



# School Plan for Student Achievement (SPSA)

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Loma Ridge Elementary School	30736500138719	May 16, 2024	June 24, 2025

## Purpose and Description

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

School Wide Program  
This school plan describes a School Wide Program that includes strategies, actions and services as well as targeted intervention under ATSI.

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

This School wide Plan is aligned with the District’s Local Control and Accountability Plan through collaboration with the District in examining state and local data as part of a comprehensive needs assessment; developing goals, measurable outcomes, and strategies, actions and services that are aligned with those of the district; providing supplemental

services that support improved performance for high-needs students; and developing a system for monitoring and evaluating the efficacy of the plan in achieving its goals.

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# Needs Assessment

## Data Analysis

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

	Literacy
<b>Data Analyzed</b>	<p>California Dashboard data for Loma Ridge Elementary shows Green performance in English Language Arts (ELA), with students performing 41.2 points above standard.</p> <p>The trend indicates that ELA performance has maintained with a slight decline of 1.8 points.</p> <p>The Equity Report shows one student group (students with disabilities) in Yellow and four in Green for ELA.</p>
<b>Strengths</b>	<p>Loma Ridge Elementary demonstrates an overall Green performance level in ELA on the California Dashboard, indicating that, on average, students are performing significantly above the state standard.</p> <p>The performance trend in ELA has been relatively stable, having maintained with only a slight decline.</p>
<b>Areas for Growth</b>	<p>The Equity Report indicates that one student group is performing at the Yellow level in ELA, suggesting a need to identify and support this group to ensure equitable outcomes.</p>
<b>Questions &amp; Key Findings</b>	<p>While overall literacy performance is strong, which specific student group is in the Yellow performance level for ELA, and what specific interventions can be implemented to support their progress?</p> <p>Despite the maintained performance, what factors contributed to the slight decline, and are there any preventative measures that can be taken to ensure continued strong performance across all student groups?</p> <p>Key findings are identified in strengths and areas of growth.</p>

	Math
<b>Data Analyzed</b>	<p>California Dashboard data for Loma Ridge Elementary shows Green performance in Mathematics, with students performing 31.6 points above standard.</p> <p>The trend indicates a decline of 4.3 points in Mathematics performance.</p> <p>The Equity Report shows two student groups (students with disabilities &amp; white students) in Yellow and three in Green for Mathematics.</p>
<b>Strengths</b>	<p>Loma Ridge Elementary currently shows an overall Green performance level in Mathematics on the California Dashboard, indicating that, on average, students are performing above the state standard.</p>

	Math
<b>Areas for Growth</b>	<p>There is a notable decline of 4.3 points in Mathematics performance, suggesting a need to understand the factors contributing to this trend and implement strategies for improvement.</p> <p>The Equity Report reveals that while most student groups are performing at the Green level, two groups are in Yellow - Students with Disabilities and White students, indicating potential achievement gaps that need to be addressed.</p>
<b>Questions &amp; Key Findings</b>	<p>While the overall math performance is currently positive, the declining trend is a concern. What specific factors are contributing to this decline?</p> <p>Which specific student groups are represented in the Yellow performance level for Mathematics, and what targeted support do they require to improve?</p> <p>What are the instructional strategies and interventions currently being used in mathematics, and how can they be adjusted to reverse the declining trend and address equity gaps?</p> <p>Key findings are identified in strengths and areas of growth.</p>

	SEL/Behavior
<b>Data Analyzed</b>	<p>The "Thought Exchange - Student Data Summary &amp; Actions" highlights several aspects of SEL at Loma Ridge Elementary based on a student survey (likely the Annual Student Survey). Key findings include:</p> <p>High agreement that teachers use a variety of strategies (95%) and have high expectations (82%).</p> <p>High agreement that teachers help students understand where to improve (92%) and what they need to learn (90%).</p> <p>Significant concern about bullying (44% agree it's a problem).</p> <p>Considerable percentage of students feeling unsafe during recess/break and lunch (58%).</p> <p>Notable percentage disagreeing that stress levels are low (23%).</p> <p>Significant percentage disagreeing that students treat each other with respect (25%).</p> <p>Teacher Perception (Panorama Fall 2024) indicates generally positive perceptions of student SEL competencies compared to the district average, particularly in Grit (77%) and Social Awareness (75%). Emotion Regulation (70%) and Self-Management (70%) are slightly below or above the district average, respectively.</p> <p>The student survey excerpt (Annual Student Survey 2024-2025.pdf) shows that a high percentage of students agree or strongly agree that their teachers use a variety of strategies to help them learn (95%).</p>
<b>Strengths</b>	<p>Students generally feel supported by their teachers in terms of instructional strategies, expectations, and understanding learning goals.</p>

	<b>SEL/Behavior</b>
	<p>Teachers perceive students as having relatively strong grit and social awareness compared to the district average.</p> <p>A large majority of students feel that mistakes are part of their learning process (85% agree).</p>
<b>Areas for Growth</b>	<p>Bullying is a significant concern for a large percentage of students.</p> <p>A high number of students feel unsafe during recess/break and lunch.</p> <p>Stress levels are a concern for a notable portion of the student population.</p> <p>There is a need to improve respect among students.</p> <p>A portion of students are unsure about the appropriateness of class sizes and the challenge level of their classes.</p>
<b>Questions &amp; Key Findings</b>	<p>What are the underlying causes of the high rates of reported bullying and feelings of unsafety during breaks? What specific interventions are needed?</p> <p>What stressors are contributing to the high stress levels reported by students, and what support systems can be implemented?</p> <p>How can the school foster a more respectful environment among students? What specific programs or initiatives can be effective?</p> <p>While teachers perceive positive levels of grit and social awareness, how can these strengths be leveraged to address the areas needing growth, such as bullying and respect?</p> <p>Key findings are identified in strengths and areas of growth.</p>

	<b>School Climate</b>
<b>Data Analyzed</b>	<p>The "Thought Exchange - Student Data Summary &amp; Actions" indicates that the school environment is perceived positively overall, with 80% of students feeling safe at school and 77% agreeing that all staff treat students respectfully.</p> <p>However, as noted in SEL, bullying and feelings of unsafety during breaks are significant concerns that impact school climate.</p> <p>Respect among students is also identified as an area needing improvement.</p> <p>The "Panorama Social-Emotional Learning: Student Supports + Environment (Equity), Grades 3–6 (Fall 2024)" report for Loma Ridge Elementary shows a 68% favorable rating for School Climate, an increase of 6% since the last survey, and above the district average of 64%. However, specific questions reveal varied perceptions:</p> <p>Energy of the school: 60% report somewhat or very positive energy, while 19% report slightly positive.</p>

	<b>School Climate</b>
	<p>Impact of student behavior on learning: 35% report student behavior helps their learning a tremendous amount or some, while 15% report it hurts their learning some or a tremendous amount.</p> <p>Sense of Belonging has a 67% favorable rating, slightly below the district average of 68%. Responses to specific questions show: Respect from students: 61% report quite a bit or a tremendous amount of respect, while 14% report a little or no respect. Overall sense of belonging: 72% report belonging quite a bit or completely, while 9% report belonging a little or not at all.</p> <p>California Dashboard data shows a Green rating for Suspension Rate, with a slight increase of 0.4%.</p>
<b>Strengths</b>	<p>Overall student perception of safety at school (excluding breaks) is generally positive.</p> <p>Students largely agree that staff treat them respectfully.</p> <p>The Panorama survey indicates a favorable school climate rating that is above the district average and has shown improvement.</p> <p>The suspension rate is low (Green rating).</p>
<b>Areas for Growth</b>	<p>The high percentage of students feeling unsafe during recess/break and lunch significantly detracts from a positive school climate.</p> <p>The issues surrounding bullying negatively impact the overall climate.</p> <p>The need to improve respect among students is evident in both the Thought Exchange and Panorama data.</p> <p>While the overall school climate rating is positive, the nuances in the Panorama survey responses regarding school energy and the impact of student behavior suggest room for improvement.</p> <p>The sense of belonging rating is slightly below the district average, indicating a need to strengthen students' connection to the school community.</p>
<b>Questions &amp; Key Findings</b>	<p>How can the positive perceptions of staff respect and overall school safety be leveraged to address the specific issues of bullying and safety during breaks?</p> <p>What specific interventions can improve the energy and reduce negative behavioral impacts on learning, as indicated in the Panorama survey?</p> <p>What strategies can be implemented to enhance students' sense of belonging and ensure it aligns with or surpasses the district average?</p> <p>Although the suspension rate is low, the slight increase warrants monitoring. Are there any underlying trends contributing to this?</p> <p>Key findings are identified in strengths and areas of growth.</p>



	<b>College and Career Readiness (High Schools Only)</b>
<b>Data Analyzed</b>	
<b>Strengths</b>	
<b>Areas for Growth</b>	
<b>Questions &amp; Key Findings</b>	

## Priority Focus Areas/Identified Needs

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

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

**Addressing Bullying and Enhancing Safety During Recess/Break and Lunch:** There is a significant discrepancy between the desired state of a safe and supportive environment and the current reality where 44% of students agree or strongly agree that bullying is a problem at their school, and 58% feel unsafe during recess/break and lunch.

**Pressing Root Causes:** The "Thought Exchange" report identifies bullying as a significant issue requiring further investigation to understand underlying causes and develop effective interventions. The high percentage of students feeling unsafe during breaks suggests potential issues with supervision and safety measures during these times.

**Improving English Learner Progress:** The California Dashboard indicates a Red performance level for English Learner Progress with a 13.9% decline. This signifies a substantial gap in effectively supporting English Learners in acquiring English language proficiency.

**Pressing Root Causes:** The sources do not explicitly detail the root causes for this decline. However, the need for improvement in English Language Arts for English Learners is evident in the dashboard data. Further investigation into the effectiveness of current English Language Development (ELD) programs, instructional strategies tailored for ELs, and consistent implementation of support may be necessary.

**Addressing the Decline in Mathematics Performance and Supporting Underperforming Student Groups:** While the overall Mathematics performance is Green, there is a concerning 4.3-point decline. Furthermore, Students with Disabilities and White students are performing at the Yellow level, indicating potential areas of inequity.

**Pressing Root Causes:** The sources do not provide specific root causes for the mathematics decline or the underperformance of these groups. Potential contributing factors could include instructional strategies not effectively meeting the needs of all learners, gaps in targeted support and interventions, or curriculum implementation challenges. Further analysis is needed to pinpoint the underlying issues.

**Mitigating Student Stress and Fostering Respect Among Students:** A notable percentage of students report challenges related to well-being and interpersonal interactions. 23% of students disagree that their stress levels are generally low, and 25% disagree that students treat each other with respect.

**Pressing Root Causes:** The "Thought Exchange" report suggests a need to explore stress management strategies and support systems for students. The lack of respect among students indicates a potential absence of effective programs or school-wide initiatives focused on promoting positive peer relationships, social-emotional learning, and conflict resolution.

These four areas represent the most significant gaps between the current state and the desired outcomes, particularly when considering student well-being, safety, and equitable academic progress. Addressing the identified potential root causes within these areas should be prioritized in the school action plan to foster a more supportive and effective learning environment for all students.

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# Educational Partner Involvement

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

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

At Loma Ridge, we engaged all of our stakeholder groups in a variety of ways to determine areas of focus for our 2025-2026 Single Plan for Student Achievement (SPSA). Students in grade 3-6, parents, and staff responded to our annual survey which provided an abundance of feedback to guide our planning for next year. We were able to analyze the data and identify areas of celebration as well as areas of growth which have informed the development of our goals for the school year. Additionally, we engaged our students in taking our social emotional screening tool, Panorama, twice this year. The data we captured through the utility of this screener has given us specific areas of focus for social emotional learning. Our certificated staff and school site council engaged in a thorough review of the annual survey data, Panorama data, the California School Dashboard, and academic screener data to make informed decisions about areas of goal focus for our 2025-2026 SPSA. Finally, members of our school site council participated in data review at our meetings on January 16, 2025 and March 27, 2025.

## Annual Review

**SPSA Year Reviewed: 2024-25**

Respond to the following prompts for each goal.

### ANALYSIS

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

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

All of the strategies detailed for year one of the plan were implemented.

For goal one they include: provide materials for our DASH Squad & NPFH committee activities throughout the school year, provide home school connection through DASH postcards, provide materials, communication, and incentives to support improved attendance for our Hispanic students with excessive absences as indicated by ATSI, and purchase library book titles support social justice standards.

For goal two they include: provide teacher stipends to support extra duties, provide PBIS incentives, replacement games for the game cart, and extra equipment for the playground, purchase additional teaching resources to support SEL and social justice, provide resources to support a school wellness garden, and provide daily playground & lunch supervision.

Finally, for goal three they include: provide access to software licenses to support student learning and differentiation of instruction, provide instructional support for small groups to provide differentiation and intervention in academic areas and social emotional learning when needed for ELs, purchase Imagine Learning Licenses for ELs, provide necessary pupil supplies to support student learning, provide GLAD training and certification for all teachers, provide teacher resources to support academic instruction, and fund additional novel sets and library books.

Which strategies were most effective? Least effective?

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

All of the planned actions had a positive impact on our students however the outcomes of some planned actions were not as significant as we had hoped. The effort to follow the "No Place for Hate" framework was significant and it resulted in some tremendously positive experiences for our students such as our Roadrunner Ally program which enhanced the programs and practices already in place at our school that promote inclusivity, the celebration of diversity, and the development of empathy and other crucial social

skills. However, ultimately, even though we have been officially designated a "No Place for Hate" school, our percentage of students reporting that they have witnessed students disrespecting other students and adults as well as students reporting experiencing or witnessing racism at school have increased. We noted improvement in attendance for our Hispanic student population, resulting in our school no longer being designated for ATSI. On another positive note, we have continued to see the impact of our social emotional learning (SEL) school wide practices on our students. We also continue to be proud of our efforts to ensure students feel connected at school by prioritizing relationship building with our students first and foremost as these relationships set the foundation for a successful learning experience at our school. Similarly, our implementation of "What I Need" (WIN) time as a dedicated opportunity to intervene or extend to meet the unique needs of our students has been incredibly successful after dedicated teachers and staff focused on successful implementation and continuous improvement throughout the school year. Between our best first instructional practices including differentiated small groups in ELA and math, and our opportunity during WIN time to provide tier two intervention or increased depth and complexity to students based on individual needs, we feel we are meeting our students where they are and giving them what they need. Additionally, the support of our tier three teacher and her small group targeted instruction has resulted in positive academic outcomes for each student she has served. Finally, the emphasis on Guided Language Acquisition Design (GLAD) certification for all teachers has had an incredible impact on the capacity to support our English learners while also benefiting all students with strategies that have a positive impact on all learners.

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

We will focus on maintaining our existing programs and practices that positively impact student academic and social emotional learning. We will continue the cultivation of an inclusive environment where diversity is celebrated. As a result of the data, we will focus our professional development on revisiting and cultivating strategies and skills that support language acquisition for our ELs and increased engagement of all students. Goals will focus on increasing student achievement, particularly that of our ELs. We will also continue to focus on ensuring a sense of belonging for our students in an effort to decrease disrespectful and discriminatory behaviors in our students and to increase healthy attendance patterns in our vulnerable populations.

# Priority Focus Area (Goal) 1:

## SENSE OF BELONGING

Increase the percentage of students in grades 3-6 at Loma Ridge Elementary who report feeling a "strong sense of belonging" (selecting "Completely belong" or "Belong quite a bit") at their school on the Panorama Survey from 72% to 78% by the end of the 2025-2026 academic year. This improvement should be accompanied by a decrease in the percentage of students who feel unsafe at school (currently 10% on the IUSD Annual Survey).

## Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Establish teacher goals focused on this goal	Teachers are currently focused on goal work in this area and are making progress thanks to their implementation fidelity with schoolwide SEL programs and practices. They will adjust their goal for the new year to continue the work.	Teachers are currently focused on goal work in this area and are making progress thanks to their implementation fidelity with schoolwide SEL programs and practices. They will adjust their goal for the new year to continue the work.	Teachers will report intentional, focused instruction teaching the SEL standards and we will see an increased sense of belonging reported on the Panorama SEL screener. This learning will impact feelings of belonging, connectivity, and emotional safety for our students.
Improve Annual Survey data	Our 2025 Annual Survey data indicates 9% of our students feel unsafe at school.	Our 2025 Annual Survey data indicates 10% of our students feel unsafe at school.	We will see a decrease in student responses indicating they feel unsafe at school due to increased sense of belonging.
Improve Panorama SEL Screener data	69% of students in grades 3-6 report a strong sense of belonging at school.	72% of students in grades 3-6 report a strong sense of belonging at school.	We will see an increased percentage of at least 78% of students reporting a strong sense of belonging at school.

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b> Provide materials for our DASH Squad & NPFH Committee activities throughout the school year. Provide home school connection through DASH postcards.	<b>YEAR 1:</b> LCFF Base LCFF Base LCFF Base Lottery	<b>YEAR 1:</b> 1,432 1,000 1,000 4,000	<b>YEAR 1:</b> All students PK-6th All students PK-6th	<b>YEAR 1:</b> Admin Team Teachers Admin Team

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
Provide materials, communication, and incentives to support improved attendance for our Hispanic students with excessive absences as indicated by ATSI.  Purchase library book titles support social justice standards.				All Hispanic students PK-6th  All students PK-6th	Admin & Media Tech Team
<b>YEAR 2:</b> Provide materials for our DASH Squad & NPFH Committee activities throughout the school year. Provide home school connection through DASH postcards.		<b>YEAR 2:</b> LCFF Base  LCFF Base	<b>YEAR 2:</b> 3,000  1,000	<b>YEAR 2:</b> All students PK-6th  All students PK-6th	<b>YEAR 2:</b> Admin Team  Teachers
<b>YEAR 3:</b>					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	Continued efforts to educate students on celebrating their personal uniqueness and appreciating the differences and finding the similarities between them and their peers will support our efforts to provide a safe and inclusive learning environment. Building the home to school connection through surprise notes home to students and their parents celebrating the student as well as the intentional efforts to reinforce the importance of consistent attendance will assist in ensuring equal access to school for all students regardless of their home circumstances.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<b>Year 1:</b> Professional learning for new staff will occur prior to the start of the school year through support from administration and PLC teams. It will focus on the best practices and resources that are available to the teachers to support instruction on social justice standards and to establish inclusive classroom environments. Additionally, all staff will have a refresher regarding expectations for the implementation of these practices and fidelity of implementation will be reinforced during that learning experience.  <b>Year 2:</b> Professional learning will occur across the 2025-2026 school year to refresh all staff on best practices for SEL and fidelity of implementation of SEL curriculum and schoolwide practices.  <b>Year3:</b> TBD based on 2025-2026 data				

## Priority Focus Area (Goal) 2:

### SOCIAL EMOTIONAL LEARNING

Decrease the percentage of students at Loma Ridge Elementary who report that "bullying is a problem at their school" from 44% to 38% on the IUSD Annual Survey and establish a baseline through a school-wide survey in Fall 2025, with a goal to decrease the percentage of students who report experiencing or witnessing racism on campus by 5 percentage points from that baseline by the end of the 2025-2026 academic year.

### Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
SEL Curriculum Dashboard	Classroom teachers, in collaboration with our elementary resource counselor, implement all lessons.	Classroom teachers, in collaboration with our elementary resource counselor, implement all lessons.	Classroom teachers will teach all lessons.
MTSS Action Plan	MTSS team met consistently throughout the 2023-2024 school year. Team tools were created to stay on top of how at-risk and on watch students were being supported. "BEEPS" meetings with grade level teams were implemented each trimester to discuss concerns and/or update on student progress.	MTSS team met consistently throughout the 2024-2025 school year. Team tools were created to stay on top of how at-risk and on watch students were being supported. "BEEPS" meetings with grade level teams were implemented each trimester to discuss concerns and/or update on student progress.	Goals for this year will be met.
Zones of Regulation	Many students currently use the zones of regulation language to communicate their emotions. All staff utilize the zones of regulation language when working with our students.	Many students currently use the zones of regulation language to communicate their emotions. All staff utilize the zones of regulation language when working with our students.	Students will be actively using Zones of Regulation as a common language for expressing feelings.
Calm Classroom	Calm Classroom was implemented with fidelity during the 2023-2024 school year.	Calm Classroom was implemented with fidelity during the 2024-2025 school year.	Calm Classroom will be implemented with fidelity across all classrooms in grades 1-6 three times per day and one time per day in PK/Kinder classrooms.
Morning Greeting	Morning greeting was implemented across all classrooms daily in 2023-2024 with students choice of type of contact for their greeting (hug, high five, etc.)	Morning greeting was implemented across all classrooms daily in 2024-2025 with students choice of type of contact for their greeting (hug, high five, etc.)	Every student and teacher will make a connection upon entry of the classroom each morning resulting in strong relationships and connections.
Restorative Circles	Teachers implement circles once each week and when	Teachers implement circles once each week	Weekly utilization of circles will occur within each



What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
	necessary for restorative purposes. When there wasn't a need for restorative practices, the teachers used these weekly circles as a discussion starter for students to share, learn more about one another, and build relationships.	and when necessary for restorative purposes. When there wasn't a need for restorative practices, the teachers used these weekly circles as a discussion starter for students to share, learn more about one another, and build relationships.	classroom as a means to build relationships and resolve conflict while also focusing on the integration of the social justice standards.
Annual Survey	"Students at my school treat people with respect." 40% Favorable responses "Students treat one another with respect." 38% Favorable responses	44% of students report "Bullying is a problem at my school."	We will see a decrease in the percentage of students reporting this from 44% to 38% or less.
Schoolwide Survey - Racism	N/A	Decrease the baseline score assessed in Fall 2025 is TBD	We will see a decreased of 5 percentage points or more from the Fall 2025 baseline.
Panorama Social Emotional Screener	Emotion Regulation - 54% (grades 3-6), 69% (grades PK-2) Favorable responses Grit - 68% (grades 3-6), 77% (grades PK-2) Favorable responses Self-Management - 79% (grades 3-6), 69% (grades PK-2) Favorable responses Social Awareness - 72% (grades 3-6), 68% (grades PK-2) Favorable responses Supportive Relationships - 89% (grades 3-6) Favorable responses	Emotion Regulation - 54% (grades 3-6), 74% (grades PK-2) Favorable responses Grit - 71% (grades 3-6), 84% (grades PK-2) Favorable responses Self-Management - 78% (grades 3-6), 76% (grades PK-2) Favorable responses Social Awareness - 79% (grades 3-6), 79% (grades PK-2) Favorable responses Supportive Relationships - 88% (grades 3-6) Favorable responses	

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b> Provide teacher stipends to support extra duties. Provide PBIS incentives, replacement games for the game cart, and extra equipment for the playground. Purchase additional teaching resources to support SEL and social justice. Provide resources to support a school wellness garden. Provide daily playground & lunch supervision.		<b>YEAR 1:</b> LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base	<b>YEAR 1:</b> 8,000 1,500 5,000 1,000 40,000	<b>YEAR 1:</b> All students PK-6th All students PK-6th All students grades PK-6th All students grades PK-6th All students PK-6th	<b>YEAR 1:</b> Admin Team Admin Team Admin Team Admin Team Admin Team
<b>YEAR 2:</b> Provide teacher stipends to support extra duties & daily lunch/recess supervision. Provide PBIS incentives, replacement games for the game cart, and extra equipment for the playground. Purchase additional teaching resources to support SEL and social justice standards and a school wellness garden. Purchase teacher licenses for Zones of Regulation and student licenses for MooZoom.		<b>YEAR 2:</b> LCFF Base LCFF Base LCFF Base Lottery	<b>YEAR 2:</b> 38,000 6,000 6,500 7,660	<b>YEAR 2:</b> All students PK-6th All students PK-6th All students PK-6th All students PK-6th	<b>YEAR 2:</b> Admin Team Admin Team Admin Team Admin Team
<b>YEAR 3:</b>					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These schoolwide practices ensure that students share a common language for expressing their emotions, build their social skills, offer the opportunity to have their expected behaviors reinforced, and provide leadership development. All students benefit from these schoolwide practices. Ultimately, the implementation of these practices ensures a strong foundation rooted in physical and emotional safety in order for each student to access their learning and honor one another with respectful and kind behavior.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<b>Year 1:</b> Professional learning for new staff will occur prior to the start of the school year through our "Loma 101" asynchronous learning opportunity as well as with support from administration and PLC teams. Additionally, all staff will have a refresher regarding expectations for the implementation of these practices and fidelity of implementation will be reinforced during that learning experience.  <b>Year 2:</b> Professional learning will occur across the 2025-2026 school year to refresh all staff on best practices for SEL and fidelity of implementation of SEL curriculum and schoolwide practices.  <b>Year3:</b> TBD based on 2025-2026 data				



## Priority Focus Area (Goal) 3:

### ENGLISH LANGUAGE DEVELOPMENT

Increase the percentage of English Learners (ELs) at Loma Ridge Elementary making progress on the English Language Proficiency Assessments for California (ELPAC) over the next three years by 15 percentage points from the Fall 2024 baseline of 44.4% to 59.4%.

## Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
California School Dashboard	58.3% of English Learners are making progress on the English Language Proficiency Assessment for California	44.4% of English Learners are making progress on the English Language Proficiency Assessment for California	Increase the percentage of English Learners (ELs) at Loma Ridge Elementary making progress on the English Language Proficiency Assessments for California (ELPAC) over the next three years by 15 percentage points from the Fall 2024 baseline of 44.4% to 59.4%.

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b> Provide access to software licenses to support student learning and differentiation of instruction. Provide instructional support for small groups to provide differentiation and intervention in academic areas and social emotional learning when needed for ELs. Provide necessary pupil supplies to support English language development. Employ teachers after school to support "ELPAC boot camp."	<b>YEAR 1:</b> LCFF Supplemental LCFF Supplemental LCFF Supplemental LCFF Supplemental	<b>YEAR 1:</b> 6,000 30,000 1,000 1,616	<b>YEAR 1:</b> All English Learners PK-6th All English Learners PK-6th All English Learners PK-6th All English Learners PK-6th	<b>YEAR 1:</b> Admin Team Admin Team Admin Team Admin Team
<b>YEAR 2:</b> Provide access to software licenses to support student learning and differentiation of instruction Provide instructional support for small groups to provide differentiation and intervention in academic	<b>YEAR 2:</b> LCFF Supplemental LCFF Supplemental	<b>YEAR 2:</b> 2,000 30,116 4,500	<b>YEAR 2:</b> All English Learners PK-6th	<b>YEAR 2:</b> Admin Team Admin Team Admin Team

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
areas and social emotional learning when needed for ELs Purchase Imagine Learning Licenses for ELs Provide necessary pupil supplies to support English language development Employ teachers after school to support "ELPAC boot camp"		LCFF Supplementa   LCFF Supplementa   LCFF Supplementa   LCFF Supplementa 	1,000 1,000	All English Learners PK-6th All English Learners PK-6th All English Learners PK-6th All English Learners PK-6th	Admin Team Admin Team
<b>YEAR 3:</b>					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	English Learners will have access to resources in the form of instructional support providers and software programs to support their language development and to ensure they make progress each year.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<b>Year 1:</b> Professional learning will occur across the 2025-2026 school year to refresh all staff on best practices for implementation of GLAD strategies to support language development in our ELs. <b>Year 2:</b>  <b>Year3:</b> TBD based on 2025-2026 data				

## Priority Focus Area (Goal) 4:

### Academic Improvement

Achieve significant and measurable growth in ELA and math performance for all students, students with disabilities, and white students (specifically in math) over the next three years.

## Outcomes

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

What metrics are being used?	Baseline - Year 1	Year 2	Expected Outcomes – What goal is the school trying to reach in 3 years?
Increase the average distance above standard for all students in ELA as reported on the CA School Dashboard by 10 points over the next three years	43.1 points above standard in 2023	41.2 points above standard in 2024	Increase performance by 10 points over three years
Increase the average distance above standard for all students in Mathematics as reported on the CA School Dashboard by 10 points over the next three years	31. points above standard in 2023	31.6 points above standard in 2024	Increase performance by 10 points over three years
Decrease the average distance below standard for Students with Disabilities in ELA as reported on the CA School Dashboard by 15 points over the next three years	67.1 points below standard in 2023	55.7 points below standard in 2024	Decrease distance below standard by 15 points over three years
Decrease the average distance below standard for Students with Disabilities in Mathematics as reported on the CA School Dashboard by 15 points over the next three years	78.6 points below standard in 2023	64.4 points below standard in 2024	Decrease distance below standard by 15 points over three years
Increase performance for White students in Mathematics as reported on the CA School Dashboard by 15 points over the next three years	2.6 points below standard in 2023	1.3 points below standard in 2024	Increase performance by 15 points over three years

## Actions, Strategies, and Expenditures:

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
<b>YEAR 1:</b>	<b>YEAR 1:</b> LCFF Base	<b>YEAR 1:</b> 9,500	<b>YEAR 1:</b>	<b>YEAR 1:</b> Admin Team

<b>Actions and Strategies:</b> Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.		Funding Source	Budgeted Amount	Students Served	Person Responsible
Provide access to a variety of learning materials (manipulatives, intervention tools, online platforms, novel sets, etc.) to support student learning. Engage teachers in professional learning targeting math strategies and best practices for tier one, two, and three instruction Retain instructional assistants to support teachers in implementing differentiated small group instruction Provide consumable materials, teacher tools, technology, and flexible seating options to improve student learning.		LCFF Base LCFF Base LCFF Base	2,000 24,000 55,840	All students PK-6th All students PK-6th All students PK-6th All students PK-6th	Admin Team Admin Team Admin Team
<b>YEAR 2:</b> Provide access to a variety of learning materials (manipulatives, intervention tools, online platforms, novel sets, etc.) to support student learning. Engage teachers in professional learning targeting math strategies and best practices for tier one, two, and three instruction Retain instructional assistants to support teachers in implementing differentiated small group instruction. Provide consumable materials, teacher tools, technology, and flexible seating options to improve student learning.		<b>YEAR 2:</b> LCFF Base LCFF Base LCFF Base LCFF Base	<b>YEAR 2:</b> 9,500 2,000 24,000 55,840	<b>YEAR 2:</b> All students PK-6th All students PK-6th All students PK-6th All students PK-6th	<b>YEAR 2:</b> Admin Team Admin Team Admin Team Admin Team
<b>YEAR 3:</b>					
How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?	These actions will ensure teachers have the necessary resources to make certain all student needs are met through the implementation of tiers one, two, and three in both ELA and math.				
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<b>Year 1:</b> Data driven decisions will be made to inform the implementation of six hours of dedicated literacy/ELA professional learning from the IUSD literacy department and four hours of dedicated math professional learning from the IUSD math department. Administration and PLC-FC will support the implementation of the professional learning during PLC discussions and through coaching/feedback opportunities following formal observations and classroom walk-through experiences.  <b>Year 2:</b> TBD based on 2025-2026 data  <b>Year3:</b> TBD based on 2026-2027 data				

## LCAP ITEM (High School & Middle Schools Only):

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

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

## LCAP ITEM (Elementary Schools Only):

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

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

We will utilize site based funding to provide instructional assistant support to all grade level teams in grades 1-6 during their dedicated WIN time. Teachers will provide access to personalized learning in the form of intervention or extension (increased depth and complexity) based on student data reviewed on a weekly basis. The extra support offers the team the opportunity to create fluid/dynamic small groups each week focused on skill deficits that need reteaching/intervention and to support students in those groups while the instructional assistant supervises students engaged in enrichment/extension experiences. Additionally, instructional support will be provided for teachers to engage ELs in their language development in small groups. Our Administration and stipended MTSS team members will continue to support coordination of intervention, summation days, EL assistance, and social emotional learning/restorative practices.



# ATSI Identified Schools

## ATSI Annual Review (2024-2025)

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

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

- Parent education on the importance of regular school attendance
- Parent education on illnesses that require students to stay home versus those illnesses that occur and the student is still permitted to attend school (i.e. allergies, headaches, etc.)
- Outreach from teacher, principal, and school nurse on the importance and lawful obligation for school attendance via phone and in person conferences

All of the strategies noted were implemented.

Which strategies were most effective? Least effective?

The outreach and education for some parents resulted in positive responses and improved attendance patterns for their students.

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

We found that PBIS tangible incentives were not as effective in improving attendance since, as mentioned, we see this challenge as a parent controlled behavior.

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

As a school, we are no longer identified as an ATSI school however we will continue to implement the best practices in the future with regard to supporting positive school attendance patterns that we have identified and used in meeting this goal.

# 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	\$192,116.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$192,116.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$145,840.00
LCFF Supplemental	\$38,616.00
Lottery	\$7,660.00

Subtotal of state or local funds included for this school: \$192,116.00

Total of federal, state, and/or local funds for this school: \$192,116.00

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF Base	145,840.00
LCFF Supplemental	38,616.00
Lottery	7,660.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Base	145,840.00
	LCFF Supplemental	38,616.00
	Lottery	7,660.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	58,160.00
Goal 3	38,616.00
Goal 4	91,340.00

# Recommendations and Assurances

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

Principal, Jenna Berumen on May 15, 2025
SSC Chairperson, Natalia Fuscoe on May 15, 2025

# School Site Council Membership

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

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

Name of Members	Role
Jenna Berumen	Principal
Mary Gustafson	Classroom Teacher
Marcela Aguila	Classroom Teacher
Jessica Hopkins	Classroom Teacher
April Ryan	Other School Staff
Xiting Zhu	Parent or Community Member
Hyo Kim	Parent or Community Member
Stephanie Carton	Parent or Community Member
Trisha Gundran	Parent or Community Member
Natalia Fuscoe	Parent or Community Member

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

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level Loma Ridge 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	0.36%	0.44%	0.26%	2	3	2
African American	0.18%	0.59%	0.66%	1	4	5
Asian	59.35%	63.61%	65.03%	327	430	491
Filipino	3.27%	3.4%	3.71%	18	23	28
Hispanic/Latino	8.17%	8.58%	6.89%	45	58	52
Pacific Islander	0.36%	0.3%	0.26%	2	2	2
White	15.43%	12.72%	13.11%	85	86	99
Multiple/No Response	8.71%	7.99%	9.54%	48	54	72
Total Enrollment				551	676	755

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	74	110	83
Grade 1	83	117	103
Grade 2	88	104	114
Grade3	93	102	114
Grade 4	87	87	104
Grade 5	65	89	97
Grade 6	61	67	96
Total Enrollment	551	676	755

#### Conclusions based on this data:

1. Our percentage of Asian students is the largest and is steadily increasing each year.
2. Our total student enrollment is increasing each year.

# School and Student Performance Data

## English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	91	84	96	8.8%	16.5%	12.7%
Fluent English Proficient (FEP)	96	157	179	14.9%	17.4%	23.7%
Reclassified Fluent English Proficient (RFEP)	28	75		57.9%	23.50%	

### Conclusions based on this data:

1. Our number of English Learners is increasing.
2. Our number of Fluent English Proficient (FEP) students is increasing.
3. Our number of Reclassified Fluent English Proficient (RFEP) students is increasing.

# School and Student Performance Data

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

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	104	113	91	101	111	91	101	111	98.9	97.1	98.2
Grade 4	90	88	106	89	87	97	89	87	97	98.9	98.9	91.5
Grade 5	66	92	96	66	85	93	66	85	93	100.0	92.4	96.9
Grade 6	60	69	98	60	68	93	60	68	93	100.0	98.6	94.9
All Grades	308	353	413	306	341	394	306	341	394	99.4	96.6	95.4

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2470.	2451.	2470.	42.86	41.58	43.24	26.37	20.79	22.52	21.98	14.85	16.22	8.79	22.77	18.02
Grade 4	2506.	2522.	2486.	40.45	51.72	37.11	29.21	19.54	27.84	14.61	14.94	10.31	15.73	13.79	24.74
Grade 5	2585.	2555.	2563.	56.06	48.24	47.31	31.82	27.06	29.03	6.06	10.59	12.90	6.06	14.12	10.75
Grade 6	2601.	2588.	2574.	41.67	36.76	34.41	38.33	48.53	39.78	13.33	10.29	12.90	6.67	4.41	12.90
All Grades	N/A	N/A	N/A	44.77	44.87	40.61	30.72	27.57	29.44	14.71	12.90	13.20	9.80	14.66	16.75



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.66	32.67	29.73	51.65	51.49	60.36	7.69	15.84	9.91
Grade 4	30.34	33.33	25.77	59.55	60.92	57.73	10.11	5.75	16.49
Grade 5	45.45	27.06	35.48	51.52	62.35	52.69	3.03	10.59	11.83
Grade 6	45.00	26.47	29.35	50.00	69.12	61.96	5.00	4.41	8.70
All Grades	39.54	30.21	30.03	53.59	60.12	58.27	6.86	9.68	11.70

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.77	27.72	31.53	53.85	51.49	52.25	15.38	20.79	16.22
Grade 4	32.58	28.74	22.68	51.69	59.77	55.67	15.73	11.49	21.65
Grade 5	50.00	55.29	44.09	46.97	31.76	45.16	3.03	12.94	10.75
Grade 6	36.67	41.18	41.30	51.67	54.41	44.57	11.67	4.41	14.13
All Grades	36.60	37.54	34.61	51.31	49.27	49.62	12.09	13.20	15.78

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	15.38	10.89	20.72	76.92	76.24	70.27	7.69	12.87	9.01
Grade 4	14.61	20.69	13.40	73.03	73.56	74.23	12.36	5.75	12.37
Grade 5	21.21	20.00	18.28	74.24	71.76	68.82	4.55	8.24	12.90
Grade 6	30.00	17.65	14.13	68.33	76.47	76.09	1.67	5.88	9.78
All Grades	19.28	17.01	16.79	73.53	74.49	72.26	7.19	8.50	10.94

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	37.36	23.76	29.73	54.95	64.36	59.46	7.69	11.88	10.81
Grade 4	32.58	34.48	19.59	56.18	58.62	65.98	11.24	6.90	14.43
Grade 5	45.45	38.82	39.78	48.48	49.41	53.76	6.06	11.76	6.45
Grade 6	36.67	38.24	30.43	56.67	60.29	64.13	6.67	1.47	5.43
All Grades	37.58	33.14	29.77	54.25	58.36	60.81	8.17	8.50	9.41

**Conclusions based on this data:**

1. Our percentage of students meeting or exceeding standards in ELA overall has declined slightly from 72.44% to 70.05%.
2. The percentage of students meeting or exceeding standards on each subtest area within ELA declined just slightly from last year.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	92	104	113	91	103	113	91	103	113	98.9	99.0	100
Grade 4	90	88	106	89	87	103	89	87	103	98.9	98.9	97.2
Grade 5	66	92	96	66	89	95	66	89	95	100.0	96.7	99
Grade 6	60	69	98	60	69	95	60	69	95	100.0	100.0	96.9
All Grades	308	353	413	306	348	406	306	348	406	99.4	98.6	98.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2482.	2473.	2491.	43.96	38.83	48.67	29.67	33.98	29.20	18.68	12.62	10.62	7.69	14.56	11.50
Grade 4	2514.	2530.	2499.	42.70	44.83	31.07	23.60	26.44	31.07	16.85	19.54	21.36	16.85	9.20	16.50
Grade 5	2563.	2538.	2554.	39.39	38.20	40.00	30.30	28.09	22.11	25.76	15.73	26.32	4.55	17.98	11.58
Grade 6	2615.	2603.	2582.	61.67	49.28	50.53	11.67	26.09	20.00	16.67	20.29	11.58	10.00	4.35	17.89
All Grades	N/A	N/A	N/A	46.08	42.24	42.61	24.51	29.02	25.86	19.28	16.67	17.24	10.13	12.07	14.29

<b>Problem Solving &amp; Modeling/Data Analysis</b> <b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	45.05	42.72	48.67	40.66	41.75	44.25	14.29	15.53	7.08
Grade 4	35.96	42.53	24.27	50.56	48.28	51.46	13.48	9.20	24.27
Grade 5	33.33	29.21	36.84	57.58	53.93	48.42	9.09	16.85	14.74
Grade 6	40.00	40.58	38.95	50.00	50.72	45.26	10.00	8.70	15.79
All Grades	38.89	38.79	37.44	49.02	48.28	47.29	12.09	12.93	15.27

<b>Communicating Reasoning</b> <b>Demonstrating ability to support mathematical conclusions</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	43.96	35.92	41.59	46.15	49.51	48.67	9.89	14.56	9.73
Grade 4	40.45	47.13	29.13	46.07	39.08	56.31	13.48	13.79	14.56
Grade 5	21.21	24.72	24.21	72.73	60.67	64.21	6.06	14.61	11.58
Grade 6	53.33	36.23	37.89	36.67	56.52	45.26	10.00	7.25	16.84
All Grades	39.87	35.92	33.50	50.00	51.15	53.45	10.13	12.93	13.05

**Conclusions based on this data:**

1. Our percentage of students meeting or exceeding standards in Math overall has declined slightly from 71.26% to 68.47%.
2. The percentage of students meeting or exceeding standards on each subtest area within Math declined just slightly from last year.

# School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1522.9	1468.2	1436.3	1488.0	1450.4	1432.7	1604.3	1509.2	1444.5	20	25	26
<b>1</b>	1503.1	*	1447.5	1501.6	*	1434.7	1504.2	*	1459.8	16	9	13
<b>2</b>	1493.2	1475.3	1465.1	1480.1	1456.1	1456.9	1506.0	1494.3	1472.7	15	12	16
<b>3</b>	1495.8	1477.7	1475.1	1505.5	1486.6	1465.2	1485.8	1468.2	1484.6	12	13	11
<b>4</b>	1570.9	1545.8	1494.1	1598.9	1566.1	1509.3	1542.3	1525.0	1478.3	12	12	18
<b>5</b>	*	*	1535.2	*	*	1550.2	*	*	1519.5	*	10	15
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	8
<b>All Grades</b>										80	84	107

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	75.00	44.00	38.46	15.00	20.00	23.08	5.00	24.00	30.77	5.00	12.00	7.69	20	25	26
<b>1</b>	50.00	*	0.00	31.25	*	46.15	18.75	*	38.46	0.00	*	15.38	16	*	13
<b>2</b>	33.33	8.33	12.50	13.33	50.00	37.50	46.67	25.00	31.25	6.67	16.67	18.75	15	12	16
<b>3</b>	16.67	7.69	9.09	41.67	30.77	27.27	33.33	30.77	36.36	8.33	30.77	27.27	12	13	11
<b>4</b>	58.33	58.33	16.67	33.33	25.00	33.33	8.33	16.67	38.89	0.00	0.00	11.11	12	12	18
<b>5</b>	*	*	26.67	*	*	46.67	*	*	13.33	*	*	13.33	*	*	15
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	47.50	35.71	21.50	27.50	27.38	34.58	21.25	23.81	28.97	3.75	13.10	14.95	80	84	107

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	60.00	32.00	23.08	25.00	36.00	34.62	10.00	16.00	34.62	5.00	16.00	7.69	20	25	26
1	56.25	*	7.69	18.75	*	23.08	18.75	*	46.15	6.25	*	23.08	16	*	13
2	33.33	33.33	18.75	13.33	25.00	43.75	46.67	8.33	12.50	6.67	33.33	25.00	15	12	16
3	25.00	30.77	18.18	50.00	38.46	45.45	16.67	7.69	9.09	8.33	23.08	27.27	12	13	11
4	66.67	66.67	38.89	33.33	25.00	38.89	0.00	8.33	11.11	0.00	0.00	11.11	12	12	18
5	*	*	60.00	*	*	26.67	*	*	13.33	*	*	0.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.25	42.86	30.84	26.25	32.14	33.64	17.50	9.52	20.56	5.00	15.48	14.95	80	84	107

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	65.00	36.00	38.46	30.00	36.00	23.08	0.00	20.00	26.92	5.00	8.00	11.54	20	25	26
1	43.75	*	0.00	18.75	*	69.23	37.50	*	15.38	0.00	*	15.38	16	*	13
2	20.00	8.33	6.25	20.00	41.67	50.00	46.67	41.67	12.50	13.33	8.33	31.25	15	12	16
3	0.00	0.00	0.00	33.33	15.38	27.27	50.00	38.46	45.45	16.67	46.15	27.27	12	13	11
4	0.00	0.00	0.00	75.00	66.67	22.22	16.67	16.67	16.67	8.33	16.67	61.11	12	12	18
5	*	*	0.00	*	*	20.00	*	*	66.67	*	*	13.33	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.75	21.43	11.21	32.50	33.33	33.64	31.25	28.57	28.04	7.50	16.67	27.10	80	84	107

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	70.00	36.00	26.92	25.00	52.00	65.38	5.00	12.00	7.69	20	25	26
1	56.25	*	23.08	43.75	*	53.85	0.00	*	23.08	16	*	13
2	26.67	0.00	12.50	60.00	75.00	62.50	13.33	25.00	25.00	15	12	16
3	33.33	0.00	9.09	58.33	53.85	54.55	8.33	46.15	36.36	12	13	11
4	75.00	50.00	22.22	25.00	33.33	55.56	0.00	16.67	22.22	12	12	18
5	*	*	26.67	*	*	53.33	*	*	20.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	51.25	28.57	21.50	43.75	52.38	57.94	5.00	19.05	20.56	80	84	107

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	40.00	24.00	23.08	55.00	60.00	50.00	5.00	16.00	26.92	20	25	26
1	31.25	*	15.38	56.25	*	46.15	12.50	*	38.46	16	*	13
2	46.67	41.67	25.00	33.33	25.00	50.00	20.00	33.33	25.00	15	12	16
3	58.33	61.54	45.45	33.33	15.38	27.27	8.33	23.08	27.27	12	13	11
4	83.33	91.67	61.11	16.67	8.33	27.78	0.00	0.00	11.11	12	12	18
5	*	*	80.00	*	*	20.00	*	*	0.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	52.50	50.00	42.06	38.75	34.52	36.45	8.75	15.48	21.50	80	84	107

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	65.00	40.00	26.92	35.00	56.00	57.69	0.00	4.00	15.38	20	25	26
1	50.00	*	23.08	50.00	*	61.54	0.00	*	15.38	16	*	13
2	20.00	8.33	6.25	66.67	75.00	75.00	13.33	16.67	18.75	15	12	16
3	0.00	7.69	0.00	66.67	38.46	36.36	33.33	53.85	63.64	12	13	11
4	8.33	0.00	0.00	83.33	75.00	44.44	8.33	25.00	55.56	12	12	18
5	*	*	0.00	*	*	80.00	*	*	20.00	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	31.25	23.81	13.08	57.50	54.76	56.07	11.25	21.43	30.84	80	84	107

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	90.00	72.00	61.54	5.00	20.00	30.77	5.00	8.00	7.69	20	25	26
1	31.25	*	7.69	68.75	*	76.92	0.00	*	15.38	16	*	13
2	20.00	16.67	20.00	66.67	75.00	53.33	13.33	8.33	26.67	15	12	15
3	0.00	7.69	0.00	91.67	53.85	90.91	8.33	38.46	9.09	12	13	11
4	16.67	25.00	5.56	75.00	66.67	66.67	8.33	8.33	27.78	12	12	18
5	*	*	20.00	*	*	66.67	*	*	13.33	*	*	15
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.00	39.29	23.58	58.75	47.62	60.38	6.25	13.10	16.04	80	84	106

#### Conclusions based on this data:

1. Our level one and two students continue to increase.





# School and Student Performance Data

## Student Population

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

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

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
755	12.8%	12.7%	0.0%
Total Number of Students enrolled in Loma Ridge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	96	12.7%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	97	12.8%
Students with Disabilities	90	11.9%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	0.7%
American Indian	2	0.3%
Asian	491	65%
Filipino	28	3.7%
Hispanic	52	6.9%
Two or More Races	72	9.5%
Pacific Islander	2	0.3%
White	99	13.1%

### Conclusions based on this data:

1. Our Asian population makes up two thirds of our school population.

2. Our percentage of English Learners is increase as our total school population increases.

# School and Student Performance Data

## Overall Performance






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

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



### 2024 Fall Dashboard Overall Performance for All Students

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

#### Conclusions based on this data:

1. Overall, our students are performing well in the green range across curricular areas
2. Our school culture and climate reflects positively in the green range.
3. Our English Learner language development progress needs to be addressed with that group's progress on the ELPAC in the red range.



# School and Student Performance Data

## Academic Performance English Language Arts

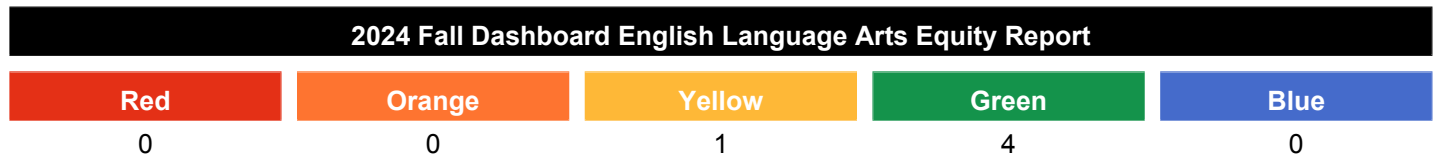
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>41.2 points above standard</div> <div>Maintained 1.8 points</div> <div>389 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>14.2 points above standard</div> <div>Declined 13.8 points</div> <div>100 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>1.9 points below standard</div> <div>Increased 5.7 points</div> <div>60 Students</div>

<b>Students with Disabilities</b>  Yellow 55.7 points below standard Increased 11.4 points 62 Students	<b>African American</b>  No Performance Color Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Green 53.0 points above standard Declined 8.3 points 256 Students	<b>Filipino</b>  No Performance Color 55.0 points above standard Increased 8.2 points 15 Students	<b>Hispanic</b>  No Performance Color 0.3 points below standard Increased 26.2 points 27 Students
<b>Two or More Races</b>  No Performance Color 31.0 points above standard Increased 24.3 points 29 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Green 21.5 points above standard Declined 14.7 points 53 Students

**Conclusions based on this data:**

1. We need to target continuous improvement for our sub group of students with disabilities.
2. Overall, ELA progress is a strength however the decline in progress with a few of our subgroups will be an area of focus for our staff.

# School and Student Performance Data

## Academic Performance Mathematics

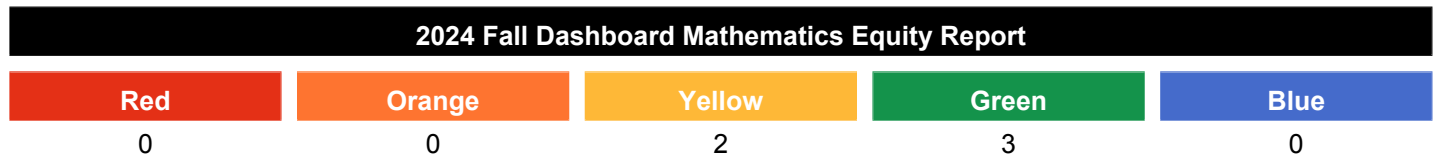
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>31.6 points above standard</div> <div>Declined 4.3 points</div> <div>398 Students</div>	<div>English Learners</div> <div></div> <div>Green</div> <div>23.6 points above standard</div> <div>Declined 4.9 points</div> <div>109 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>3.6 points above standard</div> <div>Increased 5.1 points</div> <div>60 Students</div>

<b>Students with Disabilities</b>  Yellow 64.4 points below standard Increased 14.2 points 63 Students	<b>African American</b>  No Performance Color Less than 11 Students 5 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  Green 50.3 points above standard Declined 4.1 points 264 Students	<b>Filipino</b>  No Performance Color 40.2 points above standard Maintained 1.6 points 15 Students	<b>Hispanic</b>  No Performance Color 26.6 points below standard Increased 14.8 points 27 Students
<b>Two or More Races</b>  No Performance Color 10.8 points above standard Maintained 0.5 points 29 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 1 Student	<b>White</b>  Yellow 1.3 points below standard Declined 26.6 points 54 Students

**Conclusions based on this data:**

1. We need to target the progress of our students with disabilities and white students as they are both in the yellow range.
2. Overall, our student progress in math is good in the green range however we need to look at the decline in scores to address that development.



# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
44.4% making progress.	making progress.
Number Students: 54 Students	Number Students: 0 Students

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.2%	33.3%	1.9%	42.6%

### Conclusions based on this data:

- Our English Learner language development as shown through their performance on the ELPAC is concerning and we have already begun implementing measure to support improved language development and hope to see a dramatic improvement on the ELPAC scores from this Spring.

# School and Student Performance Data

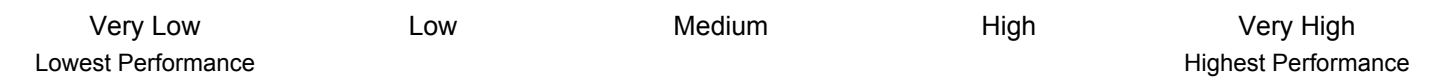
## Academic Performance College/Career Report

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

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:  
1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>8.7% Chronically Absent</div> <div>Declined 1.6</div> <div>790 Students</div>	<div>English Learners</div> <div> Green</div> <div>9.2% Chronically Absent</div> <div>Declined 5.9</div> <div>119 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>16.5% Chronically Absent</div> <div>Increased 3.5</div> <div>115 Students</div>

<b>Students with Disabilities</b>  Yellow 13.3% Chronically Absent Declined 8.2 120 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 5 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  Green 6.6% Chronically Absent Declined 2 515 Students	<b>Filipino</b>  No Performance Color 10.7% Chronically Absent Declined 6.7 28 Students	<b>Hispanic</b>  Green 7.5% Chronically Absent Declined 18.3 53 Students
<b>Two or More Races</b>  Green 6.2% Chronically Absent Declined 1 81 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Red 20.2% Chronically Absent Increased 10.2 104 Students

#### Conclusions based on this data:

1. Chronic absences in our students with disabilities, white students, and socioeconomically disadvantaged students need to be addressed.

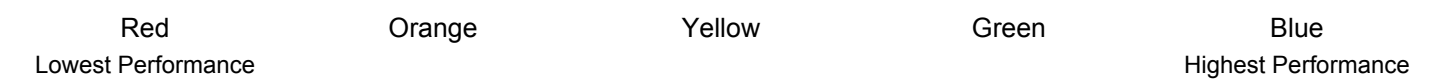
# School and Student Performance Data

## Academic Engagement Graduation Rate

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

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

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



This section provides number of student groups in each level.



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

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

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

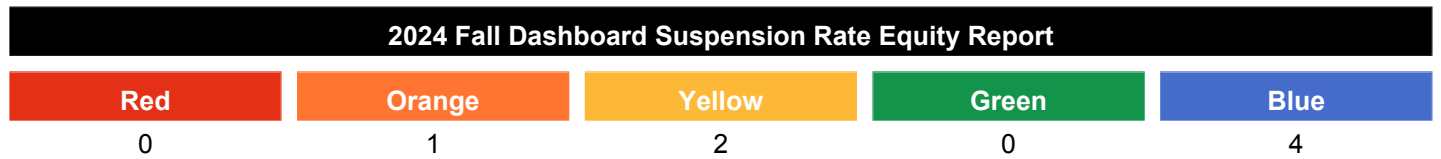
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>0.4% suspended at least one day</div> <div>Increased 0.4%</div> <div>805 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>2.4% suspended at least one day</div> <div>Increased 2.4%</div> <div>125 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>117 Students</div>

<b>Students with Disabilities</b>  Yellow 0.8% suspended at least one day Increased 0.8% 120 Students	<b>African American</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students
<b>Asian</b>  Yellow 0.6% suspended at least one day Increased 0.6% 526 Students	<b>Filipino</b>  No Performance Color 0% suspended at least one day Maintained 0% 28 Students	<b>Hispanic</b>  Blue 0% suspended at least one day Maintained 0% 53 Students
<b>Two or More Races</b>  Blue 0% suspended at least one day Maintained 0% 82 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	<b>White</b>  Blue 0% suspended at least one day Maintained 0% 105 Students

**Conclusions based on this data:**

1. Suspensions in the following subgroups are more significant - students with disabilities, English Learners, and Asian students.

# Instructions

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

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

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

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



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

## Instructions: Table of Contents

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

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

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

## Plan Description

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

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

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

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

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

## Educational Partner Involvement

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

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

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

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

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

This section meets the requirements for ATSI.

## Resource Inequities

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## **Comprehensive Needs Assessment**

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

**SWP Planning Requirements:**

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

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

**CSI Planning Requirements:**

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

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

**ATSI Planning Requirements:**

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Goal**

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

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

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

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

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

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Identified Need**

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

**Annual Measurable Outcomes**

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

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

**Additional CSI Planning Requirements:**

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

**Additional ATSI Planning Requirements:**

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

## Strategies/Activities Table

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

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

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

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

## Annual Review

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

## Goal Analysis

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

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

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

### Additional CSI Planning Requirements:

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

### Additional ATSI Planning Requirements:

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

## Budget Summary

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

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

**Additional CSI Planning Requirements:**

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

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

**Additional ATSI Planning Requirements:**

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

## Budget Summary Table

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

## Requirements for Development of the Plan

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

## Requirements for the Plan

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

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



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

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

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

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

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

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

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

## **CSI Resources**

For additional CSI resources, please see the following links:

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

## Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

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

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

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

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

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

## ATSI Resources:

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

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

## Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023



# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

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

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

This SPSA was adopted by the SSC at a public meeting on May 15, 2025.

Attested:

*Jenna Berumen*

Principal, Jenna Berumen on May 15, 2025

*Natalia Fuscoe*

SSC Chairperson, Natalia Fuscoe on May 15, 2025

*Shu Li*

English Learner Advisory Committee, Shu Li on May 15, 2025