School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howard Tanner Elementary	19648730108779	October 29, 2024	December 18, 2024

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

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

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

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

This plan is being used by Howard Tanner Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made 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 Howard Tanner Elementary for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

> Schoolwide Program

Based on available data, the SPSA includes actionable steps, allocation of resources, and analysis to improve targeted areas of need.
The SPSA is aligned to the following LCAP goals:

Goal 1. Elevate deeper learning and college, career, and life readiness

Goal 2. Elevate deeper learning and college, career, and life readiness

Goal 3. Cultivate a Nurturing and Emotionally Safe Environment to Strengthen Well-Being, Belonging, and a Sense of Safety

Goal 4. Enhance Family and Community Engagement

Goal 5. Build an Inclusive and Equitable School District

Educational Partner Involvement

How, when, and with whom did Howard Tanner Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

5/28/24 School Site Council and ELAC met to update our goals for next school year.
9/24/24 School Site Council and ELAC met to review SPSA, look at new goals that align with the LCAP goals. We reviewed last year's strategies along with our current academic data.

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.

N/A

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

The 2023 CA School Dashboard Indicators show that Tanner has zero (0) student groups in in any state indicator which overall performance was in "Red". We do, however, have our English Language Arts performance indicator in "Orange".

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.

Tanner's "All Students" performance was at "Orange" for English Language Arts and at "Yellow" for Mathematics. None of the student groups performed at "Red".
Looking at the subgroups' performance our Tanner English Learners performance was at "orange" for Mathematics and English Language Arts.
Also for English Language Arts, our Tanner Socioeconomic Disadvantaged and our Hispanic student groups performance was at "orange" according to the 2023 Dashboard.

Other Needs

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

According to i-Ready Diagnostic 3 data for school year 2023-2024, we should see an increase in our English Language Arts and Mathematics dashboard for 2024. An area of added concern, however, is for our English Language Learners. A revamp of our Designated English Language Development is imperative if we want to see our ELs succeed and move on to exit ELD. Specifically, although our recently reclassified English Learners are doing slightly better than all other student groups, they performed 2.9 points below standard, raising concerns about their ongoing academic growth and ability to maintain progress over time.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Howard Tanner Elementary. 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	0.20%	0.22%	%	1	1	
African American	5.59%	6.28%	6.62%	28	29	29
Asian	0.20%	0.43%	%	1	2	
Filipino	0.40%	0.22%	0.23%	2	1	1
Hispanic/Latino	93.21%	92.42%	92.24%	467	427	404
Pacific Islander	0.20%	0%	%	1	0	
White	%	0.22%	0.23%	0	1	1
Multiple	0.20%	0.22%	0.68%	1	1	3
			Total Enrollment	501	462	438

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	86	107	75
Grade 1	62	77	69
Grade 2	122	69	68
Grade3	82	75	67
Grade 4	58	65	71
Grade 5	91	69	61
Total Enrollment	501	462	438

Conclusions based on this data:

1. Enrollment has been going down every year from school year 21-22 to school year 23-24.
   For example, our 21-22 Second Graders were at a total of 122 students. In 22-23 that cohort, as incoming Third Graders, dropped to 75 students, losing 4 more students in 23-24 as incoming Fourth Graders to 71 students. So, in a span of three school years we lost 51 students.

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	197	189	149	38.9%	39.3%	34.0%
Fluent English Proficient (FEP)	83	52	57	18.3%	16.6%	13.0%
Reclassified Fluent English Proficient (RFEP)	58	27	33	4.3%	11.6%	7.5%

Conclusions based on this data:

1. Our EL enrollment has decreased from 21-22 SY to 23-24 SY, including the overall percentage of students at Tanner who are considered as ELs, REP, or RFEP. This is in agreement with the overall student enrollment decrease, but not necessarily a decrease of ELs and their needs for support at Tanner.

2. Considering the RFEP data, Tanner percentages are as follows: 29%; 14.2%; 22.14%, meaning less than a quarter of our English Learners reclassified in 23-24.

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	81	76	72	80	74	70	80	74	70	98.8	97.4	97.2
Grade 4	57	63	71	57	62	69	57	62	69	100.0	98.4	97.2
Grade 5	89	67	62	87	66	60	87	66	60	97.8	98.5	96.8
Grade 11												
All Grades	227	206	205	224	202	199	224	202	199	98.7	98.1	97.1

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

Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2372.	2402.	18.75	12.16	14.29	13.75	10.81	25.71	17.50	33.78	30.00	50.00	43.24	30.00
Grade 4	2407.	2437.	2421.	7.02	11.29	11.59	14.04	19.35	15.94	28.07	32.26	20.29	50.88	37.10	52.17
Grade 5	2493.	2449.	2492.	14.94	6.06	15.00	28.74	16.67	31.67	31.03	25.76	23.33	25.29	51.52	30.00
Grade 11															
All Grades	N/A	N/A	N/A	14.29	9.90	13.57	19.64	15.35	24.12	25.45	30.69	24.62	40.63	44.06	37.69

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 Level									
Grade 3	17.50	14.86	15.71	51.25	54.05	57.14	31.25	31.08	27.14
Grade 4	5.26	9.68	10.14	61.40	61.29	62.32	33.33	29.03	27.54
Grade 5	10.34	7.58	8.33	66.67	56.06	70.00	22.99	36.36	21.67
Grade 11									
All Grades	11.61	10.89	11.56	59.82	56.93	62.81	28.57	32.18	25.63

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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	15.00	6.76	8.57	38.75	44.59	62.86	46.25	48.65	28.57
Grade 4	0.00	9.68	5.80	63.16	64.52	49.28	36.84	25.81	44.93
Grade 5	12.64	4.55	16.67	74.71	63.64	60.00	12.64	31.82	23.33
Grade 11									
All Grades	10.27	6.93	10.05	58.93	56.93	57.29	30.80	36.14	32.66

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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	3.75	1.35	7.14	73.75	77.03	64.29	22.50	21.62	28.57
Grade 4	7.02	8.06	4.35	71.93	72.58	75.36	21.05	19.35	20.29
Grade 5	6.90	6.06	10.00	79.31	71.21	71.67	13.79	22.73	18.33
Grade 11									
All Grades	5.80	4.95	7.04	75.45	73.76	70.35	18.75	21.29	22.61

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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	7.50	9.46	12.86	65.00	52.70	60.00	27.50	37.84	27.14
Grade 4	3.51	8.06	1.45	75.44	72.58	68.12	21.05	19.35	30.43
Grade 5	14.94	4.55	10.00	66.67	62.12	76.67	18.39	33.33	13.33
Grade 11									
All Grades	9.38	7.43	8.04	68.30	61.88	67.84	22.32	30.69	24.12

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Conclusions based on this data:

1. 98% of our 3rd-5th graders completed the 22-23 ELA CAASPP and decreased to 97% in the 23-24 school year. The team is wondering why we didn't achieve the 100% completion. Next steps is to monitor completion and scheduling for make-ups more closely.

2. Overall achievement rates for our student cohorts (3rd graders in 20-21...5th graders in 22-23) increased for Exceed and Met; 20-21 13.64%; 21-22 at 21.06%; 22-23 at 22.73%
We're going in the right direction.

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	81	76	72	80	75	72	80	75	72	98.8	98.7	100
Grade 4	56	62	71	56	62	71	56	62	71	100.0	100.0	100
Grade 5	89	67	62	88	67	61	88	67	61	98.9	100.0	98.4
All Grades	226	205	205	224	204	204	224	204	204	99.1	99.5	99.5

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

Overall Achievement for All Students												
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2382.	2388.	2426.	12.50	2.67	15.28	16.25	22.67	31.94	25.00	29.33	30.56	46.25	45.33	22.22
Grade 4	2405.	2437.	2423.	1.79	9.68	8.45	7.14	19.35	9.86	39.29	35.48	28.17	51.79	35.48	53.52
Grade 5	2452.	2447.	2473.	7.95	7.46	11.48	7.95	10.45	16.39	27.27	22.39	29.51	56.82	59.70	42.62
All Grades	N/A	N/A	N/A	8.04	6.37	11.76	10.71	17.65	19.61	29.46	28.92	29.41	51.79	47.06	39.22

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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	17.50	9.33	19.44	35.00	38.67	56.94	47.50	52.00	23.61
Grade 4	1.79	12.90	5.63	26.79	38.71	40.85	71.43	48.39	53.52
Grade 5	6.82	10.45	13.11	37.50	44.78	44.26	55.68	44.78	42.62
All Grades	9.38	10.78	12.75	33.93	40.69	47.55	56.70	48.53	39.71

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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	12.50	10.67	13.89	35.00	49.33	63.89	52.50	40.00	22.22
Grade 4	5.36	6.45	14.08	42.86	64.52	36.62	51.79	29.03	49.30
Grade 5	5.68	4.48	6.56	54.55	35.82	65.57	39.77	59.70	27.87
All Grades	8.04	7.35	11.76	44.64	49.51	54.90	47.32	43.14	33.33

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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	12.50	6.67	11.11	51.25	69.33	70.83	36.25	24.00	18.06
Grade 4	3.57	12.90	11.27	62.50	59.68	45.07	33.93	27.42	43.66
Grade 5	4.55	4.48	8.20	57.95	52.24	63.93	37.50	43.28	27.87
All Grades	7.14	7.84	10.29	56.70	60.78	59.80	36.16	31.37	29.90

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Conclusions based on this data:

1. 99.5% of our 3rd-5th graders completed the 22-23 CAASPP Mathematics, an increase of .4% from 21-22. It has remained steady at 99.5% for the 23-24 SY.

2. The student cohorts (3rd graders in 20-21 going up to being 5th graders in 22-23) who performed at Exceed or Met dipped between 20-21 and 21-22 but overall went up by SY22-23; M/E 20-21 3rd Graders at 12.86%, 21-22 4th Graders at 8.93%, 22-23 5th Graders at 17.91%

3. Students at % At or Near Standard make up half or more than half of the 3rd-5th so there is definitely room for growth.

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

	Overall			Oral Language			Written Language			Number of Students Tested		
Grade Level	**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	1417.2	1410.1	1403.0	1428.3	1426.6	1423.0	1390.8	1371.6	1356.0	32	25	30
1	1443.3	1439.3	1426.6	1463.8	1462.1	1458.3	1422.2	1416.0	1394.2	33	27	18
2	1458.9	1473.9	1466.2	1463.2	1468.7	1476.1	1454.1	1478.8	1455.8	34	33	23
3	1493.5	1464.7	1489.2	1501.9	1465.7	1497.8	1484.5	1463.1	1480.2	37	27	34
4	1502.2	1521.1	1493.1	1509.7	1519.6	1490.8	1494.2	1522.5	1495.0	25	27	24
5	1532.5	1547.8	1522.1	1527.8	1556.4	1526.4	1536.7	1538.6	1517.3	26	30	24
All Grades										187	169	153

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

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	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
Grade Level	**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	12.50	4.00	0.00	25.00	20.00	26.67	40.63	64.00	50.00	21.88	12.00	23.33	32	25	30
1	0.00	3.70	0.00	39.39	18.52	22.22	39.39	62.96	50.00	21.21	14.81	27.78	33	27	18
2	5.88	3.03	4.35	29.41	54.55	43.48	47.06	27.27	43.48	17.65	15.15	8.70	34	33	23
3	8.11	3.70	17.65	43.24	25.93	35.29	43.24	44.44	41.18	5.41	25.93	5.88	37	27	34
4	4.00	25.93	4.17	56.00	48.15	62.50	40.00	25.93	25.00	0.00	0.00	8.33	25	27	24
5	7.69	23.33	20.83	76.92	50.00	29.17	11.54	26.67	41.67	3.85	0.00	8.33	26	30	24
All Grades	6.42	10.65	8.50	43.32	37.28	36.60	37.97	40.83	41.83	12.30	11.24	13.07	187	169	153

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

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	9.38	12.00	10.00	34.38	28.00	23.33	43.75	52.00	56.67	12.50	8.00	10.00	32	25	30
1	21.21	22.22	16.67	48.48	40.74	44.44	24.24	29.63	33.33	6.06	7.41	5.56	33	27	18
2	17.65	3.03	30.43	32.35	57.58	34.78	41.18	33.33	17.39	8.82	6.06	17.39	34	33	23
3	32.43	22.22	41.18	54.05	40.74	41.18	13.51	18.52	11.76	0.00	18.52	5.88	37	27	34
4	24.00	51.85	33.33	76.00	29.63	54.17	0.00	18.52	4.17	0.00	0.00	8.33	25	27	24
5	34.62	60.00	41.67	61.54	40.00	41.67	0.00	0.00	8.33	3.85	0.00	8.33	26	30	24
All Grades	22.99	28.40	29.41	49.73	40.24	39.22	21.93	24.85	22.22	5.35	6.51	9.15	187	169	153

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	9.38	4.00	3.33	9.38	4.00	6.67	37.50	68.00	60.00	43.75	24.00	30.00	32	25	30
1	0.00	3.70	0.00	30.30	0.00	0.00	24.24	44.44	22.22	45.45	51.85	77.78	33	27	18
2	2.94	3.03	0.00	26.47	51.52	26.09	23.53	21.21	43.48	47.06	24.24	30.43	34	33	23
3	5.41	3.70	2.94	24.32	7.41	17.65	45.95	37.04	61.76	24.32	51.85	17.65	37	27	34
4	4.00	7.41	4.17	16.00	33.33	12.50	44.00	51.85	58.33	36.00	7.41	25.00	25	27	24
5	7.69	16.67	4.17	30.77	10.00	20.83	53.85	60.00	54.17	7.69	13.33	20.83	26	30	24
All Grades	4.81	6.51	2.61	22.99	18.93	14.38	37.43	46.15	52.29	34.76	28.40	30.72	187	169	153

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.

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	21.88	12.00	13.33	62.50	76.00	66.67	15.63	12.00	20.00	32	25	30
1	30.30	34.62	33.33	66.67	65.38	55.56	3.03	0.00	11.11	33	26	18
2	8.82	15.15	22.73	79.41	78.79	63.64	11.76	6.06	13.64	34	33	22
3	48.65	8.33	27.27	40.54	62.50	60.61	10.81	29.17	12.12	37	24	33
4	36.00	47.83	31.58	64.00	52.17	52.63	0.00	0.00	15.79	25	23	19
5	15.38	32.00	26.32	80.77	68.00	63.16	3.85	0.00	10.53	26	25	19
All Grades	27.27	24.36	24.82	64.71	67.95	60.99	8.02	7.69	14.18	187	156	141

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	9.38	16.00	16.67	71.88	60.00	66.67	18.75	24.00	16.67	32	25	30
1	12.12	23.08	11.11	81.82	69.23	72.22	6.06	7.69	16.67	33	26	18
2	26.47	32.26	50.00	64.71	61.29	40.91	8.82	6.45	9.09	34	31	22
3	45.95	23.08	56.67	51.35	65.38	36.67	2.70	11.54	6.67	37	26	30
4	36.00	51.85	45.83	64.00	48.15	45.83	0.00	0.00	8.33	25	27	24
5	61.54	90.00	62.50	34.62	10.00	29.17	3.85	0.00	8.33	26	30	24
All Grades	31.02	40.61	41.22	62.03	51.52	47.97	6.95	7.88	10.81	187	165	148

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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	9.38	4.00	3.33	62.50	84.00	56.67	28.13	12.00	40.00	32	25	30
1	3.03	3.85	0.00	42.42	30.77	16.67	54.55	65.38	83.33	33	26	18
2	8.82	19.35	0.00	55.88	58.06	63.64	35.29	22.58	36.36	34	31	22
3	0.00	4.35	3.13	56.76	34.78	50.00	43.24	60.87	46.88	37	23	32
4	4.00	8.70	5.26	52.00	78.26	63.16	44.00	13.04	31.58	25	23	19
5	7.69	20.00	19.05	76.92	56.00	42.86	15.38	24.00	38.10	26	25	21
All Grades	5.35	10.46	4.93	57.22	56.86	50.00	37.43	32.68	45.07	187	153	142

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	15.63	8.00	6.67	37.50	48.00	50.00	46.88	44.00	43.33	32	25	30
1	3.03	3.85	0.00	63.64	57.69	38.89	33.33	38.46	61.11	33	26	18
2	5.88	18.18	0.00	50.00	60.61	81.82	44.12	21.21	18.18	34	33	22
3	13.51	7.41	3.23	75.68	66.67	87.10	10.81	25.93	9.68	37	27	31
4	16.00	11.11	12.50	64.00	85.19	70.83	20.00	3.70	16.67	25	27	24
5	26.92	23.33	9.09	69.23	73.33	81.82	3.85	3.33	9.09	26	30	22
All Grades	12.83	12.50	5.44	59.89	65.48	69.39	27.27	22.02	25.17	187	168	147

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

Conclusions based on this data:

1. The number of students having to test for ELPAC decreased from 21-22 to 22-23 by 18 students and from 22-23 to 23-24 by 16 students.

2. Level 1 increased from 22-23 to 23-24 SY, largely because of the increase of students entering school as non-English speakers.
Overall level 4s have increased with each school year; 4.52 to 6.42 to 10.65. Students in Level 1 decreased by year; our Level 2 increased, but our Level 3 decreased. We were hoping for a steady decrease in level 1 and level 2 with an increase in level 3.

School and Student Performance Data

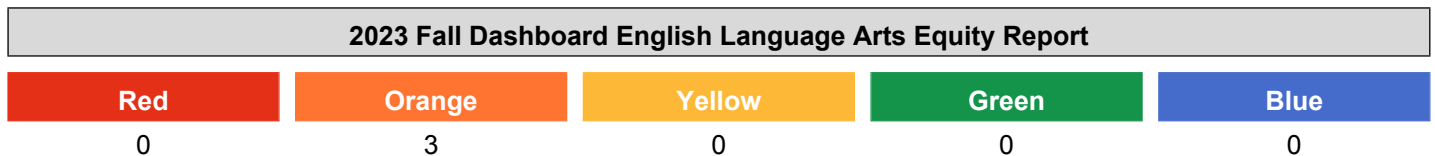## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
462	**93.3**	**40.9**	**0.6**
Total Number of Students enrolled in Howard Tanner Elementary.	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	189	40.9
Foster Youth	3	0.6
Homeless	22	4.8
Socioeconomically Disadvantaged	431	93.3
Students with Disabilities	51	11

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	29	6.3
American Indian	1	0.2
Asian	2	0.4
Filipino	1	0.2
Hispanic	427	92.4
Two or More Races	1	0.2
White	1	0.2

Conclusions based on this data:

1. Our 24-25 data=
   30 AA, 403 H/L, 7 Other.

137 ELs
4FY
24 Homeless

Showing an increase from 22-23 in most categories except Hispanic/Latino population and our English Learners totals.

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	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Waiting for the final dashboard in December to make comparisons.

2. Even though our ELA CAASPP data is higher than our Math data our ELA performance is orange and our Math is yellow because of the progress made in Mathematics.

School and Student Performance Data

Academic Performance
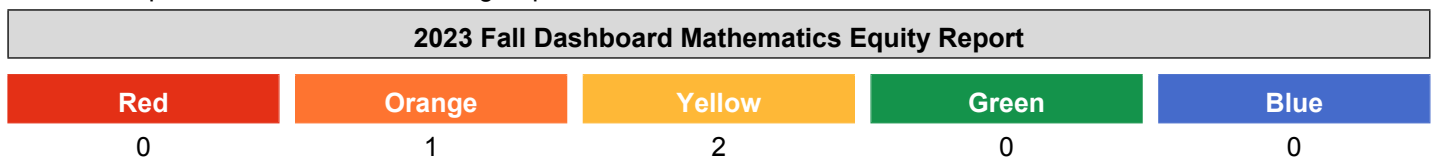### English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	3	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	Orange	Less than 11 Students
47.5 points below standard	57.8 points below standard	
Decreased -10.1 points	Decreased Significantly -20.9 points	1 Student
195 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	71.8 points below standard
	49.1 points below standard	Increased +13.9 points
5 Students	Decreased -10 points	32 Students
	183 Students	

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 48.7 points below standard Decreased -10.7 points 184 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 1 Student

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
97.2 points below standard	15.3 points above standard	47.4 points below standard
Decreased Significantly -25.6 points	Decreased -10 points	Maintained +0.9 points
63 Students	34 Students	78 Students

Conclusions based on this data:

1. All subgroups except SpEd decreased leaving us in orange status. Our SpEd group, namely our students receiving RSP and Speech services increased a total of 13.9 points.

2. Our English Learners had the biggest decrease, at -20.9 points. Out of the 97 students (63 ELs, 34 RFEP) the RFEP students decreased 10 points which is an area of great concern for progress monitoring.
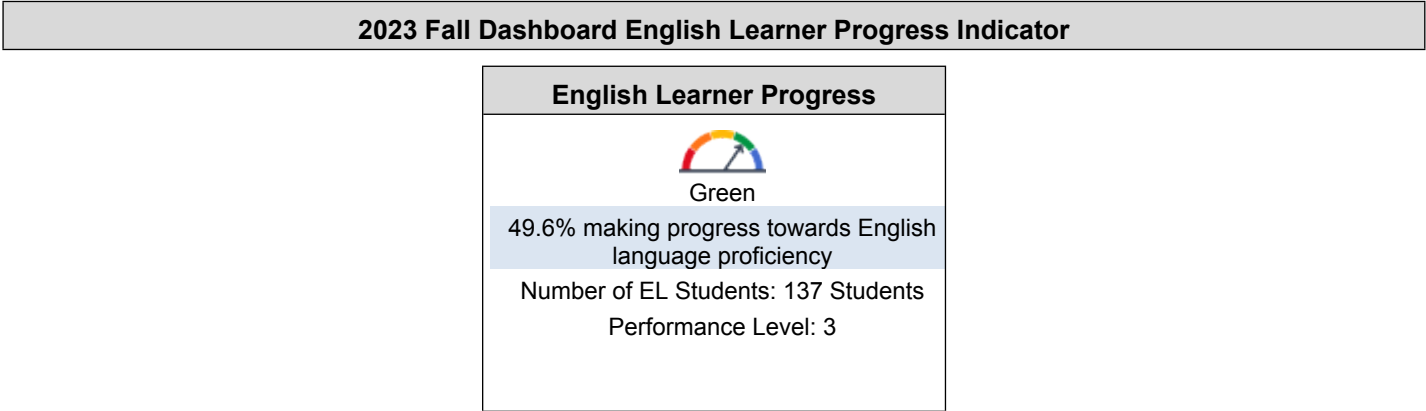
School and Student Performance Data

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.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
57.2 points below standard	65.2 points below standard	
Increased +10.4 points	Maintained -1.5 points	0 Students
195 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	85.8 points below standard
	59.1 points below standard	Increased +3.2 points
5 Students	Increased +9.1 points	32 Students
	183 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	No Performance Color
9 Students	0 Students	0 Students	0 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
58 points below standard	1 Student	0 Students	1 Student
Increased +10.3 points			
184 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
98.8 points below standard	2.9 points below standard	59.8 points below standard
Decreased Significantly -19.4 points	Increased Significantly +32.1 points	Increased Significantly +19 points
63 Students	34 Students	78 Students

Conclusions based on this data:

1. Overall increase of 10.4 points for all students in the 22-23 Math CAASPP

2. English Learners were the only subgroup to decrease- -1.5 points. Our RFEP went up 32.1 points but our ELs decreased -19.4 points.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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
Green
49.6% making progress towards English language proficiency
Number of EL Students: 137 Students
Performance Level: 3

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
23	46	0	68

Conclusions based on this data:

1. Our English Learner Progress is in Green.

2. Although 68 students increased at least one level, we have 23 students who decreased a level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
35.1% Chronically Absent	32.7% Chronically Absent	
Declined Significantly -8.3	Declined Significantly -11.1	7 Students
485 Students	202 Students	

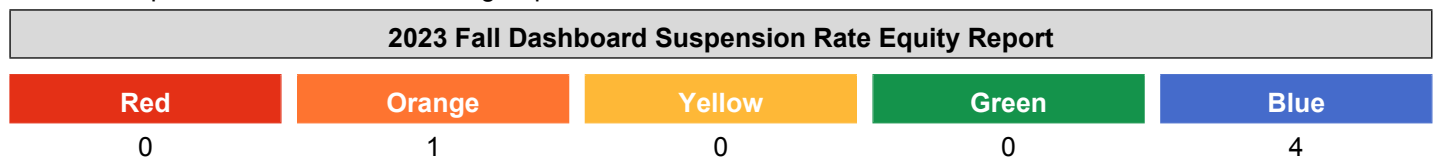| Homeless	Socioeconomically Disadvantaged	Students with Disabilities
46.9% Chronically Absent	Yellow	Orange
0	36.3% Chronically Absent	39.7% Chronically Absent
32 Students	Declined Significantly -7.8	Declined -5.1
	454 Students	68 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
36.4% Chronically Absent	1 Student	2 Students	1 Student
Declined -10.7			
33 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
34.5% Chronically Absent	1 Student	0 Students	1 Student
Declined Significantly -8.3			
446 Students			

Conclusions based on this data:

1. In our 22-23 dashboard data, we have 2 subgroups in orange and 3 in yellow.
   Every subgroup declined their chronic absenteeism from the previous school year.

2. Although our AA declined by -10.7 points, they are still in orange as one third of our AA students were considered chronic for the 22-23 SY.

3. Our SpEd students also declined but not significantly, at -5.1 points, 27 students out of the 68 SpEd were considered chronically absent. We want to delve deeper to see where these SpEd students are coming from, either RSP or our Mod/Severe SDC.

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.

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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 Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	4

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	Less than 11 Students
0.2% suspended at least one day	0% suspended at least one day	8 Students
Declined -0.3	Declined -0.4	
491 Students	203 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Blue	Blue
34 Students	0.2% suspended at least one day	0% suspended at least one day
	Declined -0.3	Maintained 0
	460 Students	69 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
3% suspended at least one day	1 Student	2 Students	1 Student
Increased 3			
33 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Less than 11 Students	No Performance Color	Less than 11 Students
0% suspended at least one day	1 Student	0 Students	1 Student
Declined -0.5			
452 Students			

Conclusions based on this data:

1. In the 22-23 SY we suspended one student schoolwide. Tanner staff strives to implement restorative practices and considers suspension only when it is absolutely an Ed Code violation warranting suspension.

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.

> Based on the review of the Dashboard and local data, it is clear that there are significant areas requiring improvement, particularly in English Language Arts (ELA) and Mathematics. These gaps may be influenced by factors such as socioeconomic status, English language proficiency, and special education needs.
> Current Performance Overview:
> ELA: 38% of students met or exceeded proficiency standards.
> Mathematics: 31% of students met or exceeded proficiency standards.
> Our goal is for the training teachers receive to enhance their pedagogical knowledge will translate into improved student performance, as measured by end-of-year summative assessments, including iReady, ELPAC, CAST, and CAASPP.

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 38% School Year 2023-2024	3rd-5th graders will grow by 5% in CAASPP English Language Arts going from 38% to 43% in the 24-25 CAASPP ELA.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 31% School Year 2023-2024	3rd-5th graders will grow by 5% in CAASPP Mathematics going from 31% to 36% in the 24-25 CAASPP MATH.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 25% School Year 2023-2024	5th graders will grow by 3% in CAST going from 25% to 27%
i-Ready Percent Meeting Typica Growth in Reading	Reading at 38% Diagnostic 3 School Year 2023-2024	K-5 students will grow by 5% in i-Ready Diagnostic 3 from 38% to 43% typical growth in the Reading D3 for 24-25 SY
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	49.6% making progress Green Status CA School Dashboard Fall 2023	K-5 students will grow by 3% in the ELPI going from 49.6% to 52.6% in the 24-25 ELPAC
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024	K-5 students will grow by 5% in i-Ready Diagnostic 3 from 43% to 48% typical growth in i-Ready Math D3

English Learner Proficiency Indicator (School data)	24-25 SY: 137 total ELs 25 RFEP being monitored 19 IFEP 48 LTELs 25 LTEL plus IEP	Students taking the ELPAC in 24-25 will move by one level according to their current ELPAC level.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
1.1	Academic coaches: support Pre-K-12 staff, both general and special education, in the implementation of district and school site goals for California Content and English Language Development Standards as well as Multi-Tiered Systems of Support (MTSS). The Academic Coach supports school sites by providing coaching, training, and professional development to teachers in relation to the implementation of Common Core State Standards in Language Arts and/or Math. They will also collect, analyze and interpret data for the purpose of guiding instructional practices and decisions related to student achievement.	All Students	Bi-weekly meetings with principal and school collab teams.	District Funded
1.2	Elementary PE Teachers provide physical education to students based on their grade level standards	All Students	Class activities and student participation per the school/grade level schedule for PE	District Funded
1.3	Elementary Music Teachers providing vocal or instrumental instruction to students	All Students	Class activities and student participation per the school/grade level schedule for music	District Funded
1.4	PLTW Teachers supporting STEM education with elementary students	All Students	PLTW Class activities and student participation per the school/grade level schedule	District Funded
1.5	Language Assessment Assistant (LAA's) perform a variety of duties involved in the receipt, compilation, preparation, verification, distribution, collection and processing of testing materials for State-mandated language assessment tests; administer, score and monitor students during language assessment tests.	ELD Students	• ELPAC Assessment • SIPPS • DELD instructional time • IELD instruction	District Funded

1.6	Library Techs support literacy instruction and support services.	All Students	i-Ready ELA data College and Career Indicator Student Grades CAASPP scores	District Funded
1.9	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
1.10	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
1.11	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
1.12	Classroom Tech including student devices, monitors, and staff devices	All Students	Classroom Visits Teacher and student use of technology during daily instruction	District Funded District Funded
1.14	Provide intervention and supports to all subgroups during ROAR (Raising Our Academic Readiness) time and after school tutoring After school programs such as Journalism Club for our ELs, STEM activities, and League of Numbers.	All Students	Bi-weekly teacher collaboration meetings Intervention Data MTSS Progress Monitoring data	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

1.15	Identify supplemental materials, equipment, books, and resources to support English Learners, underachieving and socioeconomically disadvantaged students in Literacy, Mathematics, Science, and ELD to deepen learning during intensive interventions and universal access	All Students	MTSS-Academics progress monitoring data Standards Based Assessment data i-Ready Diagnostic data	5000.00 Title I Part A: Allocation 4000-4999: Books And Supplies
1.16	Identify field trips to enhance literacy and numeracy content taught at each grade level through real-life experiences and support the development of student academic performance. Grade levels will request and provide a rationale explaining how the field trip will support/enhance grade-level instruction to the principal for approval. The principal will present the provided information to the SSC.	All Students	District-approved field trips- data on standard connection by grade level	10,735.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures
1.17	Support K-5 teachers, including Math Intervention Teacher and RSP (SAI) Teachers and Staff, in the implementation of CA Mathematics state standards. Grade Level teachers will complete a full implementation of consistent instructional math routines, consistency in inquiry-based lesson planning and use of the curriculum guide.	All Students	Progress monitoring data for intensive interventions, UA, and tutoring MTSS-Academics meeting agendas and progress monitoring data	9,000.00 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A, New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Implement Comprehensive Professional Learning, Leading to Effective Change

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

State and Schoolwide benchmark data indicates a need to provide effective professional development to support learning and instruction.
Growth is needed in schoolwide cohesiveness of best first instruction, full understanding of tier, leveled, differentiated instructions, and full understanding and implementation of designated English Language Development.
Specifically for ELD: The number of ELs decreased from 21-22 to 22-23 by 8 students. For the 23-24 we have 115 students in 1st-5th in Designated English Language Development. Thirty-three ELs remained at the same EL level after the 22-23 ELPAC. Seven of our current ELs digressed by one level. Our Reclassification numbers are low; even considering the lower enrollment numbers, we reclassified less students in 23-24 than in 22-23.
Additionally, there is a need to provide professional development to support district initiatives including Instructional Leadership Teams (ILT), Intervention Teachers, and a more systematic approach to MTSS.

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

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

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
2.1	AVID Summer Institute is a 3-day, high-touch, interactive community experience featuring a rigorous curriculum that promotes student achievement at the highest levels and lays out a pathway to student success.	All Students	Identify Participants by January 1, 2025 Current School Site AVID Plans Pre-Conference meeting by the end of May 2025	District Funded

			AVID 2025-2026 Site Plan development at the conference	
2.7	Professional Learning- staff development and collaboration to implement district initiatives including AVID, MTSS, and Safe & Civil summer conferences.	All Students	Academic Team- AVID Institute Safety Team- Safe & Civil Culture & Climate Team- MTSS Institute	20,000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Conference costs 3,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Personnel per diem costs

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A, New Goals

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

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

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We want to make sure we have behavior supports and interventions in place that encourage and motivate appropriate behavior by all students and allow for social-emotional learning in addition to academics.
Attendance has declined, alongside enrollment numbers and chronically absent percentage is high at 35% as measured in the CA School Dashboard Fall 2023.
Tier 1 supports for attendance has proven beneficial in grades 1st-5th but we are struggling to keep constant attendance in our PK, TK/K, and 1st-3rd SDC Mod/Severe, and Gen Ed TK/K classes.
The CHKS Survey indicates a need to improve the school culture and climate through PBIS systems as it relates to student safety (77%), connectedness to the school (76%), and belief that there are caring adults. (67%)

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)	0.2% Blue status CA School Dashboard Fall 2023	Remain in blue status as indicated in the CA School Dashboard Fall 2025
Cumulative attendance (PUSD Dashboard)	93.2% EOY 2023-2024	Increase by 3% by the end of year 24-25 data to attain a 96% cumulative attendance
Chronic absenteeism in grades TK through 8th grade (CA Dashboard)	35.1% Yellow status CA School Dashboard Fall 2023	Decrease chronic absenteeism by 5% to move to Green status at 25% chronic according to the CA School Dashboard Fall 2025
CHKS Student-Caring adults in school (5th) (7th) (9th) A6.4	5th: 67%	Our 5th grade students will feel that there is a caring adult in school by an increase of 10% as measured by the CHKS Student survey
CHKS Student-Feel safe at school (5th) (7th) (9th) A8.1	5th: 77%	Our 5th grade students will feel safe at school by an increase of 10% according to the CHKS student survey.
CHKS Student School Connectedness (5th) (7th) (9th) A6.4 /A6.3	5th: 76%	Our 5th grade students will feel there is a stronger school connectedness by an increase of 10% as measured by CHKS student survey

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Progress Monitoring	Proposed Expenditures
3.1	CSAs position(s): provide effective supervision of students before school, after school, and during recess and lunch. Campus Safety Aides utilizie and implement positive behavior supports, disciplinary procedures, and techniques in accordance with the school site and district expectations, safety programs and plans. Collaborate with Principal and site staff to implement School Site Safety Plan and attend regular trainings on positive behavior support systems, progressive disciplinary procedures, and safety procedures.	All Students	Conduct regular observations of CSAs by school administration to assess adherence to positive behavior support strategies and disciplinary procedures. Use "Foundations Implementation Observation" rubrics and provide feedback to improve or reinforce best practices. Track CSAs' attendance and participation in scheduled training sessions on positive behavior support, progressive disciplinary procedures, and safety protocols. Monitor training completion rates to ensure that all CSAs are adequately prepared. Host monthly meetings to set specific targets related to student supervision, positive behavior support, and safety. Review these goals regularly to assess progress and set new goals based on recent data.	District Funded
3.2	BCBAs: Aids District staff with planning, implementation, and evaluation of student behavior supports through the application of the science of Applied Bahavior Analysis (ABA). Develop and oversee the development and implementation of programs, policies, and best practices related to instruction using the principals of ABA and Treatment and Education of Autistic and Related Communication-Handicapped	All Students	SEL Data (monthly/weekly attendance, suspension, counseling, etc.)	District Funded District Funded

	Children (TEACCH) for students ith autism and social skills programming for students. BCBAs conduct functional behavioral assessmetns and work with other staff members to conduct such assessments. Develop, support, and directly provide differentiated training and coaching opportunities to school site personnel on positive behavior supports, strategies, and interventions recommended for particular students or classrooms.			
3.3	School Counselors are responsible for implementing the school-site guidance programs and planning an individualized guidance program appropriate to each student's educational, career/vocational, and personal-social needs.	All Students	SEL data (attendance, behavior, etc.) Student grades A-G completion Graduation Rate (HS only) Log entries into Synergy of students working with counselor (academic, SEL, or college and career readiness)	District Funded
3.4	School Nurses	All Students	Students working with Nurse including those with specific health conditions that require a Nurses support.	District Funded
3.6	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
3.7	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
3.8	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.	District Funded

			Participation/leading parent meetings with staff to support their child IEP	
3.11	Provide sensory materials in each grade level pod to aid in providing a safe space for students to self-regulate.	All Students	- MTSS-Behaviors progress monitoring data - Social Emotional Learning lessons provided by counselor - BCBA progress monitoring data - Social Worker monitoring data	5,000.00 Title I Part A: Allocation 4000-4999: Books And Supplies
3.12	Provide staff development and collaboration time for safe and civil and MTSS best practices during ROAR Extension- an after school staff development on specific topics to improve student achievement.	All Students	- Monthly Safety Team meeting agendas - Schoolwide implementation of behavior expectations progress monitoring via MTSS-Behavior referrals, schoolwide assemblies, and counseling data	2,000.00 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A, New Goal

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

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

N/A, New Goal

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.

Through conversations in parent meetings, such as PTA, ELAC and School Site Council, as well as parent surveys, families expressed a need for increased knowledge of elementary curriculum in the areas of ELA and Math, ways to help their student at home, as well as digital technology training and knowledge, to be more fully equipped to assist their child at home. They also expressed a continued need for opportunities to learn as a family.
According to the Title 1/LCAP Parent Survey 77% of our families are familiar with and use ParentSquare at least on a weekly basis; as our primary means of communication between home and school, we need to increase that percentage to reach more of our families.
Families reporting attending events is not correct. Not all our families are accessing the QR code for attendance.

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)	95% School Year 2023-2024	Increase families agreement to feeling welcomed at our school to 97%
Families report using Parent Portal (Parent Square) at least one a week (Title I/LCAP Parent Survey)	77% School Year 2023-2024	Increase family engagement with Parent Portal (ParentSquare) by 10% to 87%
Families find school events relevant and engaging (Title I/LCAP Parent Survey)	98% average (4 or 5) as of June 12, 2024	Maintain the family engagement in school events
This school actively seeks input from parents before making important decisions. (Agree/ Strongly Agree) (Title I/LCAP Parent Survey)	89% School Year 2023-2024	Increase family input by 10%
Families report attending events (Title I/LCAP Parent Survey)	130 parents - Open House 125 parents - Back to School Night 11 parents -Parent Education Classes	Increase our parent attendance by 25%

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	All Students	Review of School Site Plans	District Funded

	next steps for the following school year to our parents and community.		Fall and Spring Site visit with site coordinator and administrator AVID Site Coordinator Meetings	
4.5	Extra duty hours to provide parent support during Cafecito and other parent meetings; assisting with technology and other supports during parent workshops and other family engagement events. Topics will range depending on parent surveys, and will include AVID parent workshops and SEL parent workshops.	English Learners, Foster Youth, Special Education, African American.	Cafecito, SSC, ELAC, PTA and other parent meeting sign-in sheets and agenda items Parent surveys on our support with technology and other specific workshops	2072.00 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 3000.00 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A, New Goal

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title, Description, School and LCAP Goal
LCAP goal to which this school goal is aligned.

Build an Inclusive and Equitable School District

Identified Need
A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The CAASPP data indicates a need to focus on our English Learners (Met/Exceed at 17%) in English Language Arts but our African American students (Met/Exceed at 11%) in Mathematics.
The results indicate a need to provide high quality data-driven core instruction using effective instructional strategies, scaffolds, and assessments and a need to provide effective interventions using the CAL MTSS model with progress monitoring tools to measure growth.

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 38% School Year 2023-2024 English Learners: 17% African American: 22% Hispanic: 39% SPED: 24% Foster Youth: 0% SED: 37% LTEL: N/A	3rd-5th graders will grow by 5% in CAASPP English Language Arts going from 38% to 43% in the 24-25 CAASPP ELA.
CAASPP Math Percent Met or Exceeded (All grades all students) (Test Results for California's Assessments website)	Math at 31% School Year 2023-2024 English Learners: 24% African American: 11% Hispanic: 33% SPED: 19% Foster Youth: 67% SED: 31% LTEL: N/A	3rd-5th graders will grow by 5% in CAASPP Mathematics going from 31% to 36% in the 24-25 CAASPP MATH.
California Science Test (CAST) Percent Met or Exceeded (Test Results for California's Assessments website)	Science at 25% School Year 2023-2024 English Learners: 9% African American: 0% Hispanic: 25% SPED: 36% Foster Youth: N/A SED: 21% LTEL: N/A	5th graders will grow by 3% in CAST going from 25% to 27%
English Learner Proficiency Indicator (ELPI) (CA School Dashboard)	49.6% making progress Green Status	K-5 students will grow by 3% in the ELPI going from 49.6% to 52.6% in the 24-25 ELPAC

	Decreased at Least 1 ELPI Level: 16.8% Maintained ELPI Levels 1, 2L, 2H, 3L, 3H: 33.6% Maintained ELPI Level 4: N/A Progressed at Least 1 ELPI Level: 49.6% CA School Dashboard Fall 2023	
i-Ready Percent meeting typical growth in Reading (i-Ready)	Reading at 38% Diagnostic 3 School Year 2023-2024 English Learners: 41% African American: 35% Hispanic: 38% SPED: 43%	K-5 students will grow by 5% in i-Ready Diagnostic 3 from 38% to 43% typical growth in the Reading D3 for 24-25 SY
i-Ready Percent meeting typical growth in Math (i-Ready)	Math at 43% Diagnostic 3 School Year 2023-2024 English Learners: 42% African American: 43% Hispanic: 42% SPED: 39%	K-5 students will grow by 5% in i-Ready Diagnostic 3 from 43% to 48% typical growth in i-Ready Math D3

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 opportunities tailored to the needs of diverse learners, including: 1) English Language Development (ELD): Specialized support for English Learners to develop language proficiency. 2) Visual and Performing Arts (VAPA): Art, music, theater, and dance classes offer a creative outlet, allowing students to explore and develop skills in the arts. Incorporating VAPA can improve engagement, self-expression, and cognitive skills, enriching students' summer experiences. 3) Literacy and Numeracy Support: Focused sessions on reading, writing, and math can help students close learning gaps. 4) STEM and Enrichment: Science, Technology, Engineering, and Math activities promote hands-on learning and critical thinking. 5) Remediation and Credit Recovery: High school students needing additional support to meet graduation or A-G credit requirements can participate in credit recovery courses.	All Students	Student Grades (Secondary by Quarter, Elementary by Trimester) K-8 i-Ready assessment data ELPAC	District Funded District Funded
5.5	programs including after school programs, intermural activities,	All Students	Student participation in activities	District Funded
5.7	Identify supplemental materials, equipment, books, and web-based resources including programs to support English Learners, underachieving and socioeconomically disadvantaged to be used in tier 2 and 3 instruction in Literacy, Mathematics, Science, SS, and ELD	All Students	Principal Challenge to measure required fluencies in mathematics in grades K-5 MTSS-Academics progress monitoring data Universal Access progress monitoring data	700.00 Title I Part A: Allocation 4000-4999: Books And Supplies
5.8	Provide intervention and supports to all subgroups during ROAR (Raising Our Academic Readiness) time and after school tutoring After school programs such as Journalism Club for our LTELs, STEM activities, and League of Numbers.	All Students	Bi-weekly teacher collaboration meetings Intervention Data Student sign-in and pre/post assessments MTSS Progress Monitoring data	5,000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Teacher extra duty pay for interventions 13,000 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries Instructional Aides extra duty pay for interventions

| 5.9 | Provide staff development on Multi-Tiered System of Supports (MTSS) as the framework to develop research-based strategies to support the needs of students.

MTSS aims to improve student outcomes by ensuring that all students have access to the instruction and support they need to succeed. MTSS also aims to connect education, health, and human services systems to support students, schools, and communities. | All Students | Teacher collaboration meetings
Intervention Data
MTSS Progress Monitoring data | 0.00
Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

0.00
Title I Part A: Allocation 2000-2999: Classified Personnel Salaries |

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A, New Goal

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$78,507.00
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	$76,435.00
Title I Part A: Parent Involvement	$2,072.00

Subtotal of additional federal funds included for this school: $78,507.00

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: $78,507.00

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	2,072	0.00
Title I Part A: Allocation	76,435	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I Part A: Allocation	76,435.00
Title I Part A: Parent Involvement	2,072.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,000.00
2000-2999: Classified Personnel Salaries	18,072.00
4000-4999: Books And Supplies	10,700.00
5000-5999: Services And Other Operating Expenditures	19,735.00
5800: Professional/Consulting Services And Operating Expenditures	20,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	10,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	16,000.00
4000-4999: Books And Supplies	Title I Part A: Allocation	10,700.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	19,735.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	20,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	2,072.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	24,735.00
Goal 2	23,000.00
Goal 3	7,000.00
Goal 4	5,072.00
Goal 5	18,700.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Laura Andrade	Parent or Community Member
Perla Calvillo	Parent or Community Member
Mirella Coronel	Parent or Community Member
Delia Kiely	Other School Staff
Wendy Kong	Classroom Teacher
Veronica Maldonado	Parent or Community Member
Belki McConnell	Principal
Camilea Perkins	Parent or Community Member
Rebecca Rodriguez	Other School Staff
Sheri Wilson	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/29/24.

Attested:

	Principal, Belki McConnell on 10/29/24
	SSC Chairperson, Laura Andrade on 10/29/24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I.   The development of the SPSA shall include both of the following actions:

    A.   Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

        1.   The comprehensive needs assessment of the entire school shall:

            a.   Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).

            b.   Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:

                i.   Help the school understand the subjects and skills for which teaching and learning need to be improved.

                ii.   Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.

                iii.   Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

                iv.   Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

                v.   Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

    B.   Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II.   The SPSA shall include the following:

    A.   Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

    B.   Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023