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
Major Lynn Mokler School	19648736021463		

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 Major Lynn Mokler 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 Major Lynn Mokler School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

☒ Schoolwide Program

In order to address the needs of all students on campus, and to design challenging academic curriculum in the areas of reading, math and science that will promote moving students towards grade level proficiency and post-graduation eligibility for college and career paths; students in kindergarten through 5th grade were assessed using the I-Ready program, FRS and SIPPS. This program includes a Growth Monitoring feature that enables teachers to evaluate students monthly throughout the year. Using the results of these programs, along with 2023-2024 end of the year testing, ELPAC and CAASPP results for 3rd - 5th grade, grade level teachers will develop daily lessons that address the current needs of their students, help remediate in the areas of need and challenge the students who are at or above grade level. The intervention teachers will work with all grade levels to provide Tier 2 intervention for those students needing additional help and the Academic Coach will be part of collaborations and lesson planning for all grade levels. Differentiation for EL Learners and Special Education students will be added and implemented into all lesson plans. Checking for understanding and progress monitoring will be completed to provide teachers with up-to-date data continuously throughout the year and guide the development of new instruction. Attendance for all students will be analyzed and strategies to increase attendance for all students including those in special education will be developed and implemented throughout the upcoming school year.

Educational Partner Involvement

How, when, and with whom did Major Lynn Mokler 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

During the 23-24 school year, and the beginning of the 24-25 school year, the School Site Council developed and formulated the SPSA for the 24-25 school year. This was done when the committee met on March 20, 2024, and May 22, 2024, to review the plan and look at revisions and needs for the upcoming year (24-25), and then once again on October 15, 2024, to finalize the additions and revisions in the 2024-2025 plan. In addition, during the Mokler Site Leadership Team meetings in March and April 2024 and the ELAC meetings in March and May 2024 the plan was discussed. This was in addition to the School Site Council meetings.

During the 24-25 school year:

School Site Council- October 15, 2024
The School Site Council 24-25 met to review the school plan, collect information that was gathered in both the 23-24 Site Leadership Meetings, and ELAC meetings, as well as 24-25 ILT Site Meeting and ELAC
Meeting. They discussed additions, finalized revisions and looked at all areas they wanted to include in this year's SPSA. The Information was gathered into a shared document and used as they worked to create the
new school plan.

School Site Council Meeting-
The SSC Committee met to do a final review of the 2024-2025 SPSA draft created. They finalized their decisions and approved the final draft 0n November 13, 2024.

ELAC (October 10, 2024) and ILT Site Meeting (October 16, 2024)
To begin these meetings, the principal presented a PowerPoint that gave an overview of the programs and resources that are now available on-site. The PowerPoint also outlined the assessments given and when
students were assessed. During these meetings parents broke out into small groups and worked with support staff to discuss both the current programs and what they felt was needed to enhance our school programs
in the areas of ELA, Math, Parent Engagement, Culture and Special Needs. Those conversations were recorded in a PowerPoint and given to the School Site Council to help them move forward as they worked to
develop the 2024-2025 school plan.

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.

Mokler is not eligible for ATSI or 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.

At this time the California Dashboard is only reflecting the data from 22-23. I will update this area when the 23-24 data is available.

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.

At this time the California Dashboard is only reflecting the data from 22-23. I will update the area when the 23-24 data is available.

Other Needs

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

SIPPS and iReady scores data collected in August -September of 2024 show that only _____% of current students are reading at grade level and _____% of students are reading two-grade level below their current grade level. This leading to a need to bring in additional intervention and resources that help to improve student achievement and decrease the number of students reading below grade level. In addition, iReady scores in math show that students are also struggling to achieve in grade level mathematics, especially in the area of geometry, fractions and decimals. This data identifies the need for intervention in Mathematics and an increased focus on math, as a whole.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.18%	0.19%	0	1	1
African American	2.87%	3.13%	3.28%	15	17	17
Asian	1.15%	1.1%	0.58%	6	6	3
Filipino	0.19%	0.37%	0.58%	1	2	3
Hispanic/Latino	92.35%	90.42%	89.98%	483	491	467
Pacific Islander	1.53%	2.03%	3.08%	8	11	16
White	1.15%	1.29%	0.96%	6	7	5
Multiple	0.57%	1.29%	1.35%	3	7	7
			Total Enrollment	523	543	519

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	104	116	55
Grade 1	82	83	109
Grade 2	69	89	90
Grade3	72	68	87
Grade 4	97	83	78
Grade 5	99	104	77
Total Enrollment	523	543	519

Conclusions based on this data:

1. Hispanic/Latino population remains the dominant ethnicity enrolled at the school.
2. Enrollment in Kindergarten this year (23-24) decreased from the previous two years.
3. Enrollment for the past three years has decreased significantly in grade 4.

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	206	207	180	40.1%	39.4%	34.7%
Fluent English Proficient (FEP)	67	50	47	15.5%	12.8%	9.1%
Reclassified Fluent English Proficient (RFEP)	56	36	32	4.4%	10.7%	6.2%

Conclusions based on this data:

1. Percentage Wise -Enrollment of English Learners has decreased each year for the last three years shown, moving from 40.1% in 20-21 to 34.7 in the 23-24 school year.
2. There has been a decrease in EL students being Fluent English Proficient (FEP) from 20-21 at 15.5% to 9.1%% in 23-24 school year.
3. There is no data at this time for Reclassified Fluent English Proficient (RFEP) for years 22-23 and 23-24, which does not allow us to thoroughly analyze how many students are being reclassified over the past three years.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	75	74	86	73	73	85	73	73	85	97.3	98.6	98.8
Grade 4	98	80	80	97	79	79	97	79	79	99.0	98.8	98.8
Grade 5	102	103	77	101	101	77	101	101	77	99.0	98.1	100
Grade 11												
All Grades	275	257	243	271	253	241	271	253	241	98.5	98.4	99.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2361.	2368.	2368.	9.59	6.85	7.06	13.70	16.44	22.35	27.40	21.92	22.35	49.32	54.79	48.24
Grade 4	2410.	2387.	2406.	9.28	6.33	13.92	14.43	12.66	17.72	24.74	18.99	20.25	51.55	62.03	48.10
Grade 5	2468.	2454.	2436.	12.87	12.87	10.39	25.74	16.83	11.69	17.82	25.74	29.87	43.56	44.55	48.05
Grade 11															
All Grades	N/A	N/A	N/A	10.70	9.09	10.37	18.45	15.42	17.43	22.88	22.53	24.07	47.97	52.96	48.13

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

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

Grade 3	5.48	5.48	4.71	56.16	58.90	62.35	38.36	35.62	32.94
Grade 4	12.37	6.33	10.13	55.67	50.63	58.23	31.96	43.04	31.65
Grade 5	9.90	6.93	6.49	67.33	63.37	54.55	22.77	29.70	38.96
Grade 11									
All Grades	9.59	6.32	7.05	60.15	58.10	58.51	30.26	35.57	34.44

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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	6.85	5.48	3.53	42.47	52.05	48.24	50.68	42.47	48.24
Grade 4	5.15	1.27	2.53	49.48	43.04	51.90	45.36	55.70	45.57
Grade 5	11.88	12.87	6.49	53.47	51.49	57.14	34.65	35.64	36.36
Grade 11									
All Grades	8.12	7.11	4.15	49.08	49.01	52.28	42.80	43.87	43.57

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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	5.48	12.33	5.88	75.34	76.71	71.76	19.18	10.96	22.35
Grade 4	5.15	2.53	6.33	76.29	72.15	60.76	18.56	25.32	32.91
Grade 5	10.89	9.90	6.49	73.27	65.35	74.03	15.84	24.75	19.48
Grade 11									
All Grades	7.38	8.30	6.22	74.91	70.75	68.88	17.71	20.95	24.90

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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	8.22	4.11	4.71	64.38	64.38	64.71	27.40	31.51	30.59
Grade 4	7.22	11.39	10.13	61.86	51.90	59.49	30.93	36.71	30.38
Grade 5	8.91	10.89	7.79	61.39	56.44	58.44	29.70	32.67	33.77
Grade 11									
All Grades	8.12	9.09	7.47	62.36	57.31	61.00	29.52	33.60	31.54

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Conclusions based on this data:

1. Looking at overall reading scores, in grades 3 and 5, they show scores for students achieving above grade level are decreasing yearly, however 4th grade is starting to increase again, going from 6.13% back up to 10.33 %.
2. In the area of research and inquiry, all grades 3-5 increased their proficiency for scoring at or near grade level for 23-24 school year.
3. Looking at the overall achievement of all students in grades 3rd through 5th, scores in the 23-24 school year, show that student's scores have increased overall in all grade levels from the 22-23 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with 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	75	74	86	75	73	85	75	73	85	100.0	98.6	98.8
Grade 4	98	80	80	97	79	80	97	79	80	99.0	98.8	100
Grade 5	102	103	77	100	100	77	100	100	77	98.0	97.1	100
All Grades	275	257	243	272	252	242	272	252	242	98.9	98.1	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2377.	2375.	2389.	5.33	2.74	11.76	22.67	17.81	17.65	26.67	30.14	25.88	45.33	49.32	44.71
Grade 4	2410.	2397.	2417.	6.19	0.00	6.25	15.46	15.19	16.25	29.90	30.38	32.50	48.45	54.43	45.00
Grade 5	2430.	2438.	2427.	5.00	7.00	5.19	13.00	10.00	7.79	19.00	24.00	27.27	63.00	59.00	59.74
All Grades	N/A	N/A	N/A	5.51	3.57	7.85	16.54	13.89	14.05	25.00	27.78	28.51	52.94	54.76	49.59

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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	8.00	5.48	10.59	44.00	47.95	49.41	48.00	46.58	40.00
Grade 4	11.34	6.33	13.75	36.08	31.65	37.50	52.58	62.03	48.75
Grade 5	4.00	8.00	3.90	37.00	44.00	38.96	59.00	48.00	57.14
All Grades	7.72	6.75	9.50	38.60	41.27	42.15	53.68	51.98	48.35

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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	8.00	8.22	11.76	40.00	39.73	50.59	52.00	52.05	37.65
Grade 4	3.09	1.27	6.25	46.39	48.10	52.50	50.52	50.63	41.25
Grade 5	6.00	6.00	2.60	47.00	41.00	42.86	47.00	53.00	54.55
All Grades	5.51	5.16	7.02	44.85	42.86	48.76	49.63	51.98	44.21

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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	5.33	8.22	14.12	64.00	63.01	51.76	30.67	28.77	34.12
Grade 4	8.25	1.27	3.75	52.58	54.43	60.00	39.18	44.30	36.25
Grade 5	7.00	5.00	2.60	44.00	56.00	54.55	49.00	39.00	42.86
All Grades	6.99	4.76	7.02	52.57	57.54	55.37	40.44	37.70	37.60

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Conclusions based on this data:

1. Looking at the overall achievement of all students in grades 3rd through 5th, less than 20% of student scores, although still low, are increasing overall from the 22-23 school year.
2. It is nice to see that participation has gotten to 100% in both 4th and 5th grade, and 3rd grade is almost there at 98.8%
3. In Problem Solving &Modeling/Data Analysis scores have increased in all grades, most significantly in 3rd grade where scores have increased over 10%.

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

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

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1415.7	1373.7	1401.6	1424.8	1379.0	1413.3	1394.3	1361.1	1374.0	35	36	19
1	1455.8	1433.2	1405.8	1472.4	1437.0	1418.0	1438.7	1429.0	1392.9	37	29	33
2	1469.9	1469.5	1469.0	1474.6	1468.4	1466.6	1464.7	1470.1	1470.9	28	36	31
3	1467.7	1471.7	1478.1	1466.9	1467.9	1476.5	1468.0	1474.9	1479.2	39	26	32
4	1502.7	1482.3	1494.3	1497.5	1480.2	1492.7	1507.4	1483.8	1495.5	35	38	26
5	1510.4	1507.6	1516.5	1501.0	1495.8	1518.5	1519.3	1519.0	1514.0	29	33	38
All Grades										203	198	179

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.71	2.78	5.26	34.29	25.00	21.05	45.71	33.33	52.63	14.29	38.89	21.05	35	36	19
1	5.41	0.00	9.09	40.54	27.59	15.15	45.95	48.28	42.42	8.11	24.14	33.33	37	29	33
2	7.14	2.78	6.45	42.86	55.56	51.61	39.29	30.56	25.81	10.71	11.11	16.13	28	36	31
3	5.13	11.54	6.25	10.26	26.92	37.50	56.41	30.77	34.38	28.21	30.77	21.88	39	26	32
4	8.57	2.63	7.69	45.71	31.58	42.31	28.57	42.11	26.92	17.14	23.68	23.08	35	38	26
5	6.90	15.15	13.16	31.03	33.33	47.37	55.17	36.36	28.95	6.90	15.15	10.53	29	33	38
All Grades	6.40	5.56	8.38	33.50	33.84	36.87	45.32	36.87	34.08	14.78	23.74	20.67	203	198	179

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.

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	11.43	5.56	0.00	28.57	22.22	31.58	48.57	27.78	42.11	11.43	44.44	26.32	35	36	19
1	29.73	6.90	18.18	37.84	34.48	24.24	27.03	37.93	30.30	5.41	20.69	27.27	37	29	33
2	25.00	8.33	22.58	46.43	55.56	35.48	17.86	27.78	29.03	10.71	8.33	12.90	28	36	31
3	5.13	23.08	28.13	46.15	26.92	31.25	35.90	30.77	25.00	12.82	19.23	15.63	39	26	32
4	20.00	26.32	26.92	51.43	39.47	42.31	17.14	15.79	11.54	11.43	18.42	19.23	35	38	26
5	17.24	21.21	31.58	65.52	48.48	50.00	6.90	12.12	13.16	10.34	18.18	5.26	29	33	38
All Grades	17.73	15.15	22.91	45.32	38.38	36.31	26.60	24.75	24.02	10.34	21.72	16.76	203	198	179

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.

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	2.86	2.78	5.26	31.43	16.67	10.53	45.71	41.67	52.63	20.00	38.89	31.58	35	36	19
1	5.41	3.45	6.06	27.03	27.59	9.09	40.54	37.93	36.36	27.03	31.03	48.48	37	29	33
2	3.57	0.00	9.68	28.57	44.44	41.94	39.29	38.89	29.03	28.57	16.67	19.35	28	36	31
3	2.56	3.85	6.25	7.69	15.38	18.75	48.72	42.31	34.38	41.03	38.46	40.63	39	26	32
4	5.71	2.63	3.85	25.71	15.79	30.77	40.00	34.21	23.08	28.57	47.37	42.31	35	38	26
5	3.45	12.12	2.63	17.24	18.18	21.05	55.17	45.45	47.37	24.14	24.24	28.95	29	33	38
All Grades	3.94	4.04	5.59	22.66	23.23	22.35	44.83	39.90	36.87	28.57	32.83	35.20	203	198	179

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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	17.14	13.89	5.26	62.86	52.78	73.68	20.00	33.33	21.05	35	36	19
1	35.14	37.93	9.09	64.86	51.72	66.67	0.00	10.34	24.24	37	29	33
2	28.57	30.56	22.58	64.29	61.11	67.74	7.14	8.33	9.68	28	36	31
3	33.33	7.69	25.00	53.85	73.08	62.50	12.82	19.23	12.50	39	26	32
4	51.43	26.32	30.77	40.00	57.89	57.69	8.57	15.79	11.54	35	38	26
5	17.24	18.18	13.16	75.86	72.73	76.32	6.90	9.09	10.53	29	33	38
All Grades	31.03	22.73	17.88	59.61	61.11	67.60	9.36	16.16	14.53	203	198	179

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	5.71	5.56	15.79	71.43	41.67	47.37	22.86	52.78	36.84	35	36	19
1	16.22	6.90	15.63	72.97	51.72	59.38	10.81	41.38	25.00	37	29	32
2	25.00	11.11	19.35	64.29	77.78	64.52	10.71	11.11	16.13	28	36	31
3	7.69	26.92	15.63	66.67	42.31	62.50	25.64	30.77	21.88	39	26	32
4	20.00	28.95	32.00	62.86	47.37	48.00	17.14	23.68	20.00	35	38	25
5	37.93	48.48	60.53	48.28	30.30	31.58	13.79	21.21	7.89	29	33	38
All Grades	17.73	21.21	28.25	65.02	48.99	51.98	17.24	29.80	19.77	203	198	177

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	2.86	5.56	0.00	82.86	58.33	68.42	14.29	36.11	31.58	35	36	19
1	16.22	13.79	12.12	45.95	48.28	39.39	37.84	37.93	48.48	37	29	33
2	7.14	16.67	3.23	67.86	66.67	74.19	25.00	16.67	22.58	28	36	31
3	0.00	3.85	6.25	25.64	46.15	40.63	74.36	50.00	53.13	39	26	32
4	2.86	0.00	4.17	62.86	39.47	50.00	34.29	60.53	45.83	35	38	24
5	3.45	9.09	2.63	55.17	57.58	60.53	41.38	33.33	36.84	29	33	38
All Grades	5.42	8.08	5.08	55.67	53.03	54.80	38.92	38.89	40.11	203	198	177

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	25.71	22.22	21.05	45.71	38.89	42.11	28.57	38.89	36.84	35	36	19
1	8.11	0.00	6.06	75.68	82.76	48.48	16.22	17.24	45.45	37	29	33
2	7.14	11.11	22.58	64.29	72.22	61.29	28.57	16.67	16.13	28	36	31
3	5.13	3.85	0.00	71.79	73.08	81.25	23.08	23.08	18.75	39	26	32
4	17.14	15.79	7.69	60.00	50.00	69.23	22.86	34.21	23.08	35	38	26
5	20.69	15.15	10.53	72.41	63.64	84.21	6.90	21.21	5.26	29	33	38
All Grades	13.79	12.12	10.61	65.02	62.12	66.48	21.18	25.76	22.91	203	198	179

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. Overall student scores have improved across all grades except for 1st grade, compared to the 2022-2023 school year.
2. The overall percentage of students at Level 4 remains low. However, all grades except 5th grade show an increase in students achieving this level in the 2023-24 school year compared to 2022-23.
3. The number of students who are scoring Level 1 in Overall Language is beginning to decrease for the first time in three years in 3rd, 4th and 5th grade.

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.

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This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
543	**91.3**	**38.1**	**0.7**
Total Number of Students enrolled in Major Lynn Mokler 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	207	38.1
Foster Youth	4	0.7
Homeless	16	2.9
Socioeconomically Disadvantaged	496	91.3
Students with Disabilities	66	12.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.1
American Indian	1	0.2
Asian	6	1.1
Filipino	2	0.4
Hispanic	491	90.4
Two or More Races	7	1.3
Pacific Islander	11	2
White	7	1.3

Conclusions based on this data:

1. The majority of students enrolled at Mokler would be considered Socially Disadvantaged - 91.3% This has slightly decreased from last year.
2. The majority of students enrolled at Mokler identify as Hispanic - 90.4%
3. ELD and provisions for EL Learners are very important as 38.1% of students are identified as English Learners.

School and Student Performance Data

Overall Performance

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

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** Green
Mathematics Orange		
English Learner Progress Red		

Conclusions based on this data:

1. The Suspension Rate at Mokler remains low. We are happy to maintain green in this area.
2. Students' academic performance is low in both ELA and Math.
3. English Learner Academic Progress is very low. There is a high need for growth in this area.

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.

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	2	0	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	Red	Less than 11 Students
62.5 points below standard	71.5 points below standard	2 Students
Decreased -8.7 points	Decreased Significantly -22.1 points	
240 Students	114 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	124.1 points below standard
7 Students	62.9 points below standard	Increased +4.9 points
	Decreased -9.5 points	35 Students
	229 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 63.6 points below standard Decreased -10.4 points 222 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 2 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**
100.2 points below standard Decreased -13.3 points 81 Students	1 points below standard Decreased Significantly -20.2 points 33 Students	70.5 points below standard Decreased -5.9 points 103 Students

Conclusions based on this data:

1. In 2023, the majority of students at Mokler in grades 3 - 5 scored below grade level in state testing as evidenced by the dashboard rating of orange for "all students."
2. White, Pacific Islander, Asian, American Indian, Filipino and African American sub-categories do not have enough students enrolled at Mokler to record a percentage in academics.
3. In the 2023 school year, students with disabilities slightly increased their proficiency in English Language Arts, gaining 4.9% in their scores moving toward the grade level standard.

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

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	Less than 11 Students
79 points below standard	80.1 points below standard	2 Students
Maintained -0.6 points	Maintained +2 points	
237 Students	113 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	135.7 points below standard
7 Students	80.1 points below standard	Increased +13 points
	Maintained -1.5 points	35 Students
	226 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 78.7 points below standard Maintained +0.6 points 220 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 2 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**
104.7 points below standard Maintained +1.7 points 80 Students	20.4 points below standard Increased Significantly +17.2 points 33 Students	87.3 points below standard Decreased -9.6 points 101 Students

Conclusions based on this data:

1. The only group of students recognized by ethnicity on the Dashboard for Mokler are students of Hispanic origin.
2. All students performed low academically in Math, as recognized by the orange rating for all students.
3. Students who reclassified in 2023 significantly increased their scores in mathematics, increasing by 17.2 points and only 20.4 points below standard.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Red
33.5% making progress towards English language proficiency
Number of EL Students: 155 Students
Performance Level: 1

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**
34	69	0	52

Conclusions based on this data:

1. 33.5% of English Learners made progress towards English Language Proficiency and 52 students moved up at least one level during testing in 2023.
2. 34 English Learners deceased one level and 69 maintained their ELPI Level.
3. EL Overall academic performance remains very low, as shown by the arrow pointing to the red on the dashboard.

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. N/A for Mokler
2. N/A for Mokler
3. N/A for Mokler

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

Lowest Performance

Orange

Yellow

Green

Blue

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
45% Chronically Absent	41.2% Chronically Absent	5 Students
Declined Significantly -6.1	Declined Significantly -9	
571 Students	216 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
65.5% Chronically Absent	Yellow	Orange
0	45.4% Chronically Absent	56.3% Chronically Absent
29 Students	Declined Significantly -5.6	Declined -11.7
	544 Students	87 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
42.9% Chronically Absent Increased 17.9 21 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 43.9% Chronically Absent Declined Significantly -7.7 508 Students	75% Chronically Absent 0 12 Students	76.9% Chronically Absent 0 13 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1. Chronic Absenteeism declined significantly in 2023 going from 51% 2022 to 42.9% in 2023 for all students.
2. All subgroups recognized for absenteeism declined in 2023.
3. Only Hispanic students are recognized for race/ethnicity in chronic absenteeism on the California Dashboard.

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.

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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

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. N/A for Mokler
2. N/A for Mokler
3. N/A for Mokler

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

Lowest Performance

Orange

Yellow

Green

Blue

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	1	0	3	0

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**
Green	Green	Less than 11 Students
0.8% suspended at least one day	0.9% suspended at least one day	6 Students
Maintained 0.2	Declined -0.4	
594 Students	222 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
0% suspended at least one day	Green	Orange
31 Students	0.9% suspended at least one day	3.4% suspended at least one day
	Maintained 0.2	Increased 0.7
	560 Students	89 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
4% suspended at least one day Declined -1.6 25 Students	Less than 11 Students 1 Student	Less than 11 Students 6 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 0.6% suspended at least one day Maintained 0 527 Students	0% suspended at least one day 12 Students	0% suspended at least one day Maintained 0 13 Students	Less than 11 Students 8 Students

Conclusions based on this data:

1. Student with Disabilities represent a slightly higher percentage of students who have been suspended.
2. Suspensions for African American Students and English Learners has decreased from 2022.
3. Overall suspensions at Mokler remain very low and average less than >1% of the student enrollment

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.

To become fluent readers, students must first master foundational skills. I-Ready scores reveal that over 70% of students are performing below grade level, with significant deficits in phonemic awareness, comprehension, and reading. Additionally, SBA data for ELA in grades 3-5 indicates that, while scores have improved in grades 3 and 4, they decline by grade 5. To reach grade-level proficiency in District Benchmarks, I-Ready assessments, and state testing, students need targeted academic support in foundational skills, comprehension, and reading. In addition, Math scores remain low. Our school needs to re-evaluate our math instruction in light of the low proficiency levels observed in the I-Ready testing from August 2024 and the SBAC Math testing for the 2023-2024 school year. We should focus on strengthening our use of instructional math routines, enhancing the consistency and implementation of inquiry-based lessons, and building foundational math fluency to boost overall academic performance. Both of these areas should also focus in on differentiating the information and creating lessons that take into account our EL Learners and students with Special needs.

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 28% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP ELA and increase scores by 3%.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP Math and increase scores by 3%.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 9% School Year 2023-2024	Students will increase their knowledge and understanding of CAASPP Science and increase their scores by 3%.
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	33.5% making progress Red Status CA School Dashboard Fall 2023	Students will continue to increase their understanding of ELPI and increase their scores on the ELPAC by 4%
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 37% Diagnostic 3 School Year 2023-2024	Students will continue to work to meet typical growth in reading and increase their scores by 3%
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024	Students will continue to work to meet typical growth in math and increase their scores by 3%.

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 speical 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
1.4	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
1.5	Students will have opportunities to deepen their knowledge and gain hands-on experience in ELA, Math, Science, and Social Studies through assemblies, guest speakers, and workshops.	All Students	Agendas, Flyers and Workshop Content Student work samples before and after Administrative Observation	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
1.7	On-line programs and technology that enhance the curriculum.	All Students	Pre and Post-test assignments, classroom activities associated with the technology	2500 Title I Part A: Allocation
1.8	Professional Development and workshops for teachers and support staff that enhance their knowledge and skills in the varied areas of	All Students	Lesson Plans, classroom observations and	10,000 Title I Part A: Allocation

	curriculum (ELA, Math, Science, Social Studies)		student engagement during instruction.	
1.9	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
1.10	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
1.11	PLTW Teachers supporting STEM education with elementary students	All Students	STEM and Science activities both inside and outside the classroom.	District Funded
1.12	Supplemental materials and resources that enhance and compliment the district aligned curriculum.	All Students	Student Work Samples Student Testing and Results	20,000 Title I Part A: Allocation
1.13	Field trips and off-campus, hands-on experiences enrich and reinforce the curriculum across a wide range of subjects.	All Students	Field Trip Flyers and experience Student Work Samples and Projects Staff Feedback	10,000 Title I Part A: Allocation
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	District Funded

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

The activities and strategies described in the SPSA 23-24 were implemented as described in the plan and helped to increase scores in State Testing for 3rd and 4th grade and ELPAC scores for all grade level except 1st grade.

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

There was no major difference between the described strategies and implemented strategies during the 23-24 school year.

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.

This year the only major difference will be a more specific and prominent focus on data analysis on a continuous basis for ELA and math.

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.

To address the learning loss experienced by students during the recent COVID-19 pandemic, this goal is essential, as it focuses on enhancing educators' skills, knowledge, and practices—ultimately benefiting student outcomes. Comprehensive professional development equips teachers with the latest research, teaching strategies, and tools to adapt to students' evolving needs. When educators engage in continuous learning and growth, they contribute to a more effective and adaptive school environment. Furthermore, by fostering a culture of ongoing professional development, the school promotes meaningful, sustained improvements in teaching quality, student engagement, and academic achievement. This goal underscores the belief that supporting teachers is critical to achieving systemic, school-wide progress.

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- this year we will process and evaluate our baseline data.	The ILT at Mokler will work as a cohesive team to support the school in elevating academic achievement, leading to improved test scores in district-aligned assessments and state testing during the 2024-2025 school year.
ILT Coaching Activities	Develop measurement tool and use results for set outcomes- this year we will process and evaluate our baseline data.	The ILT will collaborate with the district to understand and present information from the district level. They will then bring this information back to the school site to effectively train the certificated staff.
District PD/conference activities (including programs such as AVID, AP, CTE, etc.)	Develop measurement tool and use results for set outcomes- this year we will process and evaluate our baseline data.	The district will collaborate with the school site to create opportunities that enhance learning and foster a unified approach, driving effective, lasting change.

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 AVID 2025-2026 Site Plan development at the conference	District Funded
2.6	Use the Instructional Leadership Team (ILT) and develop strategies to enhance "academic conversations" and their impact on learning. This includes identifying supplementary resources, programs, learning walks, and collaboration opportunities for teachers. The goal is to improve teaching practices, foster collaboration, and ultimately promote greater academic success for students.	All Students	ILT and Administrative Observation Student Work Samples Student Test Results	24987 Title I Part A: Allocation
2.7	The Instructional Leadership Team (ILT), consisting of grade-level leads, will collaborate with their respective grade-level teams to provide coaching and support around new instructional strategies and district initiatives. The focus will be on enhancing student achievement in both ELA and Math, while also ensuring that the curriculum is accessible to all students, including those in Special Education and English Language Learners (ELL) programs. This may include allocating additional time for professional development sessions, offering individual and small group coaching to target specific needs, providing curriculum resources that align with district goals and instructional priorities or arranging for substitute teachers so staff can visit classrooms and observe best practices in action.	All Students	LT and Administrative Observation Student Work Samples Student Test Results	15,000 Title I Part A: Allocation
2.8	Teaching staff may attend educational workshops, conferences, and seminars that contribute to their professional growth. These opportunities will enhance subject area knowledge specific to their grade level, as well as explore new, innovative teaching techniques and strategies. Participation in such events is intended to foster continuous learning, promote best practices, and support the	All Students	Teacher Lesson Plans and Instruction Administrative and Staff Observations Student Work Student Test Results	5,000 Title I Part A: Allocation

	development of effective, engaging teaching methods that benefit both educators and students.			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The articulated goal is new, and we will build our baseline data this year.

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

N/A at this time

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.

N/A at this time

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.

As part of the comprehensive needs assessment, all staff collaborated to develop strategies for addressing students' social-emotional needs through district-adopted programs, Safe & Civil frameworks, and available personnel. It was identified that a stronger focus on improving social interactions, student-to-student relationships, understanding social norms and a renewed College and Career focus, is a critical need. Additionally, parents expressed a desire for more school-wide activities and family engagement opportunities to support their students' growth and well-being.

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)	0.8% Green status CA School Dashboard Fall 2023	Maintain the current "green" status of CA school dashboard for the 24-25 school year
Cumulative attendance (PUSD Dashboard)	92.0% EOY 2023-2024	Improvement of the EOY attendance by 3% for the 24-25 school year.
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	45% Yellow status CA School Dashboard Fall 2023	Improvement of the Chronic Absenteeism in grades TK-5th grade by 3% for 24-25 school year.
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 64%	Improvement on the California Healthy kids survey for 5th grades in caring by 5% for the 24-25 school year
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 67%	Improvement on the California Healthy kids survey for 5th grades in feeling safe by 5% for the 24-25 school year
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 63%	Improvement on the California Healthy kids survey for 5th grades in connectedness by 5% for the 24-25 school year

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	All Students	Conduct regular observations of CSAs by school	District Funded

	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.		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.	
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 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,	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded

	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
3.14	Incentives and accolades for positive behavior and attendance that can include a variety of rewards such as awards, resources, supplemental materials, or tangible items that symbolize making good choices and demonstrating improvement. Additionally, these incentives may extend to extracurricular activities or assemblies with a social-emotional focus, where students who have shown growth and progress are recognized and celebrated.	All Students	Counselor and Social Worker Data Administrative Observation Lists showing students being celebrated for improvement and good behavior Award and Incentive Assemblies and Activities	District Funded
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 staff to support their child IEP	District Funded

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.

During the 23-24 year the implementation of the strategies and activities showed an improvement in attendance from the previous school year and showed the referrals for student discipline continued to remain low.

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

There were no major differences between the intended implementation and the and budget allocated for this articulated goal than originally indicated.

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.

A more intense focus on chronic absenteeism will be implemented during the upcoming year, with the hope of decreasing chronic absenteeism in the 24-25 school year, even more than the previous year.

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 Title One Parent Survey for 2023-2024 and feedback from parent meetings at the start of the 2024-2025 school year indicate that while parents appreciate the opportunities and training offered by the school, many are not attending. We need to explore ways to motivate and encourage our parents and families to take a more active role in their child's education and become more involved in school activities.

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 98% approval rating and the feeling that all families are welcomed on campus in the 24-25 school year
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	72% School Year 2023-2024	Increase Parent Use of Parent Portal (Parent Square) by 7% for the 24-25 school year
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	99% average (4 or 5) as of June 12, 2024	Maintain the 99% approval rating that families feel school events are relevant and engaging for the 24-25 school year
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	95% School Year 2023-2024	Surveys in the 24-25 school year will show an increase of 2% for the question "this school actively seeks input from parents before making important decisions."
Families report attending events (Title I/LCAP Parent Survey)	174 parents - Open House 169 parents - Back to School Night 36 parents -Parent Education Classes	Increase the parent participation overall for the 24-25 school year by 7%.

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	District Funded

			Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	
4.5	Offer monthly parent education classes tailored to address key school-wide needs, including academic support, attendance improvement, technology use, mental health awareness, Special Education, and English Language Development. Promote these events widely through multiple channels, such as school newsletters, social media, text messages, website updates, and flyers sent home, to ensure maximum parent engagement and participation.	All Students	Rosters and Agendas from Parent Events Observation of the Event Itself Feedback from Parents after the Event	1,000 Title I Part A: Parent Involvement
4.6	Organize family nights and events that actively involve parents in their child's learning experience, fostering a stronger connection between home and school.	All Students	Event Flyers Parent Participation Rate Observation of the Event Itself Feedback from Parents after the Event	1513 Title I Part A: Parent Involvement

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Parents who attended the workshops and meetings reported that the sessions were highly beneficial, particularly in addressing the areas of greatest need for their children. They also found the workshops valuable for supporting their students' social and emotional well-being.

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

There were no major differences between the intended implementation or budget expenditures than originally articulated in the goals.

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.

There will be an increased focus on working with families and the community to increase participation at events.

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.

Student surveys and Parent communication show a need for college and career education awareness, this year with more focus on career than in the past couple of years. The AVID program is currently being implemented in 2nd- 5th grade. As we progress towards school-wide implementation, AVID training needs to be implemented across all grade levels.

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 28% School Year 2023-2024 English Learners: 17% African American: 20% Hispanic: 28% SPED: 7% Foster Youth: 0% SED: 28% LTEL: N/A	Increase scores for CAASPP ELA by 3% in grades 3-5 for the 24-25 school year
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 22% School Year 2023-2024 English Learners: 15% African American: 20% Hispanic: 22% SPED: 7% Foster Youth: 0% SED: 23% LTEL: N/A	Increase scores for CAASPP Math by 3% in grades 3-5 for the 24-25 school year
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 9% School Year 2023-2024 English Learners: 3% African American: N/A Hispanic: 8% SPED: 0% Foster Youth: 0% SED: 9% LTEL: N/A	Increase scores for CAASPP Science by 3% in 5th grade for the 24-25 school year
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	33.5% making progress Red Status Decreased at Least 1 ELPI Level: 21.9%	Increase the English Learner Proficiency Indicator (ELPI) by 5% for the 24-25 school year

	Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 44.5% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 33.5% CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 49% Diagnostic 3 School Year 2023-2024 English Learners: 47% African American: 43% Hispanic: 50% SPED: 32%	Increase the Reading percent for typical growth in Reading by 5% in the 24-25 school y year
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024 English Learners: 46% African American: 21% Hispanic: 43% SPED: 31%	Increase the Reading percent for typical growth in Math by 4% in the 24-25 school y year

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, and selection of AVID students for the following year.	All Students	Recruitment timeline and process Review of Criteria and Applications MS Master Schedule: AVID Sections	District Funded
5.4	Summer School Program can be structured to offer a range of academic and enrichment	All Students	Student Grades (Secondary by	District Funded

	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.		Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded
5.5	Assistant Principals support the principal to meet District goals, attain school plan objectives through supportive management of the school's educational programs, and assist in the coordination of all state and federal categorical/special programs provided at the school site.	All Students	Student achievement data (such as the California Dashboard and i-Ready) Student SEL data (such as attendance, behavior, and counseling supports) Student College and Career Readiness data (such as Master Schedule, CAASPP data, or the College and Career Indicator)	District Funded
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.

This goal is one that is new for the Mokler School Site.

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

N/A for the 23-24 school year

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.

N/A for the 23-24 school year

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$90,000.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$87,487.00
Title I Part A: Parent Involvement	$2,513.00

Subtotal of additional federal funds included for this school: $90,000.00

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: $90,000.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Parent Involvement	2,513	0.00
Title I Part A: Allocation	92,734	5,247.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	87,487.00
Title I Part A: Parent Involvement	2,513.00

Expenditures by Budget Reference

Budget Reference	Amount

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Title I Part A: Allocation	87,487.00
	Title I Part A: Parent Involvement	2,513.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	42,500.00
Goal 2	44,987.00
Goal 4	2,513.00

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

.N/A Secondary Students

Name of Members	Role
Holly Hennessy	Principal
Natalia Montoya	Classroom Teacher
Jennifer Cucchi	Classroom Teacher
Roxanne Brown-King	Classroom Teacher
Felicia Burch	Other School Staff
Nayeli Luis	Parent or Community Member
Wendy Castillo-Lopez	Parent or Community Member
Elena Bravo	Parent or Community Member
Maricela Sepulveda	Parent or Community Member
Armando Isaac	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
	Other: ILT 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 October 18, 2023.

Attested:

	Principal, Mrs. Holly Hennessy on November 13, 20244
	SSC Chairperson, Ms. Roxanne Brown-King on November 13, 20244

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 (Se*ctions: 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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