



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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Presa Elementary School	37-68197-6038509	May 22, 2024	June 25, 2024

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

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

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

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

This plan is being used by La Presa Elementary School for meeting ESSA's planning requirements for Additional Targeted Support and Improvement (ATSI) in alignment with the LCAP and other federal, state, and local programs.

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

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# Plan Description

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

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

## Educational Partner Involvement

How, when, and with whom did your La Presa Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

### Involvement Process for the SPSA and Annual Review and Update

Feedback and input from key educational partner groups are critical for the ongoing success of our students. As part of the planning process for the 2024-25 School Plan for Student Achievement (SPSA), school leadership met with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC). Achievement data (local and state, if available) was shared with these groups and analyzed for trends and patterns of under-performance. That analysis is summarized in the SPSA as the Annual Review for each goal.

School educational partner involvement meeting dates were as follows:

- ELAC #3 Meeting, April 19, 2024 at 8:30 am
- SSC # 4 Meeting, April 24, 2024 2:45 pm; SSC #5 Meeting, May 22, 2024 at 2:45 pm.
- Staff Meetings where the 2024-25 SPSA goals and metrics were discussed: May 2, 2024 and May 23, 2024.
- Other meetings where the 2024-25 SPSA goals and metrics were discussed (PTA): May 16, 2024 at 2:45 pm.

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

## Resource Inequities

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

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

Our needs assessment involved a review of our SBAC and dashboard data (where available) as well as our current academic data, parent survey results, chronic attendance rates, and student survey results. When we look at our data compared to our actions and services, we noted the following resource inequities:

Based on the dashboard data from 2022-2023, our African American student absentee rate was significantly high and therefore shows as an inequity that needs to be addressed during the 2024-2025 school year. We have a total of 28 African American students on our campus and have 8 students within this group who are chronically absent. We will continue to work with our parents to help address any barriers they may have and help increase the attendance rate.

## 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.

**ELA-** All students assessed in this area scored in the Orange or 35.9 points below standard. Overall, our students maintained at 0.5 points when compared to 2021-2022 school performance. Overall, 31.19% percent of our students met or exceeded standards on the CAASPP assessment in 2022-2023. Our students scored below average in the area of comprehension and informational text across all grade levels on our local measure assessment (26% at or above grade level). This year we will focus on the powerful practice of close reading along with short constructive response which will help our students better understand what it is they are reading. We will also give our students the opportunity to verbally express themselves by practicing collaborative conversations with their peers in the classroom.

**MATH -** All students scored in Orange or 59.2 points below standard. Overall, our students had a decline of 4.6 points when compared to 2021-2022 school performance. Overall, 25.49% percent of our students met or exceeded standards on the CAASPP assessment in 2022-2023. We have had a significant decline in the area of math over the last two years. We will provide after school math supports to our students and allow them an opportunity to work additional time with their classroom teacher on a weekly basis. We will also have additional WIN (What I Need) time for our students during the day in the afternoon where they can focus on math word problems. Basic math support will also be provided to our students by our part time math intervention teacher during the week.

**STUDENTS WITH DISABILITIES -** Students in this subgroup scored in the Orange or 94.5 points below standard. Fifty one students were assessed in this area and we did have a positive increase of 25.5 points in this area when compared to the previous year’s CAASPP. 13.64% of our students with disabilities met or exceeded the standards when compared to 2021-2022 CAASPP data. We will continue to support these students by providing additional WIN time on top of their IEP mandated minutes in the afternoons. These students will participate in basic reading skills support along with support in the area of comprehension. We also have several students who have Autism in our school who receive support in a special day classroom. These students will also receive additional WIN time support with their general ed peers outside of their special day classroom. Bi-weekly progress monitoring will take place with all students through the WIN intervention program.

**ENGLISH LEARNER PROGRESS -** Students in this subgroup scored in the red or 36.2 points below standard. This group maintained at 1.6 points when compared to 2021-2022 data. 19.41% of our English Learners met or exceeded the standard in 2022-2023 when compared to 2021-2022 school performance on the CAASPP. We have many new comers who came to us this school year and these students are given the opportunity to work during their ELD time in a structured group setting to help support their overall language development. These students will participate in WIN time as we focus on basic reading skills and overall language development for an additional 30 minutes a day during the school day.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

**CHRONIC ABSENTEE RATE FOR AFRICAN AMERICAN STUDENTS** was scored in the Red. We have 33 African American students in our school and have identified 8 students who have chronic absentee concerns. We will be meeting with these families monthly to help support with their attendance. Our school social worker and our health attendant will schedule these meetings with our parents and provide them with any support or resources they need to attend daily.

## Other Needs

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

**STUDENT/SCHOOL CULTURE -** Based on the SEL survey from last school year, students felt that there needs to be more school spirit and more school competitions. Our school social worker will develop a monthly competition theme amongst the grade levels and students will compete for extra recess time or classroom prizes.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.27%		0	1
African American	10.2%	7.87%	8.06%	41	30	30
Asian	1.0%	1.05%	1.08%	4	4	4
Filipino	7.2%	6.04%	5.65%	29	23	21
Hispanic/Latino	68.1%	71.39%	69.89%	275	272	260
Pacific Islander	%	0.26%	0.27%		1	1
White	7.7%	7.09%	8.33%	31	27	31
Multiple/No Response	5.9%	6.30%	6.45%	24	24	24
<b>Total Enrollment</b>				404	381	372

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	53	44
Grade 1	50	62	56
Grade 2	58	50	61
Grade3	59	58	48
Grade 4	58	57	61
Grade 5	54	54	51
Grade 6	63	47	51
<b>Total Enrollment</b>	404	381	372

#### Conclusions based on this data:

- Overall student enrollment at La Presa Elementary mirrors the student enrollment in the state of California. Student enrollment numbers have decreased from 404 in 20-21 to 381 in 21-22 to 372 in 22-23. This could be in part due to the economic hardship that many families face that causes them to move to different districts or to move out of state.

2. Our Kindergarten enrollment has decreased over the last three years. We used to have two kindergarten classrooms and now we currently have one while our upper grades have remained stagnant over the last three years.
3. Our subgroups have maintained the same with our Hispanic population having the highest number of enrollment while our African American population has decreased over the last three years.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	111	118	111	27.5%	31.0%	29.8%
Fluent English Proficient (FEP)	46	44	45	11.4%	11.5%	12.1%
Reclassified Fluent English Proficient (RFEP)	26		14	23.4%		10.7%

### Conclusions based on this data:

1. These last two years we have had a large increase of newcomers enrolled in our school from different parts of the world. These students have had no exposure to the English language.
2. Our Fluent English Proficient rate has maintained relatively the same over the last three years.
3. We had fewer students RFEP in 22-23 (14 students) versus 2020-2021 when 26 students were RFEP.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	57	49	0	54	49	0	54	49	0.0	94.7	100.0
Grade 4	57	60	57	0	58	54	0	58	54	0.0	96.7	94.7
Grade 5	52	51	52	0	49	52	0	49	52	0.0	96.1	100.0
Grade 6	63	44	47	0	43	47	0	43	47	0.0	97.7	100.0
All Grades	232	212	205	0	204	202	0	204	202	0.0	96.2	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2397.	2396.		16.67	6.12		16.67	28.57		25.93	28.57		40.74	36.73
Grade 4		2421.	2443.		8.62	14.81		17.24	20.37		27.59	16.67		46.55	48.15
Grade 5		2449.	2460.		12.24	15.38		10.20	17.31		26.53	23.08		51.02	44.23
Grade 6		2516.	2483.		11.63	10.64		46.51	10.64		9.30	36.17		32.56	42.55
All Grades	N/A	N/A	N/A		12.25	11.88		21.57	19.31		23.04	25.74		43.14	43.07

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.81	8.16		59.26	71.43		25.93	20.41
Grade 4		10.34	14.81		65.52	68.52		24.14	16.67
Grade 5		6.12	15.38		61.22	51.92		32.65	32.69
Grade 6		25.58	14.89		41.86	51.06		32.56	34.04
All Grades		13.73	13.37		57.84	60.89		28.43	25.74

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.43	0.00		60.38	65.31		30.19	34.69
<b>Grade 4</b>		3.45	5.56		58.62	57.41		37.93	37.04
<b>Grade 5</b>		10.20	15.38		40.82	50.00		48.98	34.62
<b>Grade 6</b>		9.30	12.77		65.12	34.04		25.58	53.19
<b>All Grades</b>		7.88	8.42		56.16	51.98		35.96	39.60

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.26	8.16		75.93	77.55		14.81	14.29
<b>Grade 4</b>		5.17	14.81		68.97	62.96		25.86	22.22
<b>Grade 5</b>		10.20	7.69		69.39	59.62		20.41	32.69
<b>Grade 6</b>		13.95	10.64		74.42	80.85		11.63	8.51
<b>All Grades</b>		9.31	10.40		72.06	69.80		18.63	19.80

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		9.26	8.16		68.52	69.39		22.22	22.45
<b>Grade 4</b>		5.17	14.81		70.69	61.11		24.14	24.07
<b>Grade 5</b>		8.16	13.46		59.18	55.77		32.65	30.77
<b>Grade 6</b>		13.95	8.51		69.77	76.60		16.28	14.89
<b>All Grades</b>		8.82	11.39		67.16	65.35		24.02	23.27

**Conclusions based on this data:**

1. The overall achievement in ELA of 3rd grade students who met or exceeded standard increased by 1.35% from 2021-2022 to 2022-2023.
2. The overall achievement in ELA of 4th grade students who met or exceeded standard increased by 9.32% from 2021-2022 to 2022-2023.
3. The overall achievement in ELA of 5th grade students who met or exceeded standard increased by 10.25% from 2021-2022 to 2022-2023.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	60	58	49	0	56	49	0	56	49	0.0	96.6	100.0
Grade 4	57	60	57	0	58	56	0	58	56	0.0	96.7	98.2
Grade 5	52	51	52	0	51	52	0	51	52	0.0	100.0	100.0
Grade 6	63	44	47	0	43	47	0	43	47	0.0	97.7	100.0
All Grades	232	213	205	0	208	204	0	208	204	0.0	97.7	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2402.	2397.		8.93	4.08		26.79	26.53		26.79	36.73		37.50	32.65
Grade 4		2433.	2433.		1.72	3.57		29.31	21.43		29.31	37.50		39.66	37.50
Grade 5		2442.	2442.		5.88	3.85		9.80	13.46		35.29	30.77		49.02	51.92
Grade 6		2479.	2482.		6.98	14.89		23.26	14.89		25.58	19.15		44.19	51.06
All Grades	N/A	N/A	N/A		5.77	6.37		22.60	19.12		29.33	31.37		42.31	43.14

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.21	12.24		44.64	59.18		32.14	28.57
Grade 4		8.62	5.36		53.45	50.00		37.93	44.64
Grade 5		7.84	3.85		45.10	44.23		47.06	51.92
Grade 6		9.30	17.02		46.51	36.17		44.19	46.81
All Grades		12.50	9.31		47.60	47.55		39.90	43.14

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		8.93	4.08		51.79	59.18		39.29	36.73
<b>Grade 4</b>		6.90	5.36		44.83	51.79		48.28	42.86
<b>Grade 5</b>		3.92	5.77		49.02	55.77		47.06	38.46
<b>Grade 6</b>		4.65	12.77		48.84	38.30		46.51	48.94
<b>All Grades</b>		6.25	6.86		48.56	51.47		45.19	41.67

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		14.29	8.16		60.71	63.27		25.00	28.57
<b>Grade 4</b>		5.17	7.14		65.52	58.93		29.31	33.93
<b>Grade 5</b>		1.96	3.85		62.75	57.69		35.29	38.46
<b>Grade 6</b>		6.98	10.64		69.77	55.32		23.26	34.04
<b>All Grades</b>		7.21	7.35		64.42	58.82		28.37	33.82

**Conclusions based on this data:**

1. The overall achievement in Math of 3rd grade students who met or exceeded standard decreased by 5.11 % from 2021-2022 to 2022-2023.
2. The overall achievement in Math of 4th grade students who met or exceeded standard decreased by 6.03 % from 2021-2022 to 2022-2023.
3. The overall achievement in Math of 5th grade students who met or exceeded standard increased by 1.63% from 2021-2022 to 2022-2023.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1404.7	1450.6	*	1418.8	1456.4	*	1372.1	1436.7	*	20	20	9
<b>1</b>	1452.8	1461.9	1458.3	1515.9	1478.0	1475.0	1389.2	1445.1	1441.0	11	17	22
<b>2</b>	1487.7	1456.7	1472.4	1487.6	1467.9	1473.9	1487.5	1445.1	1470.7	17	15	16
<b>3</b>	1495.9	1489.2	1490.1	1503.2	1480.3	1494.0	1488.2	1497.8	1485.7	19	21	15
<b>4</b>	1532.4	1545.6	1510.3	1543.9	1558.5	1508.4	1520.4	1532.3	1511.5	16	19	22
<b>5</b>	*	1533.7	1556.4	*	1537.9	1556.9	*	1528.6	1555.4	10	18	14
<b>6</b>	1531.4	*	1527.8	1534.2	*	1525.9	1528.0	*	1529.4	34	8	17
<b>All Grades</b>										127	118	115

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.00	20.00	*	40.00	50.00	*	45.00	20.00	*	10.00	10.00	*	20	20	*
<b>1</b>	9.09	11.76	4.55	18.18	52.94	45.45	63.64	23.53	50.00	9.09	11.76	0.00	11	17	22
<b>2</b>	23.53	6.67	0.00	41.18	46.67	56.25	29.41	26.67	31.25	5.88	20.00	12.50	17	15	16
<b>3</b>	21.05	19.05	20.00	52.63	33.33	26.67	15.79	38.10	33.33	10.53	9.52	20.00	19	21	15
<b>4</b>	37.50	47.37	13.64	31.25	42.11	40.91	25.00	5.26	40.91	6.25	5.26	4.55	16	19	22
<b>5</b>	*	33.33	35.71	*	27.78	42.86	*	27.78	14.29	*	11.11	7.14	*	18	14
<b>6</b>	20.59	*	5.88	41.18	*	58.82	29.41	*	23.53	8.82	*	11.76	34	*	17
<b>All Grades</b>	20.63	26.27	12.17	39.68	41.53	46.09	31.75	22.03	32.17	7.94	10.17	9.57	126	118	115

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.00	25.00	*	50.00	50.00	*	30.00	15.00	*	10.00	10.00	*	20	20	*
<b>1</b>	54.55	41.18	31.82	36.36	41.18	36.36	9.09	5.88	27.27	0.00	11.76	4.55	11	17	22
<b>2</b>	23.53	40.00	12.50	52.94	20.00	62.50	17.65	20.00	12.50	5.88	20.00	12.50	17	15	16
<b>3</b>	36.84	28.57	40.00	42.11	33.33	26.67	10.53	23.81	20.00	10.53	14.29	13.33	19	21	15
<b>4</b>	56.25	84.21	27.27	31.25	10.53	50.00	6.25	5.26	13.64	6.25	0.00	9.09	16	19	22
<b>5</b>	*	55.56	57.14	*	27.78	28.57	*	0.00	7.14	*	16.67	7.14	*	18	14
<b>6</b>	47.06	*	47.06	26.47	*	35.29	20.59	*	11.76	5.88	*	5.88	34	*	17
<b>All Grades</b>	38.89	49.15	33.91	38.89	28.81	40.87	15.87	11.02	15.65	6.35	11.02	9.57	126	118	115

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.00	10.00	*	15.00	45.00	*	55.00	45.00	*	25.00	0.00	*	20	20	*
<b>1</b>	0.00	5.88	0.00	18.18	41.18	36.36	18.18	23.53	45.45	63.64	29.41	18.18	11	17	22
<b>2</b>	17.65	0.00	0.00	35.29	33.33	56.25	35.29	26.67	12.50	11.76	40.00	31.25	17	15	16
<b>3</b>	5.26	4.76	6.67	26.32	33.33	20.00	42.11	38.10	26.67	26.32	23.81	46.67	19	21	15
<b>4</b>	12.50	10.53	9.09	25.00	52.63	18.18	37.50	26.32	50.00	25.00	10.53	22.73	16	19	22
<b>5</b>	*	16.67	21.43	*	16.67	28.57	*	55.56	42.86	*	11.11	7.14	*	18	14
<b>6</b>	5.88	*	0.00	26.47	*	23.53	38.24	*	58.82	29.41	*	17.65	34	*	17
<b>All Grades</b>	9.52	10.17	6.09	24.60	36.44	31.30	38.89	36.44	40.87	26.98	16.95	21.74	126	118	115

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.00	30.00	*	70.00	70.00	*	20.00	0.00	*	20	20	*
<b>1</b>	72.73	52.94	36.36	27.27	35.29	59.09	0.00	11.76	4.55	11	17	22
<b>2</b>	35.29	26.67	25.00	58.82	53.33	62.50	5.88	20.00	12.50	17	15	16
<b>3</b>	31.58	47.62	13.33	47.37	38.10	80.00	21.05	14.29	6.67	19	21	15
<b>4</b>	50.00	63.16	31.82	37.50	31.58	54.55	12.50	5.26	13.64	16	19	22
<b>5</b>	*	22.22	50.00	*	61.11	50.00	*	16.67	0.00	*	18	14
<b>6</b>	17.65	*	23.53	67.65	*	64.71	14.71	*	11.76	34	*	17
<b>All Grades</b>	30.16	38.98	28.70	57.14	50.85	61.74	12.70	10.17	9.57	126	118	115

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.00	25.00	*	60.00	65.00	*	20.00	10.00	*	20	20	*
<b>1</b>	54.55	41.18	27.27	45.45	47.06	72.73	0.00	11.76	0.00	11	17	22
<b>2</b>	23.53	46.67	31.25	76.47	33.33	56.25	0.00	20.00	12.50	17	15	16
<b>3</b>	68.42	33.33	40.00	26.32	42.86	46.67	5.26	23.81	13.33	19	21	15
<b>4</b>	62.50	84.21	36.36	31.25	15.79	50.00	6.25	0.00	13.64	16	19	22
<b>5</b>	*	72.22	85.71	*	11.11	7.14	*	16.67	7.14	*	18	14
<b>6</b>	64.71	*	52.94	26.47	*	41.18	8.82	*	5.88	34	*	17
<b>All Grades</b>	50.79	53.39	41.74	42.06	33.90	49.57	7.14	12.71	8.70	126	118	115

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	5.00	15.00	*	75.00	80.00	*	20.00	5.00	*	20	20	*
<b>1</b>	9.09	17.65	4.55	18.18	41.18	54.55	72.73	41.18	40.91	11	17	22
<b>2</b>	17.65	0.00	12.50	70.59	60.00	56.25	11.76	40.00	31.25	17	15	16
<b>3</b>	0.00	0.00	6.67	57.89	66.67	40.00	42.11	33.33	53.33	19	21	15
<b>4</b>	6.25	10.53	9.09	62.50	78.95	50.00	31.25	10.53	40.91	16	19	22
<b>5</b>	*	22.22	21.43	*	38.89	64.29	*	38.89	14.29	*	18	14
<b>6</b>	14.71	*	0.00	32.35	*	35.29	52.94	*	64.71	34	*	17
<b>All Grades</b>	11.11	13.56	9.57	52.38	59.32	52.17	36.51	27.12	38.26	126	118	115

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	20.00	40.00	*	35.00	55.00	*	45.00	5.00	*	20	20	*
<b>1</b>	0.00	11.76	4.76	45.45	76.47	90.48	54.55	11.76	4.76	11	17	21
<b>2</b>	12.50	13.33	6.25	75.00	46.67	68.75	12.50	40.00	25.00	16	15	16
<b>3</b>	15.79	14.29	20.00	68.42	80.95	66.67	15.79	4.76	13.33	19	21	15
<b>4</b>	12.50	21.05	31.82	81.25	73.68	50.00	6.25	5.26	18.18	16	19	22
<b>5</b>	*	16.67	42.86	*	77.78	50.00	*	5.56	7.14	*	18	14
<b>6</b>	8.82	*	29.41	85.29	*	64.71	5.88	*	5.88	34	*	17
<b>All Grades</b>	12.00	22.03	25.44	68.80	67.80	63.16	19.20	10.17	11.40	125	118	114

**Conclusions based on this data:**

1. Overall decrease in ELPAC results Level 4 from all students who took the assessment of 14.1% from 2021-2022 to 2022-2023.

2. Overall increase in ELPAC results level 3 from all students who took the assessment of 4.56% from 2021-2022 to 2022-2023.
3. Overall increase in ELPAC results level 2 from all students who took the assessment of 10.14% from 2021-2022 to 2022-2023.



# 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
<b>372</b>	<b>89.5</b>	<b>29.8</b>	<b>1.3</b>
Total Number of Students enrolled in La Presa Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	111	29.8
Foster Youth	5	1.3
Homeless	33	8.9
Socioeconomically Disadvantaged	333	89.5
Students with Disabilities	84	22.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	30	8.1
American Indian	1	0.3
Asian	4	1.1
Filipino	21	5.6
Hispanic	260	69.9
Two or More Races	24	6.5
Pacific Islander	1	0.3
White	31	8.3

**Conclusions based on this data:**

1. Our current percentage of students with disabilities at La Presa Elementary is 22.6%. This number has increased over the last three years due to the addition of our Autism Special Day Classrooms. Our school is considered a cluster school as we take in students from four other schools in the area who require this specialized academic support.
2. Our African American enrollment is 8.1% (30 students) of our overall student population. This number has maintained over the last three years.
3. Our English Learner population is 29.8% (111 students) of our overall student population. We are carefully monitoring this subgroup and are getting ready to reclassify students as English proficient before the end of this school year.

# School and Student Performance Data

## Overall Performance

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

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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Yellow
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Red		

#### Conclusions based on this data:

1. In English Language Arts, we maintained with a slight increase of 0.5 points and continued in the Orange color.
2. In Math we declined 4.6 points but maintained in the Orange color.
3. Our English Learner subgroup declined 22.1 points and maintained in the Red color.

# School and Student Performance Data

## Academic Performance English Language Arts

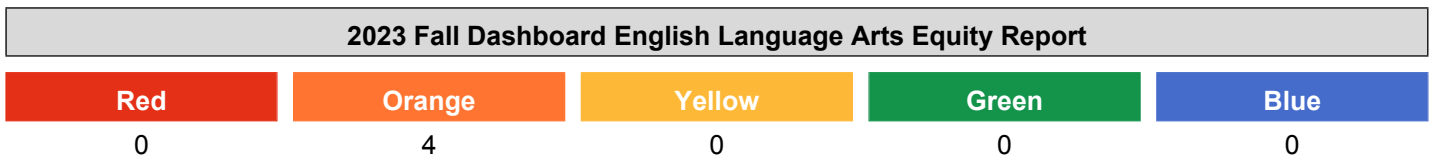
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 35.9 points below standard Maintained +0.5 points 196 Students	<b>English Learners</b>  Orange 36.2 points below standard Maintained +1.6 points 85 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> 45 points below standard Decreased -5.6 points 21 Students	<b>Socioeconomically Disadvantaged</b>  Orange 37.7 points below standard Maintained +2.1 points 177 Students	<b>Students with Disabilities</b>  Orange 94.5 points below standard Increased Significantly +25.5 points 51 Students

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

African American	American Indian	Asian	Filipino
52.6 points below standard Increased +14.4 points 16 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	58.1 points above standard Increased Significantly +19.3 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 44.7 points below standard Maintained -2 points 143 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	28.8 points below standard Maintained -1.2 points 13 Students

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

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
67.4 points below standard Decreased Significantly -21.3 points 56 Students	24 points above standard Increased Significantly +35.9 points 29 Students	38.3 points below standard Maintained +0.5 points 96 Students

**Conclusions based on this data:**

1. Our overall students scoring below the standard maintained with our biggest increase being in students with disabilities at 25.5 points.
2. Our English Learners maintained and our Reclassified English Learners increased by 35.9 points.
3. Our African American student subgroup increased 14.4 points.

# School and Student Performance Data

## Academic Performance Mathematics

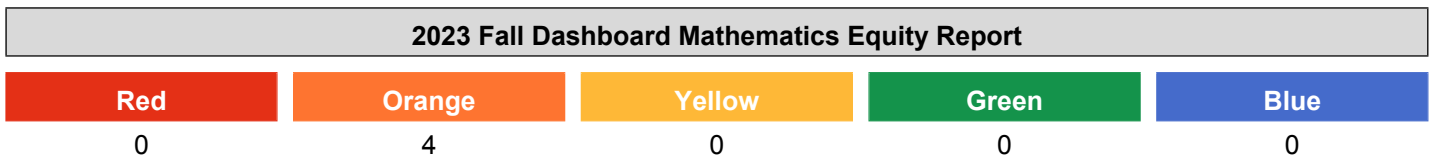
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 59.2 points below standard Decreased -4.6 points 196 Students	<p><b>English Learners</b></p>  Orange 65.9 points below standard Decreased -10.4 points 85 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>69.6 points below standard Increased +5.5 points 21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 62.4 points below standard Decreased -5.5 points 177 Students	<p><b>Students with Disabilities</b></p>  Orange 116.6 points below standard Increased Significantly +30.6 points 51 Students

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

African American	American Indian	Asian	Filipino
57.2 points below standard Increased +7.4 points 16 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	16.9 points above standard Increased Significantly +24.6 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 68.8 points below standard Decreased -8.8 points 143 Students	Less than 11 Students 7 Students	Less than 11 Students 1 Student	64.2 points below standard Decreased Significantly - 29.2 points 13 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
80.9 points below standard Decreased Significantly -23.8 points 56 Students	36.9 points below standard Increased +13.8 points 29 Students	52.1 points below standard Increased +4.2 points 96 Students

#### Conclusions based on this data:

1. Our overall student population decreased 4.6 points but we maintained in Orange.
2. Our biggest increase at 30.6 points were with our Students with Disabilities.
3. Our African American subgroup increased 7.4 points in 2022-2023 and our English Learner group decreased 10.4 points but maintained in Orange.

# School and Student Performance Data

## Academic Performance English Learner Progress

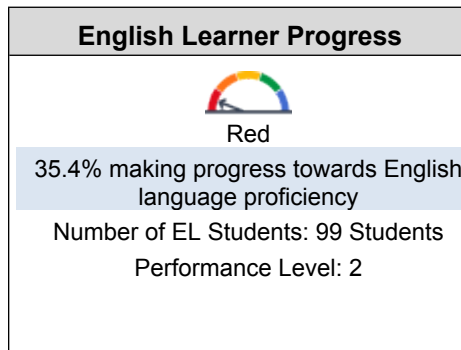
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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



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
30	34	7	28

#### Conclusions based on this data:

1. Overall ELPI level decreased 22.1% in 2022-2023 when compared to 2021-2022.
2. 30.3% of students decreased at least one ELPI level in 2022-2023 in comparison to 19.5% in 2021-2022.
3. 28.3% progressed at least one ELPI level in 2022-2023 when compared to 46% in 2021-2022.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

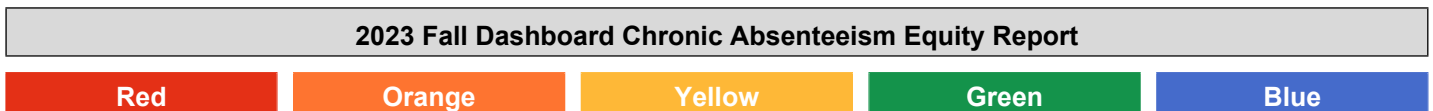
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Yellow 38.3% Chronically Absent Declined Significantly -10.6 397 Students	 Orange 44.9% Chronically Absent Declined -5.9 138 Students	Less than 11 Students 5 Students
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
52.5% Chronically Absent Increased 6.1 40 Students	 Yellow 39.5% Chronically Absent Declined Significantly -12.1 347 Students	 Orange 37.7% Chronically Absent Declined -15 106 Students

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

<b>African American</b>	<b>American Indian</b>	<b>Asian</b>	<b>Filipino</b>
 Red 26.7% Chronically Absent Increased 0.9 30 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	4.8% Chronically Absent Declined -7.7 21 Students
<b>Hispanic</b>	<b>Two or More Races</b>	<b>Pacific Islander</b>	<b>White</b>
 Yellow 44.2% Chronically Absent Declined Significantly -10.8 278 Students	26.9% Chronically Absent Declined -38.5 26 Students	Less than 11 Students 1 Student	30.6% Chronically Absent Increased 2 36 Students

**Conclusions based on this data:**

1. Our overall student population declined 10.6% but we maintained in yellow.
2. Our homeless population was our only subgroup that increased by 6.1%.
3. Our African American population increased 0.9% and remained in Red.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

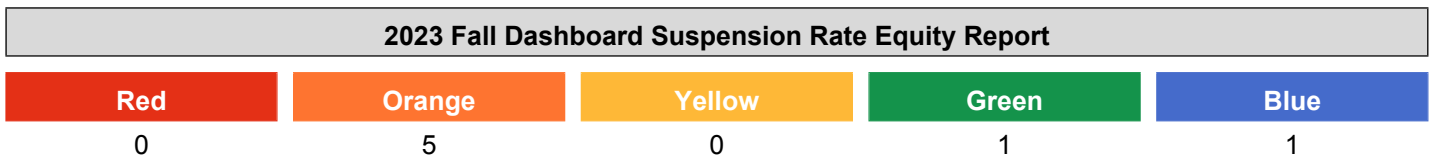
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Yellow</p> <p>2.4% suspended at least one day</p> <p>Maintained 0 414 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 2.1 142 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 5 Students</p>
<p><b>Homeless</b></p> <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 43 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined -0.8 361 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 0.6 113 Students</p>

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

African American	American Indian	Asian	Filipino
 Orange 6.5% suspended at least one day Declined -8.3 31 Students	Less than 11 Students 1 Student	Less than 11 Students 5 Students	4.5% suspended at least one day Increased 0.4 22 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.7% suspended at least one day Increased 0.7 291 Students	0% suspended at least one day Declined -3.7 27 Students	Less than 11 Students 1 Student	 Orange 5.6% suspended at least one day Increased 5.6 36 Students

**Conclusions based on this data:**

1. Our suspension rate maintained the same at 2.4% from 2021-2022 to 2022-2023.
2. Our African American suspension rate declined 8.3% from 2021-2022 to 2022-2023.
3. Our student with disabilities suspension rate increased 2.7% from 2021-2022 to 2022-2023.

# SPSA Monitoring and Evaluation 2023-24

## Goal #1

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 30% to 33% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (ELA) will increase from 8% to 16% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (ELA) will increase from 28% to 36% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (ELA) will increase from 13% to 21% (minimum of 8% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 12% to 15% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 5% to 13% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 10% to 18% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (ELA) will increase from 3% to 11% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Reading Specialist Teacher to support with school wide reading intervention program for grades K-6th. This teacher will also provide additional small reading groups throughout the day so that students struggling in the area of reading may receive two doses of reading	<p>We will implement a school wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA and Math essential standards.</li> </ul>	<p>CAASPP data was used at the beginning of the school year and an opportunity was given to teachers to analyze past performance and reflect on the new school year. The expectation was for all teachers to create a targeted list of those students who were on the cusp of achieving proficiency on the end of the year exam and to help track and monitor their progress throughout the current school year.</p> <p>This past year we used local measure assessment data such as I-READY and Literby to help monitor and track</p>	<p>Grade level teams met once every 6-9 weeks with the school principal to review data and review current learning cycles. During these meetings, a list of "spotlight students" was created and goals were written for these students for that quarter. The list of spotlight students was selected based on current data that showed that these students were close to reaching proficiency on I-READY and CAASPP. We were able to identify between 8-12 students</p>	<p>Modify</p> <p>This coming year we will have to make a modification to our reading specialist position as we will no longer be able to keep a five day position but instead decreasing the support to four days a week for the 2024-2025 school year.</p> <p>With ACHIEVE 3000, we will make a modification to the program as we will reduce the number</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>intervention per day. 1000-1999: Certificated Personnel Salaries Title I 133,730.73</p> <p>Achieve 3000 to help support students in grades 4-6th in the areas of comprehension and informational text. 5000-5999: Services And Other Operating Expenditures Title I 3800</p> <p>Pebble Go (Online encyclopedia app for students in all grade levels to use for research). 0000: Unrestricted LCFF 1299</p> <p>Raz Kids reading app used as an intervention for SDC and SAI students. 0000: Unrestricted LCFF 500</p> <p>Accelerated Reader (AR) used as additional reading tool for all students. 0000: Unrestricted LCFF 1485.00</p> <p>Professional Development money set aside for teacher/staff training. 0000: Unrestricted LCFF 5000</p> <p>Achieve 3000 to help support students in grades 4-6th in</p>	<ul style="list-style-type: none"> <li>Grade level teams will plan and implement Tier 2 interventions for students not mastering essential ELA and Math Standards.</li> <li>All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two times a week at minimum. Students in grades 4-6 reading below grade level will meet with the teacher for small group reading daily.</li> </ul> <p>Progress will be monitored using Literably.</p> <ul style="list-style-type: none"> <li>Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and or independent work during small group reading rotations is rigorous, standards aligned, and appropriately differentiated to ensure meaningful engagement.</li> <li>SBAC and i-Ready data will be analyzed by school staff to determine placement in intervention programs (PHONICS, SIPPS, Lexia, FLEX) with initial placement made in August of the new</li> </ul>	<p>progress every trimester. Most grade levels engaged with standards mastery when they worked with our instructional data support teacher and used this tool to measure progress at the end of each learning cycle. We also used principal walkthrough data and used the quality indicators for close reading, collaboration conversations, and short constructive response as a tool to measure instructional and learning practices in the classroom. Feedback obtained from the NCUST coach along with feedback received from our principal cohort and the executive director of learning support were also vital in the collection of evidence for quality instructional practices.</p>	<p>in each classroom whom we felt were students who could potentially make the intended progress needed to become proficient. Additional supports were offered to these students such as additional small group time within the classroom to work on an additional reading article to practice their close reading skills with their teacher.</p> <p>ACHIEVE 3000 was a very helpful tool for our upper grade teachers this past year as it allowed an additional piece of data to help monitor student Lexile and comprehension. The response received by the upper grade team towards the end of the school year was positive.</p> <p>Our reading intervention teacher worked with our students who were 2 years or below in their reading and provided an opportunity for students to work with her two times per day. Our SIPPS teacher also had the opportunity to work with our upper grade students and provided small group support to our students in grades 3-6th who scored significantly below in their reading skills. Our SIPPS teacher also provided support to some of our primary students as part of their WIN (What I Need) time in the afternoons.</p> <p>Accelerated Reader program was used by</p>	<p>of licenses purchased this school year due to our 6th grade students moving to middle school. Our students in 4th and 5th grades will continue to use the ACHIEVE 3000 program in the 2024-2025 school year.</p> <p>There will be a modification to the Accelerated Reader program for the 2024-2025 school year. With sixth grade moving to the middle school, we will purchase fewer licenses for the new school year and re-evaluate the effectiveness of this program with our upper grade students this coming school year.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
<p>the areas of comprehension and informational text. 0000: Unrestricted LCFF 5700</p>	<p>school year and reviewed every six weeks (Tier 3 WIN time) and or after each program benchmark assessment.</p> <ul style="list-style-type: none"> <li>Students in grades 5-6 will participate in ACHIEVE 3000 to help support in comprehension and informational text. Monthly data will be collected to determine progress and to determine Lexile levels of each student. Teachers will attend two trainings; one at the beginning of the school year and a second in the middle of the school year to review progress of the program. Data collected from this program will be shared with teachers, school principal and instructional data support teacher during our monthly instructional focus planning days at our school.</li> </ul>		<p>two grade levels this past year and the data collected there was minimal. This program will be reevaluated this school year to see how we can connect its effectiveness to current work we are doing on comprehension and informational text. Although this is a great tool to encourage reading and to get a snap shot of what the students learned from the reading, this year we will closely analyze this data to see if there is any affect on the increase of our instructional focus. We are not seeing the correlation right now.</p>	
	<p>Our SPED teachers will attend PLC meetings with general education teachers two times per month. Our SPED teachers will provide an extra 30 minutes of phonics and phonemic awareness support (4 times per week) to our students with disabilities using the SIPPS program. SPED teachers will participate in a six to nine week learning cycle (twice per year) with our Instructional Data Support teacher next school year with a</p>	<p>Our SPED teachers were responsible for analyzing CAASPP, IREADY, and SIPPS data every 6-9 weeks.</p> <p>WIN (What I Need) time data was also used to help monitor student progress every quarter. The measuring tool used for this program was SIPPS pre, middle and end of the cycle data.</p> <p>SPED teachers were responsible for working with our Instructional Data Support</p>	<p>Our SPED teachers attended PLC meetings with their general education counter parts every month during PLC and discussed their students and were involved in the lesson planning for that cycle. We will continue to work on this next school year.</p> <p>Our SPED teachers worked closely with our IDS teacher this past year and were able to</p>	<p>Continue</p> <p>This year we will continue in all areas as described. One difference this coming school year is that SPED and General Ed teachers will begin WIN time at the beginning of the school year. We will use end of the year data along with the SIPPS beginning of the year</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	focus on basic reading skills and writing.	<p>Teachers one time per quarter.</p> <p>SPED Teachers attended PLC meetings two times per month with their general education teacher counterparts and used this time to collaborate and plan together on learning cycles.</p>	<p>analyze data and create lesson plans that were closely aligned to the student's IEP goals.</p> <p>Our SPED teachers participated in WIN time this school year and this allowed our students with disabilities an additional period of small targeted group support in the area of reading.</p>	<p>assessment to determine the instructional groupings of our students. The program will begin by the beginning of September.</p> <p>Our SPED teachers will also use part of their time in the afternoon to provide students additional phonic and phonemic awareness support to students who are two to three years below grade level. SPED teachers will also have access to ACHIEVE 3000 to support their students in the area of comprehension.</p> <p>Our SPED teachers will also continue to work closely with our IDS teacher this school year and participate in two learning cycles each quarter.</p>
	School principal will review English learner data for trends and patterns and share information with classroom teachers during weekly PLC meetings. We will use our Reading Specialist to provide an extra 30 minutes a day of reading support to this group of students. We will also work with our ELOP Intervention/SIPPS teacher and monitor their progress every two weeks in this program. At our ELAC meeting, we will discuss ways in which parents can support us with their students at home. Our school social worker and school principal will put together at least two presentations for this group of	<p>ELPAC, SIPPS, I-READY, ACHIEVE 3000, and CAASPP data were used this year to analyze and monitor the learning of these students.</p> <p>Standards Mastery was used by classroom teachers to measure their progress at the end of the learning cycle.</p> <p>Our Social Worker provided several trainings this school year and invited all parents including those parents who have EL students at our school.</p> <p>At ELAC meetings, our school principal shared academic progress on this subgroup.</p>	<p>We will continue to monitor this group using ELPAC, SIPPS, I-READY, ACHIEVE 3000, and CAASPP data along with Standards Mastery assessment.</p> <p>Our EL instructional groups will continue to be monitored. Our EL students participate in WIN time with our reading specialist but they are not separated by EL status. All students are placed by instructional groupings. We will review this data closely and determine if putting them based on</p>	<p>Continue</p> <p>We will continue this work this coming school year and really focus on our ELD rotations to see what else we can integrate during that time. We will monitor to see what kind of specific EL data is collected during those times and how that aligns to our instructional focus.</p>



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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	parents on how they can support students at home.		EL groupings would be more appropriate than putting them by instructional groupings. We will review the EL rotation block period of time to see if we can integrate WIN time during that time for our EL students.	

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

There were no major differences between the intended implementation of the budgeted expenditures when implementing these strategies and activities. The one thing that was inconsistent at my school this past year was the attendance of our paraprofessionals. These classified staff members are a vital and important role to the support of our special education students and teachers. When they are absent or when the school has open positions to fill and there are no potential candidates to fill these positions, it can have an affect on the learning of our special education students. Consistency is important for our special education students and our teachers are very supportive and understanding and do their best to help support their students.

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.

We will decrease the reading specialist position from 5 days to 4 days due to our current budget this school year. We are not able to fund a 5 day position at this time.

## Goal #2

### Statewide Assessments:

The percentage of all students in Grades 3-6 meeting standard on SBAC (Math) will increase from 25% to 28% (minimum of 3% increase).

The percentage of English Learners in Grades 3-6 meeting standard on SBAC (Math) will increase from 14% to 22% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades 3-6 meeting standard on SBAC (Math) will increase from 23% to 31% (minimum of 8% increase).

The percentage of students with disabilities in Grades 3-6 meeting standard on SBAC (Math) will increase from 6% to 14% (minimum of 8% increase).

### Local Assessments:

The percentage of all students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 6% to 9% (minimum of 3% increase).

The percentage of English Learners in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 0% to 8% (minimum of 8% increase).

The percentage of socioeconomically disadvantaged students in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 5% to 13% (minimum of 8% increase).

The percentage of students with disabilities in Grades K-6 scoring at or above grade level on i-Ready (Math) will increase from 6% to 14% (minimum of 8% increase).

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
IXL MATH: Computer Assisted Curriculum Program 0000: Unrestricted LCFF 2700  Next Gen Math 0000: Unrestricted 0100/0105 630	We will implement a school wide system of differentiated instruction and interventions to meet the needs of all students. <ul style="list-style-type: none"> <li>Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of Math essential standards.</li> <li>Grade level teams will plan and implement Tier 2 interventions for students not mastering</li> </ul>	CAASPP, I-READY, and Standards Mastery data was used this school year to monitor the progress of our students in the area of Math. An opportunity was given to teachers to analyze past performance and reflect on the new school year. The expectation was for all teachers to create a targeted list of students who were on the cusp of achieving proficiency on the end of the year exam and to help track and monitor their progress throughout the current school year.  Principal walkthrough data and the feedback obtained from the NCUST coach along with feedback received from	Grade level teams met once every 6-9 weeks with the school principal to review data and review current learning cycles. During these meetings, a list of "spotlight students" was created and goals were written for these students for that quarter. The list of spotlight students was selected based on current data that showed that these students were close to reaching proficiency on I-READY and CAASPP. We were able to identify 8-12 students in each classroom whom we felt were students who could potentially make	Continue  We will continue to use data and identify the students who are on the cusp and provide them small group support using pre and post data using standards mastery. We will expand this program and allow our primary students to participate using I-READY data to identify these students.  For our students with significant delays in math, we will create WIN (What I Need)

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<p>essential Math Standards.</p> <ul style="list-style-type: none"> <li>SBAC and i-Ready data will be analyzed by school staff to determine placement in intervention programs.</li> </ul>	<p>our principal cohort and the executive director of learning support were important in the collection of evidence for quality instructional practices.</p>	<p>the intended progress needed to become proficient. Additional supports were offered to these students (after school math intervention program) for nine weeks during the third quarter of the school year to prepare them for CAASPP. Pre and post test data was used using standards mastery.</p>	<p>time for them and allow them the opportunity to work in small groups in their grade levels based on instructional groupings taken from I-READY.</p>
	<p>School principal will review English learner data for trends and patterns and share information with classroom teachers during weekly PLC meetings. At our ELAC meeting, we will discuss ways in which parents can support us with their students at home. Our school social worker and school principal will put together at least two presentations for this group of parents on how they can support students at home.</p>	<p>ELPAC, CAASPP, I-READY, and Standards Mastery data was used this school year to monitor the progress of our EL students in the area of Math. An opportunity was given to teachers to analyze past performance and reflect on the new school year.</p> <p>Principal walkthrough data and the feedback obtained from the NCUST coach along with feedback received from our principal cohort and the executive director of learning support were important in the collection of evidence for quality instructional practices.</p>	<p>EL rotations will be a focus this school year as we look at better alignment to our instructional focus for this year in the area of comprehension and informational text. Students will continue to be monitored using standards mastery.</p>	<p>Continue</p> <p>We will continue to discuss EL student data during bi-weekly PLC meetings and during our Instructional Focus Meetings every 6-9 weeks during grade level meetings with the school principal.</p>
	<p>Our SPED teachers will attend PLC meetings with general education teachers two times per month. Our SPED teachers will provide an extra 30 minutes of math support using IXL math.</p>	<p>ELPAC, CAASPP, I-READY, and Standards Mastery data was used this school year to monitor the progress of our SPED students in the area of Math. An opportunity was given to teachers to analyze past performance and reflect on the new school year.</p> <p>Principal walkthrough data and the feedback obtained from the NCUST coach along with feedback received from our principal cohort and the executive director of learning support were important in the collection of evidence for quality instructional practices.</p>	<p>Our SPED teachers had an opportunity to work with their students in the afternoons as part of an additional allotted time given to them to help support their students in the area of Math.</p> <p>Our teachers also participated and collaborated with their general education teacher counterparts two times per month during PLC and also had the opportunity to collaborate during instructional focus time</p>	<p>Continue</p> <p>We will continue to work together during PLC time two times per month and will continue to be part of the instructional focus groups with the school principal and grade level teams every 6-9 weeks next school year. Our instructional focus groups will review data together with our instructional data support teacher and will be able to plan</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			with the school principal and grade level teams every 6-9 weeks to review data and discuss learning cycles during that time.	learning cycles together using standards mastery as pre and post test data.

## Annual Review

**SPSA Year Reviewed: 2023-24**

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

### Analysis

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

No major differences between the intended implementation and or budgeted expenditures this past school year.

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

We will provide funding to our teachers for an after school math intervention support program for our primary and upper grade students this coming school year. This will be part of the new goals proposed this coming school year.

### Goal #3

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

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
Social Worker Support (district funded) 1000-1999: Certificated Personnel Salaries	<p>At La Presa Elementary we will decrease our chronic absentee rate from 41.9% to 40.9%</p> <ul style="list-style-type: none"> <li>We will utilize our school social worker to help engage our families who have chronic absences.</li> <li>With the help of our school social worker, we will provide more outreach and home visits to help families get their students to school.</li> <li>With the help of our school social worker, we will provide in service and parent trainings/workshops on the importance of attending school.</li> </ul>	<p>Two parent workshops were held every quarter by our school social worker and our parent liaison from the district office.</p> <p>Weekly attendance meetings were held between our school social worker and our attendance clerk.</p> <p>Weekly reports were printed and letters were sent to parents who had chronic tardies and absences.</p> <p>Parent meetings were scheduled to discuss attendance concerns with students who had chronic absences.</p>	<p>Our school social worker and our attendance clerk met every week and reviewed critical attendance list. Letters were sent out to parents quarterly alerting them of their child's attendance. Parent meetings were scheduled by the school social worker to discuss critical attendance. We had several scheduled meetings but parents were not able to attend. Our school social worker scheduled several parent workshops and our school averaged about 8-10 parents per meeting.</p>	<p>Continue</p> <p>We will continue with all of these practices this coming school year and will give those parents who had challenges meeting with us at school the option of having the school team meet with them at their home or at their place of employment.</p> <p>The school principal will also take on a more active role in emailing, calling, and doing home visits with our attendance clerk and social worker every month.</p>
	<p>The attendance clerk will provide weekly attendance reports of African American students and students with disabilities to the school principal for monitoring purposes. Bi-weekly check in (one on one) with African American and Students with Disabilities who have attendance concerns will be provided by the school social worker, attendance clerk or school principal.</p>	<p>Two parent workshops were held every quarter by our school social worker and our parent liaison from the district office.</p> <p>Weekly attendance meetings were held between our school social worker and our attendance clerk.</p> <p>Weekly reports were printed and letters were sent to parents who had chronic tardies and absences.</p> <p>Parent meetings were scheduled to discuss attendance concerns with students who had chronic absences.</p>	<p>Our school social worker and our attendance clerk met every week and reviewed critical attendance list. Letters were sent out to parents quarterly alerting them of their child's attendance. Parent meetings were scheduled by the school social worker to discuss critical attendance. We had several scheduled meetings but parents were not able to attend. Our school social worker scheduled several parent workshops and our school averaged 8-10 parents per meeting.</p> <p>We have a total of 30 African American students at our school and we were able to</p>	<p>Continue</p> <p>We will continue with all of these practices this coming school year and will give those parents who had a challenge meeting with us at school the option of having the school team meet with them at their home or at their place of employment.</p> <p>The school principal will also take on a more active role in emailing, calling, and doing home visits with our attendance clerk and social worker every month.</p>

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Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
			identify 8 students who have critical attendance. We found that some of these students are on school transfers and a meeting will be held with each family before the end of this school year to discuss a plan for them to continue at our school or maybe moving back to their school of residence.	

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

No major differences between the intended implementation and/or the budgeted expenditures were made at this time.

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

A strategy will be written to help increase the attendance rate of our African American student subgroup and a metric will be added to monitor the attendance for the 2024-2025 school year.

**Goal #4**

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

- Culture/Climate
- Growth Mindset
- Self-Management
- Self-Efficacy
- Social Awareness

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

- Support for Academic Learning
- Sense of Community
- Sense of Safety

The number of students suspended will decrease from 1.93% to 1.88% (minimum of .5%).

The number of African American students suspended will decrease from 14.7% to 5%.

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	<ul style="list-style-type: none"> <li>*School social worker to provide staff with resources on how to increase student self-efficacy.</li> <li>*Monthly character traits.</li> <li>*Daily morning character square.</li> <li>*With the help of our Instructional Data Support Teacher, classroom teachers will conduct weekly check ins to monitor and review student progress on individual learning goals.</li> <li>*Develop the LION P.R.I.D.E. which will encompass character development and an anti bullying campaign to help students feel safe and comfortable here on our campus.</li> <li>*In order to decrease the suspension rates amongst African American students at La Presa Elementary, we will work on restorative conversations with our students and use restorative practices so that students have an opportunity to understand how their actions may have impacted others. We will work closely with parents and community members to support the need of our students. Our school social worker will also provide weekly</li> </ul>	<p>Monthly suspension reports were provided to the school principal by the district office. Both school principal and school social worker analyzed the reports together during weekly meetings.</p> <p>Our suspension rate for African American students declined during the 2023-2024 school year by 8.3%.</p>	<p>Our suspension rate for African American students decreased this past year as we conducted restorative practices with all our student population this school year. The addition of our character traits, THE LION PRIDE, also helped as we provided daily affirmation via the morning announcements and practiced the character traits of Problem solving, Respectful, Integrity, Determination, and Empathy. This proved to be an effective indicator as we were able to reduce the suspension rate for all of our students including our African American student subgroup.</p>	<p>Continue</p> <p>We will continue to work on our LION PRIDE this coming school year and will also continue to have restorative conversations with all of our student population. We will continue to receive monthly suspension reports from the district office which will help us keep track of our suspension data.</p>

Copied from your SPSA		Develop with those responsible for executing/implementing each action, prior to launching the action	Update as evidence is collected	Complete in the spring with the SSC when developing the next SPSA
Budgeted Amount	Actions	Metric(s)/Data	"Monitoring What is/is not working and why? Effective indicators and/or Ineffective indicators"	"Evaluation Modification(s) based on monitoring results"
	support to students who need additional social and emotional support.			
Parent Liaison 2000-2999: Classified Personnel Salaries Title I Part A: Parent Involvement 1,903.50	Hire parent liaisons to empower parents to support their child/children's education and increase parent engagement and involvement within the school and the district by: planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students coordinating without outside organizations and assist parents in utilizing community service and other resources serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school	The parent liaison collaborated with our school social worker and held one parent workshop every month. We averaged 10-12 parents per parent workshop.	Having a bilingual parent liaison who spoke Spanish was an advantage for our community as we saw an increase in the number of parents who attended these workshops this school year.  We marketed the events by standing outside in the parking lot during drop off and pick up, passing out fliers, We also emailed messages both in Spanish and English to all families. We also invited our parents who speak Tagalog and Farsi to come to these events. Our school PTA members also helped by promoting these workshops and reaching out to parents individually and inviting them to attend these meetings.	Continue  We will continue the partnership between the school social worker and the district parent liaison in the 2024-2025 school year and provide additional workshops to our school community.

## Annual Review

SPSA Year Reviewed: 2023-24

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

### Analysis

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

None at this time.

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



None at this time as we will continue the work with our parents and our community for the 2024-2025 school year.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

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

#### English Language Arts

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (ELA) will increase from 31% to 34%.

The percentage of English Learners of testing age meeting standard on SBAC (ELA) will increase from 19% to 22%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (ELA) will increase from 28% to 31%.

The percentage of students with disabilities of testing age meeting standard on SBAC (ELA) will increase from 13% to 16%.

Local Assessments:

The percentage of all students scoring at or above grade level on i-Ready #2 Diagnostic (ELA) will increase from 15% to 18%.

The percentage of English Learners scoring at or above grade level on i-Ready (ELA) will increase from 5% to 13%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready (ELA) will increase from 13% to 21%.

The percentage of students with disabilities scoring at or above grade level on i-Ready (ELA) will increase from 2% to 10%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

### Identified Need

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

ELA- All students assessed in this area scored in the Orange. Our students scored below average in the area of comprehension and informational text across all grade levels. This year we will focus on the powerful practice of close reading along with short constructive response which will help our students better understand what it is they are reading. We will also give our students the opportunity to verbally express themselves by practicing collaborative conversations with their peers in the classroom.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange. Fifty one students were assessed in this area and we did have a positive increase of 25.5 points in this area when compared to the previous year's CAASPP. We will continue to support these students by providing additional WIN time on top of their IEP mandated minutes in the afternoons. These students will participate in basic reading skills support along with support in the area of comprehension. We also have several students who have Autism in our school who receive support in a special day classroom. These students will also receive additional WIN time support with their general ed peers outside of their special day classroom. Bi-weekly progress monitoring will take place with all students through the WIN intervention program.

ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the red. We have many new comers who came to us this school year and these students are given the opportunity to work during their ELD time in a structured group setting to help support their overall language development. These students will participate in WIN time as we focus on basic reading skills and overall language development for an additional 30 minutes a day during the school day.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Assessment -31% of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 31%</p> <p>English Learners, Grades 3-6 - 19%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 28%</p> <p>Students with Disabilities, Grades 3-6 - 13%</p>	<p>ALL students, of testing age 34%</p> <p>English Learners, of testing age - 22%</p> <p>Socioeconomically Disadvantaged Students, of testing age - 31%</p> <p>Students with Disabilities, of testing age - 16%</p>
i-Ready ELA Assessment - 15% of students at or above grade level (All grades)	<p>ALL students - 15%</p> <p>English Learners - 5%</p> <p>Socioeconomically Disadvantaged Students - 13%</p> <p>Students with Disabilities - 2%</p>	<p>ALL students - 18%</p> <p>English Learners - 13%</p> <p>Socioeconomically Disadvantaged Students - 21%</p> <p>Students with Disabilities - 10%</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	We will implement a school wide system of differentiated instruction and interventions to meet the needs of all students.	All Students	109,664 Title I 1000-1999: Certificated Personnel Salaries

	<ul style="list-style-type: none"> <li>Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and intervention to ensure mastery of ELA and Math essential standards.</li> <li>Grade level teams will plan and implement Tier 2 interventions for students not mastering essential ELA and Math Standards.</li> <li>All K-3 students will participate in daily small group reading instruction. Students in grades 4-6 reading at or above grade level will meet with the teacher two times a week at minimum. Students in grades 4-6 reading below grade level will meet with the teacher for small group reading daily.</li> </ul> <p>Progress will be monitored using Literably and Standards Mastery.</p> <ul style="list-style-type: none"> <li>Teachers will utilize strategies and resources, including those from the ELA toolkit, to ensure centers and or independent work during small group reading rotations is rigorous, standards aligned, and appropriately differentiated to ensure meaningful engagement.</li> <li>SBAC and i-Ready data will be analyzed by school staff to determine placement in intervention programs (SIPPS, Lexia, FLEX) with initial placement made in August of the new school year and reviewed every six weeks (Tier 3 WIN time) and or after each program benchmark assessment.</li> <li>Students in grades 4-5 will participate in ACHIEVE 3000 to help support in comprehension and informational text. Monthly data will be collected to determine progress and to determine Lexile levels of each student. Teachers will attend two trainings; one at the beginning of the school year and a second in the middle of the school year to review progress of the program. Data collected from this program will be shared with teachers, school principal and instructional data support teacher during our monthly instructional focus planning days at our school.</li> </ul>		<p>Reading Specialist Teacher to support with school wide reading intervention program for grades K-5th. This teacher will also provide additional small reading groups throughout the day so that students struggling in the area of reading may receive two doses of reading intervention per day.</p> <p>6,000 0100/0105 5000-5999: Services And Other Operating Expenditures Achieve 3000 to help support students in grades 4-5th in the areas of comprehension and informational text.</p> <p>1299 LCFF 0000: Unrestricted Pebble Go (Online encyclopedia app for students in all grade levels to use for research).</p> <p>500 LCFF 0000: Unrestricted Raz Kids reading app used as an intervention for SDC and SAI students.</p> <p>1485.00 LCFF 0000: Unrestricted Accelerated Reader (AR) used as additional reading tool for all students.</p> <p>5000 0100/0105 5000-5999: Services And Other Operating Expenditures Professional Development money set aside for teacher/staff training.</p> <p>6000 Title I 5000-5999: Services And Other Operating Expenditures Achieve 3000 to help support students in grades 4-5th in the areas of comprehension and informational text.</p>
1.2	<p>Our SPED teachers will attend PLC meetings with general education teachers two times per month. Our SPED teachers will provide an extra 30 minutes of phonics and phonemic awareness support (4 times per week) to our students with disabilities using the SIPPS program. SPED teachers will participate in a six to nine week learning cycle (twice per year) with our Instructional Data Support teacher</p>	Students with Disabilities	

	next school year with a focus on basic reading skills and writing.		
<b>1.3</b>	School principal will review English learner data for trends and patterns and share information with classroom teachers during weekly PLC meetings. We will use our Reading Specialist to provide an extra 30 minutes a day of reading support to this group of students. We will also work with our ELOP Intervention/SIPPS teacher and monitor their progress every two weeks in this program. At our ELAC meeting, we will discuss ways in which parents can support us with their students at home. Our school social worker and school principal will put together at least two presentations for this group of parents on how they can support students at home.	English Learner Students	

# Goals, Strategies, & Proposed Expenditures

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

## Goal 2

### Title and Description of School Goal

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

#### Math

Statewide Assessments:

The percentage of all students of testing age meeting standard on SBAC (Math) will increase from 25% to 28%

The percentage of English Learners of testing age meeting standard on SBAC (Math) will increase from 14% to 17%.

The percentage of socioeconomically disadvantaged students of testing age meeting standard on SBAC (Math) will increase from 23% to 26%

The percentage of students with disabilities of testing age meeting standard on SBAC (Math) will increase from 6% to 9%.

Local Assessments:

The percentage of all students \scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 11%.

The percentage of English Learners scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 2% to 10%.

The percentage of socioeconomically disadvantaged students scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 8% to 16%.

The percentage of students with disabilities scoring at or above grade level on i-Ready Diagnostic #2 (Math) will increase from 3% to 11%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - ACHIEVE - We will increase achievement for all of our students while decreasing performance gaps and educational inequities. (State Priority 4-Pupil Achievement, 8-Other Pupil Outcomes)

### Identified Need

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

MATH - All students scored in Orange. We have had a significant decline in the area of math over the last two years. We will provide after school math supports to our students and allow them an opportunity to work additional time with their classroom teacher on a weekly basis. We will also have additional WIN (What I Need) time for our students during the day in the afternoon where they can focus on math word problems. Basic math support will also be provided to our students by our part time math intervention teacher during the week.

STUDENTS WITH DISABILITIES - Students in this subgroup scored in the Orange. Fifty one students were assessed in this area and we did have a positive increase of 30.6 points in this area when compared to the 2022-2023 school year. We will continue to support these students by providing additional WIN time on top of their IEP mandated minutes in the afternoons throughout the week.

ENGLISH LEARNER PROGRESS - Students in this subgroup scored in the orange. We had a decline in 2022-2023 of 10.4 points in comparison to the 2021-2022 school year. These students will participate in WIN time as we focus on basic math skills and using the CUBES model for word problems for an additional 30 minutes a day during the school day.

## Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Math Assessment - 25% of students meeting standard (of testing age)	<p>ALL students, Grades 3-6 - 25%</p> <p>English Learners, Grades 3-6 - 14%</p> <p>Socioeconomically Disadvantaged Students, Grades 3-6 - 23%</p> <p>Students with Disabilities, Grades 3-6 - 6%</p>	<p>ALL students of testing age, 28%</p> <p>English Learners, of testing age - 19%</p> <p>Socioeconomically Disadvantaged Students of testing age- 28%</p> <p>Students with Disabilities of testing age - 11%</p>
i-Ready Math Assessment - 8% of students at or above grade level (ALL grades)	<p>ALL students - 8%</p> <p>English Learners - 2%</p> <p>Socioeconomically Disadvantaged Students - 8%</p> <p>Students with Disabilities - 3%</p>	<p>ALL students of testing age - 11%</p> <p>English Learners - 10%</p> <p>Socioeconomically Disadvantaged Students - 16%</p> <p>Students with Disabilities - 11%</p>

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>We will implement a school wide system of differentiated instruction and interventions to meet the needs of all students.</p> <ul style="list-style-type: none"> <li>Grade level teams will engage in lesson reflection and use of formative assessment data to monitor student progress and to plan re-teaching and</li> </ul>	All Students	<p>2700 LCFF 0000: Unrestricted IXL MATH: Computer Assisted Curriculum Program 5000 Title I</p>

	<p>intervention to ensure mastery of Math essential standards.</p> <ul style="list-style-type: none"> <li>• Grade level teams will plan and implement Tier 2 interventions for students not mastering essential Math Standards.</li> <li>• SBAC and i-Ready data will be analyzed by school staff to determine placement in intervention programs.</li> </ul>		5000-5999: Services And Other Operating Expenditures After School Math Intervention Support
<b>2.2</b>	<p>School principal will review English learner data for trends and patterns and share information with classroom teachers during weekly PLC meetings. At our ELAC meeting, we will discuss ways in which parents can support us with their students at home. Our school social worker and school principal will put together at least two presentations for this group of parents on how they can support students at home.</p>	English Learners	
<b>2.3</b>	<p>Our SPED teachers will attend PLC meetings with general education teachers two times per month. Our SPED teachers will provide an extra 30 minutes of math support using IXL math.</p>	Students with Disabilities	



# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

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

#### Student Engagement

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

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

### Identified Need

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

We scored in the yellow range overall on the CAASPP dashboard and had a 10.6% decline in chronic absenteeism. We currently have an overall chronic absenteeism rate of 36% and a chronic absenteeism rate of 32% (Red-overall on the CAASPP dashboard) with our African American student population.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Rate of Chronic Absenteeism	In 2023-24, our rate of chronic absenteeism was 36%.	In 2024-2025, we will reduce the rate of chronic absenteeism by 36% to 33%.
Rate of Chronic Absenteeism for African American students	In 2023-2024, La Presa Elementary rate of chronic absenteeism was 32%.	In 2024-2025, La Presa Elementary will reduce its rate of chronic absenteeism from 32% to 29%.

### Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>At La Presa Elementary we will decrease our chronic absentee rate from 36% to 33%</p> <ul style="list-style-type: none"> <li>We will utilize our school social worker to help engage our families who have chronic absences.</li> <li>With the help of our school social worker, we will provide more outreach and home</li> </ul>	All Students	1000-1999: Certificated Personnel Salaries Social Worker Support (district funded)

	<p>visits to help families get their students to school.</p> <ul style="list-style-type: none"> <li>• With the help of our school social worker, we will provide in service and parent trainings/workshops on the importance of attending school.</li> </ul>		
<b>3.2</b>	<p>The attendance clerk will provide weekly attendance reports of African American students to the school principal for monitoring purposes.</p> <p>Bi-weekly check in (one on one) with African American students who have attendance concerns will be provided by the school social worker, attendance clerk or school principal.</p>	African American and Students with Disabilities	

# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

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

#### School Climate & Culture

Student survey results will demonstrate an increase in the students who respond positively in each of these five domains:

Culture/Climate 74%

Growth Mindset 65%

Self-Management 62%

Self-Efficacy 50%

Social Awareness 61%

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

Support for Academic Learning 93%

Sense of Community 95%

Sense of Safety 91%

The number of students suspended will decrease from 1.67% to .85%

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - ENGAGE - We will engage our students and the learning community in order to ensure the skills and supports necessary for social, emotional, and physical well-being. (State Priority 3-Parent Involvement, 5-Pupil Engagement, 6-School Climate)

### Identified Need

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

Our suspension rate for the 2023-2024 school year was 1.67%. We will continue to use restorative practices with our students to help solve conflict and reduce the number of suspensions for the 2024-2025 school year to under .85%. Our school social worker will also work with the school administrator to support students with severe behavior challenges and find alternative means of correction using restorative conversations and peace circles. Nine percent of our parents indicated a concern in the area of sense of safety as opposed to 91% of parents who feel a sense of safety on our campus. By creating our LION PRIDE and working on specific character traits every week, our hope is that our students will build a sense of empowerment and report any unsafe incidents at school. With the help of our school social worker, Dyno School (early mental health initiative) and our Peace Builders, our students will have an opportunity to learn more about conflict resolution and maintain healthy relationships with peers.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SEL Student Survey Results (4th, 5th, 6th, 7th, 8th grade)	The percentage of students who responded favorably in the domains listed below are as follows:  Culture/Climate - 74% Growth Mindset - 65% Self-Management- 62% Self-Efficacy- 50% Social Awareness- 61%	The percentage of students who respond favorably will increase to the following percentages in each domain:  Culture/Climate - 77% Growth Mindset - 68% Self-Management- 65% Self-Efficacy- 53% Social Awareness- 64%
Annual Parent Survey Results	The percentage of parents who responded favorably in the domains listed below are as follows:  Support for Academic Learning - 93% Sense of Community - 95% Sense of Safety - 91%	The percentage of parents who respond favorably will increase to the following percentages in each domain:  Support for Academic Learning - 96% Sense of Community -98% Sense of Safety - 94%
Suspension Data	Our school's suspension rate for the 2023-24 school year is 1.67%.	The percentage of students suspended will decrease in 2024-2025 to .85%.

## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	<ul style="list-style-type: none"> <li>*School social worker to provide staff with resources on how to increase student self-efficacy.</li> <li>*Monthly character traits.</li> <li>*Daily morning character square.</li> <li>*With the help of our Instructional Data Support Teacher, classroom teachers will conduct weekly check ins to monitor and review student progress on individual learning goals.</li> <li>*Develop the LION P.R.I.D.E. which will encompass character development and an anti bullying campaign to help students feel safe and comfortable here on our campus.</li> <li>*In order to decrease the suspension rates amongst African American students at La Presa Elementary, we will work on restorative conversations with our students and use restorative practices so that students have an opportunity to understand how their actions may have impacted others. We will work closely with parents and community members to support the need of our students. Our school social worker will also provide weekly support to students who need additional social and emotional support.</li> </ul>	All Students, especially our groups we are monitoring for ATSI	
4.2	Hire parent liaisons to empower parents to support their child/children's education and increase parent	All Students	1649.10 Title I Part A: Parent Involvement

	<p>engagement and involvement within the school and the district by:</p> <ul style="list-style-type: none"> <li>planning and organizing meetings and educational training classes for parents and students, especially our non-English speaking parents and students</li> <li>coordinating without outside organizations and assist parents in utilizing community service and other resources</li> <li>serving as a contact between non-English speaking students, parents, families and the school and/or district to increase parent confidence and connection with the school</li> </ul>		<p>2000-2999: Classified Personnel Salaries Parent Liaison</p>
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# 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	\$122,352.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,297.10
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	\$120,664.00
Title I Part A: Parent Involvement	\$1,649.10
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$122,313.10**

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 (\$)
0100/0105	\$11,000.00
LCFF	\$5,984.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: **\$16,984.00**

Total of federal, state, and/or local funds for this school: **\$139,297.10**

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I		
Title I Part A: Parent Involvement		

## Expenditures by Funding Source

Funding Source	Amount
0100/0105	11,000.00
LCFF	5,984.00
Title I	120,664.00
Title I Part A: Parent Involvement	1,649.10

## Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	5,984.00
1000-1999: Certificated Personnel Salaries	109,664.00
2000-2999: Classified Personnel Salaries	1,649.10
5000-5999: Services And Other Operating Expenditures	22,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5000-5999: Services And Other Operating Expenditures	0100/0105	11,000.00
0000: Unrestricted	LCFF	5,984.00
1000-1999: Certificated Personnel Salaries	Title I	109,664.00
5000-5999: Services And Other Operating Expenditures	Title I	11,000.00

2000-2999: Classified Personnel Salaries

Title I Part A: Parent Involvement

1,649.10

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	129,948.00
Goal 2	7,700.00
Goal 4	1,649.10



# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

## **Name of Members**

## **Role**

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



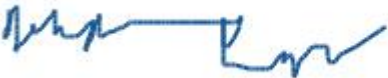
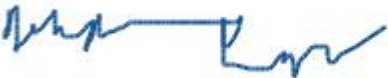
# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Departmental Advisory Committee
	Other: SSC Parent Member - Rosalinda Lopez

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

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

This SPSA was adopted by the SSC at a public meeting on 5/22/2024.

Attested:

	Principal, Eddie Iriqui on 5/22/24
	SSC Chairperson, Jessica Castro on 5/22/24

# 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](mailto:LCFF@cde.ca.gov).

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary



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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

**For additional CSI resources, please see the following links:**

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023