



**AVID ELEMENTARY**  
*Advancement Via Individual Determination*

# School Plan for Student Achievement (SPSA) Template

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
Robert Sanders Elementary School	43696176048078	1/22/24	2/14/24

## 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)

Schoolwide Program

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

Robert Sanders Elementary's areas of growth have been identified and goals have been set to meet those particular areas of growth to support academic achievement so that all students, particularly the lowest-achieving students, demonstrate proficiency on the state's academic standards and California Dashboard indicators. Each of the MPESD's LCAP goals supports the goals for Robert Sanders Elementary by supporting high-quality classroom instruction, equitable access, engaging parents and community members, providing a safe and supportive school environment, and supporting English Learners, socioeconomically disadvantaged students, and students with disabilities. School goals will influence the entire educational program of the school and are aligned with the goals of the Learning Continuity Plan regarding student outcomes and student and parent engagement. Goals will support the school in improving state Dashboard indicators related to school climate, academic achievement, college and career readiness, and local indicators as defined in the Dashboard.

Robert Sanders Elementary's goals are made up of the following:

Goal 1: Increase Student Success for all Student Subgroups in Academics

Goal 2: Quality of Instruction: Ensuring Access to Certificated Teachers and Standards-Based Curriculum

Goal 3: Safe and Supportive Learning Environment

This particular school plan for student achievement (SPSA) is a strategic plan that maximizes resources with the ultimate goal of increasing student achievement. Through each outlined goal students, staff, and the learning community will work towards improvement with the resources that are made available with each plan.

# Table of Contents

SPSA Title Page .....	1
Purpose and Description.....	2
Table of Contents.....	3
Comprehensive Needs Assessment Components .....	5
Data Analysis .....	5
Surveys .....	5
Classroom Observations.....	5
Analysis of Current Instructional Program.....	5
Educational Partner Involvement .....	9
Resource Inequities .....	9
School and Student Performance Data .....	11
Student Enrollment.....	11
CAASPP Results.....	13
ELPAC Results .....	17
Student Population.....	20
Overall Performance .....	21
Academic Performance.....	23
Academic Engagement.....	29
Conditions & Climate.....	32
Goals, Strategies, & Proposed Expenditures.....	34
Goal 1.....	34
Goal 2.....	41
Goal 3.....	46
Budget Summary .....	52
Budget Summary .....	52
Other Federal, State, and Local Funds .....	52
Budgeted Funds and Expenditures in this Plan.....	53
Funds Budgeted to the School by Funding Source.....	53
Expenditures by Funding Source .....	53
Expenditures by Budget Reference .....	53
Expenditures by Budget Reference and Funding Source .....	53
Expenditures by Goal.....	54
School Site Council Membership .....	55
Recommendations and Assurances .....	56
Instructions.....	57
Instructions: Linked Table of Contents.....	57

Purpose and Description .....58  
Educational Partner Involvement .....58  
Resource Inequities .....58  
Goals, Strategies, Expenditures, & Annual Review .....59  
Annual Review .....60  
Budget Summary .....61  
Appendix A: Plan Requirements .....63  
Appendix B: .....66  
Appendix C: Select State and Federal Programs .....68

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The school community were sent surveys to get their input on our school climate. In addition to surveys, our staff had opportunities to provide input during our staff meetings, and parents were able to share their input/feedback during our parent engagement meetings such as coffee with the principal, school site council, English learner advisory committee, parent-teacher association meetings, and other school events. The data gathered from these different perspectives guided the allocation and implementation of the LCAP funding.

Students, families, and staff participated in a Healthy Kids/School Climate survey. Results support the PBIS/BEST Committee, staff, and administrators in determining strengths and areas of improvement in school climate and academic expectations. Overall, our students, families, and staff rated our school high in providing a safe learning environment for students.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Teachers are observed formally and informally throughout the school year by the principal following the teacher contract. Observations assist the principal and teachers in determining if school programs are being fully implemented and assess the program's effectiveness. It also allows the administrators to observe and give suggestions to enhance the teacher's performance.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The results of the CAASPP (California Assessment of Student Performance and Progress) assessments and the results of the PFT (Physical Fitness Test) are used in determining if we meet our goals. All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. Moreover, we use the CAASPP, ELPAC, Eureka Math assessments, iReady math and reading diagnostics (3X/year), Fountas and Pinnell Assessments and Benchmark Digital Oral Reading Record (ORR) results to monitor our students' progress.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff uses data to drive program improvement to better meet the academic needs of our students. Annually the staff analyzes assessment results to develop grade-level instructional plans throughout the year. Teachers also analyze local and district benchmark assessments aligned to their instructional yearly plan to monitor student progress throughout the year. The results of these assessments are discussed at grade level meetings and collaborations and SST's. Based on the analysis of the results, teachers identify the key standards where students need support, and instructional strategies and instructional materials are identified to address the needs of the students. School-wide intervention is planned, designed, implemented, and assessed to support the needs of all students.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All of the teachers at Robert Sanders are highly qualified based on the credentialing requirement by the California Department of Education.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Our teachers receive professional staff development in the area of Common Core implementation, Fountas & Pinnell, Foundations (TK-2nd grade), EL CREW, Benchmark Advance, and iReady. Our teachers have access to SBE-adopted instructional materials and the integration of EL Education Curriculum for English Language Arts and Eureka Mathematics/CPM Mathematics and have had training in the latest adoption. Teachers of core academic subjects possess the appropriate credential, authorization, or intern credential and demonstrate subject matter knowledge and competence.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Our staff development is aligned to the Common Core state standards. The staff received staff development in iReady, EL Crew, and Universal Design for Learning. Each teacher has access to the CA Standards for the Teaching Profession, which is used during professional development throughout the year. Professional development at the school includes study of the California Standards for the teaching profession and the English Learner standards. Each teacher's yearly goals are based on these standards by number and the district evaluation instrument is standards based. During post observation and summative conferences, the standards are used as a basis to guide improvement

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The goal of the district is to have all teachers highly qualified. The district recruits fully credentialed teachers. Teachers differentiate instruction to meet the needs of all students. There are 12 regular education teachers and 5 special education teachers. Students are placed heterogeneously so that all 12 regular education teachers work with under-performing students. Our at-risk students also receive support from our intervention teachers, and these students are selected with data from, iReady Data, CAASPP, and Fountas and Pinnell assessments. Our new teachers receive support from our SVNTP Mentors.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers have weekly grade level collaboration meetings. Additionally, they have up to 5 collaboration/professional development opportunities throughout the year to aid instructional planning and look at data.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

At Robert Sanders, teachers use textbooks that are standards based and on the state adopted list to deliver instruction. At the beginning of each school year, the staff reviews the CAASPP data and other assessment results from the previous spring. They analyze the test results and develop a yearly plan to meet the needs of our students. We use the essential standards, the blueprints, and district grade level Concept Maps, to assist in planning instruction. The use of our standards based report cards also focuses instruction and reporting to parents on the standards. Ongoing professional development and the evaluation process also support alignment of curriculum, instruction, and materials to content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The current program requires differentiation of instruction in all classrooms. It is a constant challenge to provide differentiated instruction. Teachers need to plan and work collaboratively to address the varying needs of their underperforming students. The staff built a collaborative time during the teaching day for school-wide, and grade-level teams to come together, analyze student data, share success, share instructional strategies, plan for instruction, and refocus their teaching and instructional plans is essential.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

At Robert Sanders, Designated ELD is taught 5 days a week in every grade level. EL students are placed in the designated ELD rotation classes based on their language proficiency. Intervention occurs during small group instruction in the classes. The intervention teachers pull small groups of students in K-5 for reading support. Teachers also provide intervention after school in ELA and Math. EL students and at-risk students are the targeted students for the MPAS (after school) tutoring program..

### Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based texts are available in all classrooms. Each student has reading, math, social science, and science texts that are aligned with CA state standards and are on the state-approved textbook list. Robert Sanders Elementary also provides support for our English Language Learners. Some of the supplemental materials include the ELD framework and BrainPOP ELL. Every student has access to standards-based instructional materials as required by the Williams Act.

### Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We use SBE-adopted and standards-aligned instructional materials, including intervention materials.

## Opportunity and Equal Educational Access

### Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All classroom teachers provide differentiated instruction to meet the academic needs of the students. Teachers provide intervention for students who are working below grade level and ELD for English Language Learners who need language development and additional support to have access to the grade-level core curriculum. They also reteach concepts to students who need additional review to master key grade-level standards and offer challenging instruction to students who are working at or above grade-level standards. Targeted students receive additional interventions before, during, or after school by certificated teachers and classified staff. Student Study Team meetings are scheduled for our highest at-risk students.

### Evidence-based educational practices to raise student achievement

Robert Sanders Elementary uses highly effective research-based practices to support our student achievement and has implemented the following programs, PBIS, culturally-responsive instruction, flexible groupings, and high-yield strategies to maximize student learning. We continue to implement AVID school-wide during the 2023-24 school year.

## Parental Engagement

### Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Robert Sanders has an active SSC, ELAC, and PTA who offer support and suggestions as to how to support out at-risk students. We have the support of Alum Rock Counseling Center, Effective School Solutions, and our district Family Case manager to support students and families. The Mt. Pleasant After School Program (MPAS) provides designated homework blocks (5) days per week for all students. The school depends on the resources from categorical programs and non-categorical programs to assist students who perform below grade level standards. In addition, the school offers before-school programs, sports, library access, summer school, alternative and opportunities programs, and specialty educational options in line with the school.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Three different parent groups (SSC, ELAC, and PTA) are involved in the planning and implementation of programs on our school site. Our leadership team is reflective of the cluster grade groups TK-2 and 3-5 to ensure all grade levels and programs are represented. We discuss upcoming plans, discuss curriculum, review data, and make decisions for our school. In each group, we discuss the needs of the school, student needs, and plans to meet the goals that are in place in our school plan. Once a month a "Coffee with the Principal" is scheduled and is a platform for parents to come and listen to plans, share their thoughts, and give input on issues that they might have.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds provide a variety of services to students during the school day and after school. These funds are used to provide small-group targeted interventions, homework support, instructional materials aligned to state standards, and support to underperforming students. The School Site Council (SSC) allocates funds towards activities, materials, staffing, and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (DELAC/ELAC) and the leadership team provide recommendations to the SSC on the particular needs of at-risk student groups.

## Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized, and allocated to align with the district's LCAP goals and the school's SPSA goals. The school staff and students have fiscal support through MPESD.

## **Educational Partner Involvement**

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

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

The School Site Council (which consists of parents and classified and certificated staff) and the staff review the SPSA throughout the school year. The SSC meets monthly to review the SPSA goals, activities, and funding. The staff reviews the SPSA throughout the school year, and like the SSC, reviews and updates the Plan as needed. The main purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the physical and instructional resources available to the school to minimize duplication of efforts with the ultimate goal of increasing student achievement.

## **Resource Inequities**

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

Resource inequities for the Mt. Pleasant Elementary School District were reflected in data analysis and include: a need for college and career processes for students, a need for career technical education programs to support college and career readiness, and support for student literacy to

include supplemental support for English Learners. These areas are defined as areas of need in the CA Accountability Dashboard and will address graduation rates and college and career indicators.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.6%	1.90%	1.97%	6	6	7
Asian	9.4%	10.79%	10.99%	35	34	39
Filipino	0.8%	0.32%	0.28%	3	1	1
Hispanic/Latino	79.1%	78.10%	78.31%	295	246	278
Pacific Islander	1.9%	1.90%	1.69%	7	6	6
White	3.0%	3.49%	2.54%	11	11	9
Multiple/No Response	3.5%	2.54%	2.54%	13	8	9
	<b>Total Enrollment</b>			373	315	355

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	66	54	69
Grade 1	58	40	44
Grade 2	60	56	51
Grade3	66	54	63
Grade 4	60	57	62
Grade 5	63	54	66
<b>Total Enrollment</b>	373	315	355

### Conclusions based on this data:

1. We continue to serve a diverse population, with highest being Hispanic/Latino.
2. There continues to be a decrease in second grade enrollment.
3. Demographers have indicated that there is a decline in enrollment throughout the MPESD and Santa Clara County. The decline in the number of school-age children and a shift in population patterns led to decreased enrollment. Declining enrollment over the past few years is in part due to the impact of the cost of living in the Bay Area. Economic downturns force families to relocate, leading to lower enrollment. The presence of alternative educational options, such as other charter schools, private schools, or online programs, drew students away as well.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	174	159	177	46.6%	50.5%	49.9%
Fluent English Proficient (FEP)	26	22	19	7.0%	7.0%	5.4%
Reclassified Fluent English Proficient (RFEP)	8		12	4.6%		6.7%

### Conclusions based on this data:

1. The enrollment of EL students has increased.
2. The percentage of Fluent English Proficient has decreased.
3. The percentage of Reclassified Fluent English Proficient has increased.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	53	60	0	52	60	0	52	60	0.0	98.1	100.0
Grade 4	58	60	61	0	58	58	0	58	58	0.0	96.7	95.1
Grade 5	61	57	61	0	57	60	0	57	60	0.0	100.0	98.4
All Grades	183	170	182	0	167	178	0	167	178	0.0	98.2	97.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2352.	2382.		11.54	10.00		11.54	15.00		17.31	35.00		59.62	40.00
Grade 4		2399.	2392.		10.34	5.17		17.24	15.52		18.97	3.45		53.45	75.86
Grade 5		2442.	2444.		5.26	8.33		14.04	15.00		28.07	26.67		52.63	50.00
All Grades	N/A	N/A	N/A		8.98	7.87		14.37	15.17		21.56	21.91		55.09	55.06

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		9.62	10.00		42.31	66.67		48.08	23.33		
Grade 4		8.62	3.45		55.17	53.45		36.21	43.10		
Grade 5		7.02	3.33		57.89	68.33		35.09	28.33		
All Grades		8.38	5.62		52.10	62.92		39.52	31.46		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69	6.67		50.00	51.67		42.31	41.67
Grade 4		3.45	1.72		55.17	32.76		41.38	65.52
Grade 5		3.51	8.33		43.86	45.00		52.63	46.67
All Grades		4.79	5.62		49.70	43.26		45.51	51.12

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85	1.67		53.85	75.00		42.31	23.33
Grade 4		3.45	1.72		60.34	79.31		36.21	18.97
Grade 5		10.53	10.00		63.16	68.33		26.32	21.67
All Grades		5.99	4.49		59.28	74.16		34.73	21.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.46	8.33		50.00	66.67		36.54	25.00
Grade 4		10.34	10.34		56.90	62.07		32.76	27.59
Grade 5		5.26	3.33		73.68	73.33		21.05	23.33
All Grades		9.58	7.30		60.48	67.42		29.94	25.28

**Conclusions based on this data:**

1. For Overall Achievement, the % of students who did not meet standards increased significantly for 4th grade.
2. For Reading: Demonstrating understanding of literary and non-fictional texts, the % of students who did not meet standards increased significantly for 4th while decreasing for 3rd and 5th. For Writing: Producing clear and purposeful writing, the % of students who did not meet standards decreased for 3rd and 5th grade but increased significantly for 4th grade.
3. For Listening, the % of students who did not meet standards decreased significantly for 3rd, 4th, and 5th. For Research/Inquiry, the % of students who did not meet standards decreased 3rd and 4th but increased for 5th.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	64	53	60	0	53	60	0	53	60	0.0	100.0	100.0
Grade 4	58	60	60	0	60	59	0	60	59	0.0	100.0	98.3
Grade 5	61	57	61	0	57	61	0	57	61	0.0	100.0	100.0
All Grades	183	170	181	0	170	180	0	170	180	0.0	100.0	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2376.	2389.		11.32	5.00		9.43	26.67		32.08	23.33		47.17	45.00
Grade 4		2398.	2422.		5.00	6.78		15.00	10.17		16.67	38.98		63.33	44.07
Grade 5		2424.	2432.		1.75	8.20		3.51	8.20		29.82	19.67		64.91	63.93
All Grades	N/A	N/A	N/A		5.88	6.67		9.41	15.00		25.88	27.22		58.82	51.11

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		11.32	10.00		39.62	51.67		49.06	38.33	
Grade 4		13.33	6.78		23.33	40.68		63.33	52.54	
Grade 5		0.00	8.20		29.82	31.15		70.18	60.66	
All Grades		8.24	8.33		30.59	41.11		61.18	50.56	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.43	10.00		47.17	43.33		43.40	46.67
Grade 4		10.00	6.78		26.67	38.98		63.33	54.24
Grade 5		3.51	6.56		47.37	39.34		49.12	54.10
All Grades		7.65	7.78		40.00	40.56		52.35	51.67

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.21	15.00		52.83	50.00		33.96	35.00
Grade 4		8.33	6.78		36.67	52.54		55.00	40.68
Grade 5		0.00	9.84		50.88	36.07		49.12	54.10
All Grades		7.06	10.56		46.47	46.11		46.47	43.33

**Conclusions based on this data:**

1. For the Overall Achievement for All Students, the % of students who did not meet standards decreased for 3rd and 4th but increased for 5th.
2. For Concepts and Procedures the % of students who did not meet standards decreased for 3rd, 4th, and 5th.
3. For Problem Solving and Reasoning, the % of students who did not meet standards increased for 3rd and 5th grade and decreased for 4th grade.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1404.6	1395.7	1397.4	1420.1	1410.0	1413.4	1368.5	1362.4	1359.7	28	31	36
<b>1</b>	1430.5	1411.0	1420.3	1453.9	1431.2	1451.2	1406.6	1390.2	1389.1	32	21	18
<b>2</b>	1454.2	1467.7	1459.1	1459.6	1472.8	1467.5	1448.5	1462.0	1450.2	20	29	17
<b>3</b>	1478.7	1470.9	1492.5	1471.9	1470.3	1488.7	1485.0	1470.9	1495.9	32	21	34
<b>4</b>	1511.7	1503.6	1485.9	1515.6	1495.7	1480.2	1507.3	1511.1	1490.9	25	36	30
<b>5</b>	1506.5	1534.1	1538.4	1510.2	1533.6	1534.8	1502.4	1534.0	1541.4	27	26	37
<b>All Grades</b>										164	164	172

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	7.14	0.00	2.78	25.00	25.81	30.56	35.71	45.16	44.44	32.14	29.03	22.22	28	31	36
<b>1</b>	3.13	0.00	5.56	21.88	19.05	22.22	46.88	33.33	33.33	28.13	47.62	38.89	32	21	18
<b>2</b>	15.00	10.34	5.88	30.00	31.03	35.29	30.00	48.28	35.29	25.00	10.34	23.53	20	29	17
<b>3</b>	6.25	9.52	14.71	43.75	9.52	35.29	28.13	57.14	41.18	21.88	23.81	8.82	32	21	34
<b>4</b>	8.00	25.71	10.34	48.00	28.57	27.59	36.00	17.14	31.03	8.00	28.57	31.03	25	35	29
<b>5</b>	14.81	24.00	35.14	22.22	52.00	29.73	48.15	20.00	18.92	14.81	4.00	16.22	27	25	37
<b>All Grades</b>	8.54	12.35	14.04	31.71	28.40	30.41	37.80	35.80	33.92	21.95	23.46	21.64	164	162	171

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	9.68	16.67	28.57	25.81	27.78	39.29	35.48	25.00	21.43	29.03	30.56	28	31	36
<b>1</b>	15.63	23.81	27.78	37.50	14.29	33.33	40.63	38.10	5.56	6.25	23.81	33.33	32	21	18
<b>2</b>	25.00	24.14	11.76	25.00	41.38	47.06	45.00	24.14	29.41	5.00	10.34	11.76	20	29	17
<b>3</b>	21.88	19.05	26.47	46.88	28.57	35.29	12.50	33.33	32.35	18.75	19.05	5.88	32	21	34
<b>4</b>	40.00	34.29	24.14	52.00	28.57	37.93	0.00	22.86	17.24	8.00	14.29	20.69	25	35	29
<b>5</b>	25.93	40.00	54.05	55.56	56.00	27.03	14.81	4.00	10.81	3.70	0.00	8.11	27	25	37
<b>All Grades</b>	22.56	25.31	28.65	41.46	32.72	33.33	25.00	25.93	20.47	10.98	16.05	17.54	164	162	171

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	0.00	0.00	10.71	12.90	16.67	42.86	51.61	44.44	35.71	35.48	38.89	28	31	36
<b>1</b>	0.00	0.00	0.00	31.25	9.52	11.11	25.00	19.05	27.78	43.75	71.43	61.11	32	21	18
<b>2</b>	10.00	3.45	5.88	30.00	34.48	23.53	25.00	34.48	35.29	35.00	27.59	35.29	20	29	17
<b>3</b>	3.13	4.76	8.82	31.25	4.76	32.35	34.38	47.62	29.41	31.25	42.86	29.41	32	21	34
<b>4</b>	4.00	17.14	6.90	20.00	28.57	13.79	48.00	20.00	27.59	28.00	34.29	51.72	25	35	29
<b>5</b>	7.41	4.00	24.32	7.41	44.00	21.62	48.15	32.00	27.03	37.04	20.00	27.03	27	25	37
<b>All Grades</b>	5.49	5.56	8.77	21.95	23.46	20.47	37.20	33.95	32.16	35.37	37.04	38.60	164	162	171

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	6.45	16.67	67.86	54.84	63.89	21.43	38.71	19.44	28	31	36
<b>1</b>	28.13	23.81	50.00	62.50	52.38	38.89	9.38	23.81	11.11	32	21	18
<b>2</b>	15.00	17.24	5.88	60.00	75.86	88.24	25.00	6.90	5.88	20	29	17
<b>3</b>	21.88	28.57	26.47	50.00	52.38	58.82	28.13	19.05	14.71	32	21	34
<b>4</b>	28.00	48.57	27.59	60.00	37.14	55.17	12.00	14.29	17.24	25	35	29
<b>5</b>	22.22	20.00	35.14	62.96	80.00	56.76	14.81	0.00	8.11	27	25	37
<b>All Grades</b>	21.34	24.69	26.90	60.37	58.02	59.65	18.29	17.28	13.45	164	162	171

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	10.71	3.23	13.89	60.71	67.74	50.00	28.57	29.03	36.11	28	31	36
<b>1</b>	6.25	9.52	16.67	78.13	61.90	44.44	15.63	28.57	38.89	32	21	18
<b>2</b>	30.00	24.14	23.53	65.00	62.07	64.71	5.00	13.79	11.76	20	29	17
<b>3</b>	37.50	28.57	32.35	46.88	42.86	61.76	15.63	28.57	5.88	32	21	34
<b>4</b>	75.00	25.71	27.59	20.83	60.00	48.28	4.17	14.29	24.14	24	35	29
<b>5</b>	74.07	72.00	70.27	18.52	24.00	16.22	7.41	4.00	13.51	27	25	37
<b>All Grades</b>	37.42	26.54	33.33	49.08	54.32	45.61	13.50	19.14	21.05	163	162	171

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	3.57	0.00	0.00	53.57	74.19	83.33	42.86	25.81	16.67	28	31	36
<b>1</b>	12.50	4.76	11.11	37.50	19.05	27.78	50.00	76.19	61.11	32	21	18
<b>2</b>	15.00	6.90	5.88	55.00	65.52	52.94	30.00	27.59	41.18	20	29	17
<b>3</b>	6.25	4.76	5.88	53.13	14.29	58.82	40.63	80.95	35.29	32	21	34
<b>4</b>	12.00	11.43	6.90	64.00	48.57	37.93	24.00	40.00	55.17	25	35	29
<b>5</b>	11.11	12.00	27.03	51.85	64.00	40.54	37.04	24.00	32.43	27	25	37
<b>All Grades</b>	9.76	6.79	9.94	51.83	50.62	52.63	38.41	42.59	37.43	164	162	171

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	25.00	9.68	27.78	35.71	58.06	30.56	39.29	32.26	41.67	28	31	36
<b>1</b>	0.00	0.00	0.00	59.38	57.14	38.89	40.63	42.86	61.11	32	21	18
<b>2</b>	10.00	20.69	17.65	55.00	55.17	52.94	35.00	24.14	29.41	20	29	17
<b>3</b>	10.00	9.52	29.41	66.67	66.67	61.76	23.33	23.81	8.82	30	21	34
<b>4</b>	4.00	25.71	13.79	72.00	42.86	44.83	24.00	31.43	41.38	25	35	29
<b>5</b>	7.41	20.00	29.73	51.85	64.00	45.95	40.74	16.00	24.32	27	25	37
<b>All Grades</b>	9.26	15.43	22.22	56.79	56.17	45.61	33.95	28.40	32.16	162	162	171

**Conclusions based on this data:**

1. The overall mean scores increased for Kindergarten, 1st, 3rd, and 5th but decreased for 2nd and 4th.
2. For Overall scores, the percentage of level 4s increased for Kindergarten, 1st, 3rd, and 5th but decreased for 2nd and 4th.
3. For Written Language, The % of Level 1s increased significantly for 4th and 5th. For Listening, the number of well developed scores increased Kindergarten, 1st, and 5th while decreasing for 2nd, 3rd, and 4th. For Speaking, the number of well developed scores increased in Kindergarten, 1st, 3rd, and 4th. For Reading, the number of well developed scores increased for 1st, 3rd, and 5th. For Writing, the number of well developed scores increased for Kindergarten, 3rd, and 5th.

# School and Student Performance Data

## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
355	78.6	49.9	0.8
Total Number of Students enrolled in Robert Sanders Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	177	49.9
Foster Youth	3	0.8
Homeless	33	9.3
Socioeconomically Disadvantaged	279	78.6
Students with Disabilities	58	16.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	2
Asian	39	11
Filipino	1	0.3
Hispanic	278	78.3
Two or More Races	9	2.5
Pacific Islander	6	1.7
White	9	2.5

### Conclusions based on this data:

1. More than 78% of the students are socioeconomically disadvantaged and almost half are English Learners.

# School and Student Performance Data

## Overall Performance

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

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.”



### 2023 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. The data indicated yellow in ELA, Math and red in Chronic Absenteeism.
2. The data indicated orange in Suspension Rate. Robert Sanders Elementary continues to implement PBIS strategies to decrease our Suspension Rate.
3. The data indicated green in English Learner Progress.



# School and Student Performance Data

## Academic Performance English Language Arts

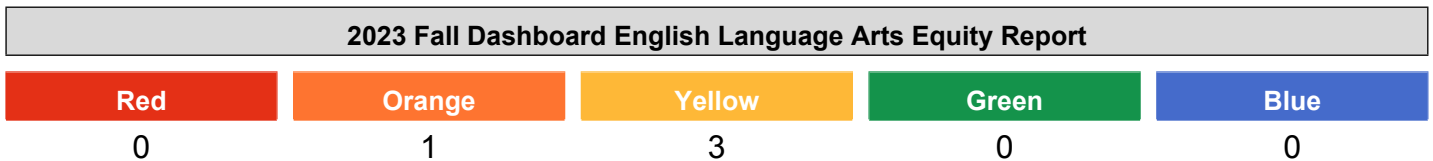
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 59.3 points below standard Increased +10.2 points 172 Students	<b>English Learners</b>  Yellow 66.2 points below standard Increased +14.5 points 94 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 78.7 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 65.9 points below standard Increased Significantly +16.2 points 138 Students	<b>Students with Disabilities</b>  Orange 116.2 points below standard Increased +13.4 points 41 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	10.8 points below standard Decreased Significantly - 34.7 points 18 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 69 points below standard Increased +14.6 points 140 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students	Less than 11 Students  3 Students

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

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

Current English Learner	Reclassified English Learners	English Only
83.6 points below standard Increased +4.4 points 78 Students	18.9 points above standard 16 Students	55.6 points below standard Maintained +1.2 points 70 Students

**Conclusions based on this data:**

- The data demonstrates an increase in most areas.
- The data indicated very low performance for Hispanic students and English Learners.



# School and Student Performance Data

## Academic Performance Mathematics

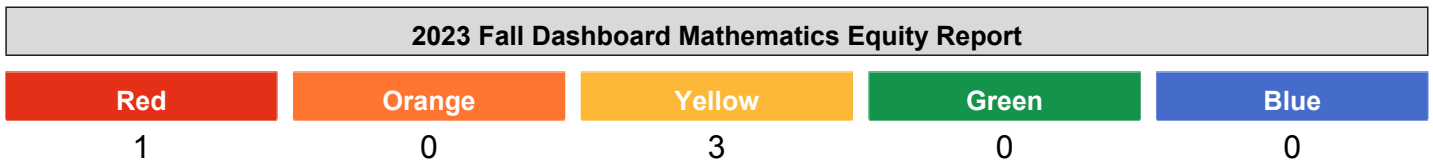
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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





This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Yellow 66.1 points below standard Increased +13 points 172 Students	<b>English Learners</b>  Yellow 73.7 points below standard Increased Significantly +15.8 points 95 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 59.4 points below standard 14 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 71 points below standard Increased Significantly +21.3 points 138 Students	<b>Students with Disabilities</b>  Red 124.7 points below standard Maintained +0.3 points 39 Students

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

African American	American Indian	Asian	Filipino
Less than 11 Students  4 Students	 No Performance Color 0 Students	3.4 points below standard Decreased -9 points  18 Students	Less than 11 Students  1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 76.5 points below standard Increased Significantly +15.8 points  138 Students	Less than 11 Students  5 Students	Less than 11 Students  2 Students	Less than 11 Students  3 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93 points below standard Increased +5.6 points  79 Students	21.4 points above standard  16 Students	57.8 points below standard Increased +4.8 points  69 Students

#### Conclusions based on this data:

1. The data demonstrates an increase in most areas.
2. The data indicated very low performance for Hispanic students and English Learners.
3. Students with Disabilities scored the lowest at Very Low. All other subgroups are low.

# School and Student Performance Data

## Academic Performance English Learner Progress

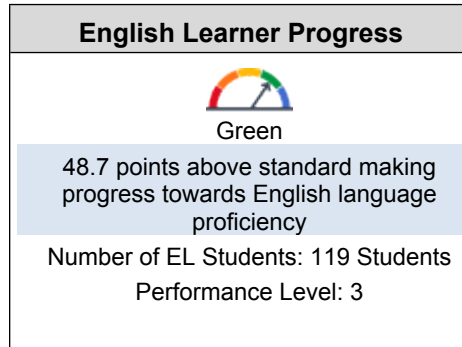
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

### 2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16	45	13	44

#### Conclusions based on this data:

1. Approximately 44% of English Learners are making progress toward English Learner Proficiency

# School and Student Performance Data

## Academic Performance College/Career Report

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

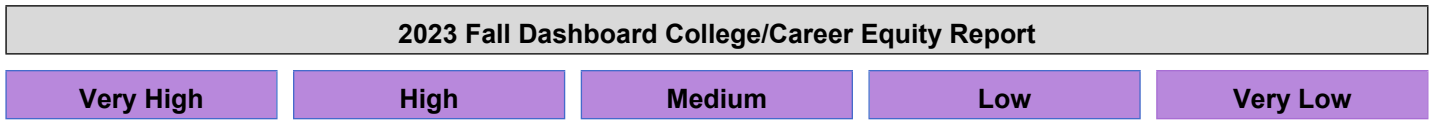
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

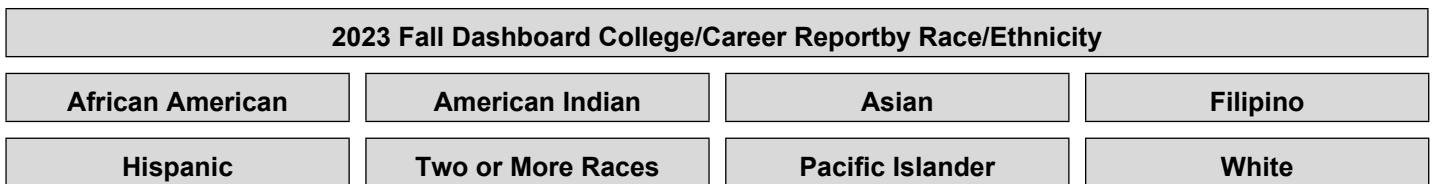
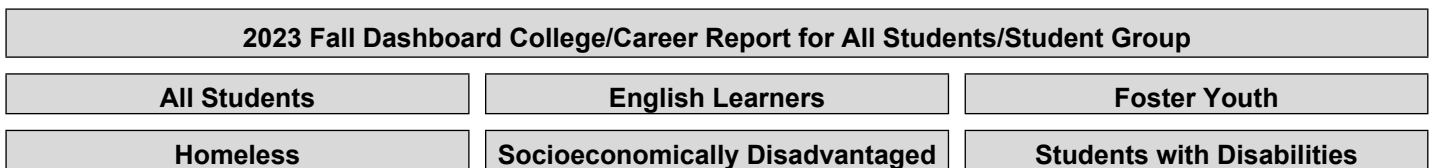
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low                      Low                      Medium                      High                      Very High  
 Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



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.



**Conclusions based on this data:**

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

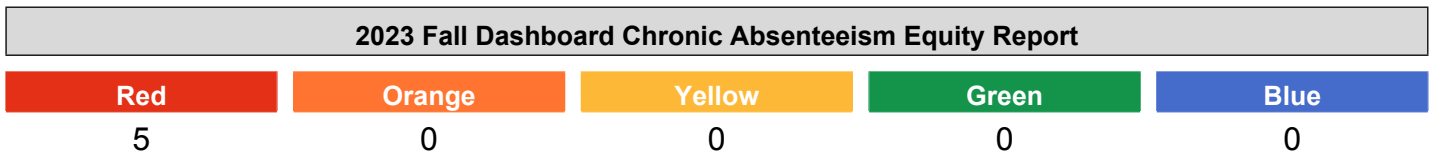
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Red</p> <p>28% Chronically Absent Increased Significantly 6.8</p> <p>379 Students</p>	<p><b>English Learners</b></p> <p>Red</p> <p>25.3% Chronically Absent Increased Significantly 5.4</p> <p>194 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>4 Students</p>
<p><b>Homeless</b></p> <p>34.3% Chronically Absent</p> <p>0</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>29% Chronically Absent Increased Significantly 4.9</p> <p>303 Students</p>	<p><b>Students with Disabilities</b></p> <p>Red</p> <p>38.4% Chronically Absent Increased 7.1</p> <p>73 Students</p>

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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">7 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center"></p> <p align="center">Red</p> <p align="center">22.2% Chronically Absent</p> <p align="center">Increased 13.7</p> <p align="center">45 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">30% Chronically Absent</p> <p align="center">Increased Significantly 5.7</p> <p align="center">293 Students</p>	<p align="center">33.3% Chronically Absent</p> <p align="center">Increased 24.2</p> <p align="center">15 Students</p>	<p>Less than 11 Students</p> <p align="center">6 Students</p>	<p align="center">9.1% Chronically Absent</p> <p align="center">Maintained 0</p> <p align="center">11 Students</p>

**Conclusions based on this data:**

1. In 2022-2023 Chronic Absenteeism was red for all students and the subgroups of English Learners, Socioeconomically Disadvantaged, and Students with Disabilities.
2. Chronic Absenteeism increased in the Asian, Hispanic, and Two or More Races populations.

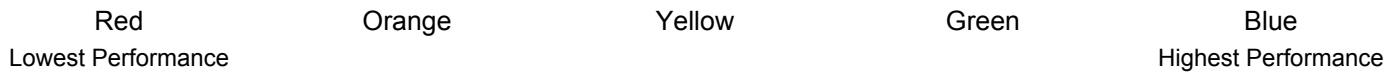
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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.

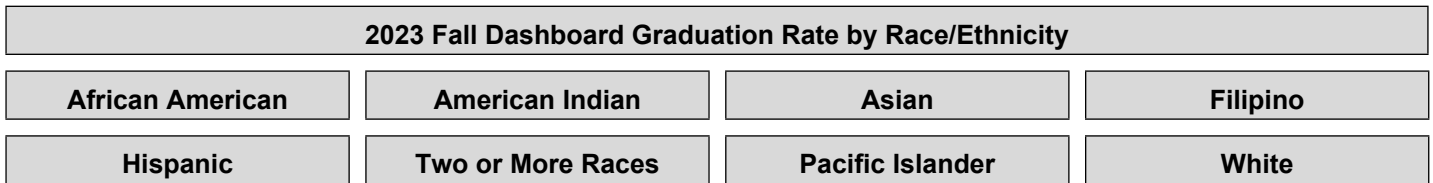
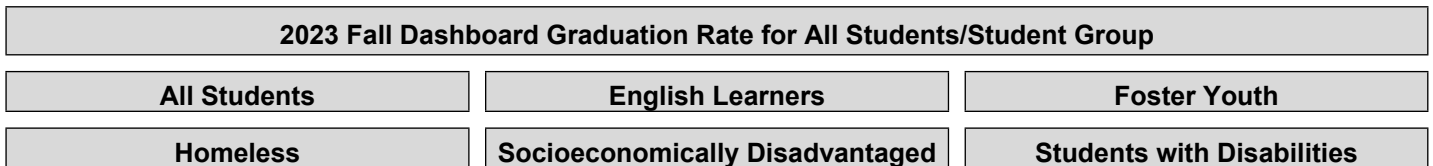
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.



Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

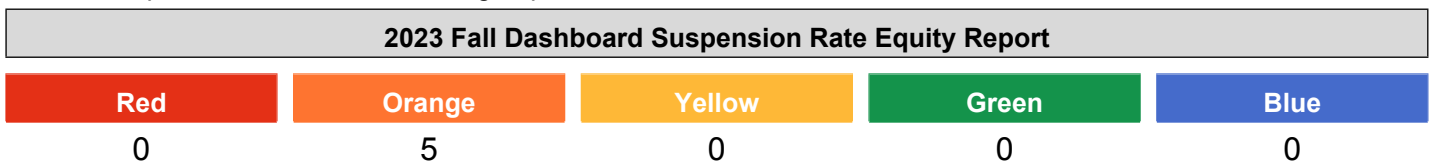
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.






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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>2.1% suspended at least one day</p> <p>Increased 1.8 387 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>2% suspended at least one day</p> <p>Increased 1.5 198 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students 4 Students</p>
<p><b>Homeless</b></p> <p>2.9% suspended at least one day</p> <p>35 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>1.9% suspended at least one day</p> <p>Increased 1.6 308 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>4.1% suspended at least one day</p> <p>Increased 2 74 Students</p>



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

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 7 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Orange 2.1% suspended at least one day Increased 2.1 47 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Orange 1.7% suspended at least one day Increased 1.3 299 Students</p>	<p>0% suspended at least one day Maintained 0 15 Students</p>	<p>Less than 11 Students 6 Students</p>	<p>9.1% suspended at least one day Increased 9.1 11 Students</p>

**Conclusions based on this data:**

1. For 2022-2023, there was an increase in the overall suspension rates.
2. For 2022-2023, suspension rates increased for the Asian, Hispanic, and White populations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Providing Access to Grade-level Content

## LEA/LCAP Goal

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

## Goal 1

Pupil Outcomes: Increase student success for all student subgroups in English Language Arts/Literacy, Math, and Science by providing high-quality instruction that promotes college and career readiness with academic interventions and differentiated instruction to decrease the achievement gap.

## Identified Need

Academic achievement through an equity lens is one of our primary objectives. According to the CA School Dashboard, 22.94% of our students met or exceeded standards in ELA and 21.67% met or exceeded standards in math in the 2023 CAASPP. On the other hand, according to the CA School Dashboard, 10.84% of our English Learners met or exceeded standards in ELA and 15.11% met or exceeded standards in math in the 2023 CAASPP. With this significant disparity in the data, it is necessary to provide a greater focus on the needs of our EL students.

In 2022-23, 49.9% of total enrollment in the school were identified as English Learners, and 6.7% were redesignated to fluent English speakers. In 2021-2022, 0.0% were redesignated as FEP.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP - ELA	23.04	At or above 26%
CAASPP Math	21.67	At or above 24%
ELPAC	14.04	At or above 16%
CAASPP ELA Data for English Learners	10.84	At or above 13%
CAASPP Math Data for English Learners	15.11	At or above 17%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

AVID implementation: Robert Sanders will continue to implement AVID school-wide as well as teachers and site administrator attending the AVID Summer Institute. AVID supports EL, Foster Youth, and low-income students by the implementation of best instructional practices embedded into daily lesson plans that foster rigor and engagement. Our AVID team will train our staff in AVID strategies to support school-wide implementation of AVID Elementary with a focus in literacy. Teachers will use common strategies to support learning in all grade levels.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

30,000

Source(s)

0710 - LCFF Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
District wide

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Intervention Support During the School Day  
Fund 2 paraprofessional educators, a total of 1.25 FTEs to provide support to Special Education and Kindergarten students participating in a full-day program.  
Reading Intervention during the school day for Kindergarten-5th grade students

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

104,371

Source(s)

0710 - LCFF Supplemental

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Staff Professional Development Workshops: Regularly organized workshops for staff professional development serve as a cornerstone for the continuous improvement of teaching practices. By honing their skills and staying informed about best practices, educators can deliver high-quality instruction that aligns with evolving educational standards, benefiting students across all subject areas.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

#### Amount(s)

#### Source(s)

3,750

0710 - LCFF Supplemental  
1000-1999: Certificated Personnel Salaries  
District wide professional developments

3,750

Other

Budget Source: 6266

1,625

0710 - LCFF Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
Staff development workshop

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students needing Special Needs Support

#### Strategy/Activity

Extended Duty for Teachers and Classified Staff (Hourly), Substitutes for IEP, SST, and 504 days, and ITLC Stipend: The provision of additional resources, including extended duty opportunities, substitutes for specific program days, and stipends, demonstrates a commitment to supporting educators' dedication to student success. This approach ensures that specialized programs, such as the Individualized Education Program (IEP), Student Success Team (SST), and 504 plans, receive the attention and resources required for optimal implementation.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
10,241	0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Supplemental Instructional Supplies
3,000	0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Assistive Technology-SPED
3,750	0710 - LCFF Supplemental 4000-4999: Books And Supplies Intervention Curriculum
5,000	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Intervention-Teacher Hourly
3,000	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries ITLC Technology Support Stipends

## Strategy/Activity 5

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Psychologist(s): Continued employment of psychologists to address students' socio-emotional well-being and contribute to a supportive learning environment. The continued employment of psychologists highlights the recognition of the crucial role socio-emotional well-being plays in academic success. These professionals will contribute to creating a positive and supportive School Plan for Student Achievement (SPSA) Page 36 of 66 Valle Vista Elementary learning environment, addressing any emotional or psychological barriers that may impede student progress.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
53,687	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries

## Strategy/Activity 6

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintain enrichment opportunities by paying for teaching staff to provide Music,

Purchase supplemental instructional supplies to support enrichment opportunities; Support additional enrichment opportunities such as science camp and children's musical theater.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
21,492	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Music Enrichment
105,660	Other  Budget source: 6762; Arts and Music Block Grant
33,000	0710 - LCFF Supplemental

## Strategy/Activity 7

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

i-Ready is an online program for reading and mathematics that will help teachers determine their student's needs, personalize their learning, and monitor progress throughout the school year. i-Ready allows teachers to meet students where they are and provides data to increase students learning gains. i-Ready consists of two parts: Diagnostic and Personalized Instruction; i-Ready will be used by teachers during the school day and for extended learning to implement the Extended Learning Opportunity Plan. The estimated cost is \$160,000 districtwide.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
18,750	0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures
10,500	Other 5000-5999: Services And Other Operating Expenditures Budget Code: 2600

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The continuous effectiveness of the implemented strategies and activities will be meticulously monitored through an ongoing data-driven evaluation process. This involves regularly analyzing student achievement data in English Language Arts/Literacy, Math, and Science to identify trends and areas for improvement. Attendance and engagement metrics will provide insights into overall student participation, while assessments of professional development impact will gauge the integration of new strategies by educators. The success of intervention support programs will be measured by tracking the academic progress of students receiving additional assistance, and the participation and impact of enrichment programs will be assessed for their contribution to holistic student development. Additionally, the utilization and effectiveness of technology, such as the iReady program, will be evaluated to ensure personalized learning experiences align with academic needs.

These evaluations will inform evidence-based decision-making, guiding adjustments and refinements to the strategies and activities. By adapting to the insights gained from data analysis, the school aims to create an environment that not only reduces the achievement gap but also promotes college and career readiness for all students. This iterative process ensures that the school remains responsive to the evolving needs of its diverse student body, fostering a dynamic and inclusive educational experience.

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

As of now, there are no significant differences between the intended implementation and the budgeted expenditures for the strategies and activities designed to achieve the articulated goal. The budget has been carefully aligned with the planned initiatives, ensuring that the necessary resources are allocated to each strategy and activity. Regular oversight and financial reviews are in place to monitor adherence to the budget and to promptly address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive approach aims to

maintain financial transparency and uphold the integrity of the budgeted expenditures, ensuring that they effectively support the strategies and activities outlined to meet the educational goal.

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

Following a thorough analysis, any necessary changes to the goal, annual outcomes, metrics, or strategies/activities will be outlined in the School Plan for Student Achievement (SPSA). The analysis will guide data-informed decision-making, and adjustments will be made to enhance the effectiveness of the implemented strategies. Modifications to the goal, outcomes, or metrics may stem from insights gained through ongoing assessments, feedback from stakeholders, or shifts in educational priorities. The SPSA will serve as the comprehensive document reflecting these changes, providing a clear roadmap for continuous improvement. School community members can refer to specific sections within the SPSA, such as the goal statement, objectives, or action plans, to find detailed information on any adjustments made in response to the analysis. This transparent and iterative process ensures that the educational institution remains adaptable, responsive, and aligned with the evolving needs of its students and the broader educational landscape.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Quality of Instruction: Ensuring access to certificated teachers and standards-based curriculum

## LEA/LCAP Goal

Provide resources to ensure that students are instructed by certificated, qualified teachers, ensure that students have access to standards-based adopted curriculum, and students have clean and safe physical learning environments to learn. (State priorities: 1, 2, and 3)

## Goal 2

Provide resources to ensure that students are instructed by certificated, qualified teachers; ensure that students have access to standards-based adopted curriculum and to a clean and safe physical learning environments. (State priorities: 1, 2, and 3)

## Identified Need

One of the greatest factors in student achievement is quality of Instruction. It is critical to recruit and retain high-quality teachers to serve the needs of our students. RS has an average of 21 certificated employees.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SARC/Williams Audit Reports- no teacher vacancies or "misassignments" for 2022-23 school year.	100%	100% Implementation
Data on Teacher Retention	95.72%	Decrease percentage
Facilities in Good Repair	100%	100% Implementation
Local Indicator Self-Reflection Tool- implementation of Academic Content Standards	Met Standard	Continue to Meet Standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Maintenance and Recruitment of Qualified and Experienced Teachers: The recruitment and retention of qualified, experienced teachers are central to achieving this goal. Efforts are directed

toward attracting highly skilled educators and providing ongoing support to retain existing talent. This ensures a consistent level of instructional quality and expertise in the classroom.

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

436,296

Source(s)

0710 - LCFF Supplemental  
1000-1999: Certificated Personnel Salaries  
Districtwide

### **Strategy/Activity 2**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support/Coaching for New Teachers: Acknowledging the importance of mentorship and professional development, there is a focus on providing support and coaching for new teachers. This proactive approach helps them acclimate to the school environment,

### **Proposed Expenditures for this Strategy/Activity**

List the amount(s) and 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.

Amount(s)

16,499

Source(s)

0710 - LCFF Supplemental  
1000-1999: Certificated Personnel Salaries  
District Wide- TOSA Teachers

15,000

4035-NCLB:Title II Teacher Quality  
1000-1999: Certificated Personnel Salaries  
Additional Budget Source: 5830; support new  
teachers (NTP)

### **Strategy/Activity 3**

#### **Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Internet Access and Technology: Recognizing the significance of technology in modern education, the provision of internet access and technology resources is integral. This ensures that students have the tools necessary for digital learning and that educators can leverage technology to enhance instructional methods.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

5000

0710 - LCFF Supplemental  
5000-5999: Services And Other Operating  
Expenditures  
Internet access and technology

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Safe School Facility: Maintaining a safe and secure physical learning environment is a priority. Efforts are directed towards ensuring that the school facility is well-maintained, addressing safety concerns promptly, and implementing measures to create a secure atmosphere for both students and staff.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

5,000

0710 - LCFF Supplemental  
4000-4999: Books And Supplies  
Safe School Facilities- PPE

10,000

Other  
Budget Source- 321x; Object Code- 8110

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Curriculum, Books, and other Instructional Materials including Educational Technology Programs: Access to a standards-based adopted curriculum, along with up-to-date books, and instructional materials, is facilitated. This includes incorporating educational technology programs to enhance the learning experience, aligning curriculum with educational standards, and ensuring a comprehensive and modern approach to instruction.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
25,000	6300-Lottery-Instructional Materials (Prop 20) 4000-4999: Books And Supplies Curriculum Adoption- Amplify
49,953	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional budget code: 4110; Supplemental Phonics Curriculum Teacher PD, Suppl. ELD

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The overall effectiveness of these strategies and activities will be assessed through ongoing evaluation processes. Data on teacher qualifications, student performance, and feedback on the learning environment will be regularly reviewed to gauge the impact of the initiatives. The School Plan for Student Achievement (SPSA) serves as a comprehensive document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made to enhance the overall effectiveness of the strategies and activities. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and maintains a commitment to excellence in education.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 2. The budget has been meticulously designed to support the intended initiatives, ensuring that adequate resources are allocated to key areas such as teacher recruitment and support, technology access, facility maintenance, curriculum adoption, and the provision of necessary supplies. Regular financial reviews and oversight mechanisms are in place to monitor adherence to the budget and promptly address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to maintain transparency and uphold the integrity of the budgeted expenditures, ensuring they effectively support the strategies and activities outlined to meet the educational goal.

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

The ongoing analysis has not identified any substantial changes to Goal 2, the annual outcomes, metrics, or strategies/activities at this juncture. The School Plan for Student Achievement (SPSA) remains a comprehensive reference for school community members to explore specific details related to the goal, including objectives, action plans, and budget allocations. In the event that adjustments are deemed necessary in response to evolving circumstances, school community members' feedback, or shifts in educational priorities, any modifications to the goal or strategies/activities will be documented and communicated through updates to the SPSA. This ensures that the SPSA remains a dynamic and responsive guide, reflecting the school's commitment to providing resources for certificated, qualified teachers, access to a standards-based curriculum, and maintaining safe and clean learning environments for students. Any changes resulting from the analysis will be clearly outlined in the relevant sections of the SPSA for transparency and ongoing improvement.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Safe and Supportive Learning Environment

## LEA/LCAP Goal

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

## Goal 3

Create a safe and supportive learning environment at all school sites where students attend and are connected to their schools. (State Priorities: 3, 5, and 6)

## Identified Need

Identified Need:

Suspensions: According to the 2023 CA School Dashboard, the overall performance level for suspension rates for Robert Sanders Elementary is Orange. The suspension rate increased 1.8% from the previous year.

Chronic Absenteeism: According to the 2023 CA School Dashboard, the overall performance level for chronic absenteeism rates for Robert Sanders Elementary is Red. The chronic absenteeism rate increased by 6.8% from the previous year. Overall, our chronic absenteeism rate is 28%. We have 25.3% chronic absenteeism in our English Learner subgroup, 30% in our Hispanic subgroup, and 29% in our socioeconomically disadvantaged group.

Another area for improvement is to increase the number of parents participating in school events. On average, we have 10-15 parents attending our parent meetings and about 15-25 parents attend our school-wide events. We would like to increase these numbers by 20%.

Based on the data presented and input from parents and community members during the past parent meetings and school events, there is a need to improve student and parent engagement and provide a safe and supportive learning environment for all students.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Data	0.3%	Decrease or maintain
CA Dashboard Attendance Data	21.2%	Decrease or maintain
Expulsion Rate	0%	0%
Attendance Rate	92.4% daily attendance rate	97% or better

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students and Families of Most Vulnerable Student Subgroups

### Strategy/Activity

Family Case Manager(s), Counselor(s), and Support Services for Students including Transportation and Mental Health: The presence of Family Case Manager(s) and Counselor(s) underscores a commitment to providing comprehensive support for students and their families. These professionals play a crucial role in addressing various needs, including mental health, and facilitating access to necessary services. Additional support services, such as transportation assistance, further contribute to creating a supportive environment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
29,216	0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Family Case Manager
30,000	Other 1000-1999: Certificated Personnel Salaries Budget Source- 321x/6500; Counselor
2,500	Other 5000-5999: Services And Other Operating Expenditures Budget Source- 5634; Transportation for homeless
7,500	0710 - LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Support vulnerable students/Mental health support

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

### Strategy/Activity

Provide student incentives to help with engagement and belonging

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,100	0710 - LCFF Supplemental Budget code- 5830
10,000	3010 - Title I Site Additional budget source- 4203; Budget code- 5830

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement and Communication and Access

#### Strategy/Activity

Improvement in Student Engagement, Attendance, and School Climate including having Student Supervisors (Yard Duty Personnel); Strategies targeting the improvement of student engagement, attendance, and school climate, including the presence of Campus Supervisors and Yard Duties, contribute to creating a positive and safe atmosphere. These measures aim to enhance the overall learning environment, fostering a sense of security and community.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
2,500	0710 - LCFF Supplemental Budget code: 5830
12,500	Other Budget source- 6331; Budget codes- 1113 & 2920; Intervention coordination

### Strategy/Activity 4

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity



Parent Engagement Workshops: The implementation of Parent Engagement Workshops is designed to strengthen the partnership between schools and families. By providing parents with School Plan for Student Achievement (SPSA) Page 47 of 66 Valle Vista Elementary valuable insights into their child's education and fostering collaboration, these workshops contribute to a supportive home-school connection.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
750	0710 - LCFF Supplemental 1000-1999: Certificated Personnel Salaries Parent Workshop and Training
1,000	Other 4000-4999: Books And Supplies Budget source- 9027; Academic Fair Supplies

### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

#### Strategy/Activity

Utilizing contracted services such as district cellphones, Parent Square, Zoom, and translators ensures effective communication and accessibility. This is particularly crucial for maintaining a strong connection with diverse families and overcoming language barriers, enhancing overall engagement and support.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
12,500	0710 - LCFF Supplemental  Budget code- 5830; Contracted services
1,250	0710 - LCFF Supplemental 2000-2999: Classified Personnel Salaries Translations

### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

## Strategy/Activity

IT Support: Recognizing the importance of technology in education, the provision of IT support ensures that students and staff have seamless access to digital resources. This support contributes to a technologically equipped and connected learning environment.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

28,053

Source(s)

0710 - LCFF Supplemental  
2000-2999: Classified Personnel Salaries  
IT Support

## Annual Review

### SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

## ANALYSIS

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

The overall effectiveness of these strategies and activities will be continually assessed through various metrics, including student engagement, attendance rates, and the overall school climate. The School Plan for Student Achievement (SPSA) serves as the central document where school community members can find detailed information on the goal statement, objectives, and action plans, including any adjustments made based on ongoing analyses. This iterative approach ensures that the school remains responsive to the evolving needs of its students, creating an environment that is not only safe but also supportive and conducive to positive learning experiences.

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

As of the current analysis, there are no major differences between the intended implementation and the budgeted expenditures for the strategies and activities aligned with achieving Goal 3. The budget has been carefully designed to support the intended initiatives aimed at creating a safe and supportive learning environment. Allocations have been made for essential resources, including personnel such as Family Case Manager(s), Counselor(s), Student Advisor, and support services like transportation and mental health assistance. Additionally, budget provisions for Parent Engagement Workshops, contracted services for communication and translation, and IT support align closely with the intended implementation strategies.

Ongoing financial reviews and oversight mechanisms are in place to monitor adherence to the budget and address any unforeseen circumstances or adjustments that may arise during the implementation process. This proactive financial management approach aims to ensure that the

budgeted expenditures effectively support the strategies and activities outlined to meet the educational goal of creating a safe and supportive learning environment for all students.

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

As of the current analysis, no significant changes are identified for Goal 3, its annual outcomes, metrics, or strategies/activities in the School Plan for Student Achievement (SPSA). However, the SPSA remains a dynamic document subject to ongoing evaluation, and any adjustments deemed necessary for the goal will be documented and reflected in the plan.

Should changes be required based on evolving circumstances, school community members' feedback, or emerging educational priorities, they will be clearly outlined in the relevant sections of the SPSA. This ensures transparency and alignment with the school's commitment to creating a safe and supportive learning environment, where students feel connected to their schools. School community members can refer to the specific sections within the SPSA, including the goal statement, objectives, and action plans, to access comprehensive details on any modifications resulting from the analysis. This iterative and data-driven approach ensures that the school remains responsive to the evolving needs of its students and consistently pursues excellence in fostering a positive and supportive educational atmosphere.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$41,471
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,114,193.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
------------------	-----------------

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

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
0710 - LCFF Supplemental	\$888,283.00
3010 - Title I Site	\$10,000.00
4035-NCLB:Title II Teacher Quality	\$15,000.00
6300-Lottery-Instructional Materials (Prop 20)	\$25,000.00
Other	\$175,910.00

Subtotal of state or local funds included for this school: \$1,114,193.00

Total of federal, state, and/or local funds for this school: \$1,114,193.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

## Expenditures by Funding Source

Funding Source	Amount
0710 - LCFF Supplemental	888,283.00
3010 - Title I Site	10,000.00
4035-NCLB:Title II Teacher Quality	15,000.00
6300-Lottery-Instructional Materials (Prop 20)	25,000.00
Other	175,910.00

## Expenditures by Budget Reference

Budget Reference	Amount
	182,010.00
1000-1999: Certificated Personnel Salaries	635,427.00
2000-2999: Classified Personnel Salaries	162,890.00
4000-4999: Books And Supplies	34,750.00
5000-5999: Services And Other Operating Expenditures	89,116.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	0710 - LCFF Supplemental	50,100.00
1000-1999: Certificated Personnel Salaries	0710 - LCFF Supplemental	590,427.00
2000-2999: Classified Personnel Salaries	0710 - LCFF Supplemental	162,890.00
4000-4999: Books And Supplies	0710 - LCFF Supplemental	8,750.00

5000-5999: Services And Other Operating Expenditures	0710 - LCFF Supplemental	76,116.00
	3010 - Title I Site	10,000.00
1000-1999: Certificated Personnel Salaries	4035-NCLB:Title II Teacher Quality	15,000.00
4000-4999: Books And Supplies	6300-Lottery-Instructional Materials (Prop 20)	25,000.00
	Other	10,000.00
	Other	121,910.00
1000-1999: Certificated Personnel Salaries	Other	30,000.00
4000-4999: Books And Supplies	Other	1,000.00
5000-5999: Services And Other Operating Expenditures	Other	13,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	411,576.00
Goal 2	562,748.00
Goal 3	139,869.00

# School Site Council Membership

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

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

Name of Members	Role
Kelsey Meder	Classroom Teacher
Trudy Martinez	Other School Staff
David Breton	Classroom Teacher
Jeannette Carson	Principal
Marinela Reus	Classroom Teacher
Saira Gonzalez	Classroom Teacher Parent or Community Member
Cecilia Ruelas	Parent or Community Member
Ana Velazquez	Parent or Community Member
Debbie Godinho	Parent or Community Member
Pio Go	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

*Cecilia Ruelas*

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on January 22, 2024.

Attested:

*Jeannette Carson*

Principal, Jeannette Carson on January 22, 2024

*Alex Siamu*

SSC Chairperson, Alex Siamu on January 22, 2024



# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

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

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019