



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emblem Academy	19649986022669	May 13, 2025	June 24, 2025

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 Emblem Academy for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

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

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# Plan Description

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

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

Schoolwide Program

N/A

## Educational Partner Involvement

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

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

Instructional staff - We have received input from staff during teacher-staff meetings as well as classified staff meetings throughout the to discuss Emblem's School Plan for Student Achievement. Teachers, classified staff, and administration collaborate to give input for goals and actions related to the Single School Plan.

Parent Groups (Site Council, ELAC, Community Meetings) - The SPSA is a standing item on meeting agendas. During Site Council and ELAC meetings, SPSA goals and budgets are reviewed and discussed, and input is provided. Community meetings such as monthly Coffee with the Principal are additional sessions where school-wide data is shared related to site goals and plans are presented to the community with feedback provided.

School Site Council- The SPSA goals are reviewed and revised every year through the School Site Council. The council consists of educational partners including parents/community members and school faculty.

## Resource Inequities

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

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

## Comprehensive Needs Assessment Components

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

### California School Dashboard (Dashboard) Indicators

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

Students with Disabilities (Mathematics)

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.

In the area of ELA, our Students With Disabilities student group remains two or more performance levels below the "all student" performance.

## Other Needs

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

We will continue to focus on our EL student group due to the distance in achievement between EL and all student groups in (53.9 point difference in ELA and 30.1 points difference in Math) and a large number of LTELs.

# School and Student Performance Data

## Student Enrollment

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

### Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.41%	0.26%	0.26%	3	2	2
African American	5.04%	3.7%	4.76%	37	28	37
Asian	12.26%	12.17%	13.90%	90	92	108
Filipino	12.40%	14.95%	14.80%	91	113	115
Hispanic/Latino	30.65%	30.95%	30.63%	225	234	238
Pacific Islander	%	0%	%		0	
White	33.65%	30.42%	27.03%	247	230	210
Multiple	5.04%	6.88%	7.98%	37	52	62
<b>Total Enrollment</b>				<b>734</b>	<b>756</b>	<b>777</b>

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	118	106	86
Grade 1	98	110	86
Grade 2	86	109	113
Grade3	131	89	108
Grade 4	111	133	85
Grade 5	86	117	139
Grade 6	104	92	116
<b>Total Enrollment</b>	<b>734</b>	<b>756</b>	<b>777</b>

#### Conclusions based on this data:

1. Emblem Academy's enrollment has increased by 21 students in the 2023/24 school year.
2. Emblem's overall demographics remain relatively stable with a slight decline white population and slight increase in multiple races.
3. Both the 5th & 6th grade classes grade classes had a significantly higher enrollment in comparison to 4th grade this testing year.



# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	77	63	59	5.20%	10.5%	7.6%
Fluent English Proficient (FEP)	50	70	75	4.60%	6.8%	9.7%
Reclassified Fluent English Proficient (RFEP)	22	35	38	3.0%	4.6%	4.9%

### Conclusions based on this data:

1. The number of English Language learners declined by 2.9% in the 23/24 school year.
2. The percentage of fluent English proficient students in the 23/24 increased by 2.9%.
3. The number of EL students (decreased) and the reclassification totals (increased). ?

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	128	86	101	127	85	101	127	85	101	99.2	98.8	100
Grade 4	110	133	86	110	133	85	110	133	85	100.0	100.0	98.8
Grade 5	84	118	134	83	118	134	83	118	134	98.8	100.0	100
Grade 6	98	92	115	98	92	115	98	92	115	100.0	100.0	100
All Grades	420	429	436	418	428	435	418	428	435	99.5	99.8	99.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2472.	2494.	2486.	44.88	54.12	49.50	25.20	28.24	22.77	19.69	9.41	15.84	10.24	8.24	11.88
Grade 4	2527.	2509.	2544.	50.00	44.36	57.65	29.09	27.07	25.88	11.82	13.53	9.41	9.09	15.04	7.06
Grade 5	2556.	2548.	2566.	39.76	36.44	47.01	34.94	33.90	28.36	15.66	21.19	14.93	9.64	8.47	9.70
Grade 6	2594.	2588.	2569.	34.69	33.70	30.43	45.92	43.48	37.39	15.31	17.39	20.87	4.08	5.43	11.30
All Grades	N/A	N/A	N/A	42.82	41.82	45.29	33.01	32.71	28.97	15.79	15.65	15.63	8.37	9.81	10.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	36.22	47.06	35.64	55.91	47.06	55.45	7.87	5.88	8.91
Grade 4	35.45	35.34	40.00	62.73	55.64	56.47	1.82	9.02	3.53
Grade 5	33.73	29.66	41.04	57.83	61.86	47.76	8.43	8.47	11.19
Grade 6	32.65	31.52	30.43	65.31	56.52	54.78	2.04	11.96	14.78
All Grades	34.69	35.28	36.78	60.29	55.84	53.10	5.02	8.88	10.11

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.28	34.12	37.62	54.33	57.65	45.54	13.39	8.24	16.83
Grade 4	34.55	21.80	43.53	54.55	62.41	49.41	10.91	15.79	7.06
Grade 5	38.55	30.51	32.84	57.83	60.17	56.72	3.61	9.32	10.45
Grade 6	32.65	32.61	26.96	56.12	61.96	57.39	11.22	5.43	15.65
All Grades	34.21	28.97	34.48	55.50	60.75	52.87	10.29	10.28	12.64

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.35	28.24	25.74	61.42	63.53	68.32	10.24	8.24	5.94
Grade 4	15.45	22.56	15.29	77.27	65.41	82.35	7.27	12.03	2.35
Grade 5	24.10	24.58	20.90	69.88	71.19	74.63	6.02	4.24	4.48
Grade 6	22.45	31.52	16.52	75.51	65.22	80.87	2.04	3.26	2.61
All Grades	22.73	26.17	19.77	70.57	66.59	76.32	6.70	7.24	3.91

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	32.28	36.47	37.62	56.69	61.18	56.44	11.02	2.35	5.94
Grade 4	30.00	20.30	32.94	62.73	67.67	61.18	7.27	12.03	5.88
Grade 5	33.73	25.42	35.82	57.83	64.41	55.97	8.43	10.17	8.21
Grade 6	33.67	36.96	25.22	63.27	58.70	64.35	3.06	4.35	10.43
All Grades	32.30	28.50	32.87	60.05	63.55	59.31	7.66	7.94	7.82

**Conclusions based on this data:**

1. In the 23/24 school year, 74.26.% of students Met and/or Exceeded standard in ELA.
2. In the 23/24 school year, writing continues to have the highest percentage of students achieving below standard at 12.64% and listening had the lowest at 3.91%.

3. In the 23/24 school year, reading continues to have the highest percentage of students achieving above standard at 36.78%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	128	86	101	127	85	101	127	85	101	99.2	98.8	100
Grade 4	110	133	86	110	133	86	110	133	86	100.0	100.0	100
Grade 5	84	118	134	83	118	134	83	118	134	98.8	100.0	100
Grade 6	98	92	115	98	92	115	98	92	115	100.0	100.0	100
All Grades	420	429	436	418	428	436	418	428	436	99.5	99.8	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2493.	2510.	2504.	49.61	56.47	49.50	29.92	31.76	35.64	11.81	5.88	6.93	8.66	5.88	7.92
Grade 4	2522.	2516.	2535.	36.36	34.59	40.70	35.45	31.58	40.70	20.91	23.31	13.95	7.27	10.53	4.65
Grade 5	2540.	2535.	2539.	34.94	32.20	32.84	15.66	20.34	20.90	39.76	30.51	31.34	9.64	16.95	14.93
Grade 6	2593.	2583.	2565.	46.94	39.13	33.91	18.37	20.65	26.96	25.51	29.35	20.87	9.18	10.87	18.26
Grade 11															
All Grades	N/A	N/A	N/A	42.58	39.25	38.53	25.84	26.17	29.82	22.97	23.13	19.50	8.61	11.45	12.16

<b>Concepts &amp; Procedures</b> <b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	52.76	69.41	66.34	38.58	24.71	27.72	8.66	5.88	5.94
<b>Grade 4</b>	47.27	39.85	55.81	41.82	51.88	36.05	10.91	8.27	8.14
<b>Grade 5</b>	27.71	33.90	26.87	54.22	50.00	56.72	18.07	16.10	16.42
<b>Grade 6</b>	47.96	39.13	29.57	45.92	46.74	52.17	6.12	14.13	18.26
<b>Grade 11</b>									
<b>All Grades</b>	45.22	43.93	42.43	44.26	44.86	44.72	10.53	11.21	12.84

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	50.39	45.88	47.52	41.73	48.24	46.53	7.87	5.88	5.94
<b>Grade 4</b>	31.82	26.32	38.37	56.36	62.41	54.65	11.82	11.28	6.98
<b>Grade 5</b>	31.33	24.58	23.88	59.04	56.78	62.69	9.64	18.64	13.43
<b>Grade 6</b>	28.57	32.61	28.70	56.12	53.26	52.17	15.31	14.13	19.13
<b>All Grades</b>	36.60	31.07	33.49	52.39	56.07	54.59	11.00	12.85	11.93

<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>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>	<b>21-22</b>	<b>22-23</b>	<b>23-24</b>
<b>Grade 3</b>	48.82	50.59	42.57	47.24	48.24	48.51	3.94	1.18	8.91
<b>Grade 4</b>	34.55	37.59	47.67	52.73	51.13	47.67	12.73	11.28	4.65
<b>Grade 5</b>	27.71	20.34	26.12	68.67	66.95	60.45	3.61	12.71	13.43
<b>Grade 6</b>	35.71	29.35	30.43	56.12	63.04	53.91	8.16	7.61	15.65
<b>All Grades</b>	37.80	33.64	35.32	55.02	57.48	53.44	7.18	8.88	11.24

**Conclusions based on this data:**

1. In the 23/24 school year, 68.35% of students Met and/or Exceeded standard in Math for all grade levels.
2. In the 23/24 school year, the area of Concepts and Procedures continues to have the highest percentage of students exceeding standard at 42.43% AND the highest percentage of students scoring below standard at 12.84%.
3. In the 23/24 school year, the percentage of students scoring above standard showed growth in the areas of Problem Solving/Modeling Data and Communicating Reasoning.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1455.3	*	1450.5	1440.4	*	1457.8	1489.6	*	1433.8	12	8	17
<b>1</b>	*	*	*	*	*	*	*	*	*	*	6	6
<b>2</b>	*	*	*	*	*	*	*	*	*	10	4	5
<b>3</b>	1483.3	*	*	1485.3	*	*	1480.8	*	*	12	9	*
<b>4</b>	*	1511.3	*	*	1513.8	*	*	1508.4	*	6	12	9
<b>5</b>	*	*	1510.3	*	*	1499.6	*	*	1520.5	10	6	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	8	4
<b>All Grades</b>										56	53	55

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	33.33	*	29.41	16.67	*	41.18	33.33	*	23.53	16.67	*	5.88	12	*	17
<b>1</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>2</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>3</b>	16.67	*	*	33.33	*	*	8.33	*	*	41.67	*	*	12	*	*
<b>4</b>	*	41.67	*	*	16.67	*	*	25.00	*	*	16.67	*	*	12	*
<b>5</b>	*	*	27.27	*	*	18.18	*	*	36.36	*	*	18.18	*	*	11
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	30.36	38.46	21.82	41.07	32.69	45.45	16.07	23.08	27.27	12.50	5.77	5.45	56	52	55

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	*	41.18	33.33	*	35.29	25.00	*	11.76	16.67	*	11.76	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	16.67	*	*	16.67	*	*	25.00	*	*	12	*	*
4	*	50.00	*	*	25.00	*	*	8.33	*	*	16.67	*	*	12	*
5	*	*	45.45	*	*	18.18	*	*	9.09	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	38.46	41.82	26.79	38.46	36.36	14.29	17.31	12.73	8.93	5.77	9.09	56	52	55

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		*	35.29		*	23.53		*	41.18		*	0.00		*	17
1		*	*		*	*		*	*		*	*		*	*
2		*	*		*	*		*	*		*	*		*	*
3		*	*		*	*		*	*		*	*		*	*
4		0.00	*		50.00	*		16.67	*		33.33	*		12	*
5		*	18.18		*	9.09		*	54.55		*	18.18		*	11
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.64	15.38	20.00	35.71	40.38	29.09	33.93	36.54	43.64	10.71	7.69	7.27	56	52	55

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	*	17.65	58.33	*	76.47	16.67	*	5.88	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	25.00	*	*	33.33	*	*	12	*	*
4	*	33.33	*	*	41.67	*	*	25.00	*	*	12	*
5	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	38.46	32.73	46.43	53.85	56.36	10.71	7.69	10.91	56	52	55

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	25.00	*	58.82	75.00	*	29.41	0.00	*	11.76	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	41.67	*	*	33.33	*	*	25.00	*	*	12	*	*
4	*	66.67	*	*	16.67	*	*	16.67	*	*	12	*
5	*	*	45.45	*	*	27.27	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	53.57	57.69	49.09	41.07	32.69	41.82	5.36	9.62	9.09	56	52	55

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	41.67	*	23.53	50.00	*	64.71	8.33	*	11.76	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	58.33	*	*	41.67	*	*	12	*	*
4	*	8.33	*	*	58.33	*	*	33.33	*	*	12	*
5	*	*	18.18	*	*	54.55	*	*	27.27	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.21	19.23	20.00	60.71	63.46	60.00	16.07	17.31	20.00	56	52	55

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	33.33	*	35.29	66.67	*	58.82	0.00	*	5.88	12	*	17
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	91.67	*	*	8.33	*	*	12	*	*
4	*	25.00	*	*	58.33	*	*	16.67	*	*	12	*
5	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.36	30.77	21.82	67.86	65.38	74.55	1.79	3.85	3.64	56	52	55

**Conclusions based on this data:**

1. The number of English Learner students declined by 18 students between the 18-19 and 21-22 SY.

2. The percentage of students scoring a level 4 overall on the ELPAC declined by 8.83% between 18-19 and 21-22 SY.
3. Written language continues to be the area of highest need for students receiving a level 4 score at 19.64% scoring a level 4 in this area in the 21-22 SY.

# School and Student Performance Data

## Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
777	27.3%	7.6%	0.3%
Total Number of Students enrolled in Emblem Academy.	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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	7.6%
Foster Youth	2	0.3%
Homeless	5	0.6%
Socioeconomically Disadvantaged	212	27.3%
Students with Disabilities	128	16.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	37	4.8%
American Indian	2	0.3%
Asian	108	13.9%
Filipino	115	14.8%
Hispanic	238	30.6%
Two or More Races	62	8%
Pacific Islander	0	0.0%
White	210	27%

### Conclusions based on this data:

- The percentage of students identified as Socioeconomically Disadvantaged increased by over 12% for the 23/24 school year.

2. The percentage of students identified as English Learners decreased to 7.6% for the 23/24 school year.
3. The percentage of students identified with disabilities has remained at about 16%-17% for the 23/24 school year.

# School and Student Performance Data

## Overall Performance






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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. The overall performance levels for ELA and Mathematics remain High in the blue and green.
2. The overall progress level for English Learners has dropped from yellow to red.
3. The overall Chronic Absenteeism rate has improved to green and the overall Suspension rate has remained low in the blue.



# School and Student Performance Data

## Academic Performance English Language Arts

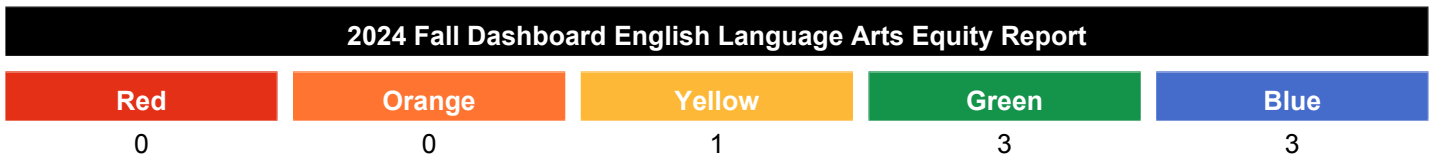
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Blue</p> <p>55.7 points above standard</p> <p>Increased 8.2 points</p> <p>441 Students</p>	<p><b>English Learners</b></p> <p> Green</p> <p>1.8 points above standard</p> <p>Increased 5.1 points</p> <p>53 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Green</p> <p>22.0 points above standard</p> <p>Declined 15.1 points</p> <p>123 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>17.3 points below standard</p> <p>Increased 11.3 points</p> <p>72 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>23.3 points above standard</p> <p>Increased 8.8 points</p> <p>22 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>94.1 points above standard</p> <p>Increased 17.1 points</p> <p>58 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>75.3 points above standard</p> <p>Maintained 1.8 points</p> <p>66 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>33.3 points above standard</p> <p>Increased 7.2 points</p> <p>129 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>87.1 points above standard</p> <p>Maintained 0.2 points</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>50.7 points above standard</p> <p>Increased 8.1 points</p> <p>137 Students</p>

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

### 2024 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>70.8 points below standard</p> <p>Maintained 0.5 points</p> <p>22 Students</p>	<p>53.3 points above standard</p> <p>Maintained 2.3 points</p> <p>31 Students</p>	<p>56.6 points above standard</p> <p>Increased 4.2 points</p> <p>350 Students</p>

#### Conclusions based on this data:

1. The overall performance level for all students in ELA is very high and increased by 8+ points scoring 55.7 points above standard.
2. Students with disabilities increased by 11+ points but continues to perform at the low level in ELA scoring 17.3 points below standard.
3. Students identified as low SES declined by 15 points in ELA but remains high scoring 22 points above standard.

# School and Student Performance Data

## Academic Performance Mathematics

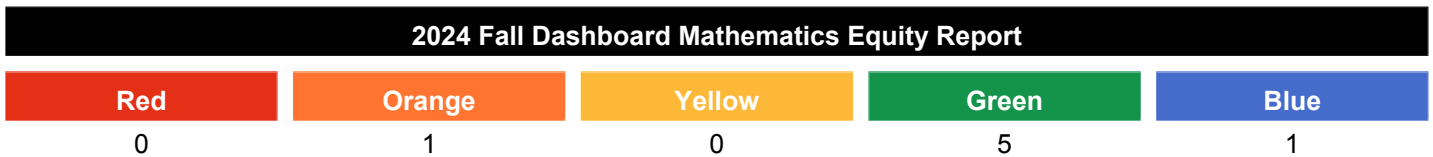
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>31.1 points above standard</p> <p>Maintained 1.4 points</p> <p>442 Students</p>	<p><b>English Learners</b></p> <p>Green</p> <p>1.0 points above standard</p> <p>Declined 5.3 points</p> <p>54 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>3 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>4.5 points above standard</p> <p>Declined 20.8 points</p> <p>123 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>32.6 points below standard</p> <p>Declined 13.6 points</p> <p>72 Students</p>	<p><b>African American</b></p>  <p>No Performance Color</p> <p>9.1 points below standard</p> <p>Increased 10.5 points</p> <p>22 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>83.4 points above standard</p> <p>Maintained 2.3 points</p> <p>58 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>48.0 points above standard</p> <p>Declined 8.5 points</p> <p>66 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>9.8 points above standard</p> <p>Maintained 0.1 points</p> <p>129 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>65.4 points above standard</p> <p>Declined 12.3 points</p> <p>27 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>19.3 points above standard</p> <p>Declined 5.4 points</p> <p>138 Students</p>

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

#### 2024 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>54.8 points below standard</p> <p>Declined 11.5 points</p> <p>23 Students</p>	<p>42.4 points above standard</p> <p>Declined 3.6 points</p> <p>31 Students</p>	<p>30.7 points above standard</p> <p>Declined 3.3 points</p> <p>350 Students</p>

#### Conclusions based on this data:

- 6 of our student groups (EL, SES, SWD, Filipino, Two or more races, White) declined in the area of mathematics in 23/24 though 5 groups (EL, SES, Filipino, Two or more races, white) remain above the state standard.
- Our Black student group was the only group to show an increase (10+ points) though they remain slightly below the state standard.
- Our students overall maintained in Mathematics and remained above the state standard by 31+ points.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Orange 50% making progress. Number Students: 38 Students	<b>Long-Term English Learner Progress</b>  No Performance Color making progress. Number Students: 2 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 15.8%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 26.3%	<b>Maintained ELPI Level 4</b> 7.9%	<b>Progressed At Least One ELPI Level</b> 39.5%

### Conclusions based on this data:

- The percentage of EL students decreasing one ELPI Level decreased from 21.9% to 15.8% (+6.1%)
- The percentage of EL students maintaining ELPI Level 1, 2L, 2H, 3L, or 3H increased from 21.9% to 26.3% (+4.4%).
- The percentage of EL students progressing at least one ELPI Level decreased from 51.2% to 39.5% (-11.7%), and the percentage of EL students maintaining ELPI Level 4 increased from 0.5% to 7.9% (7.4%).



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>6.3% Chronically Absent</p> <p>Declined 3.5</p> <p>790 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>16.7% Chronically Absent</p> <p>Increased 6.4</p> <p>66 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>10.7% Chronically Absent</p> <p>Declined 3.1</p> <p>225 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>14.3% Chronically Absent</p> <p>Declined 5.6</p> <p>147 Students</p>	<p><b>African American</b></p>  <p>Green</p> <p>2.6% Chronically Absent</p> <p>Declined 16.7</p> <p>38 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Green</p> <p>2.8% Chronically Absent</p> <p>Maintained 0.3</p> <p>108 Students</p>	<p><b>Filipino</b></p>  <p>Green</p> <p>4.3% Chronically Absent</p> <p>Declined 2.5</p> <p>115 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>8.6% Chronically Absent</p> <p>Declined 3.9</p> <p>244 Students</p>
<p><b>Two or More Races</b></p>  <p>Green</p> <p>4.5% Chronically Absent</p> <p>Declined 10.3</p> <p>67 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Green</p> <p>7.9% Chronically Absent</p> <p>Declined 0.9</p> <p>215 Students</p>

**Conclusions based on this data:**

1. The percentage of all students absent 10 percent or more of the instructional days they were enrolled (All Students 9.8% in 22/23, 6.3% in 23/24) decreased by 3.5% in 23/24. The percentage of EL students absent 10 percent or more of the instructional days they were enrolled (English Learners 10.3% in 22/23, 16.7 in 23/24) increased by 6.4%. The percentage of students identified as low SES absent 10 percent or more of the instructional days they were enrolled. (Socioeconomically Disadvantaged 13.8% in 22/23, 10.7 in 23/24) decreased by 3.1%. The percentage of students with disabilities absent 10 percent or more of the instructional days they were enrolled. (Students with Disabilities 19.8% in 22/23, 14.3% in 23/24) decreased by 5.5%.
2. Chronic Absenteeism increased and is highest for English Learners at 16.7%. Chronic Absenteeism declined significantly for African American students to 2.6% (decreased by 16.7%). Two or more races decreased by 10.3% to a low of 4.5%. Hispanic students' chronic absenteeism also reduced to 8.6% and White students decreased to 7.9%.
3. Chronic Absenteeism rates were maintained or declined in all student groups except for English Language Learners.

# School and Student Performance Data

## Academic Engagement Graduation Rate

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Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

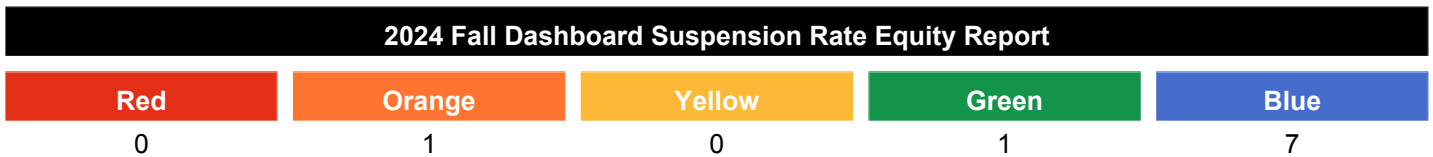
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0.1% suspended at least one day</p> <p>Maintained 0%</p> <p>793 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>1.5% suspended at least one day</p> <p>Increased 1.5%</p> <p>66 Students</p>	<p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>
<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0.4% suspended at least one day</p> <p>Maintained 0%</p> <p>226 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>147 Students</p>	<p><b>African American</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>38 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>
<p><b>Asian</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>108 Students</p>	<p><b>Filipino</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>115 Students</p>	<p><b>Hispanic</b></p>  <p>Green</p> <p>0.4% suspended at least one day</p> <p>Increased 0.4%</p> <p>244 Students</p>
<p><b>Two or More Races</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>68 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 0.4%</p> <p>217 Students</p>

**Conclusions based on this data:**

1. The 2023/24 Fall Dashboard Suspension Rate for All Students/Student Groups remained at 0.1%.
2. The percentage of students identified as low SES suspended at least once has maintained at 0.4%.
3. Our EL student group has increased and is the highest rate at 1.5%.

# 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.

#### Achievement Gap

This goal focuses on increasing academic achievement for all student groups while closing the achievement gap.

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

LCAP goal to which this school goal is aligned.

Goal #1: Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

### 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.

Increase ELA and math achievement for students with disabilities- Dashboard data indicates that our SWD student groups have declined in both areas and continue to perform significantly behind all students on their CAASPP assessments.

Increase ELA achievement for our EL student group- Dashboard data indicates that though our EL students have increased achievement to above standard in ELA, they remain significantly below "all students".

### 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
CA Dashboard-ELA	ALL- Blue: +55.7 DFS (increased 8.2) SWD- Yellow: -17.3 DFS (increased 11.3, up from Orange) EL- Green: +1.8 DFS (increased 5.1, up from Yellow)	ALL- Blue: +58.7 DFS SWD- Green: -11.3 DFS EL- Green: +7.8 DFS
iReady ELA (Mid Year)	ALL- 71% meeting/exceeding grade-level standards SWD- 48% meeting/exceeding grade-level standards EL- 30% meeting/exceeding grade-level standards	ALL- 76% meeting/exceeding grade-level standards SWD- 68% meeting/exceeding grade-level standards EL- 39% meeting/exceeding grade-level standards
CA Dashboard- Math	ALL- Green: +31.1 DFS (maintained) SWD- Orange -32.6 DFS (decreased 13.6) SED- Green: 4.5 DFS (decreased 20.8)	ALL- Green: +34.1 DFS SWD- Green: -26.6 DFS SED- Green: + 10.5 DFS
iReady Math (Mid Year)	ALL- 55% meeting/exceeding grade-level standards (-3) SWD- 39% meeting/exceeding grade-level standards SED- 46% meeting/exceeding grade-level standards	ALL- 60% meeting/exceeding grade-level standards SWD- 49% meeting/exceeding grade-level standards SED- 56% meeting/exceeding grade-level standards

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## Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.2	Teacher/student collaboration 3 times annually	SWD, ELs, SED	14,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
1.3	Parent education to support academic achievement	ALL	300 LCFF - Supplemental 4000-4999: Books And Supplies  LCFF - Supplemental 2000-2999: Classified Personnel Salaries
1.4	Additional support from district level staff	ALL	0 None Specified None Specified
1.5		ALL	0 None Specified None Specified
1.7			

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

In 2024-25 all planned activities were implemented. Metrics on the California Dashboard and in I-Ready increased.

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 in what was planned and what was implemented.

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.

To continue improving student achievement we are increasing professional collaboration time and input from all educational learning partners.

# 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.

#### English Learner Achievement

This goal focuses on increasing the academic achievement and language proficiency of our English Learners.

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

LCAP goal to which this school goal is aligned.

Goal #2 - Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

### 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.

English Learners are not making adequate progress in their language proficiency and there continues to be a significant gap in academic achievement in ELA compared to "all students" - CA Dashboard data indicates our English learners are struggling to achieve proficiency in ELA as compared to the ALL student groups.

### 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
CA Dashboard - English Language Arts (ELA)	ALL - Blue: +55.7 DFS (+8.2) EL - Green: -70.8 DFS (+5.1)	ALL -Blue: +58.7 DFS EL -Green: -67.8 DFS
2025 i-Ready ELA (Mid Year)	ALL - 70% meeting/exceeding grade-level standards (down 6%) EL - 28% meeting/exceeding grade-level standards (maintained)	ALL - 81% meeting/exceeding grade level standards EL - 38% meeting/exceeding grade level standards
CA Dashboard - English Learner Progress Indicator	50% of English Learners made progress towards English language proficiency (-3.5- Dropped from yellow to orange band)	55% of English Learners to make progress towards English language proficiency
Ellevation	8 LTELs	Decrease by 50%

### 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	Teacher collaboration focused on EL students	EL	3,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

2.2	Student Goal Setting - release time for teacher to meet with students	EL	2,000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.3	Parent Literacy Workshops	All	500 LCFF - Supplemental 4000-4999: Books And Supplies
2.4	Professional Development using district support	All	0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
2.5	EL Academy	EL	4000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Teachers calibrated and tested their own students with initial and Summative ELPAC and Students Achievement decreased.

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

Goals were not developed with all students. We did not have any parent education nights.

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.

Provide professional development for student goal setting during faculty meetings. Provide education nights. Provide EL Academy.

# 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

This goal focuses on increasing engagement for students to feel connected to school and learning.

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

LCAP goal to which this school goal is aligned.

Goal #3- Creating school environments that are responsive to student and educational partner Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

### 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.

Decrease Chronic Absenteeism for our students with disabilities, African American, two or more races, and EL student groups- Dashboard data indicates that these student groups miss more school days than ALL students which negatively impacts their academic achievement.

### Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 CA Dashboard- Chronic Absenteeism	ALL- 6.3% chronically absent (-3.5) SWD- 14.3% chronically absent (-5.6) African American- 2.6% chronically absent (-16.7) Two or More Races- 4.5% chronically absent (-10.3) EL Students- 16.7% chronically absent (+6.4%)	ALL- 3.3% chronically absent SWD- 5.9% chronically absent African American- 2.6% chronically absent Two or More Races-2.8% chronically absent EL Students- 1.8% chronically absent
2024 LCAP Student Survey question:	Students in my class behave so teachers can teach. ALL- 38% agree/strongly agree (down 7%) SWD- 38% agree/strongly agree (down 14%) African American- 43% agree/strongly agree (up 1%) EL Students- 35% agree/strongly agree (down 2%)	Students in my class behave so teachers can teach. ALL- 51% agree/strongly agree SWD- 61% agree/strongly agree African American- 52% agree/strongly agree EL Students- 47% agree/strongly agree
2024 LCAP Student Survey question:	Students treat each other well at my school. ALL- 44% agree/strongly agree (up 9%) SWD- 44% agree/strongly agree (up 14%)	Students treat each other well at my school. ALL- 50% agree/strongly agree SWD- 47% agree/strongly agree African American- 45% agree/strongly agree

	African American- 39% agree/strongly agree (up 21%) EL Students- 42% agree/strongly agree (up 5%)	EL Students- 48% agree/strongly agree
2024 LCAP Student Survey question:	My school has clear rules and expectations for behavior. ALL- 90% agree/strongly agree (up 6%) SWD- 85% agree/strongly agree (up 10%) EL Students- 92% agree/strongly agree (up 19%)	My school has clear rules and expectations for behavior. ALL- 93% agree/strongly agree SWD- 91% agree/strongly agree EL Students- 95% agree/strongly agree

## 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	Capturing Kids Hearts Processes added to Tier 1 PBIS Implementation - Professional Development for ALL Staff	All	0 LCFF - Supplemental 2000-2999: Classified Personnel Salaries
3.2	Weekly meetings for the Tier 3 Task Force to guide year 2 implementation, Tier 3 implementation	All	0 LCFF - Supplemental None Specified
3.3	Student Advisory Council (Need Name)-one student form each 4,5,6, classes, monthly meetings	All	500 LCFF - Supplemental 0000: Unrestricted
3.4	Student Leadership Teams/Opportunities	All	500 LCFF - Supplemental 0000: Unrestricted
3.5	Regular attendance meetings to explore barriers and offer support and resources for chronic absenteeism		0 None Specified None Specified
3.6	Incentives and awards for attendance & behavior	ALL	2665 LCFF - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2024-25

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

## Analysis

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

We focused on creating relationships and safe spaces for students to help them want to come to school and feel safe while here to learn. Students felt expectations were clear, but not all students followed the expectations. Students do not feel that in class behavior has improved. The students do feel that students are treating each other well. Incentives for attendance are not showing positive results.

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 from our intended implementation.

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 be training all staff in Capturing Kids Hearts. New SEL curriculum will be implemented district wide. We will have regular attendance meetings with families.

# 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.

#### Family Engagement

This goal focuses on increasing engagement for our families and ensuring they are part of the decision-making process to support learning for their students.

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

LCAP goal to which this school goal is aligned.

Goal #4 - Engage parents in the school community and decision-making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

### 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.

Families indicated that they do not all feel a sense of belonging or that they are not provided opportunities to be involved in their student's learning. Students with disabilities, EL, and African American student groups are struggling to achieve proficiency in ELA and Math as compared to the ALL student groups.

### 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
2024 LCAP Family Survey Question:	89% of families indicated that they feel like an important part of the school community. (up 2 %) All students: 57% agree/strongly agree (up 9%) EL students- 63% agree/strongly agree (up 9%) SWD- 57% agree/strongly agree (up 9%) African American students: 41% agree/strongly agree (down 11%)	92% of families indicated that they feel like an important part of the school community. All students: 60% agree/strongly agree EL students- 65% agree/strongly agree SWD- 60% agree/strongly agree African American students: 58% agree/strongly agree
2024 LCAP Family Survey Question:	90% of families indicated that good behavior is noticed at their child's school. (up 2%) All students-54% (down 2%) EL students- 67% agree/strongly agree (up 8%) SWD- 53% agree/strongly agree (up 1 %) African American students: 65% agree/strongly agree (down 2%)	93% of families indicated that good behavior is noticed at their child's school. All Students EL students- 68% agree/strongly agree SWD- 57% agree/strongly agree African American students: 71% agree/strongly agree
2024 LCAP Family Survey Question:	77% of families indicated that they see their family's culture represented in the	80% of families indicated that they see their family's culture represented in the school and academic content taught.

	school and academic content taught. (up 3%)	
2024 LCAP Student Survey Question:	86% of students feel that their family is involved in their learning. (up 9%) EL- 83% agree/strongly agree (up 16%) SWD- 87% agree/strongly agree (up 18%) African American: 87% agree/strongly agree (up 11%)	89% of students feel that their family is involved in their learning. EL- 86% agree/strongly agree SWD- 90% agree/strongly agree African American: 90% agree/strongly agree

## 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	Professional development for teachers focused on Family Engagement	All	0
4.2	Multicultural task force (5 meetings a year) comprised of teachers, classified staff, parents, and student leadership)	All	1000 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
4.3	Coffee with the principal x 10	All	300 LCFF - Supplemental 4000-4999: Books And Supplies
4.4	100 day plan including teacher/admin communication with parents within the first 30 days	All	0
4.5	Positive phone calls and notes home/ Awards assemblies/ PBIS recognitions from adults and students	All	200 LCFF - Supplemental 4000-4999: Books And Supplies

## Annual Review

### SPSA Year Reviewed: 2024-25

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

### Analysis

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

We held many events to engage our families such as monthly Coffee with the Principal, PTA events, Site Council, ELAC & Wellness Committee to name a few. Our Connectedness Survey Questions went up significantly in most areas.

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

Very little funding was spent on food as most parents have indicated a preference to hybrid or all virtual meetings. We had no cultural events to celebrate our multicultural school community.

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

This year the focus will be on families feeling they hold an important place in our schools through positive recognitions of students and cultural events to celebrate our multicultural school community.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 5

### Title and Description of School Goal

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

#### Inclusivity and Diversity

This goal focuses on increasing the opportunities for students to see themselves in their learning and represented within our schools and having a sense of belonging and value within our school community.

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

LCAP goal to which this school goal is aligned.

Goal #5: Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.

### 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.

Families and students indicated that they do not all feel a sense of a cultural belonging and an important part of our school. Students with Disabilities, English learners, and African American student groups are struggling to increase academic achievement in Math and/or ELA compared to the ALL student group.

### 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
2024 LCAP Student Survey Question:	57% students indicated that they feel they are an important part of the school community. (up 9%)	60% students indicated that they feel they are an important part of the school community.
2024 LCAP Student Survey Question:	39% students indicated that they see their family's culture represented in the school learning. (down 12%) SWD: 43% agree/strongly agree (down 11%) ELs: 54% agree/strongly agree (up 6%) African American: 39% agree/strongly agree (down 6%)	50% students indicated that they see their family's culture represented in the school and academic content taught. SWD: 49% agree/strongly agree ELs: 67% agree/strongly agree African American: 50% agree/strongly agree
2024 LCAP Family Survey Question:	77% of families indicated that they see their family's culture represented in the school and the academic content. (up 3%)	80% of families indicated that they see their family's culture represented in the school and the academic content.
2024 LCAP Family Survey Question:	89% of families indicated that they feel like their family is an important part of the school community. (up 2%)	93% of families indicated that they feel like their family is an important part of the school community.

## 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
5.1	Welcoming signage and resources in multiple languages	All	2000 LCFF - Supplemental 4000-4999: Books And Supplies
5.2	Multicultural task force (5 meetings a year) comprised of teachers, classified staff, parents, and student leadership) (same as 4.2)	All	610 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries
5.3	Family Cultural Celebrations x 4	All	500 LCFF - Supplemental 4000-4999: Books And Supplies
5.4	Cultural Celebrations using VAPA experiences for students	All	2000 LCFF - Supplemental 5000-5999: Services And Other Operating Expenditures
5.5			

## Annual Review

**SPSA Year Reviewed: 2024-25**

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

### Analysis

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

Culturally relevant / historical dates were recognized and celebrated on campus and shared out to the community. Our overall results decline 12%.

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 not many assemblies/performances centered around this topic, multicultural experiences were not scheduled.

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 be more inclusive of our families with feedback opportunities and a task force to increase the celebration of diversity both at the student level and the family level.

# Budget Summary

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

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$34,075.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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 (\$)
	\$0.00
LCFF - Supplemental	\$34,075.00
None Specified	\$0.00

Subtotal of state or local funds included for this school: \$34,075.00

Total of federal, state, and/or local funds for this school: \$34,075.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	32078	-1,997.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	34,075.00
None Specified	0.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	1,000.00
1000-1999: Certificated Personnel Salaries	24,610.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	6,465.00
5000-5999: Services And Other Operating Expenditures	2,000.00
None Specified	0.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
0000: Unrestricted	LCFF - Supplemental	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	24,610.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	0.00
4000-4999: Books And Supplies	LCFF - Supplemental	6,465.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00

None Specified	LCFF - Supplemental	0.00
None Specified	None Specified	0.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	14,300.00
Goal 2	9,500.00
Goal 3	3,665.00
Goal 4	1,500.00
Goal 5	5,110.00

# School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Sofia Henderson	Parent or Community Member
Jora Amirkhanian	Parent or Community Member
Carlos Estrada	Parent or Community Member
Beldevina Pinedo	Parent or Community Member
Christine Preciado	Parent or Community Member
Lori Brink	Classroom Teacher
Katelyn Larsen	Classroom Teacher
Catherine Maness	Classroom Teacher
Jeneique Johnston	Other School Staff
Samantha Ford	Principal
Christine Ivey	Other School Staff

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 13, 2025.

Attested:


Principal, Samantha Ford on May 14, 2025

SSC Chairperson, Sofia Henderson on May 14, 2025

# Instructions

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

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

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

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

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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

Complete the table as follows:

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## **Budget Summary Table**

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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

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

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

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

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

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023