



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

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name		County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Culverdale School	Elementary	30-73650-6089429	Reapproval Sept. 24, 2025 / May 15, 2025	Reapproval Nov. 4, 2025 / June 24, 2025

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

This plan focuses on our PK-6 School Wide Program and includes Additional Targeted Support and Improvement for an area of identified inequitable metrics.

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

This plan is aligned with the District's Local Control and Accountability Plan (LCAP) through collaboration with the District and educational partners to examine state, local, and school data as part of a comprehensive needs assessment. This 3-year plan outlines our school's goals, measurable outcomes, strategies, actions, and services that are aligned with those of the district. Specified usage of federal and state funding is linked to strategies, actions, and services that support this plan's goals. This includes the development of a system to monitor and evaluate the efficacy of the plan in achieving its goals, and the provision of supplemental services that support improved performance for high-needs students.

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Needs Assessment

Data Analysis

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities and local assessments to modify instruction and improve student achievement. The analysis should look at all students and take special consideration of all subgroups. CAASPP and CA Dashboard data is unpacked annually for results in academic performance, engagement, and climate. Local assessments, surveys, classroom observations, etc. are also examined to adjust instruction and to help the well-being of all students. Examples for data to be used in this section are CA Dashboard, Panorama, Hanover Survey, School Site Data, etc.

	Literacy
Data Analyzed	LPA Literacy screener, September 2024 (grades K-2) LPA Literacy screener, February 2025 (grades K-2) STAR Reading screener, September 2024 (grades 2-5) STAR Reading screener, February 2025 (grades 2-5) California Dashboard, spring 2024 ELA SBAC (grades 3-6)
Strengths	2024-2025 Progress Monitoring - Only 18% of Kindergarten students scored a perfect 54 Alphabet Recognition at the beginning of the year, but 56% scored a perfect 54 at mid-year. - Only 30% of Kindergarten students scored at least 9 benchmark in Phonemic Awareness at the beginning of the year, but 86% scored at least 9 benchmark at mid-year. 72% of Kindergarten students scored at Benchmark for mid-year Reading Level, and another 8% Nearly Met Benchmark at mid-year. 2023-2024 Summative Data (May 2024) - Culverdale Elementary shows a Yellow performance level in English Language Arts on the CA Dashboard for all students. This indicates that, overall, student performance is near the state standard. - In English Language Arts, the "All Students" group scored 4.9 points above standard in 2024, and this has maintained a gain of 0.4 points. - Certain student groups are performing well in English Language Arts: "White students" have a Green performance level and are 12.8 points above standard. "Asian students" have a Blue performance level and are 14 points above standard. - Recently Reclassified English Learners are performing strongly at 82.8 points above standard in English Language Arts, with an increase of 11.6 Points. - The English Language Arts Growth for the "All Students" group is above the typical growth of students with similar prior test scores. Their growth score is 21 points above typical growth, and the possible range is entirely above typical growth (17 to 24 points above).
Areas for Growth	2024-2025 Progress Monitoring

	Literacy
	3rd Grade shows a decrease in students At or Above Benchmark in reading levels from the beginning of the year (64.4%) to the middle of the year (56.2%). 4th Grade also shows a decrease in students At or Above Benchmark in reading levels from the beginning of the year (58.8%) to the middle of the year (52.9%). 2023-2024 Summative Data (May 2024) - While the overall performance in English Language Arts is Yellow, there are student groups that are not meeting the standard: "Students with Disabilities" have a Red performance level and are 128.3 points below standard in English Language Arts, with a decline of 30.6 Points. "Hispanic students" have an Orange performance level and are 10.7 points below standard in English Language Arts. "Socioeconomically Disadvantaged students" have an Orange performance level and are 7.6 points below standard in English Language Arts. "English Learners" have a Yellow performance level and are 11.4 points below standard in English Language Arts, although they show an increase of 5.9 Points. - Current English Learners are significantly below standard at 50.3 points below standard, despite an increase of 14.4 Points.
Questions & Key Findings	Key Findings: - Student academic achievement in reading is a significant concern; based on mid-year benchmark data, no grade level is currently making expected progress. - Teachers report that large class sizes (over 30 in grades K–3 and over 33 in grades 4–6), especially when Essentials Mild/Moderate students are mainstreamed without additional support, limit their ability to provide differentiated and targeted instruction. - The prevalence of combination classes in K–1, 1–2, 2–3, and 5–6 adds instructional complexity, especially in lower grades where only one stand-alone K, 1st, or 2nd grade class exists. This makes it challenging to ensure consistent, grade-level academic instruction and support. Questions: - Given that large class sizes and combination classes present ongoing structural challenges, what strategies can teachers and site leadership implement to ensure students still make meaningful academic progress, particularly in reading? - In what ways can we adapt our instructional practices, schedules, or use of support staff to maximize the effectiveness of small-group instruction and targeted intervention, even within the current classroom configurations?
	Math
Data Analyzed	STAR Math screener, September 2024 (grades 2-5) STAR Math screener, February 2025 (grades 1-5) Math Basic Skills Assessment, February 2025 (grade 6) California Dashboard, spring 2024 Math SBAC (grades 3-6)

	Math
Strengths	2024-2025 Progress Monitoring 1st Grade shows a high percentage of students At or Above Benchmark on the STAR Math Assessment at the middle of the year (70.8%). 2nd Grade shows a significant increase in students At or Above Benchmark on the STAR Math Assessment from the beginning of the year (57.9%) to the middle of the year (71.9%). 3rd Grade shows an increase in students At or Above Benchmark on the STAR Math Assessment from the beginning of the year (66.7%) to the middle of the year (73.6%). 4th Grade shows a slight increase in students At or Above Benchmark on the STAR Math Assessment from the beginning of the year (73.5%) to the middle of the year (76.5%). 5th Grade shows an increase in students At or Above Benchmark on the STAR Math Assessment from the beginning of the year (64.4%) to the middle of the year (67.8%). 6th Grade shows a significant percentage of students Above Benchmark (33.8%) and At Benchmark (20.0%) on the Math Basic Skills Assessment at the middle of the year, totaling 53.8% meeting or exceeding the benchmark. 2023-2024 Summative Data (May 2024) Culverdale Elementary shows a Green performance level in Mathematics on the CA Dashboard for all students. This indicates that, overall, student performance meets the state standard. - In Mathematics, the "All Students group" scored 6.9 points above standard and has maintained 1.2 Points. - Certain student groups are performing well in Mathematics: "English Learners" have a Green performance level and are 11.8 points above standard, with an increase of 4.8 Points. "White students" have a Green performance level and are 2.7 points above standard. "Asian students" have a Blue performance level and are 43 points above standard, with an increase of 18.5 Points. - The Mathematics Growth for the "All Students group" is above the typical growth of students with similar prior test scores. Their growth score is 20 points above typical growth, and the possible range is entirely above typical growth (17 to 24 points above).
Areas for Growth	2024-2025 Progress Monitoring - N/A 2023-2024 Summative Data (May 2024) - While the overall performance in Mathematics is Green, there are student groups that are not meeting the standard:

	Math
	• "Students with Disabilities" have a Red performance level and are 125.8 points below standard in Mathematics, with a decline of 24.5 Points. Furthermore, their growth is 18 points below Typical Growth. • "Hispanic students" have a Yellow performance level and are 23.5 points below standard in Mathematics. • "Socioeconomically Disadvantaged students" have a Yellow performance level and are 12.9 points below standard in Mathematics, with a decline of 6.5 Points. • "African American students" have No Performance Color and are 87.1 points below standard with a decline of 24.8 Points. • "Two or More Races students" have No Performance Color and are 15.3 points below standard with a decline of 40 Points.
Questions & Key Findings	Key Findings: • 2nd, 3rd, 4th, 5th grades have all increased the % of students At or Above Benchmark during this current score year. • 2nd grade (14% increase), 3rd grade (7% increase), 4th and 5th grades (3% increase) • 1st grade and 6th grade only have only data point, with an End-of-Year assessment in April/May 2025. • Teachers report that large class sizes (over 30 in grades K–3 and over 33 in grades 4–6), especially when Essentials Mild/Moderate students are mainstreamed without additional support, limit their ability to provide differentiated and targeted instruction. • The prevalence of combination classes in K–1, 1–2, 2–3, and 5–6 adds instructional complexity, especially in lower grades where only one stand-alone K, 1st, or 2nd grade class exists. This makes it challenging to ensure consistent, grade-level academic instruction and support. Questions: • Given that large class sizes and combination classes present ongoing structural challenges, what strategies can teachers and site leadership implement to ensure students still make meaningful academic progress, particularly in math? • In what ways can we adapt our instructional practices, schedules, or use of support staff to maximize the effectiveness of small-group instruction and targeted intervention, even within the current classroom configurations?

	SEL/Behavior
Data Analyzed	IUSD Annual Survey, January-February 2025 Panorama SEL screener data, October 2024 Panorama SEL screener data, March 2025 (results pending after March 21) Aeries student discipline data, August 2024-March 2025
Strengths	2024-2025 Progress Monitoring • Improvements in K-2 SEL: Teacher perceptions in grades K-2 indicate significant increases since the last survey in Emotion Regulation, Grit, Self-Management, and Social Awareness. This suggests that efforts to improve these areas in younger students are having a positive impact.

	SEL/Behavior
	• Have received Tier 2 school-based counseling (1-8 sessions) = 18 students • Have received Tier 3 school-based counseling (9+ sessions) = 28 students • According to the Annual Parent/Guardian Survey, 95% of parents agree or strongly agree that mistakes are part of their child's learning process. This suggests a positive understanding among parents regarding the importance of mistakes in student development, which can contribute to a more supportive environment for learning and risk-taking. • The Annual Student Survey indicates that 91% of students agree or strongly agree that they understand the relationship between what they learn in the classroom and how they can use it in their lives. This understanding can foster a sense of purpose and engagement, positively impacting student behavior and investment in their learning. January 2025 SEL screener focused on 4 Focal SEL Areas: Grit, Social Awareness, Self-Management, and Emotion Regulation • The majority of students show a higher rating of favorable responses compared to the Fall Panorama screener. • For Emotional Regulation, only 50% of 3rd-6th graders said they could calm down when upset in Fall 2024, but now the average responding with this ability is 71%. • Very few students marked "rarely able to" in response to questions about SEL abilities in the 4 focal areas.
Areas for Growth	• Emotion Regulation (Grades 3-6): Student data shows an average of 47% favorable responses, below the district average of 50%. Teachers of K-2 students also perceive Emotion Regulation at 63% favorable, below the district average of 77%. • Grit (Grades 3-6 & K-2): Students in grades 3-6 report 67% favorable responses for Grit, below the district average of 69%. Teachers of K-2 students perceive Grit at only 53% favorable, significantly lower than the district average of 69%. • Self-Management (Grades 3-6 & K-2): Students in grades 3-6 have an average of 69% favorable responses in Self-Management, considerably lower than the district average of 78%. • Teacher perception of Self-Management in grades K-2 is also low, with only 43% favorable responses, far below the district average of 58%. • Social Awareness (Grades 3-6 & K-2): Students in grades 3-6 report 67% favorable responses for Social Awareness, below the district average of 71%. • Teachers perceive Social Awareness in grades K-2 at 55% favorable, also lower than the district average of 72%. • Variations Across Student Groups: Panorama data reveals differences in SEL outcomes based on ELL status, ethnicity, and GATE status, indicating a need for targeted supports for different subgroups • The Annual Parent/Guardian Survey reveals that a notable portion of parents (approximately 52% when combining "Sometimes," "Not often," and "Never") do not consistently feel their child has an opportunity to share opinions and ideas at school. Creating more consistent and accessible avenues for student

	SEL/Behavior
	voice could enhance their sense of belonging and influence their behavior within the school community. - Based on the Annual Staff Survey, 64% of staff disagree or strongly disagree that class sizes in the school are appropriate and supportive of student learning. Overcrowded classrooms can make it challenging for teachers to provide individualized support for students' social-emotional needs and address behavioral issues effectively. January 2025 SEL screener focused on 4 Focal SEL Areas: Grit, Social Awareness, Self-Management, and Emotion Regulation - Nearly 20-30% of students indicated they are “sometimes able to” in response to questions about SEL abilities in the 4 focal areas.
Questions & Key Findings	Key Findings: - The current year's SEL Fall 2024 Panorama data was much more concerning than previous years' Fall Panorama data, coinciding with 4 combo classes and very large class sizes (Culverdale enrollment was so full, we displaced more than 20 students to other schools in the first few months of 2024-2025). - Teachers cite challenges presented by large class sizes (>30 grades K-3 and >33 grades 4-6) with Essentials Mild/Mod students mainstreamed into large class sizes. - Teachers cite additional instructional and management challenges presented by combo classes in K-1, 1-2, 2-3, and 5-6 with grades K-2 only having one K, 1, 2 class of students beyond those combos. Questions: - During each trimester's awards ceremonies, the principal reviews Grit (The Learning Pit) by interacting with all students in the presence of parent audiences. How often and what specifically is each classroom teacher discussing in class related to Zones of Regulation, The Learning Pit (grit), and Size of the Problem? - What method does the ERC-counselor use with classroom teachers to co-teach SEL Curriculum for consistency between the ERC's monthly classroom lesson? - How can our staff implement different equity strategies and systems aimed at closing the achievement gap for subgroups identified in Areas of Growth?

	School Climate
Data Analyzed	Principal Survey of Parents, September 2024 IUSD Annual Survey, January-February 2025 Panorama SEL screener data, October 2024 Panorama SEL screener data, March 2025 (results pending after March 21) Aeries student discipline data, August 2024-March 2025
Strengths	Supportive Relationships (Grades 3-6): Students in grades 3-6 report strong Supportive Relationships, with an average of 87% favorable responses, slightly above the district average of 86%. High percentages of students feel they have a reliable adult at school (85%), a supportive family member (87%), and a dependable friend at school (90%).

	School Climate
	- Low Suspension Rate: Culverdale Elementary has a Blue performance level for Suspension Rate, with only 0.5% of students suspended. This indicates a positive and safe school climate, and the rate is declining. Multiple student groups also have a Blue suspension rate - New in 2024-2025, Culverdale has a Student Government comprised of officers in 5th and 6th grade who ran for officer positions via campaigns and elections by students, and each classroom has 2 student representatives who attend regular meetings to provide student voice to school decisions such as new playground purchases, school spirit activities, service learning, and resolving campus issues in collaboration with school staff. - Sense of Belonging for Parents: In October 2024, 85 parents responded to the principal's anonymous survey. 58.8% of respondents said that they have had a 1-on-1 conversation with the principal Mr. Burke. When asked "How comfortable do you feel as part of the Culverdale community?" the responses were: (4) Very Comfortable = 48.2% (3) Comfortable = 28.2% (2) Slightly Uncomfortable = 20% (1) Very Uncomfortable = 3.5% - The Annual Parent/Guardian Survey shows that 88% of parents agree or strongly agree that teachers acknowledge and make an effort to connect with their child. This strong positive sentiment indicates that parents generally perceive teachers as caring and engaged, which is a crucial element of a positive school climate. - The Annual Staff Survey indicates that 93% of staff feel they have an opportunity to share their opinions on the Local Control Accountability Plan (LCAP) through district surveys and at their school. This suggests that staff feel their voices are heard and valued, which can contribute to a more positive and collaborative work environment, indirectly benefiting the overall school climate.
Areas for Growth	- Chronic Absenteeism: The overall rate of Chronic Absenteeism is Yellow at 14.4%. While this rate has declined, it still requires attention. Several student groups are in the Orange or Yellow categories. Notably, the Homeless student group has a very high rate of 72.7%. - Staff Perceptions of Instructional Environment: Staff survey comments indicate potential concerns that can impact school climate, including the need for smaller class sizes, more support for students with special needs, and strategies for managing challenging student behaviors. The need for increased staffing and substitute support was also mentioned. These factors can influence staff morale and the overall learning environment. - On the principal's survey, nearly 1 in 4 parents responded that they were not comfortable as part of the Culverdale community in October 2024. Another survey will be administered in May 2025 following the final community event of the school year, the Jogathon Color Run event that invites parents on campus to cheer and/or volunteer.

	School Climate
	- According to the Annual Parent/Guardian Survey, only 76% of parents agree or strongly agree that they believe their child's class sizes are appropriate and supportive of student learning. This indicates that a significant minority of parents have concerns about class sizes and their impact on the learning environment and overall school climate. - The Annual Student Survey shows that 13% of students selected "Don't know" when asked if their teachers use a variety of strategies and activities to help them learn. While a majority agree, this "Don't know" response could suggest a disconnect or lack of clarity for some students regarding their teachers' instructional approaches, potentially impacting their sense of engagement and the overall classroom climate.
Questions & Key Findings	Key Findings: - Chronic Absenteeism has improved, but a significant number of students are missing more than 10% of the school year (African American, Hispanic, Students with Disabilities, Homeless). - While 13% of students surveyed reported "Don't Know" about teachers' strategies, it's surprising that 87% of students at this age can recognize those strategies are being implemented by teachers. Questions: - What schools or school districts have had success improving these specific subgroups' Chronic Absenteeism rates, so we can replicate those strategies? - How can staff help to clarify for students the strategies and academic learning options being offered by teachers?

	College and Career Readiness (High Schools Only)
Data Analyzed	
Strengths	
Areas for Growth	
Questions & Key Findings	

Priority Focus Areas/Identified Needs

Identify the most pressing areas for growth for the school action plan. A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Summarize the most pressing root causes from your key findings. These are the practices, policies, systems, or mindsets that are prevalent and may be contributing to inequitable outcomes for marginalized groups. Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for actions.

(A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. It addresses the problem rather than the symptom.)

Based on the current year's Needs Assessment, the most pressing areas for growth for the school action plan, along with their potential root causes identified in the key findings, are as follows:

Most Pressing Areas for Growth:

- **Literacy Outcomes for Subgroups:** While the overall performance in English Language Arts is "Yellow," several student groups are not meeting the standard. These groups include "Students with Disabilities" (Red performance level, significantly below standard with a decline), "Hispanic students" (Orange performance level, below standard), "Socioeconomically Disadvantaged students" (Orange performance level, below standard), and "English Learners" (Yellow performance level, below standard, with "Current English Learners" significantly below standard). Additionally, 3rd and 4th grades show a decrease in students At or Above Benchmark in reading levels mid-year, and no grade levels are making expected reading progress overall.
- **Math Outcomes for Subgroups:** Although the overall performance in Mathematics is "Green," certain student groups are not meeting the standard. These include "Students with Disabilities" (Red performance level, significantly below standard with a decline and below typical growth), "Hispanic students" (Yellow performance level, below standard), "Socioeconomically Disadvantaged students" (Yellow performance level, below standard with a decline), "African American students" (No Performance Color, significantly below standard with a decline), and "Two or More Races students" (No Performance Color, below standard with a decline).
- **SEL Skills:** In the four focal SEL areas (Emotion Regulation, Grit, Social Awareness, and Self-Management), student (grades 3-6) and teacher (grades K-2) perceptions are generally below the district averages. There are also variations in SEL outcomes across different student groups (ELL status, ethnicity, and GATE status), suggesting inequitable outcomes. Specifically, Emotion Regulation in grades 3-6 and Grit and Self-Management in both 3-6 and K-2 appear to be significant areas for growth based on the gap with district averages.
- **Chronic Absenteeism for Subgroups:** The overall rate of Chronic Absenteeism is "Yellow" and requires attention. Notably, the "Homeless" student group has a very high rate, and several other student groups (African American, Hispanic, Students with Disabilities) are in the "Orange" or "Yellow" categories.
- **Staff Perception of Class Sizes and Support:** A significant majority of staff disagree that class sizes are appropriate and supportive of student learning. Staff survey comments also indicate concerns about the need for smaller class sizes and more support for students with special needs.

Most Pressing Root Causes from Key Findings:

- **Large Class Sizes:** Teachers consistently cite large class sizes (>30 in grades K-3 and >33 in grades 4-6) as a significant challenge affecting instruction and management. This is exacerbated by the mainstreaming of Essentials Mild/Mod students into these large classes, creating additional instructional and management difficulties. The Annual Staff Survey also highlights that most staff do not believe class sizes are appropriate for student learning. This likely impacts teachers' ability to provide individualized support in literacy, math, and SEL, and may contribute to classroom management issues.
- **Prevalence of Combination Classes:** Teachers also identify combo classes in grades K-1, 1-2, 2-3, and 5-6 as presenting additional instructional and management challenges. The fact that grades K-2 only have one non-combo class further intensifies this issue. Year-after-year combo classes are specifically questioned as a potential barrier to improvement. The complexities of teaching across multiple grade levels simultaneously could hinder targeted instruction needed to improve outcomes and address achievement gaps.
- **Potential Lack of Consistent SEL Implementation:** While there are strengths in K-2 SEL, the data for grades 3-6 and teacher perceptions in K-2 indicate areas for growth. Questions in the "Questions & Key Findings" section of the SEL/Behavior data inquire about the frequency and specifics of classroom discussions related to SEL frameworks and the methods used for consistent co-teaching of SEL curriculum. This suggests a potential inconsistency or lack of widespread, effective implementation of SEL strategies across all classrooms and grade levels, which could contribute to the identified areas for growth in SEL skills.

These root causes, particularly large class sizes and combo classes, appear to be systemic factors that could be contributing to the identified areas for growth across academic and social-emotional domains, potentially exacerbating inequities for marginalized student groups by limiting individualized attention and targeted support. Addressing these systemic issues could be crucial for developing effective strategies to improve student achievement and well-being.

Educational Partner Involvement

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Involvement Process for the SPSA and Annual Review and Update

staff meetings

IUSD Online Annual Survey of community, staff, and students: Jan 10 - Feb 10, 2025

Principal survey to Culverdale parents & guardians: October 2024, May 2025

School Site Council meetings: 9/18/2024, 10/30/2025, 3/12/2025, 5/15/2025

ELAC Parent Engagement Nights: 11/7/2024, 4/21/2025

monthly PTA General Meetings: September 2024 to May 2025

"Parent Institute of Quality Education" (PIQE): each Wednesday from September 11 to October 30, 2024

Annual Review

SPSA Year Reviewed: 2024-25

Respond to the following prompts for each goal.

ANALYSIS

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

Goal 1: "Create a positive school climate and system of supports for each student's personal and academic success."

IMPLEMENTED

- All instructional staff received professional development on engagement strategies, including a July 2024 Innovative Schools Summit for five teachers and two site administrators.
- Teachers used a method to collect each student's "voice" at least once per month, inviting students to provide constructive feedback for the teacher and the student's comfort on campus.
- Established education-based partnerships and build capacity in parents.
- Provided parents with frequent communication tied directly to student progress and effort.
- Provided strategies, tools, and resources for parents to support each student's academic achievement through a home-school partnership.
- Child care provided for school parent engagement events.
- Food provided for dinner-time family & parent events, as requested by parents through surveys and direct input from parents.
- The Panorama SEL screener administered in Fall 2024 and Spring 2025, with collective data by subgroup used to target Tier 2 and Tier 3 SEL supports for students and families. Tier 1 SEL lessons and classroom activities incorporated skill-building opportunities for grit, self-management, and emotional regulation.
- Our Multi-Tiered Systems of Support (MTSS) "behavior/SEL intervention team" met monthly to review data & observations of students referred by teachers for study teams to develop additional support, in partnership with parents and guardians.
- Each trimester, award ceremonies with parent attendance reinforced our school-wide SEL and academic efforts. During each ceremony, students in the audience interacted with the principal to describe their perspective of the observable student behaviors for each award (i.e. Wordly Wizard, Math Master, Showing Grit, Friendly Koala).
- Instructional Assistants and other support staff ensured that adequate recess supervision by staff monitored and addressed our student needs immediately.

- Supervision staffing adjusted to address campus areas where bullying or racism was reported to happen, and staff used progressive discipline and counseling supports when investigating reports of mistreatment.
- Staff and site administrators reviewed school Codes of Conduct and adjusted policies as necessary, published on the school website and intentionally teaching all students the school and classroom expectations. As needed, Tier 2 instruction retaught expectations and clarified policies in partnership with parents.
- Administrative discipline and/or Student Study Team (SST) referrals were enacted when behaviors were significant or if behaviors were repeated despite Tier 2 interventions and strategies.
- An elementary resource counselor (ERC) provided Tier 1, Tier 2, and Tier 3 support based on staff or parent referral. When students self-referred, parents and the teacher were notified for consent before sessions could be implemented.
- The 5th-6th grade Student Government sought PK-6 feedback and implemented students' ideas to improve the campus and its sense of belonging. Projects proposed by Student Government were funded, at the discretion of administration and staff.
- An ELAC family engagement event included all families but provided strategic efforts and advertising to attract family subgroups.
- Our PBIS ticket system was revamped, using student voice data to ensure students continued buy-in.
- A staff-wide behavior reporting system was implemented to collect data on persistent minor behaviors and more significant incidents to inform and guide Tier 2 behavior lessons.

NOT IMPLEMENTED AS PLANNED

- Our school library was not able to be staffed after school each Wednesday to welcome families for browsing English and non-English literature for check-out by students (due to limited staff hours being prioritized on student activities during the instructional day).
- The ERC and teachers did not specifically utilize Social Justice standards to teach respect for all cultures, races, religions, socioeconomic levels, etc with fidelity (partially implemented).
- A reporting system was not developed for students to "See something, Say something" to a trusted staff member (however, other measures were implemented).

Goal 2: "All students will attain proficiency in the state standards – through access to rigorous and relevant learning tools, resources, and skills for all staff and students."

IMPLEMENTED

- PLC tight agreements: Certificated teammates provided the same learning opportunities and enrichment activities for each class - including curriculum, instructional practices, interventions, educational software, and parent involvement. Tier 1 instruction was mostly focused on the high-priority essential standards. Common assessments are given to assess only high-priority standards. Each PLC meetings focused on data analysis and action steps. Tier 2 groups were planned in response to assessment results and provided in a timely manner. When Tier 2 instruction provided reteaching of an essential standard, other students could explore lower-priority standards.
- Professional Learning Communities (PLCs) operated weekly among grade-level teachers, focused on analyzing data from their common assessments to determine which students should be provided enrichment and which students need Tier 2 or Tier 3 support. The principal and assistant principal supported as instructional leaders and facilitators of data analysis, staffing, scheduling, and resources.
- Reading and Math screeners were administered periodically to determine each student's proficiency level (range). Diagnostic assessments were administered for students whose current academic level merits Tier 3 intervention.
- From PreK to 6th grade, all teachers provided learning opportunities that focused on students attaining proficiency in basic mathematics basic skills (computation).

- Instructional Assistants and other support staff assisted with classroom instruction and were provided monthly opportunities to attend PLCs with teachers to ensure they understood the concepts they would be supporting.
- We reviewed instructional strategies and implementation of accommodations for Special Education students, with case managers ensuring that all staff provided appropriate supports based on the IEPs. Also, we reviewed the mainstreaming protocols for host teachers for mild/mod students in self-contained classes.
- The bell schedule provided a 10-minute Social-Emotional block to begin each school day, reducing the impact of tardies and allowing students to feel connected at school prior to core instruction. Also, the bell schedule's break periods were adjusted to reduce each instructional block's time duration between breaks. The W.I.N. schedule provided designated periods four days per week for Tier 3 instruction.
- Assemblies, activities, attire, and field trips were strategically chosen to supplement classroom efforts toward students' learning goals. To address financial inequities, school funds were used to ensure all students have access to high-quality programs and resources.
- Parent engagement events were designed with input from educational partners, and funding, scheduling, and staffing each event addressed families' needs.
- We evaluated and purchase books, school supplies, technology, software, furniture, and other materials/equipment. Test preparation resources were provided and facilitated by teachers.
- After-school "Extended Learning" classes were staffed to provide additional instruction for students based on common assessment academic data. With seats limited for each grade level, students who did not receiving Tier 3 interventions during the instructional day were given priority during the invitation process. Also, inequities such as socioeconomic status, race, gender, and parent education level were considered for prioritization of limited seats.
- Class rosters were assembled aiming to create Sheltered English Immersion (SEI) clusters of "ELPAC level 1" students per grade level in one classroom. These classes were supported by additional staffing to ensure that both Integrated & Designated ELD instruction was provided daily. We provided after-school English Language Development sessions for students whose ELPAC data reflects a need for additional ELD instruction.
- Students who speak a language other than English at home will continue to have their English progress monitored by the Initial-ELPAC test and Annual ELPAC tests until the student demonstrates proficiency.
- Our Multi-Tiered Systems of Support (MTSS) "academic intervention team" met monthly to review data & observations of students who were referred by teachers for study teams to develop additional support, in partnership with parents and guardians.
- Professional development targeting Tier 1 and Tier 2 best practices and strategies was provided for all instructional staff, including a July 2024 Innovative Schools Summit for five teachers and two site administrators.
- Progress monitoring of each student on math and reading screeners included measuring the collective academic growth by class every two months, with student-centered events such as pizza parties as positive reinforcement. Student ownership of learning was a focus.
- Based on data and feedback from staff, parents, and students, all instructional staff received professional development targeting our current instructional needs.

NOT IMPLEMENTED AS PLANNED

- From PreK to 6th grade, many teachers implemented strategies from the Science of Reading into ELA instruction. (inconsistent evidence)
- Staff intentionally taught students SEL skills such as grit, emotional regulation, and self-management through Tier 1 strategies and visual aids, to reduce disruptions to classroom learning and to empower students to maximize their learning potential. (inconsistent evidence)

Goal 3: "Continually address the barriers limiting student participation in programs in order to provide equity in allocation of resources."

IMPLEMENTED

- Campus supervision was provided for students starting 30 minutes prior to school each day, allowing a longer duration for student drop-off or arriving walkers to school. Engaging, structured campus activities for students were provided during recess and lunch periods, and lunch/playground supervisors were scheduled and trained based on Active Supervision best practices.
- The IUSD Language Development Program (LDP) liaisons supported the school's efforts with parent engagement and eliminating chronic truancy. Based on the California Dashboard data, cultural data was considered when developing outreach efforts for student populations showing trends of high chronic truancy. Research-based strategies to target Chronic Absenteeism such as those found at AttendanceWorks.org that aims to: Engage Students and Parents; Recognize Good and Improved Attendance; Monitor Attendance Data and Practice; Provide Personalized Early Outreach; Develop Programmatic Responses to Barriers.
- As an ongoing effort, the principal and ELOP director communicated to promote ELOP applications by eligible families, increase ELOP staffing, and reserve campus classrooms for ELOP needs.
- Restorative Practices have been the foundation of our prevention and response to misconduct.
- Staff reviewed the Indicators of Educational Equity self-assessment to continuously strive to provide non-biased and equitable education to all students and their families.
- Teachers and the ERC intentionally taught students specific skills for self-management, within the school's instructional day. Tier 1 instruction was supplemented with Tier 2 instruction and Tier 3 interventions based on staff data & observations for classroom work habits and disciplinary data reviews.
- PBIS strategies to motivate students were implemented school-wide and within classrooms, including award ceremonies.
- School hosts Back to School Night and Open House events, and parent engagement workshops and activities are developed to strengthen home-school relationships and empower families with academic and social emotional supports outside of school. A minimum of 1% of each year's Title 1 budget will be utilized on parent and family engagement strategies.
- Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff, including a July 2024 Innovative Schools Summit for five teachers and two site administrators.

NOT IMPLEMENTED AS PLANNED

- Digital Citizenship was not consistently incorporated into classroom instruction and parent education efforts, including appropriate text messaging and social media practices.
- Teachers did not consistently initiate contact with parents in a timely manner when a student was absent repeatedly, as a strategy to offer support from school to keep up with academic progress and eliminate barriers of consistent attendance.

Which strategies were most effective? Least effective?

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

All of the implemented strategies were highly effective based on collective progress on objectives of goals 1, 2, and 3.

Of the strategies which were not implemented as planned, these will be focal efforts for 2025-2026:

- intentional family engagement & focus groups by underrepresented family subgroups of students who are making limited progress
- consistent Tier 1 SEL instruction by all teachers weekly and integrated engagement strategies within all lessons

- implement targeted strategies, such as data-driven small group instruction, and supportive structures, including an equity-based instructional assistant schedule, to help mitigate the challenges of large class sizes and promote high levels of student achievement

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

The 2025-2026 SPSA goals and metrics will remain the same. Some expenditures will be modified based on the new strategies below.

New 2025-2026 SPSA strategies will be (funding source in parentheses):

- (Title 1 funds) In summer 2025, all teachers and principals will evaluate and establish Tight Agreements PK-6 for Tier 1 instructional systems, schedules, curriculum, and strategies.
- (Title 1 funds) To provide more equitable classroom learning environments for all students, funding will be used to address the instructional challenges of combination grade classrooms and high class sizes of 32-37 students.
- (Supplemental / Title 1 funds) In August and September 2025, the principal and District liaisons will intentionally recruit focus groups by underrepresented family subgroups of students who are making limited progress.
- (Title 1 funds) Game-based instructional materials will be provided to each family who attends Parent Engagement events.
- (Supplemental / Title 1 funds) Each teacher will provide Tier 1 SEL instruction weekly and integrate engagement strategies in all lessons. A new SEL curriculum will be selected and utilized concurrently by our school's ERC and teachers.

Priority Focus Area (Goal) 1:

Create a positive school climate and system of supports for each student's personal and academic success.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
IUSD Annual Survey - January 2024	46% of 3rd-6th grade students report feeling comfortable making mistakes in class. 68% of 3rd-6th grade students report feeling comfortable sharing their ideas and participating in discussions in class. 34% of 3rd-6th grade students report that bullying is a problem at school.	65% of 3rd-6th grade students report feeling comfortable making mistakes in class. 66% of 3rd-6th grade students report feeling comfortable sharing their ideas and participating in discussions in class. 30% of 3rd-6th grade students report that bullying is a problem at school.	Each of the three percentages will change favorably by 5% or more each year.
Panorama SEL screener	Students who self-report to have "Grit" - Spring 2023 = 62% of all 3rd-6th grade students - Spring 2024 = 68% of all 3rd-6th grade students Students who self-report to have "Self-Management" skills - Spring 2023 = 69% of all 3rd-6th grade students	Students who self-report to have "Grit" - Spring 2024 = 68% of all 3rd-6th grade students - Spring 2025 = 63% of all 3rd-6th grade students Students who self-report to have "Self-Management" skills	** These areas will all be self-reported as favorable by 90% of students. Successful "Self-Management" will be self-reported by at least 70% of all Black/African-American and Filipino students. "Favorable School Climate" will be self-reported by at least 75% of all Filipino and B/AA students.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	- Spring 2024 = 73% of all 3rd-6th grade students * Spring 2024 subgroups 72% = Asian 54% = Black/African American 61% = Filipino 70% = Hispanic 75% = Multiple Races 76% = White Students who self-report to have "Emotion Regulation" - Spring 2023 = 42% of all 3rd-6th grade students - Spring 2024 = 50% of all 3rd-6th grade students Students who self-report a "Favorable School Climate" - Fall 2023 = 66% of all 3rd-6th grade students - Spring 2024 = 65% of all 3rd-6th grade students * Spring 2024 69% = Asian 57% = Black/African American 42% = Filipino 69% = Hispanic 51% = Multiple Races 68% = White	- Spring 2024 = 73% of all 3rd-6th grade students - Spring 2025 = 70% of all 3rd-6th grade students * Spring 2025 subgroups 76% = Asian 58% = Black/African American 77% = Filipino 61% = Hispanic 68% = Multiple Races 67% = White Students who self-report to have "Emotion Regulation" - Spring 2024 = 50% of all 3rd-6th grade students - Spring 2025 = 52% of all 3rd-6th grade students Students who self-report a "Favorable School Climate" - Spring 2024 = 65% of all 3rd-6th grade students - Spring 2025 = 65% of all 3rd-6th grade students * Spring 2024 68% = Asian 79% = Black/African American 86% = Filipino 57% = Hispanic 65% = Multiple Races 58% = White	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: - Professional development targeting engagement strategies will be provided for all instructional staff, including a July 2024 Innovative Schools Summit for five teachers and two site administrators. - Teachers will use a method to collect each student's "voice" at least once per month, inviting students to provide constructive feedback for the teacher and the student's comfort on campus. Parent / Family Engagement - Establish education-based partnerships and build capacity in parents - Provide parents with frequent communication tied directly to student progress and effort - Provide strategies, tools, and resources for parents to support each student's academic achievement through a home-school partnership. - Child care provided for school parent engagement events. (October 30, 2024) Food will be provided for dinner-time family & parent events, as requested by parents through surveys and direct input from parents. - The Panorama SEL screener will be administered in Fall 2024 and Spring 2025, with collective data by subgroup used to target our Tier 2 and Tier 3 SEL supports for students and families. Tier 1 SEL lessons and classroom activities will incorporate skill-building opportunities for grit, self-management, and emotional regulation. - Our Multi-Tiered Systems of Supports (MTSS) "behavior/SEL intervention team" will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. - Each trimester, award ceremonies with parent attendance reinforce our school-wide SEL and academic efforts. During each ceremony, students in the audience interact with the principal to describe their perspective of the observable student behaviors for each award (i.e. Wordly Wizard, Math Master, Showing Grit, Friendly Koala). - Parent focus groups will be coordinated for subgroups of students with collective data significantly below average.	YEAR 1: Title I LCFF Base	YEAR 1: 5000 13700	YEAR 1: all students English Learners Students with Disabilities socioeconomically disadvantaged students ethnic/racial subgroups with achievement gaps homeless / McKinney-Vento	YEAR 1: Principal Assistant Principal Certificated Staff Elementary Resource Counselor Nurse and health assistant School Psychologist Other school staff MTSS Intervention Team Title 1 Coordinator SEL Behavior Coach EL Lead Teacher Office Staff Intervention Lead Teacher

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Staff the school library after school each Wednesday to welcome families for browsing English and non-English literature for check-out by students. • Instructional Assistants and other support staff will ensure that adequate recess supervision is monitoring and addressing our student needs immediately. • Supervision staffing will be adjusted to address campus areas where bullying or racism is reported to happen, and staff will use progressive discipline and counseling supports when investigating reports of mistreatment. • The ERC and teachers will utilize Social Justice standards to teach respect for all cultures, races, religions, socioeconomic levels, etc. A reporting system will be developed for students to “See something, Say something” to a trusted staff member. Include a related-item in the Parent-Student-Teacher compact that is signed upon enrollment of each new school year. • Staff and site administrators will review school Codes of Conduct and adjust policies as necessary, publishing on the school website and intentionally teaching all students the school and classroom expectations. As needed, Tier 2 instruction will reteach expectations and clarify policies in partnership with parents. • Administrative discipline and/or Student Study Team (SST) referrals will be enacted when behaviors are significant or if behaviors are repeated despite Tier 2 strategies. • An elementary resource counselor (ERC) will provide Tier 1, Tier 2, and Tier 3 supports based on staff or parent referral. When students self-refer, parents and the teacher will be notified for consent before sessions can be implemented. • (October 30, 2024) The 5th-6th grade Student Government will seek PK-6 feedback and implement students' ideas to improve the campus and its sense of belonging. Projects proposed by Student Government will be funded, based on staff and administrator discretion.				
YEAR 2: • Professional development targeting engagement strategies will be provided for all instructional staff. Also, a new SEL curriculum will be purchased and implemented by teachers and the ERC. • Teachers will use a method to collect each student’s “voice” at least once per month, inviting students to provide constructive feedback for the teacher and the student’s comfort on campus.	YEAR 2: Title I LCFF Base	YEAR 2: 5000 8000	YEAR 2: all students English Learners Students with Disabilities socioeconomically	YEAR 2: Principal Assistant Principal Certificated Staff Elementary Resource Counselor

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
Parent / Family Engagement - Establish education-based partnerships and build capacity in parents - Provide parents with frequent communication tied directly to student progress and effort - Provide strategies, tools, and resources for parents to support each student's academic achievement through a home-school partnership. - Child care provided for school parent engagement events. - The Panorama SEL screener will be administered in Fall 2024 and Spring 2025, with collective data by subgroup used to target our Tier 2 and Tier 3 SEL supports for students and families. Tier 1 SEL lessons and classroom activities will incorporate skill-building opportunities for grit, self-management, and emotional regulation. - Our Multi-Tiered Systems of Supports (MTSS) "behavior/SEL intervention team" will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. - Each trimester, award ceremonies with parent attendance reinforce our school-wide SEL and academic efforts. During each ceremony, students in the audience interact with the principal to describe their perspective of the observable student behaviors for each award (i.e. Wordly Wizard, Math Master, Showing Grit, Friendly Koala). - Instructional Assistants and other support staff will ensure that adequate recess supervision is monitoring and addressing our student needs immediately. - Supervision staffing will be adjusted to address campus areas where bullying or racism is reported to happen, and staff will use progressive discipline and counseling supports when investigating reports of mistreatment. - Staff the school library after school each Wednesday to welcome families for browsing English and non-English literature for check-out by students. - Parent focus groups will be coordinated for subgroups of students with collective data significantly below average. - The ERC and teachers will utilize Social Justice standards to teach respect for all cultures, races, religions, socioeconomic levels, etc. A reporting system will be developed for students to "See			disadvantaged students ethnic/racial subgroups with achievement gaps homeless / McKinney-Vento	Nurse and health assistant School Psychologist Other school staff MTSS Intervention Team Title 1 Coordinator SEL Behavior Coach EL Lead Teacher Office Staff Intervention Lead Teacher

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
something, Say something” to a trusted staff member. Include a related-item in the Parent-Student-Teacher compact that is signed upon enrollment of each new school year. • Staff and site administrators will review school Codes of Conduct and adjust policies as necessary, publishing on the school website and intentionally teaching all students the school and classroom expectations. As needed, Tier 2 instruction will reteach expectations and clarify policies in partnership with parents. • Administrative discipline and/or Student Study Team (SST) referrals will be enacted when behaviors are significant or if behaviors are repeated despite Tier 2 strategies. • An elementary resource counselor (ERC) will provide Tier 1, Tier 2, and Tier 3 supports based on staff or parent referral. When students self-refer, parents and the teacher will be notified for consent before sessions can be implemented. • Create a Noon Duty Assistant position to provide more supervision and a lead position of all supervision staff through all recess and lunch periods five days per week.				
YEAR 3: • Professional development targeting engagement strategies will be provided for all instructional staff. • Teachers will use a method to collect each student’s “voice” at least once per month, inviting students to provide constructive feedback for the teacher and the student’s comfort on campus. Parent / Family Engagement • Establish education-based partnerships and build capacity in parents • Provide parents with frequent communication tied directly to student progress and effort • Provide strategies, tools, and resources for parents to support each student’s academic achievement through a home-school partnership. • Child care provided for school parent engagement events. • The Panorama SEL screener will be administered in Fall 2024 and Spring 2025, with collective data by subgroup used to target our Tier 2 and Tier 3 SEL supports for students and families. Tier 1 SEL lessons and classroom activities will incorporate skill-building opportunities for grit, self-management, and emotional regulation.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Our Multi-Tiered Systems of Supports (MTSS) “behavior/SEL intervention team” will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. • Each trimester, award ceremonies with parent attendance reinforce our school-wide SEL and academic efforts. During each ceremony, students in the audience interact with the principal to describe their perspective of the observable student behaviors for each award (i.e. Wordly Wizard, Math Master, Showing Grit, Friendly Koala). • Instructional Assistants and other support staff will ensure that adequate recess supervision is monitoring and addressing our student needs immediately. • Supervision staffing will be adjusted to address campus areas where bullying or racism is reported to happen, and staff will use progressive discipline and counseling supports when investigating reports of mistreatment. • Staff the school library after school each Wednesday to welcome families for browsing English and non-English literature for check-out by students. • Parent focus groups will be coordinated for subgroups of students with collective data significantly below average. • The ERC and teachers will utilize Social Justice standards to teach respect for all cultures, races, religions, socioeconomic levels, etc. A reporting system will be developed for students to “See something, Say something” to a trusted staff member. Include a related-item in the Parent-Student-Teacher compact that is signed upon enrollment of each new school year. • Staff and site administrators will review school Codes of Conduct and adjust policies as necessary, publishing on the school website and intentionally teaching all students the school and classroom expectations. As needed, Tier 2 instruction will reteach expectations and clarify policies in partnership with parents. • Administrative discipline and/or Student Study Team (SST) referrals will be enacted when behaviors are significant or if behaviors are repeated despite Tier 2 strategies. • An elementary resource counselor (ERC) will provide Tier 1, Tier 2, and Tier 3 supports based on staff or parent referral. When students self-refer, parents and the teacher will be notified for consent before sessions can be implemented.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Continue staffing a Noon Duty Assistant position to provide more supervision and a lead position of all supervision staff through all recess and lunch periods five days per week.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	The focus of this goal is to create a positive school climate and system of supports for all students. The identified strategies will support the social-emotional well-being of all students. To do this, we will involve all teams across campus who support all subgroups of students. By using data to focus individuals and student subgroups, we will be able to identify all students needing support, regardless of subgroup. Strategies will provide all students with educational opportunities such as assemblies, programs and field trips. Parent education opportunities will cover a variety of topics and will be determined based on staff and parent input. This goal will also include any supplies necessary to support the educational program.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: All staff will be provided with professional learning opportunities focused on strategies to support social-emotional learning for students. It will also focus on strategies to support behavior and individual learning needs. Specific professional development will be provided on strategies for students to build self-management and regulate their emotions. Staff will be supported with follow-up trainings, strategies and feedback. Grit will also continue to be taught as an SEL focus. Year 2: All staff will be provided with professional learning focused on strategies to support social-emotional learning and to address self-regulation behaviors by students, including training for a new SEL curriculum ("Zones of Regulation") that will be implemented in all classrooms by teachers, IAs, and the ERC. Staff will be supported with follow-up trainings, strategies and feedback. *Specific professional learning topics will be identified based on Year 2 data and results. Year3: (TBD) All staff will be provided with professional learning focused on strategies to support social-emotional learning and to address self-regulation behaviors by students, including training for a SEL curriculum ("Zones of Regulation") that will be implemented in all classrooms by teachers, IAs, and the ERC. Staff will be supported with follow-up trainings, strategies and feedback.			

Priority Focus Area (Goal) 2:

All students will attain proficiency in the state standards – through access to rigorous and relevant learning tools, resources, and skills for all staff and students.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual ELPAC Summative	61.5% of English Learners made progress towards English language proficiency in 2022-2023, an increase of 2.2% from 2021-2022.	63.9% of English Learners made progress toward English language proficiency in 2023-2024, an increase of 2.4% from 2022-2023.	EL proficiency will increase by at least 2% per year, surpassing 65% by 2025-2026.
IUSD mid-year Literacy Performance Assessment (LPA)	mid-year LPA reading, Jan-Feb 2024 92% of kinder students "met benchmark" for Phonics Inventory 71% of kinder students "met benchmark" for Reading Assessment Level 41% of 1st grade students "met benchmark" for Reading Assessment Level 58% of 2nd grade students "met benchmark" for Reading Assessment Level 24% of 3rd grade students "met benchmark" for Reading Assessment Lev end-of-year LPA reading, May 2024 Reading Assessment Level = 47% of all Kinders = 50% of Black/AA Kinders = 75% of Hispanic Kinders = 50% of English Learner Kinders	mid-year LPA reading, Jan-Feb 2025 84% of kinder students "met benchmark" for Phonics Inventory 72% of kinder students "met benchmark" for Reading Assessment Level 57% of 1st grade students "met benchmark" for Reading Assessment Level 67% of 2nd grade students "met benchmark" for Reading Assessment Level 18% of 3rd grade students "met benchmark" for Reading Assessment Lev end-of-year LPA reading,	>80% proficiency of each overall grade level Each subgroup will increase by at least 5% per year, with no subgroups less than 10% below the grade's overall proficiency level

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	= 100% of Kinders with Disabilities = 67% of all 1st graders = 50% of Black/AA 1st graders = 43% of Hispanic 1st graders = 91% of English Learner 1st graders = 67% of 1st graders with Disabilities = 79% of all 2nd graders = 75% of Black/AA 2nd graders = 71% of Hispanic 2nd graders = 81% of English Learner 2nd graders = 38% of 2nd graders with Disabilities	May 2025 Reading Assessment Level = 87% of all Kinders = 83% of Black/AA Kinders = 79% of Hispanic Kinders = 92% of English Learner Kinders = 0% of Kinders with Disabilities = 56% of all 1st graders = 50% of Black/AA 1st graders = 58% of Hispanic 1st graders = 44% of English Learner 1st graders = 0% of 1st graders with Disabilities = 79% of all 2nd graders = 100% of Black/AA 2nd graders = 58% of Hispanic 2nd graders = 57% of English Learner 2nd graders = 20% of 2nd graders with Disabilities	
CAASPP ELA (SBAC)	"Met or Exceeded Standard" for ELA in 2022-2023 54.57% of all 3rd-6th grade students • 61.7% of females • 48.6% of males • 46.5% of Asian • 45.5% of Black/African-American • 51.3% of Hispanic • 65.6% of White • 61.5% of Two or more races • 15.91% of students with a reported disability • 53.94% of socio-economically	"Met or Exceeded Standard" for ELA in 2023-2024 56.27% of all 3rd-6th grade students • 58.5% of females • 54.3% of males • 57.1% of Asian • 50.0% of Black/African-American • 52.0% of Hispanic • 57.5% of White • 54.5% of Two or more races • 11.9% of students with a reported disability	Each proficiency percentage will increase by at least 3% per year, with the overall SBAC proficiency surpassing 60% of all 3rd-6th grade students.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	disadvantaged students	51% of socio-economically disadvantaged students	
CAASPP Math (SBAC)	"Met or Exceeded Standard" for Math in 2022-2023 57.50% of all 3rd-6th grade students 54.5% of females 60.1% of males 66.4% of Asian 27.3% of Black/African-American 40.5% of Hispanic 68.3% of White 55.2% of Two or more races 20.46% of students with a reported disability 49.05% of socio-economically disadvantaged students	"Met or Exceeded Standard" for Math in 2023-2024 55.16% of all 3rd-6th grade students 50.6% of females 59.2% of males 77.3% of Asian 16.7% of Black/African-American 40.3% of Hispanic 51.2% of White 51.5% of Two or more races 9.5% of students with a reported disability 43% of socio-economically disadvantaged students	Each proficiency percentage will increase by at least 3% per year, with the overall SBAC proficiency surpassing 60% of all 3rd-6th grade students.
IUSD end-of-year Math Assessment	May 2024 IUSD math assessments 75% of 1st grade students are "proficient" 73% of 2nd grade students are "proficient" 44% of 4th grade students are "proficient" 56% of 5th grade students are "proficient" 69% of 3rd grade students are "proficient"	May 2025 IUSD math assessments 59% of 1st grade students are "proficient" 80% of 2nd grade students are "proficient" 53% of 4th grade students are "proficient" 53% of 5th grade students are "proficient" 50% of 3rd grade students are "proficient"	>80% proficiency of each overall grade level Each subgroup will increase by at least 5% per year, with no subgroups less than 10% below the grade's overall proficiency level

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	81% of 6th grade students are “proficient”	45% of 6th grade students are “proficient”	

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: - PLC tight agreements: Certificated teammates provide the same learning opportunities and enrichment activities for each class - including curriculum, instructional practices, interventions, educational software, and parent involvement. Tier 1 instruction is mostly focused on the high-priority essential standards. Common assessments are given to assess only high-priority standards. Each PLC meeting focuses on data analysis and action steps. Tier 2 groups are planned in response to assessment results and provided in a timely manner. When Tier 2 instruction provides reteaching of an essential standard, other students can explore lower-priority standards. - Professional Learning Communities (PLCs) will operate weekly among grade-level teachers, focused on analyzing data from their common assessments to determine which students should be provided enrichment and which students need Tier 2 or Tier 3 support. The principal and assistant principal will support as instructional leaders and facilitators of data analysis, staffing, scheduling, and resources. - Reading and Math screeners will be administered periodically to determine each student's proficiency level (range). Diagnostic assessments will be administered for students whose current academic level merits Tier 3 intervention. - From PreK to 6th grade, all teachers will implement strategies from the Science of Reading into ELA instruction. - From PreK to 6th grade, all teachers will provide learning opportunities that focus on students attaining proficiency in basic mathematics basic skills (computation). - Instructional Assistants and other support staff will assist with classroom instruction. - Review instructional strategies and implementation of accommodations for Special Education students, with case managers ensuring that all staff are	YEAR 1: Title I LCFF Supplemental Lottery LCFF Base	YEAR 1: 220,432.28 84,129 11205.46 145830.91	YEAR 1: all students English Learners Students with Disabilities socioeconomically disadvantaged students ethnic/racial subgroups with achievement gaps homeless / McKinney-Vento	YEAR 1: Principal Assistant Principal Certificated Staff Elementary Resource Counselor(s) School Psychologist Other Classified Staff MTSS Intervention Team Literacy Lead Intervention Lead Teacher Title 1 Coordinator EdTech Mentor SEL Behavior Coach EL Lead Teacher ELPAC Coordinator Office Staff Speech & Language Pathologist

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
providing appropriate supports based on the IEPs. Also, review the mainstreaming protocols for host teachers for mild/mod students in self-contained classes. • The bell schedule will provide a 10-minute Social-Emotional block to begin each school day, reducing the impact of tardies and allowing students to feel connected at school prior to core instruction. Also, the bell schedule's break periods will be adjusted to reduce each instructional block's time duration between breaks. The W.I.N. schedule will provide designated periods four days per week for Tier 3 instruction. • Staff intentionally teach students SEL skills such as grit, emotional regulation, and self-management through Tier 1 strategies and visual aids, to reduce disruptions to classroom learning and to empower students to maximize their learning potential. • Assemblies, activities, attire, and field trips are strategically chosen to supplement classroom efforts toward students' learning goals. To address financial inequities, school funds are used to ensure all students have access to high-quality programs and resources. • Parent engagement events are designed through input from educational partners, with families' needs being addressed with funding, scheduling, and staffing of each event. • We will evaluate and purchase books, school supplies, technology, software, furniture, and other materials/equipment. Test preparation resources will be provided and facilitated by teachers. • After-school "Extended Learning" classes will be staffed to provide additional instruction for students based on common assessment academic data. With seats limited for each grade level, students who are not receiving Tier 3 interventions during the instructional day are given priority during the invitation process. Also, inequities such as socioeconomic status, race, gender, and parent education level are considered for prioritization of limited seats. • Class rosters will be assembled with the aim to create Sheltered English Immersion (SEI) clusters of "ELPAC level 1" students per grade level in one classroom. The class will be supported by additional staffing to ensure that both Integrated & Designated ELD instruction is provided daily. Provide after-school English Language Development sessions for students whose ELPAC data reflects a need for additional ELD instruction.				Special Education Support Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Students who speak a language other than English at home will have English progress monitoring by the Initial-ELPAC test and Annual ELPAC tests until the student demonstrates proficiency. • Our Multi-Tiered Systems of Supports (MTSS) “academic intervention team” will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. • Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff, including a July 2024 Innovative Schools Summit for five teachers and two site administrators. • (October 30, 2024) Progress monitoring of each student on math and reading screeners will include measuring the collective academic growth by class every two months, with student-centered events such as GameTruck and pizza parties as positive reinforcement. Student ownership of learning will be a focus.				
YEAR 2: • Professional development targeting our current instructional needs will be provided for all instructional staff, based on data and feedback from staff, parents, and students. • PLC tight agreements: Certificated teammates provide the same learning opportunities and enrichment activities for each class - including curriculum, instructional practices, interventions, educational software, and parent involvement. Tier 1 instruction is mostly focused on the high-priority essential standards. Common assessments are given to assess only high-priority standards. Each PLC meeting focuses on data analysis and action steps. Tier 2 groups are planned in response to assessment results and provided in a timely manner. When Tier 2 instruction provides reteaching of an essential standard, other students can explore lower-priority standards. • Professional Learning Communities (PLCs) will operate weekly among grade-level teachers, focused on analyzing data from their common assessments to determine which students should be provided enrichment and which students need Tier 2 or Tier 3 support. The principal and assistant principal will support as instructional leaders and facilitators of data analysis, staffing, scheduling, and resources. • Reading and Math screeners will be administered periodically to determine each student’s proficiency	YEAR 2: Title I LCFF Supplemental Lottery LCFF Base	YEAR 2: 226403.27 66013 7100.90 155565.81	YEAR 2: all students English Learners Students with Disabilities socioeconomically disadvantaged students ethnic/racial subgroups with achievement gaps homeless / McKinney-Vento	YEAR 2: Principal Assistant Principal Certificated Staff Elementary Resource Counselor(s) School Psychologist Other Classified Staff MTSS Intervention Team Literacy Lead Intervention Lead Teacher Title 1 Coordinator EdTech Mentor

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
level (range). Diagnostic assessments will be administered for students whose current academic level merits Tier 3 intervention. • From PreK to 6th grade, all teachers will implement strategies from the Science of Reading into ELA instruction. • From PreK to 6th grade, all teachers will provide learning • opportunities that focus on students attaining proficiency in basic mathematics basic skills (computation). • Instructional Assistants and other support staff will assist with classroom instruction. • The bell schedule will provide a 10-minute Social-Emotional block to begin each school day, reducing the impact of tardies and allowing students to feel connected at school prior to core instruction. Also, the bell schedule's break periods will be adjusted to reduce each instructional block's time duration between breaks. The W.I.N. schedule will provide designated periods four days per week for Tier 3 instruction. • Staff intentionally teach students SEL skills such as grit, emotional regulation, and self-management through Tier 1 strategies and visual aids, to reduce disruptions to classroom learning and to empower students to maximize their learning potential. • Assemblies, activities, attire. and field trips are strategically chosen to supplement classroom efforts toward students' learning goals. To address financial inequities, school funds are used to ensure all students have access to high-quality programs and resources. • We will evaluate and purchase books, school supplies, technology, software, furniture, and other materials/equipment. Test preparation resources will be provided and facilitated by teachers. • After-school "Extended Learning" classes will be staffed to provide additional instruction for students based on common assessment academic data. With seats limited for each grade level, students who are not receiving Tier 3 interventions during the instructional day are given priority during the invitation process. Also, inequities such as socioeconomic status, race, gender, and parent education level are considered for prioritization of limited seats. • Class rosters will be assembled with the aim to create Sheltered English Immersion (SEI) clusters of "ELPAC level 1" students per grade level in one classroom. The class will be supported by additional staffing to ensure that both Integrated & Designated ELD instruction is provided daily. Provide after-school				SEL Behavior Coach EL Lead Teacher ELPAC Coordinator Office Staff Speech & Language Pathologist Special Education Support Staff

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
English Language Development sessions for students whose ELPAC data reflects a need for additional ELD instruction. Students who speak a language other than English at home will have English progress monitoring by the Initial-ELPAC test and Annual ELPAC tests until the student demonstrates proficiency. • Students in grades 4-6 will participate in "Walk Through" programs at school, each being an engaging and interactive educational presentation of standards-based history curriculum through literacy and the arts. • Our Multi-Tiered Systems of Supports (MTSS) "academic intervention team" will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. • Professional development and/or conferences which target Tier 1, Tier 2, and Tier 3 best practices and strategies will be provided for staff. • Review instructional strategies and implementation of accommodations for Special Education students, with case managers ensuring that all staff are providing appropriate supports based on the IEPs. Also, review the mainstreaming protocols for host teachers for mild/mod students in self-contained classes. • Summer 2025 PLC workshops will be unbundle current instructional practices, classroom systems, and common assessments, to formalize Tight Agreements for all teachers to improve student learning with an emphasis on "Equity of Teacher Time based on Individual Student Data." Ongoing professional development will ensure progress monitoring and additional training as merited. • Title I-funded TOSA will provide direct intervention to targeted students and support classroom instruction through modeling and coaching. In addition, the TOSA will train staff in differentiated strategies and guide the use of formative assessments and flexible grouping to improve outcomes aligned with District goals. • Teachers will participate in Instructional Rounds to observe colleagues' teaching practices, to increase each teacher's toolbox. Substitute teachers will provide classroom coverage.				
YEAR 3: • Professional development targeting our current instructional needs will be provided for all instructional				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
staff, based on data and feedback from staff, parents, and students. • PLC tight agreements: Certificated teammates provide the same learning opportunities and enrichment activities for each class - including curriculum, instructional practices, interventions, educational software, and parent involvement. Tier 1 instruction is mostly focused on the high-priority essential standards. Common assessments are given to assess only high-priority standards. Each PLC meeting focuses on data analysis and action steps. Tier 2 groups are planned in response to assessment results and provided in a timely manner. When Tier 2 instruction provides reteaching of an essential standard, other students can explore lower-priority standards. • Professional Learning Communities (PLCs) will operate weekly among grade-level teachers, focused on analyzing data from their common assessments to determine which students should be provided enrichment and which students need Tier 2 or Tier 3 support. The principal and assistant principal will support as instructional leaders and facilitators of data analysis, staffing, scheduling, and resources. • Reading and Math screeners will be administered periodically to determine each student's proficiency level (range). Diagnostic assessments will be administered for students whose current academic level merits Tier 3 intervention. • From PreK to 6th grade, all teachers will implement strategies from the Science of Reading into ELA instruction. • From PreK to 6th grade, all teachers will provide learning opportunities that focus on students attaining proficiency in basic mathematics basic skills (computation). • Instructional Assistants and other support staff will assist with classroom instruction. • The bell schedule will provide a 10-minute Social-Emotional block to begin each school day, reducing the impact of tardies and allowing students to feel connected at school prior to core instruction. Also, the bell schedule's break periods will be adjusted to reduce each instructional block's time duration between breaks. The W.I.N. schedule will provide designated periods four days per week for Tier 3 instruction. • Staff intentionally teach students SEL skills such as grit, emotional regulation, and self-management through Tier 1 strategies and visual aids, to reduce				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
disruptions to classroom learning and to empower students to maximize their learning potential. • Assemblies, activities, attire, and field trips are strategically chosen to supplement classroom efforts toward students' learning goals. To address financial inequities, school funds are used to ensure all students have access to high-quality programs and resources. • We will evaluate and purchase books, school supplies, technology, software, furniture, and other materials/equipment. Test preparation resources will be provided and facilitated by teachers. • After-school "Extended Learning" classes will be staffed to provide additional instruction for students based on common assessment academic data. With seats limited for each grade level, students who are not receiving Tier 3 interventions during the instructional day are given priority during the invitation process. Also, inequities such as socioeconomic status, race, gender, and parent education level are considered for prioritization of limited seats. • Class rosters will be assembled with the aim to create Sheltered English Immersion (SEI) clusters of "ELPAC level 1" students per grade level in one classroom. The class will be supported by additional staffing to ensure that both Integrated & Designated ELD instruction is provided daily. Provide after-school English Language Development sessions for students whose ELPAC data reflects a need for additional ELD instruction. • Students who speak a language other than English at home will have English progress monitoring by the Initial-ELPAC test and Annual ELPAC tests until the student demonstrates proficiency. • Our Multi-Tiered Systems of Supports (MTSS) "academic intervention team" will meet monthly to review data & observations of students who have been referred by teachers for study teams to develop additional support, in partnership with parents and guardians. • Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff. • Review instructional strategies and implementation of accommodations for Special Education students, with case managers ensuring that all staff are providing appropriate supports based on the IEPs. Also, review the mainstreaming protocols for host teachers for mild/mod students in self-contained classes.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Continue staffing a Title 1 Intervention TOSA position to provide daily Tier 2 & Tier 3 foundational literacy and math skills instruction and intervention for students in grades K-6 based on common assessments used with all students.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions will focus on academic achievement for all students. Using data, students will receive the specific interventions and enrichment they need. All students will be matched with appropriate resources for academic success.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Professional learning will be offered that supports district and site initiatives and programs. It will also be based on identified grade level and site needs. Staff will be supported through feedback and follow-up support/resources as needed. One focus area will be how to plan and provide effective tier 1 and 2 interventions in the classroom. Year 2: Summer 2025 PLC workshops will be held with principal facilitation to unbundle current instructional practices, classroom systems, and common assessments, to formalize Tight Agreements for all teachers to improve student learning with an emphasis on “Equity of Teacher Time based on Individual Student Data” Professional learning will then focus on ELA and math instructional strategies for Tier 1 differentiated instruction based on equity of need, Tier 2 reteaching of high-priority standards based on formative assessments, and Tier 3 interventions based on IUSD screener assessments. *Specific professional learning topics will be identified based on Year 2 data and results. Year3: Summer 2025 PLC workshops will be held with principal facilitation to unbundle current instructional practices, classroom systems, and common assessments, to formalize Tight Agreements for all teachers to improve student learning with an emphasis on “Equity of Teacher Time based on Individual Student Data” Professional learning will then focus on ELA and math instructional strategies for Tier 1 differentiated instruction based on equity of need, Tier 2 reteaching of high-priority standards based on formative assessments, and Tier 3 interventions based on IUSD screener assessments.			

Priority Focus Area (Goal) 3:

Continually address the barriers limiting student participation in programs in order to provide equity in allocation of resources.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Suspension Data	1.7% of 650 students were suspended at least one day in 2022-2023. 9.1% of 44 Black/African-American students were suspended in 2022-2023. - ATSI focus area based on 2022-2023 data ---- Our school is currently identified for Additional Targeted Support & Improvement to improve suspension data, with a focus on a disproportionate percentage of Black/African-American students.	0.5% of 625 students were suspended at least one day in 2023-2024. 0% of 35 Black/African-American students were suspended in 2023-2024. - ATSI has been discontinued -	Student suspensions will be reduced overall and within each subgroup.
Attendance Data	17.5% of 634 students were chronically absent in 2022-2023 --- ATSI focus area based on 2021-2022 data ---- CDE: Dataquest - Chronic Absenteeism Rates in 2022-2023 17.5% of all K-6 students (improvement of 5.7%) 27.5% of Black/African American students	14.4% of 605 students were chronically absent in 2023-2024 14.4% of all K-6 students (improved 3.1%) 21.9% of Black/AA students (improved 5.6%) 8.6% of Asian students (maintained 0.4%)	The percentage of students who are chronically absent will improve by at least 5% each year, and no subgroup will have more than 5% of students identified as a Chronic Absentee.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	(improvement of 18.7%) 8.2% of Asian students (improvement of 3.8%) 25.5% of Hispanic students (improvement of 5.8%) 18.8% of White students (improvement of 5.3%) 20% of Multiple-Race students (improvement of 1.8%)	23.4% of Hispanic students (improved 2.1%) 14.2% of White students (improved 4.6%) 7.1% of Multi-Race students (improved 14%)	
Expanded Learning Opportunities Program (ELOP)	- August 2023 = 388 eligible students for ELOP - April 2024 = 60 students who were enrolled in ELOP	- April 2024 = 60 students enrolled in ELOP - April 2025 = 95 students enrolled in ELOP	At least 20% of all students will be enrolled in our ELOP program (approx 108 students).

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: - Student data for Assertive Discipline will be reviewed monthly by the MTSS Behavior/SEL team and site administrators, proactively identifying students whose data reflects the need for Tier 2 supports and/or Tier 3 interventions by the Elementary Resource Counselor, other staff, or community-based programs, in partnership with parents and guardians. - Campus supervision is provided for students starting 30 minutes prior to school each day, to allow a longer duration for student drop-off or walking to school. Engaging, structured campus activities for students will be provided during recess and lunch periods, and	YEAR 1: Title I LCFF Base	YEAR 1: 7,688 10,000	YEAR 1: all students English Learners Students with Disabilities socioeconomically disadvantaged students ethnic/racial subgroups with	YEAR 1: Principal Assistant Principal Certificated Staff Elementary Resource Counselor(s) School Psychologist IUSD Liaisons

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
lunch/playground supervisors will be scheduled and trained based on Active Supervision best practices. • Digital Citizenship will be regularly incorporated into classroom instruction and parent education efforts, including appropriate text messaging and social media practices. Continue focusing on SEL skills in each classroom: grit (The Learning Pit), “Zones of Regulation,” and “Size of the Problem” • The IUSD Language Development Program (LDP) liaisons support the school's efforts with parent engagement and eliminating chronic truancy. Based on the California Dashboard data, cultural data will be considered when developing outreach efforts for student populations showing trends of high chronic truancy. Research-based strategies to target Chronic Absenteeism such as those found at AttendanceWorks.org that aims to: • Engage Students and Parents • Recognize Good and Improved Attendance • Monitor Attendance Data and Practice • Provide Personalized Early Outreach • Develop Programmatic Responses to Barriers • As an ongoing effort, the principal and ELOP director will communicate to promote ELOP applications by eligible families, increase ELOP staffing, and reserve campus classrooms for ELOP needs. • Restorative Practices are the foundation of our prevention and response to misconduct. • Staff will review the Indicators of Educational Equity self-assessment to continuously strive to provide non-biased and equitable education to all students and their families. • Teachers and the ERC will intentionally teach students specific skills for self-management, within the school's instructional day. Tier 1 instruction will be supplemented with Tier 2 instruction and Tier 3 interventions based on staff data & observations for classroom work habits and disciplinary data reviews. • PBIS strategies to motivate students will be implemented school-wide and within classrooms, including award ceremonies. • Teachers initiate contact with parents when a student is absent repeatedly, to offer support from school to keep up with academics and eliminate barriers of consistent attendance.			achievement gaps homeless / McKinney-Vento	Other Classified Staff MTSS Intervention Team Title 1 Coordinator SEL Behavior Coach EL Lead Teacher Office Staff Intervention Lead Teacher

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• School hosts Back to School Night and Open House events, and parent engagement workshops and activities are developed to strengthen home-school relationships and empower families with academic and social emotional supports outside of school. A minimum of 1% of each year's Title 1 budget will be utilized on parent and family engagement strategies. • We will initiate focus groups for families of underperforming subgroups, to identify barriers and potential solutions. • Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff, including a July 2024 Innovative Schools Summit for five teachers and two site administrators.				
YEAR 2: • Student data for Assertive Discipline will be reviewed monthly by the MTSS Behavior/SEL team and site administrators, proactively identifying students whose data reflects the need for Tier 2 supports and/or Tier 3 interventions by the Elementary Resource Counselor, other staff, or community-based programs, in partnership with parents and guardians. • Campus supervision is provided for students starting 30 minutes prior to school each day, to allow a longer duration for student drop-off or walking to school. Engaging, structured campus activities for students will be provided during recess and lunch periods, and lunch/playground supervisors will be scheduled and trained based on Active Supervision best practices. • Digital Citizenship will be regularly incorporated into classroom instruction and parent education efforts, including appropriate text messaging and social media practices. Continue focusing on SEL skills in each classroom: grit (The Learning Pit), "Zones of Regulation," and "Size of the Problem" • The IUSD Language Development Program (LDP) liaisons support the school's efforts with parent engagement and eliminating chronic truancy. Based on the California Dashboard data, cultural data will be considered when developing outreach efforts for student populations showing trends of high chronic truancy. Research-based strategies to target Chronic Absenteeism such as those found at AttendanceWorks.org that aims to: • Engage Students and Parents • Recognize Good and Improved Attendance • Monitor Attendance Data and Practice • Provide Personalized Early Outreach	YEAR 2: Title I LCFF Base	YEAR 2: 8636 7500	YEAR 2: all students English Learners Students with Disabilities socioeconomically disadvantaged students ethnic/racial subgroups with achievement gaps homeless / McKinney-Vento	YEAR 2: Principal Assistant Principal Certificated Staff Elementary Resource Counselor(s) School Psychologist IUSD Liaisons Other Classified Staff MTSS Intervention Team Title 1 Coordinator SEL Behavior Coach EL Lead Teacher Office Staff Intervention Lead Teacher

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Develop Programmatic Responses to Barriers • Staff will review the Indicators of Educational Equity self-assessment to continuously strive to provide non-biased and equitable education to all students and their families. • Teachers and the ERC will intentionally teach students specific skills for self-management, within the school's instructional day. Tier 1 instruction will be supplemented with Tier 2 instruction and Tier 3 interventions based on staff data & observations for classroom work habits and disciplinary data reviews. • Restorative Practices are the foundation of misbehavior prevention and response to misconduct. • PBIS strategies to motivate students will be implemented school-wide and within classrooms, including award ceremonies. • Teachers initiate contact with parents when a student is absent repeatedly, to offer support from school to keep up with academics and eliminate barriers of consistent attendance. • School hosts Back to School Night and Open House events, and parent engagement workshops and activities are developed to strengthen home-school relationships and empower families with academic and social emotional supports outside of school. A minimum of 1% of each year's Title 1 budget will be utilized on parent and family engagement strategies. • Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff. • We will initiate focus groups for families of underperforming subgroups, to identify barriers and potential solutions. • As an ongoing effort, the principal and ELOP director will communicate to promote ELOP applications by eligible families, increase ELOP staffing, and reserve campus classrooms for ELOP needs. At parent engagement events, teachers and staff will provide information and guidance focused on the negative effects of screentime, internet, and social media in regard to a person's ability to focus and sustain tasks.				
YEAR 3: • Professional development targeting Tier 1 and Tier 2 best practices and strategies will be provided for all instructional staff.				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
• Student data for Assertive Discipline will be reviewed monthly by the MTSS Behavior/SEL team and site administrators, proactively identifying students whose data reflects the need for Tier 2 supports and/or Tier 3 interventions by the Elementary Resource Counselor, other staff, or community-based programs, in partnership with parents and guardians. • Teachers and the ERC will intentionally teach students specific skills for self-management, within the school's instructional day. Tier 1 instruction will be supplemented with Tier 2 instruction and Tier 3 interventions based on staff data & observations for classroom work habits and disciplinary data reviews. • Restorative Practices are the foundation of our prevention and response to misconduct. • Campus supervision is provided for students starting 30 minutes prior to school each day, to allow a longer duration for student drop-off or walking to school. Engaging, structured campus activities for students will be provided during recess and lunch periods, and lunch/playground supervisors will be scheduled and trained based on Active Supervision best practices. • Digital Citizenship will be regularly incorporated into classroom instruction and parent education efforts, including appropriate text messaging and social media practices. Continue focusing on SEL skills in each classroom: grit (The Learning Pit), "Zones of Regulation," and "Size of the Problem" • Staff will review the Indicators of Educational Equity self-assessment to continuously strive to provide non-biased and equitable education to all students and their families. • Teachers initiate contact with parents when a student is absent repeatedly, to offer support from school to keep up with academics and eliminate barriers of consistent attendance. Research-based strategies to target Chronic Absenteeism such as those found at AttendanceWorks.org that aims to: • Engage Students and Parents • Recognize Good and Improved Attendance • Monitor Attendance Data and Practice • Provide Personalized Early Outreach • Develop Programmatic Responses to Barriers • The IUSD Language Development Program (LDP) liaisons support the school's efforts with parent engagement and eliminating chronic truancy. Based on the California Dashboard data, cultural data will be				

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
considered when developing outreach efforts for student populations showing trends of high chronic truancy. • We will initiate focus groups for families of underperforming subgroups, to identify barriers and potential solutions. • School hosts Back to School Night and Open House events, and parent engagement workshops and activities are developed to strengthen home-school relationships and empower families with academic and social emotional supports outside of school. A minimum of 1% of each year's Title 1 budget will be utilized on parent and family engagement strategies. • PBIS strategies to motivate students will be implemented school-wide and within classrooms, including award ceremonies. • As an ongoing effort, the principal and ELOP director will communicate to promote ELOP applications by eligible families, increase ELOP staffing, and reserve campus classrooms for ELOP needs.				
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Along with the actions in Goals 1 and 2, these goals will work to ensure that no student falls between the cracks. These actions focus on meeting the academic, social-emotional, and behavioral needs of all students. By using specific data, staff will be able to address the individual needs of all students. Actions will ensure that all students and families have access to all available resources.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: All staff will be provided with professional learning opportunities focused on educational equity and diversity. One focus area of professional learning will be on supporting students and families with barriers that impact attendance and parent engagement with academic support at home. Year 2: All teachers will be provided with professional learning focused on home-school communication equity based on each student's attendance and parent participation in invitational trimester conferences. *Specific professional learning topics will be identified based on Year 2 data and results. Year3: All teachers will be provided with professional learning focused on home-school communication equity based on each student's attendance and parent participation in invitational trimester conferences.			

Priority Focus Area (Goal) 4:

The suspension rate of African American students will be equal to or less than other subgroups, similar to other student subgroups.

Outcomes

Identify the measurable outcomes you expect to achieve in the next 3 years.

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Percentage of African-American students suspended from school	3 of 44 Black/African-American students were suspended 1+ days in 2022-2023. (9.1% of all Black/African-American students)		No more than 2% of any subgroup of students will be suspended from school at least one day per year.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: Student data for Assertive Discipline will be reviewed monthly by the MTSS team and site administrators, proactively identifying students whose data reflects the need for Tier 2 supports and/or Tier 3 interventions by the Elementary Resource Counselor, other staff, or community-based programs. Engaging, structured campus activities for students will be provided during recess and lunch periods, and lunch/playground supervisors will be scheduled and trained based on Active Supervision best practices. Digital Citizenship will be regularly incorporated into classroom instruction, principal newsletters, and parent engagement workshops, including text messaging and social media practices. Parent engagement will include invitations to workshops, recruitment onto PTA and SSC, and collaboration on school events such as a Career & College Day. The IUSD Language Development Program (LDP) liaison for Black / African-American families will support the school's parent engagement efforts by leading a focus group to build partnerships and share ideas. The resource counselor, assistant principal, principal, and homeroom teachers will use classroom, playground, and off campus (cell phone) behavior	YEAR 1:	YEAR 1:	YEAR 1:	YEAR 1:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
data to develop support teams for students who need additional support with emotional regulation, grit, "Size of the Problem," or self-management skills.					
YEAR 2:		YEAR 2:	YEAR 2: \$3000 LCFF Base \$4672 Title 1 \$850 Title 1 \$900 LCFF Supp \$100 LCFF Base	YEAR 2:	YEAR 2: Site administrator s, certificated staff, elementary resource counselor(s) Site administrator s, classified supervision staff, PE paraprofessional, counselor Certificated teaching staff, site administrator s, EdTech Mentor, library media tech(s), counselor parents, IUSD liaison for Black / African-American families, site MTSS team, site administrator s, counselor, students Certificated teaching staff, site administrator s, counselor
YEAR 3:					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?					

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	Year 1: Year 2: Year3:			

LCAP ITEM (High School & Middle Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Impacted and interventions sections?
 - High School - 1 FTE (6 sections)
 - Middle School/K-8 - 0.4 FTE (2 sections)
- High School Graduation Support – specifically in Science and Math?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

N/A

LCAP ITEM (Elementary Schools Only):

How will the school use direct support funding from the LCAP for the following:

- Instructional Aide allocations?
- Site Funding to support intervention programs before, during, and after school? (i.e., unduplicated students, students eligible for free and reduced-priced meals, and foster youth)

- Instructional assistants will support classroom instruction by teaching small groups for differentiated instruction, by providing Tier 2 instruction, by assisting with Tier 3 interventions, and by providing support in instructional engagement. In addition, IAs will be staffed at all recess and lunch periods as a strategy to promote the safest social-emotional and overall healthy environment.
- Staff will be recruited to teach ELA and math intervention courses before/after school hours. This "extended learning" will include students whose performance data indicates the need for additional and alternative formats of small group instruction that focus on specific, essential standards (skills). In addition, our school will staff one Tier 3 Intervention teacher and two IA to provide foundational skill-specific intervention five days each week for students whose academic data screeners show performance deficits at least two grade levels below.
- Our school's assistant principal will co-serve with the principal as an instructional leader of school-wide and grade-level PLC efforts, our Multi-Tiered System of Supports (MTSS) intervention teams, as 504 Plan Coordinator, IEP administrator, ELAC facilitator, a leader of PBIS strategies and progressive discipline that includes restorative learning actions, and the coordinator of recess & lunch period supervision.
- After school once each month, our MTSS Teams will meet with teachers who refer students for Academic or Behavioral student study sessions to consider comprehensive supports and interventions prior to considering an assessment for potential disabilities that might merit an I.E.P. for Special Education services.

ATSI Identified Schools

ATSI Annual Review (2024-2025)

Based on the actual outcomes, describe the overall implementation and effectiveness of the strategies/actions to achieve each goal.

Which strategies were implemented as planned? Which were not, and why?

All strategies were implemented as planned.

Which strategies were most effective? Least effective?

MOST

- Tier 1 school-wide PBIS program aimed at kindness, safety, and responsibility
- Tier 1 school-wide SEL program aimed at Grit, Size of the Problem (appropriate reaction), and Emotional Regulation
- Tier 2 counseling support
- Tier 2 restorative practices, including parent-school collaboration
- Tier 3 disciplinary action based on other means of correction

LEAST

- Tier 1 school-wide PBIS lunchtime sports leagues to motivate classroom conduct/effort and teach conflict resolution skills during competitive games

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

More success resulted from Tier 2 reteaching strategies and Tier 3 interventions/systems such as Check In, Check Out. As the school year ensued, we observed less successful improvement related to PBIS Lunchtime Sports Leagues. Staff communication of student concerns (work ethic, code of conduct) is inconsistent, resulting in the sports leagues not being used as a PBIS system.

Based on the above goal evaluation, what changes might you consider for this goal moving forward (goals, metrics, strategies/actions, expenditures)

In 2025-2026, our instructional staff, administrators, and PE paraprofessional will implement a system for daily communication of lunchtime sports players to monitor their success in meeting classroom expectations. Aso, we will aim to establish a focus group in early Fall 2025 and continue data analysis to target strategies that benefit subgroups of students who need additional support.

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$484,218.98
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$240,039.27

Subtotal of additional federal funds included for this school: \$240,039.27

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 (\$)
LCFF Base	\$171,065.81
LCFF Supplemental	\$66,013.00
Lottery	\$7,100.90

Subtotal of state or local funds included for this school: \$244,179.71

Total of federal, state, and/or local funds for this school: \$484,218.98

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
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Expenditures by Funding Source

Funding Source	Amount
LCFF Base	171,065.81
LCFF Supplemental	66,013.00
Lottery	7,100.90
Title I	240,039.27

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	171,065.81
	LCFF Supplemental	66,013.00
	Lottery	7,100.90
	Title I	240,039.27

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	13,000.00
Goal 2	455,082.98
Goal 3	16,136.00

ATSI Goal

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
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 15, 2025.

Attested:

Principal, David Burke on May 15, 2025
SSC Chairperson, Johnnie Walker on May 15, 2025

School Site Council Membership

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

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

Name of Members	Role
David Burke	Principal
Patrick Phanthanusorn	Other School Staff
Lauren Keith	Classroom Teacher
Jennifer Sit	Classroom Teacher
Haejin Park	Classroom Teacher
Johnnie Walker	Parent or Community Member
Natasha Kaliski	Parent or Community Member
Pablo Azpiri	Parent or Community Member
Ann Ha	Parent or Community Member
Taylor Webb (replaced by Sami Shay)	Parent or Community Member

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.17%	0.18%	1	1	1
African American	5.89%	6.78%	5.70%	33	39	32
Asian	26.96%	30.43%	35.65%	151	175	200
Filipino	2.50%	1.74%	2.14%	14	10	12
Hispanic/Latino	24.82%	24.52%	24.42%	139	141	137
Pacific Islander	0.89%	0.7%	0.71%	5	4	4
White	28.57%	27.65%	21.39%	160	159	120
Multiple/No Response	9.29%	7.65%	9.45%	52	44	53
Total Enrollment				560	575	561

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	69	58	65
Grade 1	69	70	66
Grade 2	74	86	76
Grade3	82	74	84
Grade 4	88	99	83
Grade 5	89	85	97
Grade 6	89	103	90
Total Enrollment	560	575	561

Conclusions based on this data:

1. Approximately 1 in 4 students identifies as Hispanic ethnicity.
2. The Asian percentage of students has increased nearly 9% over the past two years.
3. The White percentage of students has decreased nearly 7% over the past two years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	222	217	210	40.0%	39.6%	37.4%
Fluent English Proficient (FEP)	53	79	68	9.4%	9.5%	12.1%
Reclassified Fluent English Proficient (RFEP)	14	51		15.9%	5.90%	

Conclusions based on this data:

1. Over 200 students are identified as English Learners who merit ELD instructional supports from their teachers.
2. For three consecutive years, the percentage of Fluent English Proficient students at Culverdale has increased.
3. For three consecutive years, the percentage of English Learners at Culverdale has decreased.

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	95	77	81	73	66	71	73	66	71	76.8	85.7	87.7
Grade 4	89	104	86	78	90	72	78	90	72	87.6	86.5	83.7
Grade 5	94	83	95	77	71	84	77	71	83	81.9	85.5	88.4
Grade 6	93	104	90	84	101	85	84	101	85	90.3	97.1	94.4
All Grades	371	368	352	312	328	312	312	328	311	84.1	89.1	88.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2409.	2425.	2420.	26.03	25.76	21.13	20.55	24.24	25.35	17.81	25.76	26.76	35.62	24.24	26.76
Grade 4	2457.	2464.	2468.	25.64	31.11	33.33	25.64	17.78	16.67	12.82	21.11	19.44	35.90	30.00	30.56
Grade 5	2488.	2508.	2489.	19.48	23.94	25.30	29.87	33.80	25.30	19.48	15.49	13.25	31.17	26.76	36.14
Grade 6	2563.	2544.	2578.	29.76	24.75	42.35	41.67	35.64	32.94	16.67	15.84	11.76	11.90	23.76	12.94
All Grades	N/A	N/A	N/A	25.32	26.52	30.87	29.81	28.05	25.40	16.67	19.21	17.36	28.21	26.22	26.37

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	21.92	18.18	21.13	50.68	66.67	59.15	27.40	15.15	19.72
Grade 4	16.67	25.56	22.22	56.41	51.11	56.94	26.92	23.33	20.83
Grade 5	16.88	16.90	20.48	66.23	69.01	61.45	16.88	14.08	18.07
Grade 6	16.67	20.79	32.94	67.86	55.45	47.06	15.48	23.76	20.00
All Grades	17.95	20.73	24.44	60.58	59.45	55.95	21.47	19.82	19.61

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	20.55	13.64	12.68	45.21	53.03	54.93	34.25	33.33	32.39
Grade 4	20.51	18.89	27.78	52.56	54.44	45.83	26.92	26.67	26.39
Grade 5	9.09	21.13	20.48	59.74	60.56	50.60	31.17	18.31	28.92
Grade 6	29.76	28.71	41.18	55.95	53.47	48.24	14.29	17.82	10.59
All Grades	20.19	21.34	26.05	53.53	55.18	49.84	26.28	23.48	24.12

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	8.22	15.15	16.90	71.23	68.18	64.79	20.55	16.67	18.31
Grade 4	15.38	13.33	15.28	67.95	72.22	68.06	16.67	14.44	16.67
Grade 5	15.58	12.68	14.46	72.73	71.83	62.65	11.69	15.49	22.89
Grade 6	13.10	10.89	14.12	78.57	77.23	72.94	8.33	11.88	12.94
All Grades	13.14	12.80	15.11	72.76	72.87	67.20	14.10	14.33	17.68

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	12.33	21.21	19.72	64.38	65.15	66.20	23.29	13.64	14.08
Grade 4	14.10	17.78	19.44	70.51	63.33	63.89	15.38	18.89	16.67
Grade 5	20.78	12.68	24.10	55.84	67.61	56.63	23.38	19.72	19.28
Grade 6	30.95	21.78	31.76	61.90	62.38	61.18	7.14	15.84	7.06
All Grades	19.87	18.60	24.12	63.14	64.33	61.74	16.99	17.07	14.15

Conclusions based on this data:

- 90% of all students in grades 3-5 participated in the ELA CAASPP the three most recent years, lower perhaps due to Newcomer students who are exempt the first 12 months in the USA.
- ELA scores for 6th grade reflect greater than 75% of students either Exceeding or Meeting the standard. However, in grades 3-6, 46-50% of students are either Exceeding or Meeting the standard.

3. Of the 4 categories for ELA, Listening has the fewest percentage of students Above Standard for grades 3-6.

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	95	78	81	93	76	80	93	76	80	97.9	97.4	98.8
Grade 4	89	104	86	87	102	81	87	102	81	97.8	98.1	94.2
Grade 5	94	83	95	93	80	89	93	80	89	98.9	96.4	93.7
Grade 6	93	104	90	92	102	89	92	102	89	98.9	98.1	98.9
All Grades	371	369	352	365	360	339	365	360	339	98.4	97.6	96.3

* 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	2426.	2442.	2450.	21.51	31.58	28.75	27.96	28.95	35.00	19.35	19.74	18.75	31.18	19.74	17.50
Grade 4	2482.	2482.	2483.	26.44	22.55	24.69	25.29	31.37	29.63	25.29	24.51	20.99	22.99	21.57	24.69
Grade 5	2484.	2516.	2505.	13.98	25.00	26.97	25.81	26.25	11.24	23.66	22.50	32.58	36.56	26.25	29.21
Grade 6	2549.	2575.	2584.	25.00	41.18	42.70	18.48	22.55	22.47	41.30	24.51	21.35	15.22	11.76	13.48
All Grades	N/A	N/A	N/A	21.64	30.28	30.97	24.38	27.22	24.19	27.40	23.06	23.60	26.58	19.44	21.24

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.51	28.95	27.50	47.31	52.63	53.75	31.18	18.42	18.75
Grade 4	21.84	20.59	20.99	51.72	49.02	53.09	26.44	30.39	25.93
Grade 5	12.90	17.50	20.22	48.39	58.75	49.44	38.71	23.75	30.34
Grade 6	18.48	28.43	34.83	59.78	60.78	48.31	21.74	10.78	16.85
All Grades	18.63	23.89	25.96	51.78	55.28	51.03	29.59	20.83	23.01

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.20	28.95	28.75	61.29	56.58	57.50	21.51	14.47	13.75
Grade 4	28.74	22.55	28.40	49.43	56.86	56.79	21.84	20.59	14.81
Grade 5	8.60	15.00	19.10	60.22	71.25	60.67	31.18	13.75	20.22
Grade 6	16.30	35.29	34.83	73.91	48.04	53.93	9.78	16.67	11.24
All Grades	17.53	25.83	27.73	61.37	57.50	57.23	21.10	16.67	15.04

Conclusions based on this data:

- Over 93% of students in each grade 3-6 participated in the math CAASPP.
- The percentage of students Exceeding or Meeting standards for 6th grade (65%), 4th grade (56%), and 3rd grade (64%) is significantly higher than 5th grade (38%).
- For grades 3-6, the most concerning percentage of Below Standard students was in Problem Solving & Modeling/Data Analysis.

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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1399.3	1401.7	1447.4	1394.8	1400.6	1441.1	1409.6	1404.0	1462.1	29	28	25
1	1432.4	1438.9	1456.0	1431.1	1429.3	1451.5	1433.1	1448.0	1460.0	34	27	32
2	1481.7	1471.6	1484.3	1467.5	1455.8	1479.0	1495.4	1486.8	1489.1	24	48	35
3	1473.0	1471.6	1482.4	1472.2	1462.8	1476.3	1473.3	1479.8	1487.9	46	24	39
4	1515.0	1487.0	1498.8	1513.2	1478.7	1500.1	1516.1	1494.8	1497.0	32	44	31
5	1483.6	1515.9	1505.1	1474.6	1521.1	1505.5	1492.2	1510.1	1504.1	33	28	33
6	1530.7	1517.3	1515.0	1527.3	1517.3	1519.6	1533.6	1516.9	1510.0	24	38	24
All Grades										222	237	219

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	17.24	3.57	32.00	24.14	17.86	32.00	34.48	67.86	24.00	24.14	10.71	12.00	29	28	25
1	2.94	3.70	12.50	32.35	33.33	43.75	41.18	44.44	25.00	23.53	18.52	18.75	34	27	32
2	8.33	10.42	8.57	54.17	45.83	54.29	25.00	29.17	31.43	12.50	14.58	5.71	24	48	35
3	17.39	4.17	17.95	21.74	29.17	33.33	32.61	41.67	23.08	28.26	25.00	25.64	46	24	39
4	25.00	20.45	19.35	37.50	20.45	29.03	28.13	29.55	35.48	9.38	29.55	16.13	32	44	31
5	9.09	28.57	24.24	30.30	28.57	15.15	18.18	10.71	36.36	42.42	32.14	24.24	33	28	33
6	20.83	23.68	20.83	45.83	34.21	29.17	20.83	18.42	25.00	12.50	23.68	25.00	24	38	24
All Grades	14.41	14.35	18.72	33.33	30.80	34.25	29.28	32.91	28.77	22.97	21.94	18.26	222	237	219

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	13.79	0.00	24.00	17.24	25.00	32.00	41.38	57.14	24.00	27.59	17.86	20.00	29	28	25
1	14.71	11.11	25.00	14.71	22.22	31.25	44.12	29.63	28.13	26.47	37.04	15.63	34	27	32
2	25.00	18.75	25.71	37.50	31.25	34.29	20.83	27.08	34.29	16.67	22.92	5.71	24	48	35
3	23.91	20.83	30.77	32.61	37.50	25.64	15.22	16.67	23.08	28.26	25.00	20.51	46	24	39
4	50.00	27.27	38.71	25.00	27.27	32.26	15.63	15.91	12.90	9.38	29.55	16.13	32	44	31
5	27.27	39.29	39.39	27.27	25.00	24.24	9.09	17.86	15.15	36.36	17.86	21.21	33	28	33
6	54.17	44.74	45.83	25.00	23.68	25.00	4.17	13.16	12.50	16.67	18.42	16.67	24	38	24
All Grades	28.83	24.05	32.42	25.68	27.43	29.22	21.62	24.47	21.92	23.87	24.05	16.44	222	237	219

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	13.79	3.57	40.00	41.38	32.14	36.00	20.69	50.00	20.00	24.14	14.29	4.00	29	28	25
1	0.00	7.41	15.63	35.29	25.93	40.63	38.24	40.74	28.13	26.47	25.93	15.63	34	27	32
2	4.17	14.58	2.86	54.17	39.58	62.86	37.50	29.17	28.57	4.17	16.67	5.71	24	48	35
3	6.52	4.17	7.69	8.70	16.67	23.08	47.83	41.67	35.90	36.96	37.50	33.33	46	24	39
4	12.50	6.82	6.45	28.13	22.73	12.90	34.38	27.27	48.39	25.00	43.18	32.26	32	44	31
5	3.03	7.14	3.03	6.06	14.29	21.21	39.39	39.29	30.30	51.52	39.29	45.45	33	28	33
6	8.33	10.53	0.00	25.00	13.16	12.50	50.00	36.84	45.83	16.67	39.47	41.67	24	38	24
All Grades	6.76	8.44	10.05	26.13	24.47	30.59	38.74	36.29	33.79	28.38	30.80	25.57	222	237	219

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	20.69	3.57	28.00	55.17	85.71	60.00	24.14	10.71	12.00	29	28	25
1	30.30	40.74	31.25	57.58	48.15	53.13	12.12	11.11	15.63	33	27	32
2	20.83	29.17	34.29	62.50	56.25	54.29	16.67	14.58	11.43	24	48	35
3	30.43	29.17	17.95	36.96	41.67	51.28	32.61	29.17	30.77	46	24	39
4	59.38	31.82	38.71	25.00	52.27	38.71	15.63	15.91	22.58	32	44	31
5	12.12	28.57	21.21	51.52	50.00	51.52	36.36	21.43	27.27	33	28	33
6	8.33	18.42	12.50	83.33	63.16	58.33	8.33	18.42	29.17	24	38	24
All Grades	27.15	26.16	26.48	50.68	56.96	52.05	22.17	16.88	21.46	221	237	219

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	6.90	3.57	32.00	48.28	57.14	40.00	44.83	39.29	28.00	29	28	25
1	8.82	7.41	21.88	35.29	33.33	59.38	55.88	59.26	18.75	34	27	32
2	29.17	16.67	31.43	50.00	54.17	54.29	20.83	29.17	14.29	24	48	35
3	36.96	25.00	38.46	30.43	45.83	46.15	32.61	29.17	15.38	46	24	39
4	28.13	23.26	51.61	56.25	48.84	32.26	15.63	27.91	16.13	32	43	31
5	39.39	60.71	54.55	24.24	21.43	24.24	36.36	17.86	21.21	33	28	33
6	58.33	63.16	58.33	25.00	18.42	25.00	16.67	18.42	16.67	24	38	24
All Grades	29.28	28.81	40.64	37.84	40.68	41.10	32.88	30.51	18.26	222	236	219

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	13.79	7.14	16.00	62.07	82.14	80.00	24.14	10.71	4.00	29	28	25
1	11.76	18.52	25.00	50.00	51.85	62.50	38.24	29.63	12.50	34	27	32
2	20.83	18.75	8.57	75.00	60.42	77.14	4.17	20.83	14.29	24	48	35
3	0.00	8.33	5.13	39.13	45.83	48.72	60.87	45.83	46.15	46	24	39
4	12.50	4.55	6.45	59.38	52.27	45.16	28.13	43.18	48.39	32	44	31
5	3.03	7.14	12.12	48.48	53.57	42.42	48.48	39.29	45.45	33	28	33
6	12.50	18.42	0.00	45.83	28.95	37.50	41.67	52.63	62.50	24	38	24
All Grades	9.46	12.24	10.50	52.70	53.16	56.16	37.84	34.60	33.33	222	237	219

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	57.14	46.43	64.00	21.43	32.14	32.00	21.43	21.43	4.00	28	28	25
1	2.94	3.70	9.38	79.41	81.48	71.88	17.65	14.81	18.75	34	27	32
2	25.00	27.08	22.86	70.83	58.33	71.43	4.17	14.58	5.71	24	48	35
3	10.87	12.50	7.69	65.22	62.50	74.36	23.91	25.00	17.95	46	24	39
4	9.38	18.18	9.68	81.25	47.73	70.97	9.38	34.09	19.35	32	44	31
5	12.12	17.86	9.09	45.45	42.86	60.61	42.42	39.29	30.30	33	28	33
6	16.67	7.89	4.17	66.67	65.79	87.50	16.67	26.32	8.33	24	38	24
All Grades	17.65	19.41	16.89	61.99	55.70	67.58	20.36	24.89	15.53	221	237	219

Conclusions based on this data:

- Looking at the Overall Oral Language mean scale scores, there is a general trend of increasing scores from Kindergarten through Grade 2 or 3, followed by some fluctuations in the higher grades. For example, the mean

score increases from 1399.3 in Kindergarten (2021-22) to 1481.7 in Grade 2 (2021-22), before showing more variability in subsequent grades.

2.
 - In terms of the Overall Language Percentage of Students at Each Performance Level, there are shifts in the distribution across the years. For example, in Kindergarten, the percentage of students at Level 4 decreased significantly from 17.24% in 2021-22 to 3.57% in 2022-23, but then increased to 32.00% in 2023-24. Conversely, the percentage of students at Level 2 in Kindergarten increased dramatically from 34.48% in 2021-22 to 67.86% in 2022-23 before decreasing to 24.00% in 2023-24
3. Analyzing the Writing Domain Performance Levels, a notable observation is the generally high percentage of students in the "Somewhat/Moderately Developed" category across most grade levels and years compared to the "Well Developed" category. For example, in Grade 1 in 2022-23, 81.48% of students were in the "Somewhat/Moderately Developed" level, while only 3.70% were "Well Developed". This suggests that many students are developing their writing skills but may not yet be performing at a high level according to the ELPAC standards.

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.

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
561	44.7%	37.4%	0.2%
Total Number of Students enrolled in Culverdale Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	210	37.4%
Foster Youth	1	0.2%
Homeless	2	0.4%
Socioeconomically Disadvantaged	251	44.7%
Students with Disabilities	77	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.7%
American Indian	1	0.2%
Asian	200	35.7%
Filipino	12	2.1%
Hispanic	137	24.4%
Two or More Races	53	9.4%
Pacific Islander	4	0.7%
White	120	21.4%

Conclusions based on this data:

- Culverdale Elementary School has a racially diverse student body, with the largest ethnic group being Asian students at 35.7%, followed by Hispanic students at 24.4% and White students at 21.4%.

2. Over one-third of the student population at the school are English Learners, accounting for 37.4% of the total enrollment.
3. A significant proportion of the students at Culverdale Elementary School are identified as Socioeconomically Disadvantaged, representing 44.7% of the total enrollment.

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
English Language Arts  Yellow	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Green		

Conclusions based on this data:

- Suspension rate is the area identified as making the most progress, in line with ATSI efforts.
- Mathematics and English Learner Progress are identified as making significant progress.
- ELA and Chronic Absenteeism - while in the mid-range - are areas requiring more attention than the other categories.

School and Student Performance Data

Academic Performance English Language Arts

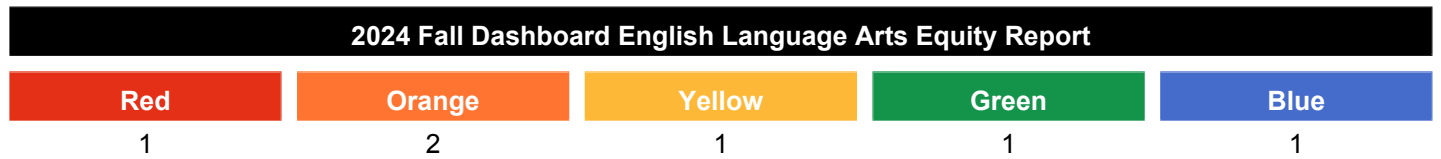
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 4.9 points above standard Maintained 0.4 points 298 Students	English Learners  Yellow 11.4 points below standard Increased 5.9 points 130 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Orange 7.6 points below standard Maintained 1.1 points 140 Students

Students with Disabilities  Red 128.3 points below standard Declined 30.6 points 47 Students	African American  No Performance Color 42.0 points below standard Declined 27.2 points 14 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 14.0 points above standard Increased 24.7 points 98 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Orange 10.7 points below standard Maintained 0.9 points 73 Students
Two or More Races  No Performance Color 1.4 points below standard Declined 30.4 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 12.8 points above standard Declined 20.8 points 72 Students

Conclusions based on this data:

1. Asian students (n = 98) scored 14 points above standard for a collective increase of 24.7 points.
2. English Learner students (n = 130) collectively scored 11.4 points below standard but increased 5.9 points. White students collectively scored 12.8 points above standard but declined 20.8 points.
3. African-American students (n = 14) collectively scored 42 points below standard, declining 27.2 points. Two or More Races students (n = 29) collectively scored 1.4 points below standard but declined 30.4 points. Students with Disabilities (n = 47) collectively scored 128.3 points below standard, declining 30.6 points.

School and Student Performance Data

Academic Performance Mathematics

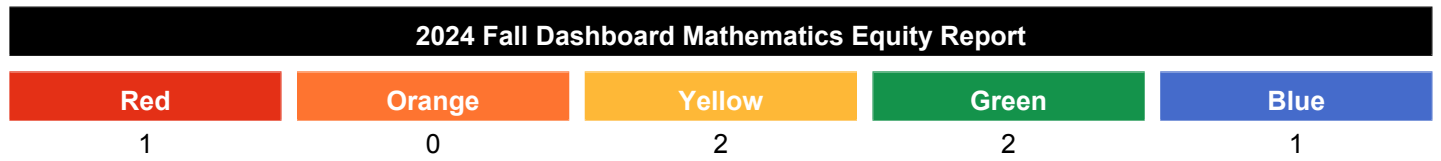
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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



This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 6.9 points above standard Maintained 1.2 points 313 Students	English Learners  Green 11.8 points above standard Increased 4.8 points 146 Students	Long-Term English Learners  No Performance Color Less than 11 Students 3 Students
Foster Youth  No Performance Color Less than 11 Students 1 Student	Homeless  No Performance Color Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 12.9 points below standard Declined 6.5 points 144 Students

Students with Disabilities  Red 125.8 points below standard Declined 24.5 points 47 Students	African American  No Performance Color 87.1 points below standard Declined 24.8 points 14 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Blue 43.0 points above standard Increased 18.5 points 109 Students	Filipino  No Performance Color Less than 11 Students 8 Students	Hispanic  Yellow 23.5 points below standard Maintained 0.0 points 73 Students
Two or More Races  No Performance Color 15.3 points below standard Declined 40.0 points 29 Students	Pacific Islander  No Performance Color Less than 11 Students 2 Students	White  Green 2.7 points above standard Declined 19.8 points 77 Students

Conclusions based on this data:

1. Asian students (n = 109) collectively scored 43 points above standard, an increase of 18.5 points. English Learners (n = 146) collectively scored 11.8 points above standard, an increase of 4.8 points.
2. Two or More Races students (n = 29) collectively scored 15.3 points below standard and declined 40 points. Hispanic students (n = 73) collectively maintained 0 points either way but scored 23.5 points below standard. Socioeconomically Disadvantaged students (n = 144) collectively scored 12.9 points below standard and declined 6.5 points.
3. Students with Disabilities (n = 47) collectively scored 125.8 points below standard, declining 24.5 points. African-American students (n = 14) collectively scored 87.1 points below standard, declining 24.8 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.

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Green	 No Performance Color
63.9% making progress.	making progress.
Number Students: 144 Students	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			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16%	19.4%	1.4%	61.8%

Conclusions based on this data:

- 0.13% of all English Learners are identified as LTELs.
- 92 of 144 English Learners made progress on the ELPAC test.
- 1 of 6 English Learners scored one ELPI level lower than their previous ELPAC test.

School and Student Performance Data

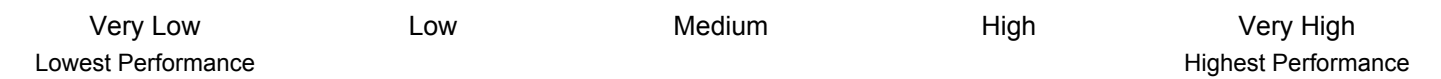
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance 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. N/A
2. N/A
3. N/A

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.

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Yellow

14.4% Chronically Absent

Declined 3.1

605 Students

English Learners



Green

9.1% Chronically Absent

Declined 3

241 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - data not displayed for privacy

3 Students

Foster Youth



No Performance Color

Fewer than 11 students - data not displayed for privacy

1 Student

Homeless



No Performance Color

72.7% Chronically Absent

0

11 Students

Socioeconomically Disadvantaged



Yellow

19.4% Chronically Absent

Declined 4.9

279 Students

Students with Disabilities  Orange 20.5% Chronically Absent Declined 10.9 88 Students	African American  Orange 21.9% Chronically Absent Declined 5.6 32 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Yellow 8.6% Chronically Absent Maintained 0.4 221 Students	Filipino  No Performance Color 25% Chronically Absent 0 12 Students	Hispanic  Orange 23.4% Chronically Absent Declined 2.1 145 Students
Two or More Races  Green 7.1% Chronically Absent Declined 14 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	White  Yellow 14.2% Chronically Absent Declined 4.6 134 Students

Conclusions based on this data:

1. For all students, the chronic absenteeism rate is 14.4%, placing the overall performance in the Yellow category, indicating a middle level of performance. Also, this rate has declined favorably by 3.1%.
2. Among the racial and ethnic student groups with performance colors assigned, Hispanic students have the highest chronic absenteeism rate at 23.4%. However, this rate has declined favorably by 2.1%. Of similar urgency, African-American students have a rate of 21.9%, with a favorable decline of 5.6%. Of the 12 Filipino students, 25% are identified with chronic absenteeism.
3. Asian students and Two or More Races students have the lowest (favorable) absenteeism rates of 8.6% and 7.1% respectively.

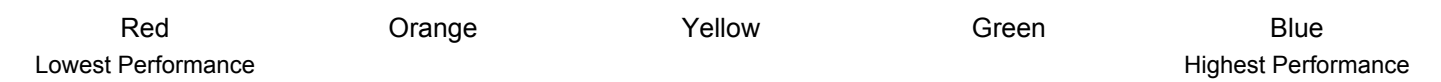
School and Student Performance Data

Academic Engagement Graduation 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 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. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

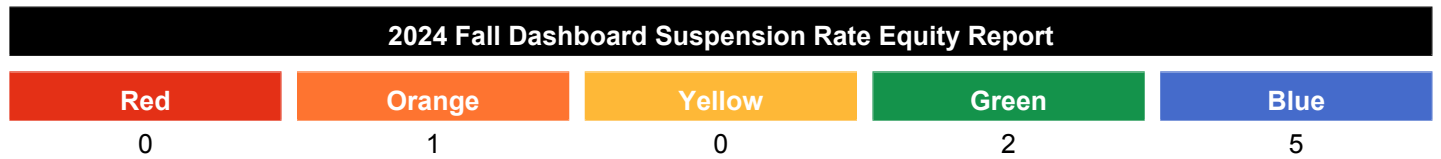
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students  Blue 0.5% suspended at least one day Declined 1.2% 625 Students	English Learners  Blue 0% suspended at least one day Declined 1.2% 247 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
Foster Youth  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Homeless  No Performance Color 9.1% suspended at least one day 11 Students	Socioeconomically Disadvantaged  Blue 1% suspended at least one day Declined 2% 296 Students

Students with Disabilities  Green 1.1% suspended at least one day Declined 1.9% 92 Students	African American  Blue 0% suspended at least one day Declined 9.1% 35 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Blue 0% suspended at least one day Declined 0.5% 226 Students	Filipino  No Performance Color 0% suspended at least one day 12 Students	Hispanic  Green 0.7% suspended at least one day Declined 1.9% 148 Students
Two or More Races  Blue 0% suspended at least one day Declined 1.9% 58 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Orange 1.4% suspended at least one day Increased 0.9% 139 Students

Conclusions based on this data:

1. Through ATSI efforts, the rate of African-American students suspended drastically decreased.
2. White students were suspended at the highest rate.
3. Hispanic students and Students with Disabilities were the only ethnic subgroups with suspensions, other than White students.

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

It can be helpful to use a framework for writing goals such 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.

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

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

Clear

Casie Veteo

Clear

Clear

Clear

☒ English Advisory Committee☐ Special Education Advisory Committee☐ Advanced Learning and Differentiation Advisory Committee

☐ Other committees established by the school or district (list):

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 15, 2025

Attested:

Clear

D132

Clear

John A. Volk

Principal, David Burke

on May 15, 2025

SSC Chairperson, Johnnie Walker

on May 15, 2025