, member asked if there were Spanish books for the Dual Immersion classes in the library. Principal replied, "The district is in the process of purchasing books."
School Site Council members were informed that the deadline for the SPSA was postponed and that the 24-25 School Site Council would reconvene at the beginning of the 2024-25 school year.

August 2024
Based on BOY testing results for SIPPS, i-Ready and math diagnostic results, K-5 grade levels discussed during collaboration meetings the logistics including schedules and groupings of students for UA time.

September 26, 2024 - School Site Council
The School Site Council reconvened with newly elected members.
Principal presented the district SSC Power Point slides and discussed the role of the SSC including the development and approval of the SPSA and SB-187 Safety Plan
The SSC nominated and voted for a chairperson and a co-chairperson
The principal shared the new goals of the SPSA which are the same as the PUSD LCAP Goals. The council reviewed each of the following goals:
1. Elevate deeper learning and college, career, and life readiness
2. Implement Comprehensive Professional Learning, Leading to Effective Change
3. Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety
4. Enhance Family and Community Engagement
5. Build an Inclusive and Equitable School District

September 26, 2024 - ELAC
Principal reviewed role of ELAC as an advisory committee to SSC.
Members nominated and elected Maria Cano Chairperson
Principal presented ELAC Power Point

October 10, 2024 - School Site Council
The School Site Council reconvened. Minutes were approved from the September 26 meeting. Angelica Motioned for

approval. Christina Soto seconded the motion. The minutes form 9/26/24 were approved.

The principal reviewed the baseline data for 2023-24 CAASPP ELA and Mathematics, 2023-24 Attendance, 2023-24 English Learner growth, i-Ready ELA and Math, LCAP Surveys, and Grade 5 CHKS results.

Based on the current data, the council discussed SMART goals and expected outcomes for each goal.

Principal explained that to achieve the expected outcomes, the School Site Council's task is to identify Action Steps that would support each goal.

Goal 1

Daisy Gonzalez, parent recommended that we provide tutoring/intervention sessions.

Angelica Sanchez, parent recommended that we allow students in grades 4 and 5 to tutor younger students.

Goal 2

Christina Soto, teacher shared that teachers need professional development to support new curriculum and strategies.

Stacy Garcia, parent suggested that trainings for parents include SEL and SPED

Goal 3

Stacy Garcia suggested added security at elementary schools

Principal closed the meeting and stated that goals 4 and 5 will be addressed at the October 17 meeting.

October 10, 2024 - ELAC

Principal reviewed data dashboard and SPSA goals to committee members

Principal shared new SPSA goals

Principal reviewed site data dashboard as it relates to Els

Principal shared that Els are achieving at a lower level that non-Els in ELA and Mathematics

He stated that reclassification rates indicate consistent ELD instruction in listening, speaking, reading, and writing,

The following recommendations by ELAC included:

Rosa Diaz, parent suggested that students be provided with homework to support the English

Angelica Sanchez, parent suggested that Keppel have English classes for parents including continuing Parent Project mtgs. in Spanish

Principal stated that their input will be provided to the SSC yet they already addressed in the SPSA goals.

October 17, 2024 - School Site Council

SSC reviewed all goals and focused on goals 4-5.

Principal requested that childcare was added to goal 4 for parent meetings.

Goal 5

No changes were recommended

October 17, 2024 - ELAC

The ELAC committee reviewed the draft of the SPSA and elected to submit it to SSC for approval.

October 31, 2024 - School Site Council

The SSC members reviewed the 2024-25 SPSA and voted for approval

The 24-25 SPSA plan was approved on October 31, 2024

Principal stated that it would next be reviewed by the district. If changes to the plan were required, then the revisions would be reviewed by SSC and submitted for approval.

December 5, 2024 - School Site Council

The principal explained that the SPSA has been reviewed by the district and that revisions have been made.

The SSC members reviewed all revisions and unanimously voted to approve the 2024-25 Plan and submit it for PUSD Board approval.

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. The following areas that are in the Orange or below include:
Suspension Rates - Orange
To address this area, MTSS team has collaborated to address effective strategies to improve student achievement in the three elements of the MTSS pyramid including academics, socioemotional, and behavior.
To address behavior and socioemotional needs, counseling services will focus on restorative practices and progress monitoring through data analysis (observational, token boards, etc)
Additionally, Keppel has added CSAs to teach and monitor expectations for students during recess and lunch.

English Language Arts - Orange
School-wide Universal Access time has been implemented to address the ELA academic needs using the SIPPS program
Students who are not making progress during small group instruction including SIPPS will be referred to the MTSS team after extensive interventions with progress monitoring has been completed
Additionally, Academic Coach will collaborate with all grade levels to establish protocols for Cycle of Inquiry including data-driven planning and instruction.

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 California Data Dashboard Indicators for each area indicate that there are NO current subgroups that are performing two or more levels below the "all student" performance band
ELA All Students - Orange
English Learners - Red
To address the needs of Els, Keppel has focused on consistent implementation of ELD instruction with coach support to reduce class sizes. Currently, resources allow for intervention teachers to support grade levels 4-5.
Mathematics All Students - Orange
English Learners, Socio-economically disadvantaged Students - Red
To address the needs of these subgroups, a school-wide UA time has been dedicated to support underachieving students in ELA and Math.
Chronic Absenteeism All Students - Yellow
Students with Disabilities - Orange
To address chronic absenteeism with Students with Disabilities, attendance data is discussed and provided at specific MTSS and IEP meetings to be shared with parents

Other Needs

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

23-24 EOY i-Ready ELA data indicates 18% of students performing 2-3 grade levels below grade level with the greatest need in fifth grade. (35%)
English learner data indicate that 38% are 2-3 or more grade levels below compared to non-Els at 11% non-English learners.
23-24 EOY i-Ready math data indicates 18% of K-5 students performing 2-3 grade levels below grade level with the greatest need in fifth grade. (32%)
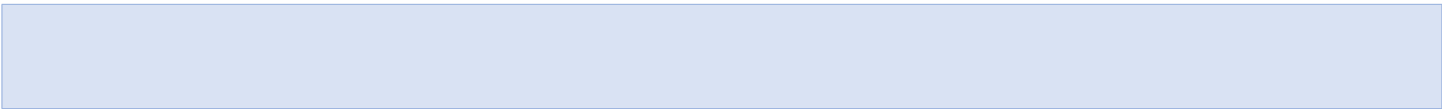
School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mark Keppel 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	%	0.25%	0.25%	0	1	1
African American	4.68%	4.07%	4.91%	20	16	20
Asian	0.47%	0.25%	0.25%	2	1	1
Filipino	0.23%	0.25%	0.49%	1	1	2
Hispanic/Latino	93.21%	94.66%	93.61%	398	372	381
Pacific Islander	0.23%	0.51%	0.25%	1	2	1
White	0.23%	0%	0.25%	1	0	1
Multiple	0.94%	0%	%	4	0	
			Total Enrollment	427	393	407

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	65	64	49
Grade 1	56	67	72
Grade 2	60	68	68
Grade3	62	63	65
Grade 4	101	63	63
Grade 5	83	68	64
Total Enrollment	427	393	407

Conclusions based on this data:

1. 2023-24 data indicate declining enrollment in grades K and 1. 2024-25 school year include two more classes. (DLI) However, number of students per class in kindergarten and grade 1 are currently below capacity and may result in fewer numbers of classes at kindergarten and grade 1

2. 2023-24 data indicate a increase in enrollment from 393 (2022-23) to 407 (2023-24).

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	161	165	135	34.8%	37.7%	33.2%
Fluent English Proficient (FEP)	84	59	68	21.7%	19.7%	16.7%
Reclassified Fluent English Proficient (RFEP)	66	41	50	10.3%	15.5%	12.3%

Conclusions based on this data:

1. The number of English learners has decreased from 165 (2022-23) to 135 (2023-24)

2. The percentage of English learners has decreased by 3% from 2022-23 to 2023-24.

3. The decrease in number of English learners may be the result of fewer students enrolled overall.

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.

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	61	65	67	59	65	65	59	65	65	96.7	100.0	97
Grade 4	94	63	65	91	63	63	91	63	63	96.8	100.0	96.9
Grade 5	119	69	63	115	67	62	115	67	62	96.6	97.1	98.4
Grade 11												
All Grades	274	197	195	265	195	190	265	195	190	96.7	99.0	97.4

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

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	2403.	2408.	2377.	15.25	16.92	9.23	23.73	24.62	20.00	23.73	26.15	24.62	37.29	32.31	46.15
Grade 4	2436.	2448.	2451.	10.99	20.63	22.22	21.98	23.81	17.46	26.37	15.87	25.40	40.66	39.68	34.92
Grade 5	2458.	2457.	2477.	7.83	8.96	17.74	22.61	23.88	19.35	27.83	20.90	27.42	41.74	46.27	35.48
Grade 11															
All Grades	N/A	N/A	N/A	10.57	15.38	16.32	22.64	24.10	18.95	26.42	21.03	25.79	40.38	39.49	38.95

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.

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

Grade Level									
Grade 3	11.86	12.31	4.62	67.80	66.15	63.08	20.34	21.54	32.31
Grade 4	7.69	9.52	12.70	69.23	68.25	65.08	23.08	22.22	22.22
Grade 5	6.09	2.99	9.68	66.96	65.67	66.13	26.96	31.34	24.19
Grade 11									
All Grades	7.92	8.21	8.95	67.92	66.67	64.74	24.15	25.13	26.32

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Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.86	10.77	6.15	50.85	61.54	50.77	37.29	27.69	43.08
Grade 4	10.99	11.11	9.52	54.95	61.90	65.08	34.07	26.98	25.40
Grade 5	13.04	10.45	14.52	49.57	55.22	61.29	37.39	34.33	24.19
Grade 11									
All Grades	12.08	10.77	10.00	51.70	59.49	58.95	36.23	29.74	31.05

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Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	5.08	7.69	4.62	76.27	80.00	73.85	18.64	12.31	21.54
Grade 4	7.69	11.11	9.52	78.02	69.84	69.84	14.29	19.05	20.63
Grade 5	7.83	10.45	17.74	69.57	64.18	58.06	22.61	25.37	24.19
Grade 11									
All Grades	7.17	9.74	10.53	73.96	71.28	67.37	18.87	18.97	22.11

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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**
Grade 3	13.56	10.77	7.69	62.71	63.08	56.92	23.73	26.15	35.38
Grade 4	6.59	12.70	11.11	78.02	61.90	71.43	15.38	25.40	17.46
Grade 5	7.83	8.96	16.13	64.35	65.67	61.29	27.83	25.37	22.58
Grade 11									
All Grades	8.68	10.77	11.58	68.68	63.59	63.16	22.64	25.64	25.26
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Conclusions based on this data:

1. The overall data indicates that grade 3 students who met or exceeded the standard has decreased by 12%

2. The overall data indicates that grade 4 students who met or exceeded the standard has decreased by 5% Conclusion: The CAASPP data indicates that the percentage of students in grades 3-4 are declining in Above Standard. This reveals a need to include tiered interventions in Literacy, intervention teachers, and continuous progress monitoring in grades 3-4)

3. The overall data indicates that grade 5 students who met or exceeded the standard has increased by 4% Conclusion: The CAASPP reveals a need to include tiered interventions to support Literacy in grade 5 including addition of intervention teachers and continuous progress monitoring in grade 5.

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.

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	61	65	67	61	65	66	61	65	66	100.0	100.0	98.5
Grade 4	94	63	65	91	63	65	91	63	65	96.8	100.0	100
Grade 5	119	69	63	116	69	63	116	69	63	97.5	100.0	100
All Grades	274	197	195	268	197	194	268	197	194	97.8	100.0	99.5

Overall Participation for All Students

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

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	2385.	2402.	2384.	6.56	9.23	12.12	21.31	24.62	7.58	27.87	30.77	34.85	44.26	35.38	45.45
Grade 4	2421.	2450.	2435.	4.40	6.35	4.62	18.68	26.98	21.54	32.97	38.10	33.85	43.96	28.57	40.00
Grade 5	2416.	2437.	2459.	0.00	7.25	7.94	6.03	14.49	20.63	27.59	21.74	22.22	66.38	56.52	49.21
All Grades	N/A	N/A	N/A	2.99	7.61	8.25	13.81	21.83	16.49	29.48	29.95	30.41	53.73	40.61	44.85

Overall Achievement for All Students

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Concepts & Procedures Applying mathematical concepts and procedures									
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	9.84	9.23	10.61	44.26	46.15	48.48	45.90	44.62	40.91
Grade 4	6.59	9.52	4.62	43.96	53.97	49.23	49.45	36.51	46.15
Grade 5	0.00	7.25	7.94	37.07	40.58	46.03	62.93	52.17	46.03
All Grades	4.48	8.63	7.73	41.04	46.70	47.94	54.48	44.67	44.33

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 3	11.48	16.92	9.09	44.26	44.62	53.03	44.26	38.46	37.88
Grade 4	5.49	12.70	7.69	48.35	63.49	50.77	46.15	23.81	41.54
Grade 5	0.86	7.25	7.94	43.10	47.83	53.97	56.03	44.93	38.10
All Grades	4.85	12.18	8.25	45.15	51.78	52.58	50.00	36.04	39.18

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
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	8.20	9.23	13.64	62.30	72.31	51.52	29.51	18.46	34.85
Grade 4	4.40	7.94	10.77	57.14	66.67	58.46	38.46	25.40	30.77
Grade 5	3.45	2.90	6.35	47.41	50.72	60.32	49.14	46.38	33.33
All Grades	4.85	6.60	10.31	54.10	62.94	56.70	41.04	30.46	32.99

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Conclusions based on this data:

1. The overall data indicates that grade 3 students who met or exceeded the standard has decreased by 14%

2. The overall data indicates that grade 4 students who met or exceeded the standard has decreased by 7% Conclusion: The CAASPP data indicates that the percentage of students in grades 3-4 are declining in Above Standard. This reveals a need to include tiered interventions in Numeracy, intervention teachers, and continuous progress monitoring in grades 3-4)

3. The overall data indicates that grade 5 students who met or exceeded the standard has increased by 7% Conclusion: The CAASPP reveals a need to include tiered interventions to support Numeracy in grade 5 including addition of intervention teachers and continuous progress monitoring in grade 5.

School and Student Performance Data

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

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

ELPAC Results

Grade Level	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
K	1424.6	1421.1	1377.3	1440.3	1422.2	1387.4	1388.1	1418.7	1353.4	36	21	27
1	1432.3	1466.9	1447.2	1447.1	1476.6	1452.4	1416.9	1456.7	1441.4	25	33	19
2	1483.3	1472.6	1500.2	1498.8	1474.5	1504.5	1467.2	1470.2	1495.4	22	32	32
3	1476.0	1515.1	1495.7	1471.6	1536.5	1494.8	1479.9	1493.4	1495.9	22	21	29
4	1503.5	1520.0	1497.1	1506.5	1527.8	1500.7	1500.1	1511.7	1493.0	32	23	15
5	1519.7	1528.2	1507.2	1513.5	1544.6	1519.6	1525.6	1511.6	1494.3	39	22	17
All Grades										176	152	139

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

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.

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	8.33	23.81	14.81	52.78	9.52	14.81	27.78	33.33	37.04	11.11	33.33	33.33	36	21	27
1	8.00	3.03	5.26	32.00	66.67	42.11	40.00	30.30	47.37	20.00	0.00	5.26	25	33	19
2	22.73	6.25	34.38	36.36	53.13	40.63	31.82	28.13	21.88	9.09	12.50	3.13	22	32	32
3	0.00	28.57	20.69	40.91	38.10	44.83	31.82	28.57	17.24	27.27	4.76	17.24	22	21	29
4	12.50	26.09	13.33	43.75	39.13	40.00	28.13	21.74	20.00	15.63	13.04	26.67	32	23	15
5	12.82	45.45	17.65	43.59	22.73	41.18	33.33	22.73	29.41	10.26	9.09	11.76	39	22	17
All Grades	10.80	19.74	19.42	42.61	41.45	36.69	31.82	27.63	28.06	14.77	11.18	15.83	176	152	139

Overall Language
Percentage of Students at Each Performance Level for All Students

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Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.89	28.57	11.11	47.22	14.29	33.33	27.78	23.81	25.93	11.11	33.33	29.63	36	21	27
1	20.00	27.27	26.32	36.00	48.48	26.32	36.00	24.24	36.84	8.00	0.00	10.53	25	33	19
2	36.36	18.75	50.00	36.36	53.13	31.25	22.73	18.75	15.63	4.55	9.38	3.13	22	32	32
3	9.09	66.67	37.93	54.55	23.81	37.93	18.18	9.52	10.34	18.18	0.00	13.79	22	21	29
4	37.50	60.87	26.67	43.75	26.09	40.00	9.38	8.70	13.33	9.38	4.35	20.00	32	23	15
5	25.64	68.18	35.29	51.28	18.18	58.82	10.26	4.55	0.00	12.82	9.09	5.88	39	22	17
All Grades	23.86	42.11	32.37	45.45	33.55	36.69	19.89	15.79	17.27	10.80	8.55	13.67	176	152	139

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Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	19.05	11.11	30.56	4.76	11.11	55.56	52.38	48.15	13.89	23.81	29.63	36	21	27
1	4.00	3.03	0.00	20.00	45.45	26.32	36.00	42.42	63.16	40.00	9.09	10.53	25	33	19
2	9.09	6.25	21.88	27.27	34.38	34.38	27.27	37.50	37.50	36.36	21.88	6.25	22	32	32
3	0.00	9.52	13.79	31.82	19.05	20.69	31.82	57.14	44.83	36.36	14.29	20.69	22	21	29
4	6.25	8.70	0.00	25.00	39.13	13.33	34.38	21.74	46.67	34.38	30.43	40.00	32	23	15
5	2.56	9.09	0.00	23.08	18.18	23.53	56.41	50.00	47.06	17.95	22.73	29.41	39	22	17
All Grades	3.41	8.55	10.07	26.14	28.95	22.30	42.61	42.76	46.76	27.84	19.74	20.86	176	152	139

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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
K	22.22	28.57	11.11	72.22	38.10	59.26	5.56	33.33	29.63	36	21	27
1	24.00	42.42	36.84	68.00	57.58	52.63	8.00	0.00	10.53	25	33	19
2	31.82	18.75	38.71	63.64	71.88	54.84	4.55	9.38	6.45	22	32	31
3	27.27	19.05	17.86	54.55	76.19	64.29	18.18	4.76	17.86	22	21	28
4	53.13	39.13	26.67	34.38	52.17	60.00	12.50	8.70	13.33	32	23	15
5	10.26	40.91	21.43	76.92	50.00	71.43	12.82	9.09	7.14	39	22	14
All Grades	27.27	31.58	25.37	62.50	58.55	59.70	10.23	9.87	14.93	176	152	134

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| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	16.67	33.33	18.52	61.11	33.33	51.85	22.22	33.33	29.63	36	21	27
1	8.00	27.27	11.11	72.00	66.67	72.22	20.00	6.06	16.67	25	33	18
2	59.09	40.63	56.25	31.82	46.88	40.63	9.09	12.50	3.13	22	32	32
3	31.82	66.67	51.72	50.00	33.33	34.48	18.18	0.00	13.79	22	21	29
4	31.25	69.57	50.00	56.25	21.74	28.57	12.50	8.70	21.43	32	23	14
5	53.85	72.73	82.35	35.90	18.18	11.76	10.26	9.09	5.88	39	22	17
All Grades	33.52	49.34	44.53	51.14	39.47	40.88	15.34	11.18	14.60	176	152	137

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
K	0.00	19.05	3.70	86.11	52.38	66.67	13.89	28.57	29.63	36	21	27
1	8.00	21.21	5.56	44.00	48.48	61.11	48.00	30.30	33.33	25	33	18
2	13.64	6.25	3.13	50.00	62.50	81.25	36.36	31.25	15.63	22	32	32
3	0.00	4.76	10.34	45.45	47.62	51.72	54.55	47.62	37.93	22	21	29
4	6.25	13.04	0.00	46.88	47.83	66.67	46.88	39.13	33.33	32	23	15
5	5.13	13.64	0.00	74.36	50.00	50.00	20.51	36.36	50.00	39	22	16
All Grades	5.11	13.16	4.38	60.80	51.97	64.23	34.09	34.87	31.39	176	152	137

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
K	25.00	23.81	14.81	52.78	38.10	51.85	22.22	38.10	33.33	36	21	27
1	4.00	0.00	0.00	72.00	96.97	100.00	24.00	3.03	0.00	25	33	18
2	18.18	18.75	36.67	63.64	59.38	56.67	18.18	21.88	6.67	22	32	30
3	4.55	42.86	17.86	81.82	47.62	64.29	13.64	9.52	17.86	22	21	28
4	18.75	30.43	16.67	65.63	56.52	66.67	15.63	13.04	16.67	32	23	12
5	20.51	31.82	20.00	71.79	59.09	60.00	7.69	9.09	20.00	39	22	15
All Grades	16.48	22.37	19.23	67.05	62.50	64.62	16.48	15.13	16.15	176	152	130

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 indicates a decrease in number of English learners by 13 students
Conclusion: This data seems to be aligned with the decrease in overall student populations in grades K-1

2. 2022-23 Grade 1 writing data indicates that 100% of ELs are at the Somewhat/Moderately range.
2023-24 Grade 2 writing data indicates that 36% of ELs are at the Well-Developed range. In grades 3-5, the percentage of students in the Well-Developed range decline.
Conclusion: The data indicates that students are progressing in writing in grade 2. However, there continues to be a need to provide consistent writing instruction to support Els during ELD.

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**
393	**96.2**	**42**	**0.3**
Total Number of Students enrolled in Mark Keppel 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	165	42
Foster Youth	1	0.3
Homeless	9	2.3
Socioeconomically Disadvantaged	378	96.2
Students with Disabilities	47	12

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	4.1
American Indian	1	0.3
Asian	1	0.3
Filipino	1	0.3
Hispanic	372	94.7
Pacific Islander	2	0.5

Conclusions based on this data:

1. 2022-23 Data indicates that 42% of our student population are English learners (n=165)
   Conclusion: The percentage of students that are identified as English learners suggests a need to provide effective instruction that includes targeted scaffolds to support listening, speaking, reading, writing, and vocabulary

2. 2022-23 Data indicates that 96.2% of our student population are Socioeconomically Disadvantaged
Conclusion: The data implies that most students have limited academic, social, and cultural learning experiences that support achievement

3. 2022-23 Data indicates that 12% of students are identified as having a disability.
Conclusion: Additional SDC classes make it necessary to ensure that ALL students have equal opportunities to engage in school activities/experiences

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism continues to be a concern (2023-24 Data Dashboard data shows a 39.7% Chronic Absenteeism)
   Conclusion: Data reveals a need to provide strategies for improvement to all staff, students, and families.

2. English learner progress is in blue. (Data Dashboard data shows that English learners are progressing at a rate of 63.1%)
Conclusion: The data reveals a continuation of targeted ELD instruction including progress monitoring of EL achievement

3. Core academic areas in ELA and Mathematics is in the yellow and orange range.
Conclusion: The data reveals a need to provide effective intervention supports to targeted students in all grades

School and Student Performance Data

Academic Performance
English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Orange	No Performance Color
30.8 points below standard	44.4 points below standard	0 Students
Maintained +1.1 points	Decreased -14 points	
189 Students	94 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	83.9 points below standard
8 Students	32.9 points below standard	Increased Significantly +42.3 points
	Maintained -0.5 points	30 Students
	181 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

Hispanic	Two or More Races	Pacific Islander	White
Yellow 30.3 points below standard Increased +3.9 points 181 Students	No Performance Color 0 Students	Less than 11 Students 1 Student	No Performance Color 0 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
113.2 points below standard	8.9 points above standard	42 points below standard
Decreased Significantly -36.2 points	Decreased -11.3 points	Decreased -3.1 points
41 Students	53 Students	65 Students

Conclusions based on this data:

1. Data for all students, ELA is rated at the Orange level with 30.8 points below the standard with an increase of 1.1 points.
Conclusion: The ELA Performance Data indicates that the English Learner subgroup are 40.4 points below the standard on SBAC. (94 students)

2. Data for English learners is rated in the Orange level with 44.4 points below the standard with a decrease of 14 points.
Conclusion: EL data continues to show lower scores in CAASPP data than non-Els highlighting the need for instructional improvements in ELD

3. Data for Students with Disabilities is 83.9 points below standard. However, there has been an increase 42.3 points.
Conclusion: RSP and classroom teacher support continue to provide scaffolds that improve learning.

School and Student Performance Data
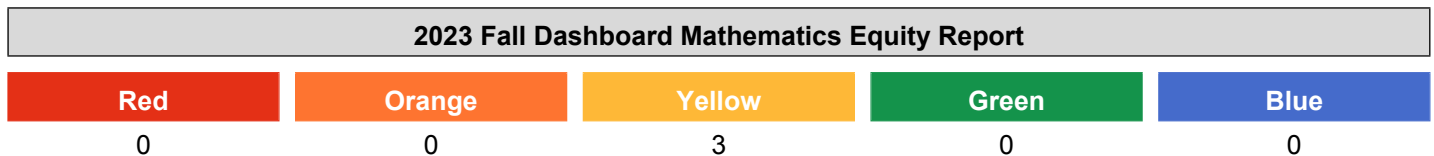
Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
51.3 points below standard	64.3 points below standard	0 Students
Increased Significantly +20.9 points	Increased +13.1 points	
190 Students	95 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	72.8 points below standard
8 Students	54 points below standard	Increased Significantly +58.2 points
	Increased Significantly +18.6 points	30 Students
	182 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 49.5 points below standard Increased Significantly +24 points 182 Students	 No Performance Color 0 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
109.2 points below standard Increased +6.6 points 42 Students	28.7 points below standard Increased +7 points 53 Students	49.1 points below standard Increased Significantly +21 points 65 Students

Conclusions based on this data:

1. The data for All Students is at the Yellow level with an increase of 20.9 points from the previous year.
Conclusion: All subgroups have shown increases. This may indicate an improvement in math professional development and instruction. However, the overall score is 51.3 points below the standard and requires continued math intervention support

2. The data for English learners is at the Yellow level with an increase of 13.1 points from the previous year.
Conclusion: There is a 13 point gap between ALL students and Els. This implies a need for continuous effective ELD instruction

3. The Math Performance Data indicates that the Students with Disabilities subgroup are 72.8 points below the standard. (30 students) However, there is an increase of 58.2 points from the previous year.
Conclusion: The growth is significant which indicated effective support from RSP and classroom teachers. However, the subgroup is 78.2 points below the standard and require continued improvements in instruction and progress monitoring.
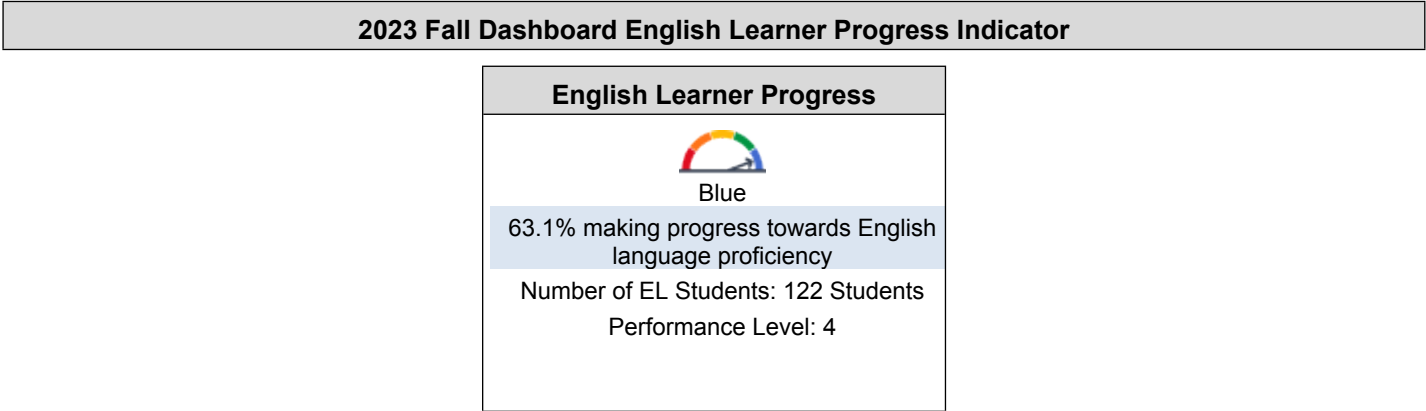
School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
63.1% making progress towards English language proficiency
Number of EL Students: 122 Students
Performance Level: 4

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
10	35	0	77

Conclusions based on this data:

1. 2023 English Learner Progress Indicator data is at the Blue level with 63.1% of students progressing at least 1 level. (122 Students)
Conclusion: The 2022 data indicator showed 49% making progress. This implies improvements in ELD instruction

2. 2023 English learner data indicate that 45 students decreased or remained the same level. (37.9%)
Conclusion: The 2022 indicator showed 52% decreased or remained the same level. This implies a need to target specific students during ELD and classroom instruction that are not progressing.

School and Student Performance Data

Academic Performance
College/Career Report

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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
39.7% Chronically Absent	35.6% Chronically Absent	
Declined Significantly -9.4	Declined Significantly -13.8	3 Students
416 Students	174 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
68.8% Chronically Absent	Yellow	Orange
0	39.7% Chronically Absent	50% Chronically Absent
16 Students	Declined Significantly -9.7	Declined -13.3
	403 Students	62 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
40% Chronically Absent Declined -10 20 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 39% Chronically Absent Declined Significantly -9.9 390 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	No Performance Color 0 Students

Conclusions based on this data:

1. Data indicates that All students are in the Yellow range and are 39.7% Chronically Absent (416 students) Declined by 9.4% from the previous year.
Conclusion: Data shows some improvements in attendance for All students including subgroups. However, the percentage of students that are Chronically Absent is high. This will result in lower achievement scores for Chronically Absent students.
There is a clear need to provide supports for staff, students, and families.

2. Data indicates that the English Learners subgroup are in the Yellow range and are 35.6% Chronically Absent (174 students) Decline of 13.8% from the previous year.

3. Data indicates that the Students with Disabilities are in the Orange subgroup and are 50%Chronically Absent (62 students) Declined by 13.3 % from the previous year.
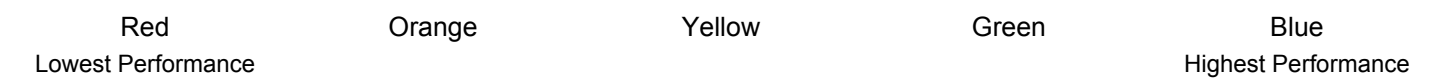
School and Student Performance Data

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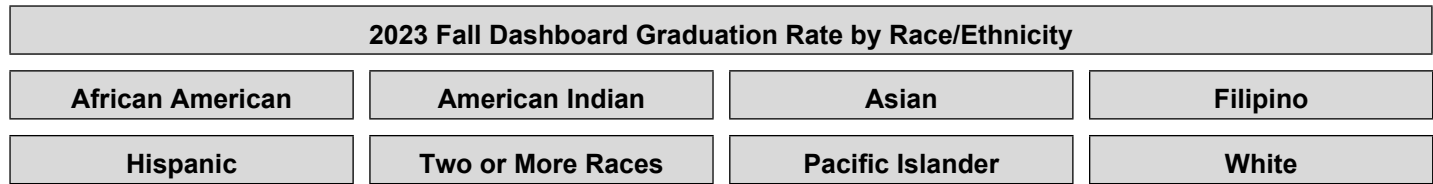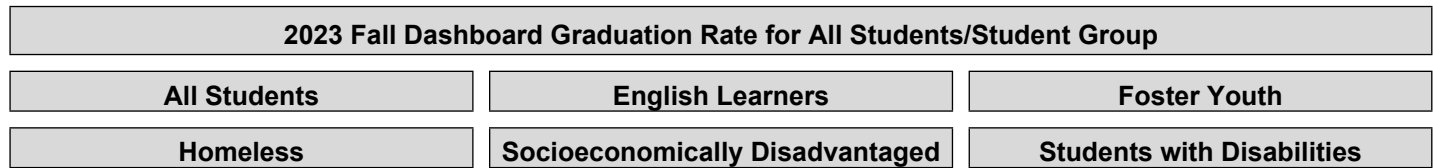
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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. Not Applicable

School and Student Performance Data
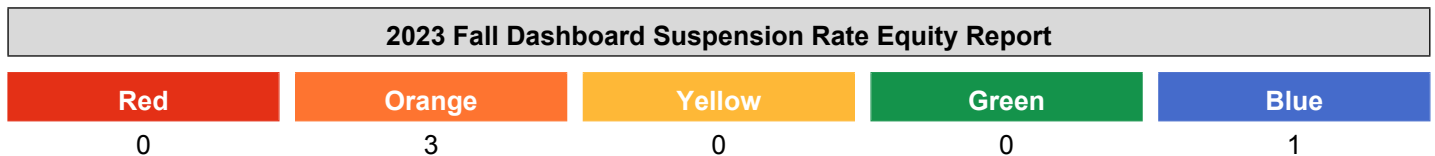
Conditions & Climate
Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	0	0	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
1.4% suspended at least one day	2.2% suspended at least one day	3 Students
Increased 1	Increased 1.7	
427 Students	178 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
6.3% suspended at least one day	Orange	Blue
16 Students	1.4% suspended at least one day	0% suspended at least one day
	Increased 1	Maintained 0
	414 Students	65 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day Maintained 0 20 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 1.5% suspended at least one day Increased 1.1 401 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	No Performance Color 0 Students

Conclusions based on this data:

1. The Suspension for All students is at the Orange level with 1.4% suspensions at least one day.
   Conclusion: The total number of students suspended is 4 for the 2023-24 school year. Due to the number of school-wide suspensions, the data does not show a clear indication that any subgroup had a significant number of suspensions compared to others.

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 2023-24 CAASPP assessment data in ELA, Math, and Science establish the baseline for future growth. The results indicate a need to provide high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments. The data indicates a need to provide effective interventions using the CAL MTSS model with progress monitoring tools to measure growth. The data also indicates a discrepancy between the scores of non-English learners and English learners in ELA and Math. Local data including i-Ready data shows growth across all grades but indicates that several students are more than a year below grade level.
English learner data indicates that 63.1% on Els are making progress. However, CAASPP data indicates a discrepancy between Els and non ELs.

To address each of the goals for 24-25, the following steps will be taken:
1. Instructional Leadership Team (ILT) will receive and provide professional development and collaboration opportunities to build a teacher leadership model to improve learning in grades TK-5
2. Academic Coaches will assist K-5 teachers to improve collaboration protocols to improve learning outcomes for all students.
3. Intervention teachers will provide research-based interventions (SIPPS) in literacy and numeracy as a part of a school wide Universal Access program.

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 35% School Year 2023-2024	Increase 24-25 CAASPP ELA by 3%
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 25% School Year 2023-2024	Increase 24-25 CAASPP ELA by 3%
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 27% School Year 2023-2024	Increase 24-25 CAST Grade 5 Science by 3%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	63.1% making progress Blue Status CA School Dashboard Fall 2023	Increase 24-25 English Learner Indicator (ELPI) by 5%

i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024	Increase 24-25 i-Ready Diagnostic 3 Reading by 5%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 38% Diagnostic 3 School Year 2023-2024	Increase 24-25 i-Ready Diagnostic 3 Math by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	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 California Content 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
1.2	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
1.3	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
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	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	• ELPAC Assessment • SIPPS • DELD instructional time • IELD instruction	District Funded

1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.9	After-school tutoring/interventions to support underachieving and socioeconomically disadvantaged students in Literacy and Numeracy.	All Students	Progress monitoring logs for interventions District Benchmark Assessment Data including SIPPS and i-Ready ELPAC Assessment CAASPP Scores	2,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries
1.10	Identify literacy and numeracy supplemental materials to support K-5 instruction and curriculum for socioeconomically disadvantaged students in Literacy, Numeracy, Science, and ELD	All Students	Progress monitoring logs for interventions District Benchmark Assessment Data including SIPPS and i-Ready ELPAC assessment CAASPP Scores	30,998 Title I Part A: Allocation
1.11	Additional teacher collaboration opportunities including afterschool teacher collaboration/planning and professional development to improve instruction and learning in Literacy, Numeracy, Science, and ELD for underachieving and socioeconomically disadvantaged students.	All Students	Progress monitoring logs for interventions District Benchmark Assessment Data including SIPPS and i-Ready ELPAC assessment Site-based assessment data including rubrics	5,500 Title I Part A: Allocation
1.12	Identify non-district funded supplemental technology resources including hardware, software, and equipment to improve technology-based learning for underachieving and socioeconomically disadvantaged students in Literacy, Numeracy, Science, and ELD	All Students		7,000 Title I Part A: Allocation
1.13	Identify and provide supplemental web-based resources including programs to support underachieving and socioeconomically disadvantaged students in Literacy, Numeracy, Science, and ELD	All Students	District Benchmark Assessment Data including SIPPS and i-Ready ELPAC assessment Teacher-created assessment data CAASPP Scores	1,000 Title I Part A: Allocation
1.14	Identify supplemental fieldtrips/assemblies to increase students' content knowledge and vocabulary that improve listening, reading, and writing skills on a variety of grade-level topics for	All Students	State and District Benchmark Assessment Data ELPAC assessment data	16,758 Title I Part A: Allocation

	underachieving and socioeconomically disadvantaged students		Classroom writing data including writing rubrics	
1.22	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	ILT Professional Development activities and meetings Teacher instructional and collaboration support Staff communication regarding the ILT role, responsibilities and PUSD instructional vision.	District Funded
1.23	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	Use of technology by staff (both classified and certificated) Use of technology by students during classroom lessons Annual data reports used by school administration and teachers	District Funded
1.24	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits 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 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.

As indicated on the 2023-24 CAASPP assessment data in ELA, Math, and Science as well as the district i-Ready assessment data, there is a need to provide effective professional development to support learning and instruction. Additionally, there is a need to provide professional development to support district initiatives including Instructional Leadership Teams (ILT), Intervention Teachers, coaches, AVID implementation and a more systematic approach to MTSS.
To address each of the goals for 24-25, the following steps will be taken:
1. Instructional Leadership Team (ILT) will receive and provide professional development and collaboration opportunities to build a teacher leadership model to improve learning in grades TK-5
2. Provide AVID professional development and ongoing support to identify effective AVID strategies that improve student achievement

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
2.1	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 | District Funded |

			AVID 2025-2026 Site Plan development at the conference	
2.6	Additional hours for afterschool teacher collaboration/planning opportunities for AVID to improve instruction and learning using for underachieving and socioeconomically disadvantaged students.	All Students	Monthly AVID team meeting agendas Classroom observation of AVID implementation Mid-year review of AVID Site Plan District Benchmark Assessment Data	Title I Part A: Allocation Previously Funded in Goal 1
2.7	Additional hours for afterschool teacher collaboration/planning opportunities for ILT to improve instruction and learning for underachieving and socioeconomically disadvantaged students.	All Students	ILT Collaboration meeting agendas and Action Steps District Benchmark Assessment Data	Title I Part A: Allocation Previously funded in Goal 1
2.8				

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 data for Chronic Absenteeism indicates that there has been a decrease in Chronic Absenteeism by 9.4% from 2022-23 to 2023-24. However, the data for Chronic Absenteeism in 2023-24 (39.7%) indicates a need to address root causes for absenteeism and provide more effective prevention and intervention systems.
The CHKS Survey indicates a need to improve the school culture and climate through PBIS systems as it relates to student safety (42%), connectedness to the school (52%), and belief that there are caring adults. (42%)
Suspension data (1.4%) indicates a need to improve PBIS and MTSS systems to support behavior.
To address each of the goals for 24-25, the following steps will be taken:
1. Improve school-home communication by providing parents with trainings on how to use Parent Square and Parent Vue
2. Provide parent meetings to support attendance (MTSS)
3. Provide Safe and Civil Assemblies at least 2 times per year.
4. Provide SEL lessons to all K-5 students throughout the year

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)	1.4% Orange status CA School Dashboard Fall 2023	Reduce suspension rate by 1%
Cumulative attendance (PUSD Dashboard)	92.8% EOY 2023-2024	Improve Cumulative attendance by 3%
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	39.7% Yellow status CA School Dashboard Fall 2023	Reduce Chronic Absenteeism by 5%
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 56%	Increase CHKS Student-Caring adults in school data by 10%
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 42%	Increase CHKS Student-Feel safe at School data by 10%
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 52%	Increase CHKS Student-School Connectedness data by 10%

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
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie 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	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. 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. 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.	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Bahavior 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	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded

	Children (TEACCH) for students ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns 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.			
3.3	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
3.4	Identify strategies including use of assemblies/events, resources and materials to improve attendance and engagement for underachieving and socioeconomically disadvantaged students	All Students	Monthly attendance reports CHKS survey results SART Contract Monitoring Logs	4000 Title I Part A: Allocation
3.5		All Students		
3.22	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 student compliance with school and District rules and procedures.	All Students	Synergy Student Behavior and Suspension Data	District Funded
3.23	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	District Funded

			staff to support their child IEP	
3.24	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.25	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.

The 2023-24 Title I/LCAP Survey indicated that parents have a positive attitude towards Keppel Elementary School. However, the sample of attendees to school events is less that 50%. This shows a need to increase the number of parents who attend school-wide events.
To address each of the goals for 24-25, the following steps will be taken:
1. Improve school-home communication by providing parents with trainings on how to use Parent Square and Parent Vue
2. Provide Parent Surveys at events to collect data
3. Provide parent education meetings to support academics, socioemotional growth, and behavior

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	Maintain or increase the percentage of parents who agree or strongly agree this school is welcoming to parents (Title I/LCAP Parent Survey)l
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	66% School Year 2023-2024	Increase percentage of parents that use Parent Square at least once per week by 10%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	100% average (4 or 5) as of June 12, 2024	Maintain or increase the percentage and/or number of parents that find school events relevant and engaging (Title I/LCAP Parent Survey)
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	94% School Year 2023-2024	Maintain or increase the percentage of parents who feel this school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)
Families report attending events (Title I/LCAP Parent Survey)	127 parents - Open House 127 parents - Back to School Night 15 parents -Parent Education Classes	Increase the percentage of Families who attend school events as indicated by the number of completed reports

				(127 parents - Open House, 127 parents - Back to School Night, 15 parents -Parent Education Classes) by 20 attendees. (Title I/LCAP Parent Survey)

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	Provide translators for meetings including parent-teacher conferences, MTSS, and parent education classes	All Students	Parent Meeting Minutes Agendas Flyers Meeting Schedules	475 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries
4.3	Provide extra hours for staff to teach Parent Education classes that provide parents with strategies that support instruction, learning, and socioemotional growth for underachieving and socioeconomically disadvantaged students	All Students	Event Surveys Sign-in Sheets	500 Title I Part A: Parent Involvement 1000-1999: Certificated Personnel Salaries
4.4	Provide extra hours for staff to provide childcare of attendees of parent education meetings	All Students	Event Surveys Sign-in Sheets	500 Title I Part A: Parent Involvement
4.6	Increase family engagement by providing monthly calendar and notifications of events and announcements including flyers, emails, website, and Parent Square to promote Family Engagement and academic achievement for underachieving and socioeconomically disadvantaged students.	All Students	Flyers Calendars Event surveys Number of attendees Sign-in Sheets	500 Title I Part A: Parent Involvement 5900: Communications
4.7				

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.

The 2023-24 CAASPP assessment data in ELA, Math, and Science indicates a discrepancy between the scores of non-English and identified subgroups including English learners, African Americans, and SPED students.
I-Ready data indicates that there is a higher percentage of African American students that are meeting their Typical Growth Goal as compared to All Students in ELA and Math.
The results indicate a need to provide high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments. The data indicates a need to provide effective interventions using the CAL MTSS model with progress monitoring tools to measure growth.
To address each of the goals for 24-25, the following steps will be taken:
1. Establish Attendance Support Team as part of MTSS to analyze attendance data, meet with parents, and to monitor student progress
2. Use of surveys to Identify needs and strategies to improve inclusivity and equity at the school

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 35% School Year 2023-2024 English Learners: 16% African American: 20% Hispanic: 35% SPED: 23% Foster Youth: 0% SED: 35% LTEL: N/A	Increase 24-25 CAASPP ELA by 3% for ALL subgroups
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 25% School Year 2023-2024 English Learners: 6% African American: 20% Hispanic: 25% SPED: 23% Foster Youth: 0% SED: 25% LTEL: N/A	Increase 24-25 CAASPP Math by 3% for ALL subgroups
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 27% School Year 2023-2024 English Learners: 6% African American: 0% Hispanic: 28% SPED: 15%	Increase 24-25 CAASPP Science by 3% for ALL subgroups

	Foster Youth: N/A SED: 26% LTEL: N/A	
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	63.1% making progress Blue Status Decreased at Least 1 ELPI Level: 8.2% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 28.7% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 63.1% CA School Dashboard Fall 2023	Increase 24-25 English Learner Indicator (ELPI) by 5%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024 English Learners: 39% African American: 56% Hispanic: 48% SPED: 52%	Increase 24-25 i-Ready Diagnostic 3 Reading by 5%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 38% Diagnostic 3 School Year 2023-2024 English Learners: 39% African American: 44% Hispanic: 37% SPED: 52%	Increase 24-25 i-Ready Diagnostic 3 Math by 5%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
5.1	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
5.2	AVID Recruitment: 5th grade teachers and Elementary AVID Coordinators meet with 6-8 AVID Coordinators to review the recruitment process and timeline. This process includes application, nomination, interviews,	All Students	Recruitment timeline and process Review of Criteria and Applications	District Funded

	and selection of AVID students for the following year.		MS Master Schedule: AVID Sections	
5.4	Summer School Program can be structured to offer a range of academic and enrichment opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 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. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 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.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded
5.6	Identify and provide materials and equipment for multicultural assemblies/events to establish a community of inclusivity and equity for underachieving and socioeconomically disadvantaged students	All Students	Assembly Surveys LCAP/TItle I Survey CHKS survey results	1500 Title I Part A: Allocation Previously Funded - Goal 3
5.25	Extra-Curricular programs including after school programs, intermural activities, and athletic teams.	All Students	Student participation in activities	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.

New Goal - N/A

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	$70,756.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$72,731.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

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	$70,756.00
Title I Part A: Parent Involvement	$1,975.00

Subtotal of additional federal funds included for this school: $72,731.00

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 ($)

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

Total of federal, state, and/or local funds for this school: $72,731.00

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	1,975	0.00
Title I Part A: Allocation	70,756	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	70,756.00
Title I Part A: Parent Involvement	1,975.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,500.00
2000-2999: Classified Personnel Salaries	2,475.00
5900: Communications	500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	66,756.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	2,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	2,000.00
	Title I Part A: Parent Involvement	500.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Parent Involvement	500.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	475.00
5900: Communications	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	65,256.00

Goal 3	4,000.00
Goal 4	1,975.00
Goal 5	1,500.00

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
Michael Naruko	Principal
Gilbert Munoz	Classroom Teacher
Christina Soto	Classroom Teacher
Luisana Avalos	Classroom Teacher
Vanessa Pollmann	Other School Staff
Stacy Garcia	Parent or Community Member
Angelica Sanchez	Parent or Community Member
Stephanie Soto	Parent or Community Member
Daisy Gonzalez	Parent or Community Member
Rosa Diaz	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Signature	
	Principal, Michael Naruko, Principal on 12-5-24
	SSC Chairperson, Daisy Gonzalez on 12-5-24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

> 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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