School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Tierra Bonita Elementary School	19-64477-6114227	June 13, 2024	July 17, 2024

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

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

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

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

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

> Schoolwide Program
> Additional Targeted Support and Improvement

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

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Plan Description

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

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

› Schoolwide Program

› Additional Targeted Support and Improvement

Our school plan for student achievement reflects our districts goals and specifically identifies the strategies and actions our school site council has developed to meet the various needs of our students. This plan will be used to meet federal ATSI planning requirements. Our needs assessment was administered to various school committees and staff for their support and input. In addition there are specific components of the plan that reflect upon certain subgroups that need additional support based on data that follows below standard.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Stakeholder involvement for the SPSA occurs through stakeholder committee meetings such as school site council, english language advisory committee, the parent teacher association as well as the grade level PLCs. All of Tierra Bonita's committees consist of parents, staff and teachers. Our stakeholder committees review the current and future year's SPSA analyzing each goal and its outcomes. Each committee makes suggestions on additional programing and revision to current programming. Focused discussion occurs on the effects on student achievement where questions are posed and answered. The meetings occurred during the months of August, September, October, February, April and May.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

When considering resource inequities we focused on time, people, and funding. In each of these categories Tierra Bonita stakeholders considered whether or not these resources are allocated equitably across the district. Instructional time at each school site is developed to meet CA Education Code 46100 and EUSD Board 6112 and Administrative Regulation 6112 and all elementary schools have the same number of instructional minutes. Our certificated staffing ratios for classrooms are determined through our Collective Bargaining Agreement for all TK – grade 8 classrooms and are maintained equitably. Classified staff is determined on an overall enrollment formula (for campus safety supervisors) or as identified in a student's IEP (special education instructional aides and specialized circumstantial instructional aids (SCIA), and all school offices are staffed with an office manager, an attendance clerk, and a health clerk. A district nurse supports schools based on medical needs of students on each campus. LCFF Budgets are developed through a per-pupil allocation based on enrollment and is equal for all elementary campuses. Title I budgets are determined through the Consolidated Application. After this analysis, it was determined that we have a need for parent support committees for our highest need students, special education and our African American students. We also have a large need to support with attendance improvements and need to allocate and develop resources that support these needs and resources inequities.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

The following indicators on the California dashboard are showing an overall performance of Red of Orange.

1. Attendance: Yellow 40.3 (Decreased 5.6)
2. Suspension: Orange 4.0% (Increased 1.1)
3. English Language Arts Yellow -60.4 DFS (Decreased by -1.3)

When comparing these indicators to our sub groups each of them these are also showing needs of improvement within our African American, Special education, and Hispanic subgroups.

When reviewing our previous Single Plan for Student Achievement we believe that an increase in our instructional staff's professional development through our instructional leadership team, walkthroughs, data talks and analysis and instructional coaching will improve our academic outcomes defined by the California School Dashboard. We also believe that providing intentional parental supports based on our panorama data outcomes and focusing on communication and family resources will also provide instructional growth.

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

The following subgroups on the California Dashboard are showing two or more performance levels below the "all student" performance.

1. African American Performance (ELA, Math, Attendance and Suspension)
2. Special Education Performance (ELA, Math and Attendance)
3. Hispanic Performance (ELA and Math)
4. Socioeconomic Disadvantage (ELA, Math and Suspension)

When comparing these subgroups each of them are showing needs of improvement within the academic performance areas. Two of them are showing needs of improvement with attendance and two other subgroups are showing needs of improvement with suspension.

Other Needs

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

There are not other needs the indicators data correlate with our internal assessments outcomes.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
American Indian	0.43%	0.15%	0.15%	3	1	1
African American	25.90%	23.25%	21.86%	179	159	146
Asian	0.29%	0.29%	0.45%	2	2	3
Filipino	1.45%	1.75%	1.35%	10	12	9
Hispanic/Latino	64.69%	67.69%	68.86%	447	463	460
Pacific Islander	0.14%	0.29%	0.30%	1	2	2
White	4.34%	3.8%	3.29%	30	26	22
Multiple/No Response	2.60%	2.63%	3.59%	18	18	24
			Total Enrollment	691	684	668

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	21-22	**22-23**	**23-24**
Kindergarten	96	118	95
Grade 1	82	85	81
Grade 2	83	88	82
Grade3	85	86	90
Grade 4	104	97	94
Grade 5	122	101	88
Grade 6	119	109	94
Total Enrollment	691	684	668

Conclusions based on this data:

1. Tierra Bonita Elementary School continues to enroll students and reaches out to the community when registration opens for both Transitional Kindergarten and Kindergarten for the new school year.

2. Tierra Bonita Elementary School's enrollment has slowly been decreasing with over the last 3 years.

3. Tierra Bonita Elementary School places a high priority for students being at school and on time. We have developed an attendance plan which includes providing rewards, incentives, family support and partnerships. We

continue to meet with parents to provide family support in order to aid in improving their students overall attendance and overall improvement of academic performance.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	137	139	136	20.60%	19.8%	20.4%
Fluent English Proficient (FEP)	61	36	25	8.80%	8.8%	3.7%
Reclassified Fluent English Proficient (RFEP)		3		0.0%		

Conclusions based on this data:

1. Tierra Bonita's English Learner population is at approximately 20%.

2. Tierra Bonita's fluent English proficient population is slightly above 5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	77	79	91	0	72	88	0	72	88	0.0	91.1	96.7
Grade 4	86	105	99	0	102	95	0	102	95	0.0	97.1	96.0
Grade 5	88	111	97	0	107	95	0	106	95	0.0	96.4	97.9
Grade 6	85	118	107	0	112	103	0	112	103	0.0	94.9	96.3
All Grades	336	413	394	0	393	381	0	392	381	0.0	95.2	96.7

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2360.	2369.		9.72	9.09		13.89	18.18		22.22	23.86		54.17	48.86
Grade 4		2398.	2385.		6.86	3.16		13.73	16.84		25.49	14.74		53.92	65.26
Grade 5		2435.	2433.		10.38	7.37		16.98	12.63		18.87	27.37		53.77	52.63
Grade 6		2479.	2491.		8.93	8.74		21.43	27.18		33.04	31.07		36.61	33.01
All Grades	N/A	N/A	N/A		8.93	7.09		16.84	18.90		25.26	24.41		48.98	49.61

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

Reading Demonstrating understanding of literary and non-fictional texts								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.94	10.23		51.39	62.50		41.67	27.27
Grade 4		7.84	5.26		62.75	66.32		29.41	28.42
Grade 5		7.55	6.32		63.21	63.16		29.25	30.53
Grade 6		7.14	8.74		50.00	61.17		42.86	30.10
All Grades		7.40	7.61		57.14	63.25		35.46	29.13

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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		4.17	4.55		41.67	44.32		54.17	51.14
Grade 4		0.98	1.05		48.04	41.05		50.98	57.89
Grade 5		6.67	5.26		46.67	44.21		46.67	50.53
Grade 6		11.71	7.77		52.25	56.31		36.04	35.92
All Grades		6.15	4.72		47.69	46.72		46.15	48.56

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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		6.94	6.82		76.39	77.27		16.67	15.91
Grade 4		1.96	7.37		78.43	65.26		19.61	27.37
Grade 5		3.77	6.32		77.36	68.42		18.87	25.26
Grade 6		10.71	10.68		60.71	68.93		28.57	20.39
All Grades		5.87	7.87		72.70	69.82		21.43	22.31

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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		6.94	5.68		63.89	60.23		29.17	34.09
Grade 4		1.96	4.21		73.53	63.16		24.51	32.63
Grade 5		13.21	5.26		50.94	63.16		35.85	31.58
Grade 6		8.04	5.83		65.18	71.84		26.79	22.33
All Grades		7.65	5.25		63.27	64.83		29.08	29.92

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Conclusions based on this data:

1. Tierra Bonita's participation rate has remained high in 95 percentile and is increasing each year. From 2022 to 2023 it increased by 1%.

2. Students' overall scores show that 25.99% of students are meeting or exceeding grade level standards in comparison to last year which is the same 25.77%, differing by 0.22%.

3. Tierra Bonita has approximately 74% of its student performing below expectation.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	77	80	90	0	73	87	0	73	87	0.0	91.3	96.7
Grade 4	86	105	99	0	102	95	0	102	95	0.0	97.1	96.0
Grade 5	88	112	97	0	110	95	0	110	95	0.0	98.2	97.9
Grade 6	85	118	107	0	113	102	0	113	102	0.0	95.8	95.3
All Grades	336	415	393	0	398	379	0	398	379	0.0	95.9	96.4

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2362.	2375.		8.22	5.75		8.22	19.54		17.81	21.84		65.75	52.87
Grade 4		2400.	2387.		2.94	3.16		14.71	11.58		24.51	22.11		57.84	63.16
Grade 5		2426.	2433.		3.64	4.21		5.45	8.42		30.91	23.16		60.00	64.21
Grade 6		2461.	2465.		7.96	6.86		11.50	21.57		27.43	22.55		53.10	49.02
All Grades	N/A	N/A	N/A		5.53	5.01		10.05	15.30		25.88	22.43		58.54	57.26

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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		6.85	6.90		43.84	37.93		49.32	55.17
Grade 4		6.86	4.21		31.37	28.42		61.76	67.37
Grade 5		1.85	5.26		40.74	37.89		57.41	56.84
Grade 6		11.50	8.82		31.86	45.10		56.64	46.08
All Grades		6.82	6.33		36.36	37.47		56.82	56.20

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		6.85	9.20		23.29	40.23		69.86	50.57
Grade 4		3.92	3.16		34.31	33.68		61.76	63.16
Grade 5		4.55	6.32		47.27	45.26		48.18	48.42
Grade 6		4.42	10.78		46.02	43.14		49.56	46.08
All Grades		4.77	7.39		39.20	40.63		56.03	51.98

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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		6.85	8.05		56.16	59.77		36.99	32.18
Grade 4		5.88	5.26		44.12	42.11		50.00	52.63
Grade 5		2.73	5.26		56.36	55.79		40.91	38.95
Grade 6		6.19	4.90		49.56	59.80		44.25	35.29
All Grades		5.28	5.80		51.26	54.35		43.47	39.84

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Conclusions based on this data:

1. Tierra Bonita's participation is over 95 percent and is increasing each year.

2. Tierra Bonita students' overall scores show that more than 20% of students are meeting or exceeding grade level standards in Mathematics.

3. Tierra Bonita is showing academic growth in Mathematics and grew approximately by 5%.

School and Student Performance Data

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

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

ELPAC Results

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
K	1395.9	1403.2	1424.4	1416.3	1414.0	1434.0	1347.9	1377.2	1402.0	14	22	23
1	1419.2	1435.5	1468.7	1461.9	1439.3	1474.5	1375.8	1431.1	1462.3	19	12	15
2	1434.5	1474.9	1476.8	1440.3	1496.2	1490.5	1428.2	1453.1	1462.7	26	17	11
3	1471.5	1476.6	1485.6	1469.5	1486.0	1495.5	1472.7	1466.6	1475.4	11	21	19
4	1480.6	1504.2	1494.1	1485.4	1523.7	1503.7	1475.4	1484.2	1484.2	17	23	25
5	1504.4	1530.9	1525.1	1516.7	1537.8	1529.4	1491.7	1523.5	1520.3	15	21	24
6	1540.3	1506.0	1536.8	1557.5	1489.9	1534.3	1522.5	1521.6	1538.8	13	20	18
All Grades										115	136	135

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

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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
K	21.43	4.55	13.04	14.29	22.73	34.78	50.00	63.64	30.43	14.29	9.09	21.74	14	22	23
1	5.26	16.67	6.67	15.79	25.00	66.67	57.89	33.33	13.33	21.05	25.00	13.33	19	12	15
2	0.00	11.76	18.18	30.77	35.29	45.45	38.46	41.18	27.27	30.77	11.76	9.09	26	17	11
3	9.09	5.00	5.26	36.36	25.00	42.11	18.18	40.00	52.63	36.36	30.00	0.00	11	20	19
4	11.76	13.04	12.00	41.18	43.48	20.00	29.41	13.04	36.00	17.65	30.43	32.00	17	23	25
5	20.00	33.33	26.09	40.00	33.33	26.09	26.67	28.57	34.78	13.33	4.76	13.04	15	21	23
6	23.08	5.00	27.78	38.46	40.00	38.89	30.77	40.00	22.22	7.69	15.00	11.11	13	20	18
All Grades	11.30	12.59	15.67	30.43	32.59	36.57	37.39	37.04	32.09	20.87	17.78	15.67	115	135	134

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

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

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
K	35.71	13.64	17.39	28.57	13.64	39.13	21.43	68.18	26.09	14.29	4.55	17.39	14	22	23
1	21.05	33.33	33.33	42.11	33.33	46.67	31.58	8.33	13.33	5.26	25.00	6.67	19	12	15
2	7.69	41.18	45.45	26.92	41.18	27.27	42.31	11.76	18.18	23.08	5.88	9.09	26	17	11
3	27.27	35.00	26.32	27.27	20.00	63.16	36.36	30.00	10.53	9.09	15.00	0.00	11	20	19
4	41.18	56.52	28.00	29.41	8.70	32.00	17.65	21.74	32.00	11.76	13.04	8.00	17	23	25
5	33.33	52.38	30.43	46.67	38.10	52.17	13.33	9.52	17.39	6.67	0.00	0.00	15	21	23
6	53.85	15.00	50.00	30.77	20.00	33.33	7.69	50.00	11.11	7.69	15.00	5.56	13	20	18
All Grades	28.70	35.56	31.34	33.04	23.70	42.54	26.09	30.37	19.40	12.17	10.37	6.72	115	135	134

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

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

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
K	7.14	4.55	8.70	14.29	18.18	21.74	42.86	50.00	39.13	35.71	27.27	30.43	14	22	23
1	0.00	8.33	6.67	10.53	8.33	40.00	42.11	66.67	40.00	47.37	16.67	13.33	19	12	15
2	0.00	5.88	9.09	11.54	29.41	18.18	42.31	29.41	63.64	46.15	35.29	9.09	26	17	11
3	0.00	5.00	0.00	27.27	15.00	15.79	18.18	30.00	42.11	54.55	50.00	42.11	11	20	19
4	0.00	0.00	4.00	29.41	17.39	12.00	29.41	39.13	44.00	41.18	43.48	40.00	17	23	25
5	6.67	4.76	8.70	13.33	28.57	26.09	53.33	42.86	30.43	26.67	23.81	34.78	15	21	23
6	7.69	5.00	11.11	23.08	30.00	33.33	23.08	35.00	33.33	46.15	30.00	22.22	13	20	18
All Grades	2.61	4.44	6.72	17.39	21.48	23.13	37.39	40.74	40.30	42.61	33.33	29.85	115	135	134

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

| Listening Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	13.64	26.09	50.00	77.27	69.57	14.29	9.09	4.35	14	22	23
1	36.84	25.00	60.00	57.89	58.33	33.33	5.26	16.67	6.67	19	12	15
2	7.69	29.41	45.45	69.23	64.71	45.45	23.08	5.88	9.09	26	17	11
3	18.18	30.00	15.79	54.55	70.00	78.95	27.27	0.00	5.26	11	20	19
4	35.29	52.17	24.00	52.94	39.13	64.00	11.76	8.70	12.00	17	23	25
5	13.33	28.57	30.43	66.67	61.90	65.22	20.00	9.52	4.35	15	21	23
6	30.77	10.00	27.78	61.54	75.00	66.67	7.69	15.00	5.56	13	20	18
All Grades	24.35	27.41	30.60	60.00	63.70	62.69	15.65	8.89	6.72	115	135	134

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

| Speaking Domain
Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | |
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	0.00	26.09	50.00	77.27	47.83	21.43	22.73	26.09	14	22	23
1	21.05	25.00	13.33	73.68	58.33	80.00	5.26	16.67	6.67	19	12	15
2	11.54	52.94	54.55	65.38	41.18	36.36	23.08	5.88	9.09	26	17	11
3	36.36	45.00	26.32	54.55	25.00	73.68	9.09	30.00	0.00	11	20	19
4	52.94	34.78	32.00	35.29	47.83	44.00	11.76	17.39	24.00	17	23	25
5	86.67	76.19	56.52	6.67	23.81	39.13	6.67	0.00	4.35	15	21	23
6	69.23	22.22	55.56	23.08	38.89	33.33	7.69	38.89	11.11	13	18	18
All Grades	40.00	36.84	37.31	46.96	44.36	50.00	13.04	18.80	12.69	115	133	134

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

Reading 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
K	14.29	4.55	13.04	71.43	81.82	73.91	14.29	13.64	13.04	14	22	23
1	5.26	16.67	26.67	47.37	50.00	46.67	47.37	33.33	26.67	19	12	15
2	3.85	5.88	18.18	53.85	76.47	72.73	42.31	17.65	9.09	26	17	11
3	9.09	5.00	0.00	45.45	45.00	57.89	45.45	50.00	42.11	11	20	19
4	11.76	0.00	4.00	41.18	47.83	48.00	47.06	52.17	48.00	17	23	25
5	6.67	9.52	13.04	53.33	61.90	52.17	40.00	28.57	34.78	15	21	23
6	15.38	5.00	11.11	30.77	45.00	61.11	53.85	50.00	27.78	13	20	18
All Grades	8.70	5.93	11.19	49.57	58.52	58.21	41.74	35.56	30.60	115	135	134

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	13.64	30.43	57.14	54.55	30.43	42.86	31.82	39.13	14	22	23
1	0.00	0.00	13.33	57.89	83.33	73.33	42.11	16.67	13.33	19	12	15
2	0.00	17.65	16.67	57.69	35.29	83.33	42.31	47.06	0.00	26	17	6
3	18.18	5.00	0.00	18.18	60.00	68.42	63.64	35.00	31.58	11	20	19
4	0.00	4.35	4.55	64.71	52.17	72.73	35.29	43.48	22.73	17	23	22
5	0.00	4.76	13.04	80.00	85.71	78.26	20.00	9.52	8.70	15	21	23
6	15.38	11.76	27.78	69.23	76.47	61.11	15.38	11.76	11.11	13	17	18
All Grades	3.48	8.33	15.08	59.13	62.88	64.29	37.39	28.79	20.63	115	132	126

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

Conclusions based on this data:

1. Majority of our English Language Leaners are scoring in the overall language level of 3 and 2.

2. Many students are scoring in the reading, writing, listening and speaking domains in the somewhat moderately performance level.

School and Student Performance Data

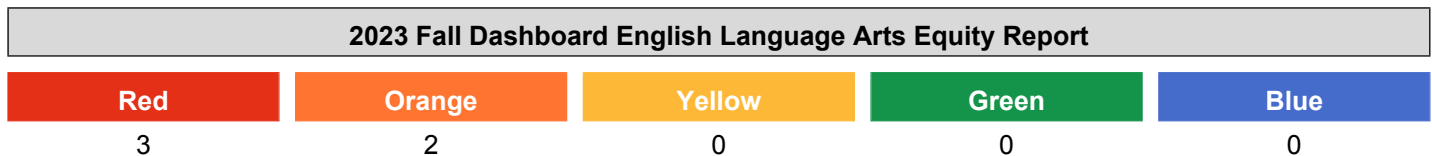## California School Dashboard
Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
684	**88.6**	**20.3**	**3.9**
Total Number of Students enrolled in Tierra Bonita 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	139	20.3
Foster Youth	27	3.9
Homeless	23	3.4
Socioeconomically Disadvantaged	606	88.6
Students with Disabilities	73	10.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	159	23.2
American Indian	1	0.1
Asian	2	0.3
Filipino	12	1.8
Hispanic	463	67.7
Two or More Races	18	2.6
Pacific Islander	2	0.3
White	26	3.8

Conclusions based on this data:

1. Tierra Bonita's percentage of students who are socially disadvantaged is 88.6%.

2. Tierra Bonita's percentage of students with disabilities is 10.7%.

3. Tierra Bonita's percentage of students that are homeless is 3.4% and the percentage of foster youth is 3.9%.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Tierra Bonita students' overall academic performance is in need of improvement.

2. To improve our academic outcomes we need to improve our attendance outcomes.

3. To improve our academic performance we need to improve our suspension outcomes.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	2	0	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	Less than 11 Students
60.4 points below standard	96.7 points below standard	
Maintained -1.3 points	Decreased Significantly -42.5 points	10 Students
354 Students	85 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
105.7 points below standard	Orange	Red
Decreased Significantly -41.2 points	63.3 points below standard	148.9 points below standard
12 Students	Maintained +0.6 points	Decreased -11.7 points
	323 Students	37 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red	Less than 11 Students	Less than 11 Students	Less than 11 Students
97.2 points below standard	1 Student	2 Students	8 Students
Maintained +1.8 points			
82 Students			
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	38.8 points below standard	Less than 11 Students	47.3 points below standard
58.8 points below standard	Decreased -12.4 points	2 Students	Maintained -2.5 points
Decreased -8.4 points	14 Students		16 Students
232 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**
102.6 points below standard	Less than 11 Students	55 points below standard
Decreased -9.9 points	3 Students	Increased +11.7 points
82 Students		242 Students

Conclusions based on this data:

1. Tierra Bonita's overall English Language Arts performance level maintained in the area of English Language Arts.

2. English Learner's, Socioeconomic Disadvantage and African Americans students are scoring between 60 points distance below standard but above 100 points distance below standard in the are if English Language Arts.

3. Students with disabilities and Homeless students are more than 100 points distance below standard in the area of English Language Arts.
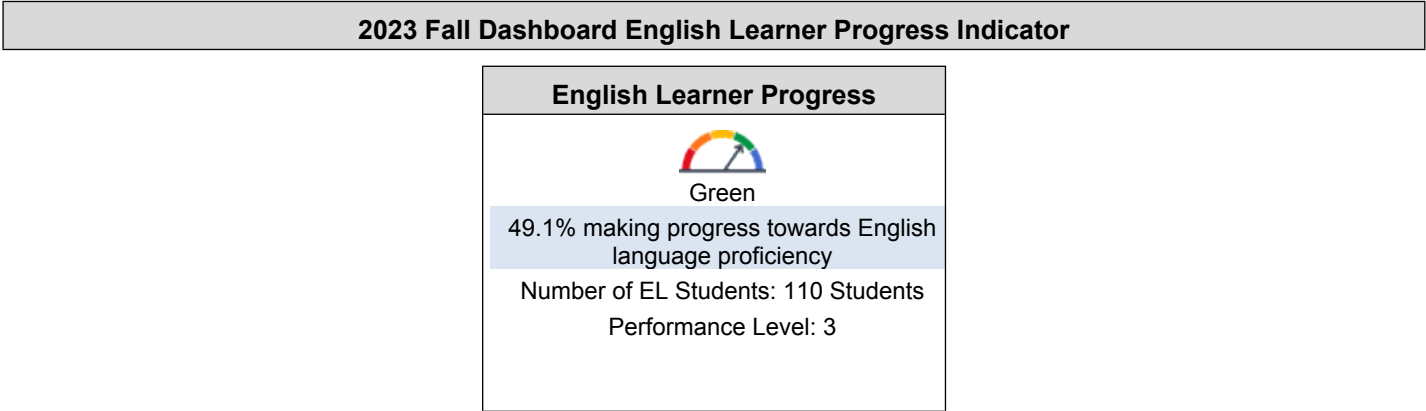
School and Student Performance Data

Academic Performance
Mathematics

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

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

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

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Red	Less than 11 Students
80.5 points below standard	102.8 points below standard	
Increased +3 points	Decreased Significantly -20.3 points	10 Students
354 Students	84 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Red
120.1 points below standard	84.1 points below standard	148.7 points below standard
Decreased Significantly -20.6 points	Increased +5 points	Decreased -6.4 points
12 Students	323 Students	37 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
Orange	Less than 11 Students	Less than 11 Students	Less than 11 Students
115 points below standard	1 Student	2 Students	8 Students
Increased +3.8 points			
82 Students			

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	67.6 points below standard	Less than 11 Students	60.3 points below standard
80.2 points below standard	Decreased -14 points	2 Students	Increased Significantly +37 points
Decreased -5.1 points	14 Students		16 Students
232 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**
107 points below standard	Less than 11 Students	80 points below standard
Decreased -6.3 points	3 Students	Increased +9.5 points
81 Students		243 Students

Conclusions based on this data:

1. Tierra Bonita students' overall Math performance level decreased with a change from -83.3 distance from standard to -80.5 distance from standard.

2. Socioeconomically Disadvantage, Students with disabilities, and Hispanic students are scoring lower than the overall performance between 80.5 points below distance form standard and 100 points distance below standard.

3. English Language Learners, identified Homeless students , Students with Disabilities and African American students are scoring lower than 100 points below distance from standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
49.1% making progress towards English language proficiency
Number of EL Students: 110 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	30	8	46

Conclusions based on this data:

1. 49% of our English Language Learners are making progress toward the Performance Level.

2. 21% of our English Language Learners decreased of their ELPI.

3. 34% of our English Learners maintain there level of their ELPI.

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.

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

This section 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.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

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 College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Red
40.3% Chronically Absent	35.4% Chronically Absent	31% Chronically Absent
Declined Significantly -5.6	Declined -3.7	Increased 1
755 Students	147 Students	42 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Yellow	Orange
42.9% Chronically Absent	39.7% Chronically Absent	54.4% Chronically Absent
Declined -8.7	Declined Significantly -7.3	Declined -8.2
28 Students	685 Students	90 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Orange 50.3% Chronically Absent Declined -2.5 187 Students	Less than 11 Students 1 Student	Less than 11 Students 2 Students	25% Chronically Absent 0 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 37.6% Chronically Absent Declined Significantly -6.1 500 Students	37.5% Chronically Absent Declined -10.5 24 Students	Less than 11 Students 2 Students	29.6% Chronically Absent Declined -11 27 Students

Conclusions based on this data:

1. Tierra Bonita's overall chronic absenteeism has declined by 5.6%

2. All of Tierra Bonita's subgroups with the exception of 1, foster youth, declined their chronically absenteeism percentage.

3. All sub groups are in need of improvement in the area of chronic absenteeism.

School and Student Performance Data

Academic Engagement
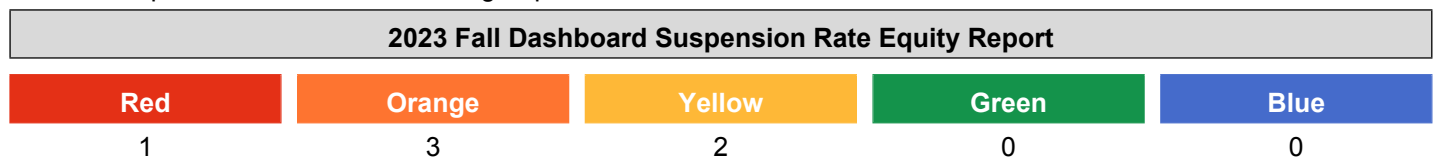### Graduation Rate

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.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 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."

Red	Orange	Yellow	Green	Blue

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	3	2	0	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Yellow	Orange
4% suspended at least one day	1.3% suspended at least one day	9.1% suspended at least one day
Increased 1.1	Maintained 0.1	Declined -4.6
776 Students	152 Students	44 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Orange	Yellow
Maintained 0	4.4% suspended at least one day	3.2% suspended at least one day
28 Students	Increased 1.3	Declined -2.9
	702 Students	95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Red 8.7% suspended at least one day Increased Significantly 3.5 195 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students	0% suspended at least one day 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 2.3% suspended at least one day Increased 0.5 511 Students	4% suspended at least one day Increased 0.3 25 Students	Less than 11 Students 2 Students	0% suspended at least one day Declined -2.9 27 Students

Conclusions based on this data:

1. Tierra Bonitas overall suspension rate is 4%.

2. African American students suspension rate has decreased over time but increased from last year from 5.2% to 8.7%.

3. Tierra Bonitas foster youth, white, and students with disabilities suspension rate has declined while African American, Hispanic, and two or more races has slightly increased.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

We will improve teaching for student learning, achievement and success.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The Eastside Union School District will improve teaching for student learning, achievement, and success.

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

Based on our analysis of our verified data assessments, iReady, in the area of English Language Arts 43% of Tierra Bonita students scored at or above grade level, 31% of students scored one Grade Level Below and 25% of student scored two or more grade levels below. In the area of Math 26% of our students scored at or above grade level, 49% scored one Grade Level Below and 25% scored two or more Grade Levels below.

Based on our analysis of our verified data assessments, the 2023 California Assessment of Student Performance and Progress, in the area of English Language Arts 25.99% of students met or exceeded, 24.41% Nearly Met Standard and 49.61% of our students Did Not Meet Standard. In the area of Math, 20.31% of students Met or Exceeded Standard, 22.43% of students Nearly Met Standard and 57.26% of students Did Not Meet Standard.

We are working toward moving all of our baseline data by 6% in improved academic achievement in both ELA and Math.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. CAASPP : ELA	25.99% Meeting or Exceeding Standard	32% Meeting or Exceeding Standard
2. CAASPP : Math	20.31% Meeting or Exceeded Standard	26% Meeting or Exceeding Standard
3. ELPAC	15.67% Proficient	22% Proficient
4. iReady: ELA	43% Meeting or Exceeding Standard	49% Meeting or Exceeding Standard
5. iReady: Math	26% Meeting or Exceeding Standard	32% Meeting or Exceeding Standard

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Goal 1 / Activity #1: Professional Development	All Students	21,300

			Title I
	1. Instructional Leadership Team / Meetings The instructional leadership team meets regularly to analyze school and grade level data. As a team they work to build teacher capacity by providing professional development that is focused on improving academic outcomes for all students. (5,400: Title 1) 2. Instructional Leadership Team Teacher Rounds The Instructional Leadership Team will conduct Observation of teachers at our school using walkthrough forms and rubrics. This type of observation will provide data on professional development needs and evidence from our cycles of professional learning. (4,500: Title 1) 3. Data Analysis / Educator Release Days The educator release time is structured time for each grade level team to work with the school leaders on developing plans for improving student outcomes. All teachers will participate in data digs, intervention planning for power standards, standards analysis, lesson planning using the gradual release of responsibility, academic conversation and professional readings. The focus will be on whole school, low performing subgroups, ad individual class. (7,500: Title 1) 4. Instructional Walkthroughs / Teacher Rounds School Leaders and teachers will conduct instructional observations using walkthrough forms and rubrics and teacher rounds. This type of observation provides professional development through the process of inquiry and reflection. This strategy uses a professional learning environment that exposes classroom best practices and uses data driven feedback offered from a stance of inquiry. (1,950: Title 1) 5. Instructional Coaching All teachers will participate in instructional coaching rounds that provide opportunity for goal setting, learning, observation and reflection. This will occur using both Administration and instructional Leadership Team. (1,950: Title 1) 6. Professional Learning Communities Grade levels will work together weekly, during their grade level planning time developing common core standards lessons. They follow a cycle of instruction, assess student progress, and respond instructionally. Each grade level will collaborate on the instructional process within the gradual release of responsibility method, assessment creation and development, as well as choosing instructional materials.		

	7. Professional Development on Low Performing Subgroups Staff will be trained on evidence based practices that support the growth of our "At Promise" students. As a team we will develop goals that will support our work towards moving these subgroups toward proficiency.			
1.2	Goal 1 / Activity 2: Multi Tiered System of Supports and Extended Learning Opportunities 1. Intervention As we focus on improving achievement we will continue to offer after school intervention that is centralized on personalized learning and differentiated instruction in both English Language Arts and Mathematics. (14,400: Title 1) 2. High Impact Assessment Preparation Teachers will use a high impact assessment preparation curriculum to assist in preparing students for state testing. This curriculum comes with lessons that focus on power standards, assessment language and question types that frame what teachers and students can expect on the CAASPP. (2,348: Title 1) 3. Student Success Team Instructional Leader/Admin Designee This is a certificated staff member who supports the SST process on campus and serves as the admin designee on the team. This position leads and organize the Student Success Team, which typically includes teachers, administrators, counselors, and other relevant staff. With the use of substitutes they will also support teachers in scheduling and facilitating regular SST meetings to discuss students' progress and challenges. They will oversee the collection and analysis of data related to student performance, including academic records, behavior reports, and attendance, as well as monitor the progress of students referred to the SST and track their improvement over time. They will also develop and maintain detailed records and documentation for each student in the SST program. (2,000: Title 1) 4. Enrichment We will offer enrichment programs that provides access to close the equity gap for the diverse comcertifcatedmunity we serve. All enrichment activities will be standards based and focus on rigorous task that build on levels of cognitive depth and complex thinking.	All students.	18,748 Title I 126,842 Other 1000-1999: Certificated Personnel Salaries Proposition 28	

		5. Educational Field Trip, Assemblies, On Site Extended Academic Experiences Students will participate in learning opportunities that embraces all learning styles and modalities that reach the various needs of our diverse student population. 6. Music Teacher All students will participate in weekly music lessons by a credential music teacher. Tierra Bonita Elementary school will orchestrate a minimum of 2 musical performances each year. (126,842: Proposition 28)		
1.4	Goal 1 / Activity 3: Materials and Supplies 1.Materials and Supplies Every classroom will have the necessary materials and supplies to support student achievement. Grade levels will be given materials specifically to support their grade level standards to ensure academic success with student outcomes. (25,000: LCFF)	All Students	25,000 LCFF
1.7			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Fully Implemented
We have fully implemented Instructional Leadership Team, professional learning communities, educational field trips/assemblies and purchased materials and supplies. All of which have had a strong academic and instructional impact for our program.

Partially Implemented
We have partially meet and implemented the following: Intervention, Assessment Preparation, Instructional Leadership Rounds, Educator Release Days, Teacher and Rounds. As we become more experiences with the cycles of professional learning, We notice that our team needs more time to work on new learning in order for it to become fully developed in our everyday instructional practices. Although we have implemented each of the above we have struggled to get through all of our intended rounds as we have not meet the intended number of cycles for a year. Although our cycles have been good and grown out staff we will work on calendaring the intentional expected number of cycles.

Not Implemented
We did not implement Instructional coaching or enrichment. We were not able to get staff to support with enrichment as they focused on intervention and other after school supports that took time away but also offered instructional growth. Instructional Coaching is a priority that we believe is a necessary best practice that will rise our instructional outcomes. We struggled to have a strategic plan on how to implement through a structured process and by in from the staff.

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

Goal 1 has an increase in our title 1 expenditures which focuses primarily on improvement in instructional best practices, data analysis and strategic planning.

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.

In Goal 1 we will maintain the activities and increase budgeted expenditures as research proves that the most effective practice in student achievement is the teacher. We will work strategically to improve our academic outcomes through the practices and activities mentioned in Goal 1.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

We will promote a safe and caring learning environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The Eastside Union School District will promote a safe and caring learning environment.

Identified Need

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

Based on our analysis of our suspension data 4.0% and and Chronically absentee data of 40.3% we have reduce since last year and met our over all expected outcome. Our annual measurable outcomes are based on our growth.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Suspension	4.0% Students Suspended	Decrease by 10%
2. Attendance	40.3% Chronically Absent Students	Decrease by 10%

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Goal 2 / Activity 1: A Safe School Community 1. Culture and Climate Team / Meetings The culture and climate team support teachers with researched based social emotional practices. This team works with teachers to build their capacity in implementing culturally responsive teaching practices. The team collaborates to develop a comprehensive PBIS plan that unifies both school and classroom best practices. The team will conduct school and classroom observations as well as opening their classroom as a lab for observations. (2,760: Title 1) 2. Positive Behavior Intervention and Support Plan	All Students	7,880 Title I 1,028 LCFF

We will implement a Positive Behavior Intervention for Support Plan. This plan is an effort to to use evidence based supports to support and improve students behavioral, academic, social, emotional and mental health. We use positive rewards to motivate and encourage students.

3. Social and Emotional Learning
We will use a number of social emotional strategies to support the various needs of our current student population. All students will start their day off with a social skills lesson. These lessons provide an opportunity for social emotional skill development. Each classroom will have a calming space. This space is a designated space in the classroom that provides a safe space for every member of the classroom to work through their current emotional needs in order to return back to the instructional environment.

4. Restorative Practice
School leaders and teachers will use restorative practices and circles to support students with relationship building and conflict resolution. The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships.

5. Organized Play
Organized play offers multiple options for students to engage in structured activities that are both engaging and safe. Each play area will be properly labeled and accompanied with a Junior play coach to assist in making sure the rules are being followed and all players we aware of how to play the games. Students are reminded about positive language and appropriate ways to settle conflict through play leadership and supervision.
(2,000: Title 1)

6. School Nurse
Our school nurse works in collaboration with the district nurse. Together they provide health screenings and maintain accurate and confidential health records for students. The on site LVN manages medications, provides first aid and supports with emergency situations. They also maintain open line of communication regarding student health concerns, providing updates on medical conditions, and offering guidance on necessary follow-up care.
(1,028: LCFF)

7. School Safety Plan
The school site council and school administration work together to create a comprehensive school safety plan. The safety plan attest for any emergency situation and is designed to ensure the safety and well-being of students, staff, and visitors within a school environment. It outlines all emergency drills, procedures, protocols, and preventive measures to mitigate risks and

	effectively respond to various emergencies or threats. 8. Materials, Supplies, Assemblies, Awards and Rewards Materials to support School Safety, PBIS and SEL programs. (Ex. health aides, awards, posters and signs, activites, assemblies, etc...) (3,120: Title 1)			
2.2	Goal 2 Activity 2: Attendance Improvement Plan 1. Attendance Team Our attendance team will be comprised of an administrator, the classroom teacher, school counselor and school attendance clerk. Together the team will develop an attendance plan that's centralized around three critical elements to reinforce regular school attendance: prevention, early identification, incentives for perfect and goods attendance and intervention. This team will act as a specialized student support service that combines counseling and parent meetings remedies to resolve complicated or persistent student attendance or behavior problems. 2.Attendance Family and Student Support The attendance team will establish goals based on the current years data and meet twice a month to analyze growth and needs. All chronically absentee students will qualify for an SST that supports their needs with support strategies that will focus on both the parent and the student. 3. Saturday School We will use Saturday School as a strategy and an opportunity for both students and families to make up attendance. This opportunity empowers students to uphold their academic routine as a priority, developing a love of learning and to build character. 4. Materials, Supplies, Awards and Rewards Materials to support the importance of attendance. (Ex. Awards, Prizes, Incentives, Posters and Signs, Activites, Assemblies, etc...) (1,572: LCFF)		1,572 LCFF	
2.3	Goal 2 Activity 3: Comprehensive Counseling Program 1. Schoolwide Social Skills Calendar The counselor will develop a year long social skill calendar for the school. Each month will focus on a skill or strategy to student through their needs as well and support fellow students that are in need as well. The calendar will be developed based on our	All students	19,000 LCFF	

PBIS program as well as discipline data form our student information system.

2. Social Skills, PBIS and Character Assemblies
We will develop and purchase assemblies that focus on character development. These assemblies are an opportunity for our students to advance their character and social emotional learning. We will focus on our schoolwide core values and the needs address in our input surveys.
(11,000: LCFF)

3. Tiger Retraining Days
Retraining days will focus on retraining students on the schoolwide PBIS matrix and school character pillars. Student will use scenario to reflect on best approaches to issue that might arise at recess or in their classroom. Students will reflect on their choices and determine more appropriate approaches to handle their anger and frustration. All students will participate in a restorative circle to support the reflection. The school counselor will lead this work.
(1000: LCFF)

4. Small group and one on one Counselling sessions
The counselor will conduct small group and one one one support sessions with identified needs. They will use a referral system and data to determine student participation.

5. Monitoring the Usage of our SEL Programs
The school counselor will monitor the usage of the our SEL program by grade level and teacher. Support to ensure that each teacher and class is completing the lesson can be offered by modeling.

6. Leadership and Mentoring Programs
Guidance, system of mentoring, foster success, programs that encourage academic excellence, campus connectedness and engagement, personal growth.
(7,000: LCFF)

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Fully Implemented
We fully implemented the following activities from Goal 2: Organized Play, Culture and Climate Team, the Attendance Team, Small Group/One on One Counseling, Positive Behavior Intervention System, Restorative Practice, Social and Emotional Learning, Leadership and Mentoring Program, Saturday School, School Nurse, school Safety Plan and

Materials and Supplies, Social Skills and Character Assemblies. All of which have had a strong impact on the cultural at Tierra Bonita Elementary School.

Partially Implemented
We partially implemented Attendance family and student support and a Schoolwide Social Skills Calendar. This year we focused on a 3 character traits and and need to develop a plan to attend to the rest of the traits that come with the be kind pledge. Although the attendance team has develop an action to support positive attendance we still need to determine appropriate strategies that help support parents where there needs are. Our attendance plan focus on creating an environment where student want to be a school.

Not Implemented
We have not implemented Tiger Retraining Days and Monitor and Usage of Social Emotional Learning. Next year we will work on pre-planning these activities so that they become a priority for implementation.

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

Goal 2 has an increase of budgeted expenditures to support the activities that promote a safe school environment in both physical and social emotional supports. The funds are a combination of LCFF and Title 1 yielded together to transform Tierra Bonita Elementary School into an exemplar school model for social and emotional supports.

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.

An increase of funds in Goal 2 activity 1 and 3 are to support the growing need in the area of support a safe and caring learning environment.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

We will foster a team commitment.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The Eastside Union School District will foster a team commitment.

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

Based on the analysis of our current and past panorama and academic data outcomes there is a need to improve on parent supports, involvement and engagement strategies.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
1. Family Engagement	52 parents, 22%, completed our Family Panorama Survey at the Beginning of the Year	Increase by 10%
2. Family Involvement and Participation	32% showed favorable Parent Participation and Involvement on the Beginning of the Year Panorama Survey	Increase by 15%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Goal 3 Activity 1: Family and Community Communication and Involvement 1. Communication Weekly emails, voicemails and text messages will go out to all families from various Tierra Bonita staff . These weekly communications will provide updates for the week and best practices for ways parents can partner with the school in providing academic behavioral support . Teachers will also increase in one to one communication with families on support, student progress and outcomes.	All Students	2,875 Title I Part A: Parent Involvement

	2. Communication Folders All students will be provided a communication folder. This folder will contain school flyers, homework and other paperwork. Parents can check this daily to see what is happening at the school and what the students are learning. 3. Parent Liaison Tierra Bonita's parent liaison will develop a support plan for increasing parent engagement opportunities based on the needs of our student population. The parent liaison will craft, along with, local support organizations trainings and support meeting that meet the needs of our students, parents and community. The parent liaison will partner with our parent committees and offer opportunities for parent engagement and involvement. (1,875: Title 1 PI) 4. Parent Resource Room The parent resource room will serve as a communication hub of resources to support our family needs. It will be open Monday - Friday during the hours of school and some Saturdays within the school year. We will keep a stock of supplies within our parent resource center that are readily available for parents. 4. Volunteering We will campaign to increase parent volunteers on campus by partnering with the Parent Teacher Association. We will insure that there are various opportunities for parents to support both on and off campus. We want to increase the parent involvement with our stakeholder committees. 5. Student Recognition Assemblies Assemblies will be offered in recognizing student achievement and growth outcomes. 6. Materials and Supplies We will provide supplies for materials that support the needs of the families that we support with relevance toward student success. (1,000: Title 1 PI)		
3.2	Goal 3 Activity 2: Family Safety Supports 1. Community Center In conjunction with our parent resource center we will partner throughout the year with the Eastside Union School District Community Center. The community center often offers free resources such as food, clothing, medical needs, etc... We will promote ongoing events and supports offered through the community center. 2. District Social Worker Support Our district social worker supports all schools and families through	All Students	

	supporting student well being and connecting families with resources that aid in improving academic outcomes. They also use various strategies that enhance family and school collaboration and connect them to community resources. We will have the district social worker support with professional development with staff around the supports that they offer as well as understanding the state guidelines for mckinney vento and foster students. Additional, the district social worker supports with parent trainings and committees as well as promoting equity and inclusion. 3. Community Partnerships Developing relationships with community partners that support and offer resources for families with distinct needs.			
3.3	Goal 3 Activity 3: Family and Community Engagement 1. Family Nights and Community Events We will host parent events where families are welcomed onto campus and engaged with their students while partnering with the school. These collaboration events offer an opportunity to build relationships with families, supports the diverse needs of the community and is a way to minimize the equity gap. Our focus will be around the arts, social needs, emotional needs, physical needs, health needs and academic needs. (Ex. Saturday Libraries, Talent Shows, Spirit Nights, Back to School Night, Saturday Libraries, Parent Teacher Conferences, etc...) (1,000 Title 1) (1,000 LCFF) 2. Parent Informationals We will host trainings for parents that provide opportunities for them to develop tools to support their students for academic and social emotional success. We will forge community partnerships that will connect with our parents to provide support for improved student outcomes. These are also informal opportunities for parents to share ideas with school leadership and ask questions. (Ex. Parent Universities, Coffee and Conversations, Title 1 Parent Meetings, Academic Meetings, Social and Emotional Meetings, etc...) 3. Parent, Student and Community Gatherings Informal gatherings will be offered a few times a year for parents to connect with each other as well as the school community. These will be opportunities for parents to come to campus in a safe environment to meet and greet each other, share ideas, socialize and develop partnerships with each other. These are opportunities for	All Students	1,389 Title I Part A: Parent Involvement 1,000 Title I 1,000 LCFF	

	parents to gather and socialize with their students to support their social and emotional needs 4. Volunteer Program We will develop a volunteer program that supports the cultural and academic success for all of our students. This will include a volunteer code of conduct that supports clear expectations, unsure safety, maintains professionalism, clearly defines roles, and promoting respect and inclusivity. 5. Underperforming Subgroup Supports We will create subgroup committees for our underperforming subgroups that are recognized through additional targeted support and improvements. These committees will advise the principal and staff in the development of a site plan for the subgroups that they represent and submitting the plan to the School Site Council for consideration of inclusion in the School Plan for Student Achievement. They will also partake in the development and use of the schools needs assessment. 6. Materials and Supplies We will provide supplies for materials that support the needs of the families that we support with relevance toward student success. (1,389: Title 1 PI)		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Fully Implemented
We have fully implemented the following activities: Communication and Communication Folders, Parent Liaison, Parent Resources Room, Volunteering, Student Recognition Assemblies, Materials and Supplies, Community Center, Family Nights and Events.

Partially Implemented
We have partially implemented the following activities: Parent Informationals, Parent Gatherings, Volunteering Programs.

Not Implemented
We do not have any activity that is not implemented.

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

Goal 3 has a large amount of fully implemented activities. Of our partially implemented activities we have worked on implementing them all however we recognize a need to provide more opportunities within each activity.

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.

Being an ATSI school has shown a need to develop and focus on our sub groups with the greatest needs. Development of parent committees focused on these subgroups will support the students social, emotional and academic needs.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

We will operate with increasing efficiency and effectiveness.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

The Eastside Union School District will operate with increasing efficiency and effectiveness.

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

Based on the analysis of our current and past panorama and academic data outcomes there is a need to improve on our operational efficiency and effectiveness.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Family Survey Data: The School Staff Seem to Busy	63% Felt that this was not a problem	Increase by 15%
Family Survey Data: The School is Not Welcoming	79% Felt that this was not a problem	Increase by 11%
Family Survey Data: The School Provides Little Information About Involvement Opportunities	74% Felt that this was not a problem	Increase by 10%
Family Survey Data: Do You Feel a Sense of Belonging with Your Child's School Community	84% Felt that this was not a problem	Increase by 10%
Family Survey Data: You feel Unsure About How to Communicate with the School	67% Felt that this was not a problem	Increase by 10%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	Goal 1 Activity 1: Improved Operational Efficiency 1. Development of Operations Staff We will work on improving and providing professional development under each office staffs job descriptions. We want to ensure that staff are	All Students	

	knowledgeable about school policies, procedures, and programs to provide accurate information. 2. Efficiency of Internal Systems We will develop internal systems that aid toward efficient record keeping that aligns with district and state expectations and regulations. We will also develop best practices for collaborative communication documents that keep every member informed and up to date on necessary information, policies and processes.			
4.2	Goal 4 Activity 2: Improved Communication and Operational Meetings 1. Communication We will work on consistent, intentional and thorough communication with staff that keeps every member abreast of the ongoings of and within the school community. We will improve upon our accessibility and availability through phone calls, electronic communications, and in-person visits. 2. Operational Meetings We will have weekly operational meetings that will focus on our improvement of daily functions in regards to the above mentioned activities, data accuracy and integrity, and development of internal best practices for operational efficiency.	All Students		
4.3	Goal 4 Activity 3: Improved Customer Service 1. Customer Service We will work on customer service that is an exemplar of professionalism, a sincere approach of empathy and understanding for the community we support, and the use of strong problem solving skills. We will improve upon our accessibility and availability through phone calls, electronic communications, and in-person visits. We will develop a welcoming environment where both parents and community members feel comfortable coming to the school for all their needs.	All Students		
4.4	Goal 4 Activity 4: Teamwork 1.We encourage collaboration among school staff to address concerns and provide comprehensive support to students and families. We will also build partnerships with community organizations and resources to enhance the support available to our families.	All Students		
4.5	Goal 4 Activity 5: Additional Support and Preparation Time	All Students	900 LCFF	

	1. We will provide time for additional work hours to support and prep for critical times of the year. (Ex. Beginning of Year, Back to School Night, Parent Teacher Conferences, Family Nights, Attendance Needs, etc...) (900: LCFF)		
4.6	Goal 4 Activity 6: Operational Materials and Supplies We will insure that materials and supplies will be readily available when needed in order to support the ongoing needs of an efficient school wide operational system. (1,000: LCFF)	All Students	1000 LCFF

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

N/A: There is no analysis at this time, this is a new goal for the 2024 - 2025 school year.

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

N/A: There is no analysis at this time, this is a new goal for the 2024 - 2025 school year.

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

N/A: There is no analysis at this time, this is a new goal for the 2024 - 2025 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

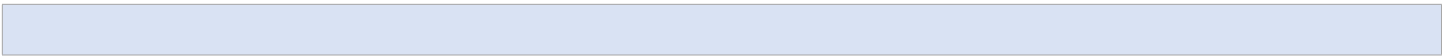# Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$229,534.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$48,928.00
Title I Part A: Parent Involvement	$4,264.00

Subtotal of additional federal funds included for this school: $53,192.00

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

State or Local Programs	Allocation ($)
LCFF	$49,500.00
Other	$126,842.00

Subtotal of state or local funds included for this school: $176,342.00

Total of federal, state, and/or local funds for this school: $229,534.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	49,500.00	0.00
Title I	48,928.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	49,500.00
Other	126,842.00
Title I	48,928.00
Title I Part A: Parent Involvement	4,264.00

Expenditures by Budget Reference

Budget Reference	Amount
	97,403.00
1000-1999: Certificated Personnel Salaries	126,842.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF	49,500.00
1000-1999: Certificated Personnel Salaries	Other	126,842.00
	Title I	48,928.00
	Title I Part A: Parent Involvement	4,264.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	191,890.00
Goal 2	29,480.00
Goal 3	6,264.00
Goal 4	1,900.00

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
Akeysha Allen - Goods	Principal
Joshua Hlopko	Classroom Teacher
Donna Teigen	Classroom Teacher
Ashley Appiah	Classroom Teacher
Bianca Garcia	Other School Staff
Brittany Newbill	Parent or Community Member
Pamela Weir	Parent or Community Member
Destiny Isisah	Parent or Community Member
Brenda Streb	Parent or Community Member
Tracie Jackson	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
(signature)	English Learner Advisory Committee
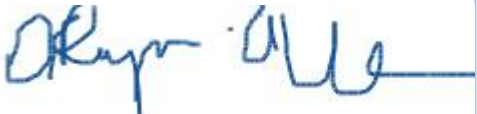
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

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 June 13, 2024.

Attested:

(signature)	Principal, Akeysha Allen-goods on June 13, 2024
(signature)	SSC Chairperson, Brenda Streb on June 13, 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 (LCAP) process.

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

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

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

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

Instructions: Table of Contents

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

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

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

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

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

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

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

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

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

Resource Inequities

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

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

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

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

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

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

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

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

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

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

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

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

Goal

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

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

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

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

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

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

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

Identified Need

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

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

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

Annual Measurable Outcomes

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

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

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

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

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

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

Budget Summary Table

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

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

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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