



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 25, 2024

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
Data Analyzed	California School Dashboard/CAASPP (3-6), Literacy Performance Assessments (K-2), Annual Survey Data
Strengths	<p>We remain in the green zone on the dashboard for student performance in grades 3-6 on the CAASPP ELA.</p> <p>Over half of our English Learners in grades 3-6 are nearly meeting or meeting standards on the CAASPP ELA.</p> <p>40% of our students with special needs are nearly meeting or meeting standards on the CAASPP ELA.</p> <p>87% of our kindergarten through second grade students met the end of year benchmark for literacy performance assessments in the 2022-2023 school year.</p> <p>94% of our kindergarten through second grade students met the end of year benchmark for the reading assessment in the 2022-2023 school year.</p>
Areas for Growth	<p>36% of students report "My classes are challenging" on the annual survey. This percentage decreased by 6% from 2022-2023. 67% of students in grades 3-6 report "My classes are engaging" on the annual survey. Chronic school Absenteeism is in the yellow zone on the school dashboard with our hispanic students most impacted.</p> <p>Targeted support for school attendance is necessary for students to consistently access their education. English Learner academic progress is in the orange zone on the dashboard indicating a need for targeted intervention. A focus on the unique needs of our English learners and students with special needs is necessary to improve their learning experience and performance.</p>
Questions & Key Findings	How might we scaffold our approach and target instructional strategies/best practices to meet the diverse needs of our students beyond what we already have in place at Loma Ridge?

	Math
Data Analyzed	California School Dashboard/CAASPP (3-6), STAR Math Assessments (K-2), Annual Survey Data
Strengths	<p>We remain in the green zone on the dashboard for student performance in grades 3-6 on the CAASPP ELA.</p> <p>79% of our English Learners in grades 3-6 are nearly meeting or meeting standards on the CAASPP ELA.</p> <p>47% of our students with special needs are nearly meeting or meeting standards on the CAASPP ELA.</p> <p>60% of our students in grades 1-2 performed at an 85% or better on the math end of course exam in 2022-2023.</p> <p>44% of our English learners in grades 1-2 performed at an 85% or better on the math end of course exam in 2022-2023.</p> <p>50% of our students with special needs in grades 1-2 performed at an 85% or better on the math end of course exam in 2022-2023.</p>

Math	
Areas for Growth	36% of students report "My classes are challenging" on the annual survey. This percentage decreased by 6% from 2022-2023. 67% of students in grades 3-6 report "My classes are engaging" on the annual survey. Chronic school Absenteeism is in the yellow zone on the school dashboard with our hispanic students most impacted. Targeted support for school attendance is necessary for students to consistently access their education. Learner academic progress is in the orange zone on the dashboard indicating a need for targeted intervention. A focus on the unique needs of our English learners and students with special needs is necessary to improve their learning experience and performance. Additionally, determining supports/interventions for the 40% of our students who did not achieve 85% or better on the end of course exam in grades 1-2 is necessary.
Questions & Key Findings	How might we scaffold our approach and target instructional strategies/best practices to meet the diverse needs of our students beyond what we already have in place at Loma Ridge?

SEL/Behavior	
Data Analyzed	California School Dashboard, Annual Survey Data, Panorama Survey Data
Strengths	<p>Suspension rate is in the blue zone on the dashboard with 0% of students suspended at least one day.</p> <p>89% of students in grades 3-6 respond favorably to questions regarding supportive relationships on the Spring Panorama survey.</p> <p>77% of students in grades PK-2 respond favorably to questions regarding grit on the Spring Panorama survey.</p> <p>79% of students in grades 3-6 respond favorably to questions regarding self-management on the Spring Panorama survey.</p> <p>Favorable responses to questions related to self-management on the Spring Panorama survey increased by 3% for students in grades PK-2.</p> <p>Favorable responses to questions related to emotion regulation on the Spring Panorama survey increased by 4% for students in grades 3-6.</p>
Areas for Growth	<p>Chronic school Absenteeism is in the yellow zone on the school dashboard with our hispanic students most impacted. Targeted support for school attendance is necessary for students to consistently access their education.</p> <p>38% of students report "Students in my school treat each other with respect." That percentage decreased by 10% from 2022-2023.</p> <p>40% of students report "Students in my school treat people/staff with respect." That percentage decreased by 17% from 2022-2023.</p>
Questions & Key Findings	<p>Is it possible that by implementing the "No Place for Hate" framework this year, we raised student awareness of disrespect, racism, and/or discrimination resulting in increased recognition of this behavior? How has conflict in the world impacted the disrespectful/discriminatory behavior of students at our school given the diverse religious beliefs of our community? Regardless of the efforts at school to create an inclusive environment where diversity is celebrated, we send our students home to environments which may or may not align with our desire to include and appreciate ALL.</p> <p>Given the reality that attendance at the elementary school level is a parent controlled element, how might we target a change in behavior beyond focusing on the students and engaging parents in the importance of regular attendance and the implications of irregular attendance patterns? This is an ongoing challenge.</p>

	School Climate
Data Analyzed	California School Dashboard, Annual Survey Data, Panorama Survey Data
Strengths	<p>Suspension rate is in the blue zone on the dashboard with 0% of students suspended at least one day.</p> <p>89% of students in grades 3-6 respond favorably to questions regarding supportive relationships on the Spring Panorama survey.</p> <p>96% of students report "I have friends at school."</p> <p>91% of students report "My teachers make an effort to connect with me."</p> <p>90% of students report having one or more adults at school they feel they can talk to if they have a problem.</p> <p>90% of students report "My school supports students of different races, ethnicities, and cultures."</p> <p>90% of students report "My school supports students of different religions."</p> <p>91% of students report "My school supports students of different disability statuses."</p> <p>91% of students report "My school supports students of different family income levels."</p>
Areas for Growth	<p>Chronic school Absenteeism is in the yellow zone on the school dashboard with our hispanic students most impacted. Targeted support for school attendance is necessary for students to consistently access their education.</p> <p>38% of students report "Students in my school treat each other with respect." That percentage decreased by 10% from 2022-2023.</p> <p>40% of students report "Students in my school treat people/staff with respect." That percentage decreased by 17% from 2022-2023.</p> <p>41% of students report "I have witnessed racism at my school." That percentage increased by 13% from 2022-2023.</p>
Questions & Key Findings	<p>Is it possible that by implementing the "No Place for Hate" framework this year, we raised student awareness of disrespect, racism, and/or discrimination resulting in increased recognition of this behavior? How has conflict in the world impacted the disrespectful/discriminatory behavior of students at our school given the diverse religious beliefs of our community? Regardless of the efforts at school to create an inclusive environment where diversity is celebrated, we send our students home to environments which may or may not align with our desire to include and appreciate ALL.</p> <p>Given the reality that attendance at the elementary school level is a parent controlled element, how might we target a change in behavior beyond focusing on the students and engaging parents in the importance of regular attendance and the implications of irregular attendance patterns? This is an ongoing challenge.</p>

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

Priority Focus Areas/Identified Needs

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

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

ELA/Math

Based on the data, it is evident that we have two significant subgroups that need our support in the academic areas of ELA and mathematics. Our English Learner (EL) population is challenged with meeting standards as indicated by the California School Dashboard. We are finding that our younger, primary grade ELs are making impressive progress, with the majority of the population successfully meeting or nearly meeting the benchmark for the reading assessment portion of the literacy performance assessments. The bigger challenge we are facing is with our new ELs that arrive with no English in grades 3-6 when phonemic awareness and reading instruction have already occurred in prior grades and students are expected to read to learn versus learn to read at these grade levels. Tackling this challenge through instructional best practices to support language acquisition as well as through tier two and three intervention should result in positive learning outcomes for this group as well as positively impacting the learning of our students with special needs.

Social Emotional Learning/School Climate/Sense of Belonging

An ongoing commitment to our school wide practices that support social emotional learning as well as a continued investment in relationships and connectivity are prioritized focus areas to continue the positive trend in feedback from our students while also addressing the areas of need that have arisen. Disrespectful behavior from student to student and from students to some adults on campus continues to rise and is a priority area of focus for our staff. Additionally, chronic absenteeism is an issue we will continue to address with our parent community and students with a specific focus on our hispanic population which requires additional targeted support and intervention. Our new designation as a "No Place for Hate" school will continue to be nurtured with a variety of events throughout the school year and regular practices within our classrooms that support inclusivity and the celebration of diversity. Ideally, these efforts will result in a reduction of reports of witnessing or experiencing racism on our campus.

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 2024-2025 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 2024-2025 SPSA. Finally, members of our school site council participated in data review at our meetings on January 18, 2024 and March 21, 2024.

Annual Review

SPSA Year Reviewed: 2023-24

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 planned actions in our plan were implemented. Targeted support and intervention in the area of attendance for our Hispanic students included multiple members of our team (front office staff, teachers, nurse, and principal.)

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 new 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.

While we noted improvement in attendance for some of our Hispanic students, we did not see a positive change in all cases. We will continue to explore ways in which we might support or intervene to initiate improved attendance patterns for these students and families.

On a positive note, we have continued to see the positive 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.

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 also maintain the utility of the the "No Place for Hate" framework to 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..

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. (Schools that are eligible for ATSI are required to conduct a resource equity analysis to identify any inequities).

Questions to reflect on before completing this section:

- Do all at-risk students have access to interventions and additional support as needed?
- How do you determine which students participate in interventions?
- How are funds allocated to meet the needs of at-risk students?
- How is personnel assigned to support at-risk students?
- Do at-risk students have access to the most experienced and effective teachers?
- Do all students have access to technology and other instructional materials?
- Do all students have access to core texts to use at school and at home?
- What are the suspension rates across student groups?
- What is your school's reclassification rate?

Chronic absenteeism is an issue that affects our Hispanic student population significantly. Upon analysis and reflection, there are no resource inequities within the control of our school that are impacting the issue. At the elementary level, school attendance or lack thereof is largely driven by the parent(s). The resource inequity that is driving the ongoing issue of chronic absenteeism for some of our students in this sub-group and others is the parent's prioritization of school and/or the parent's capacity to get their child(ren) to school regularly and on time. Regardless of this reality, we will continue to approach the challenge with creative potential solutions for influencing parent prioritization and/or motivation related to their child(ren)'s school attendance.

Priority Focus Area (Goal) 1:

Sense of Belonging

We will maintain our status as a No Place For Hate (NPFH) school by integrating our current practices aligned with PBIS and focused on the social justice standards and social emotional learning into the NPFH framework to ensure that we see a targeted increase of 10% or more favorable responses on the annual survey with regard to respectful behavior and a decrease in student reports of experiencing or witnessing racism and bullying. Additional Targeted Support & Improvement (ATSI) is necessary for our Hispanic population to reduce chronic absenteeism of students indicated in this category.

Outcomes

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

What metrics are being used?	Baseline – Current status?	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. They will adjust their goal for the new year to continue the work.	Teachers will report intentional, focused instruction teaching the social justice standards and will report seeing evidence of internalization of the learning in their students' behavior. Students will see their culture/identity represented in their learning experiences and will embrace the differences they see in others through the window provided by the learning experiences. This learning will impact feelings of belonging and emotional safety for our students which will impact more respectful student behavior toward one another.
Improve Annual Survey data	As described in our needs assessment, our 2024 Annual Survey Data indicates many areas to celebrate related to social justice work at our school. The survey also indicated that our students continue to report concerning behaviors they have observed and/or experienced related to disrespectful behavior and racism.	We will see a decrease in the student responses indicating they had observed or experienced racism on our campus and continued favorable responses on areas of celebration that were noted on this year's survey data.
Maintain No Place For Hate school status	We currently have many practices in place that fit nicely into the No Place For Hate framework and we look forward to adding additional opportunities to develop our student empathy, inclusivity, and celebration of diversity to our programming to support meeting this goal.	Loma Ridge will maintain the No Place For Hate school label by honoring the expectations outlined in the framework and consequently, our school environment will be more inclusive and respectful.
Improve attendance for our Hispanic Subgroup (ATSI)	As noted by ATSI, the 2022-2023 school year data shows some of our Hispanic student population to have excessive absences which impact their ability to access their education.	We will see improved attendance patterns from our hispanic students resulting in increased access to their education and improved student achievement outcomes.

Actions, Strategies, and Expenditures:

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 1: 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.</p> <p>YEAR 2: 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.</p> <p>YEAR 3: 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.</p>	<p>YEAR 1: LCFF Base LCFF Base LCFF Base</p>	<p>YEAR 1: 1,432 1,000 1,000</p>	<p>YEAR 1: All students PK-6th All students PK-6th All Hispanic students PK-6th</p>	<p>YEAR 1: Admin Team Teachers Admin Team</p>
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>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.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: 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.</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	Year 2: TBD based on 2024-2025 data Year3: TBD based on 2025-2026 data			
How will success be measured? What data will be collected to measure progress and when?	Year 1: Success will be measured by the IUSD Annual Survey data, teacher goal reflections, and attendance data referenced in the expected outcomes for this goal. Year 2: Success will be measured by the IUSD Annual Survey data, teacher goal reflections, and attendance data referenced in the expected outcomes for this goal. Year3: Success will be measured by the IUSD Annual Survey data, teacher goal reflections, and attendance data referenced in the expected outcomes for this goal.			

Priority Focus Area (Goal) 2:

SOCIAL EMOTIONAL LEARNING- Implementation of best practices to support student social and emotional growth

Our specific focus this year is to implement PBIS, Calm Classroom, Zones of Regulation, Restorative Circles, Morning Greetings, and Second Step digital lessons across all grade levels so that students feel emotionally and physically safe and supported at school while increasing their skills to regulate emotions, manage self, and develop resilience. We expect students will be able to answer these questions and ultimately their ability to do so will result in increased favorable responses on our Panorama survey data.

What are the behavioral expectations at my school?

How will I know if I am on target in meeting these expectations?

What can I do to help myself when I feel uncomfortable (anxious, angry, sad)?

Who are the adults and students on campus with whom I feel connected?

Outcomes

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

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Second Step Digital Lesson Dashboard	Classroom teachers, in collaboration with our elementary resource counselor, implement all lessons in the four units of study.	Classroom teachers will teach all lessons in the four units of the Second Step Digital content.
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.	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.	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 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.)	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 necessary for restorative purposes. When there wasn't a need for restorative practices, the teachers used these weekly circles	Weekly utilization of circles will occur within each classroom as a means to build relationships and resolve conflict while also focusing on the integration of the social justice standards.

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
	as a discussion starter for students to share, learn more about one another, and build relationships.	
Annual Survey	"Students at my school treat people with respect." 40% Favorable responses "Students treat one another with respect." 38% Favorable responses	We will see increased favorable responses of 10% or more from students on questions regarding respectful behavior of students.
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	We will see an increased percentage of favorable responses in these targeted areas.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 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. YEAR 2: 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.	YEAR 1: LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base YEAR 2: LCFF Base LCFF Base LCFF Base LCFF Base LCFF Base	YEAR 1: 8,000 1,500 5,000 1,000 40,000	YEAR 1: All students PK-6th All students PK-6th All students grades PK-6th All students grades PK-6th All students PK-6th	YEAR 1: Admin Team Admin Team Admin Team Admin Team Admin Team

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>YEAR 3: 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.</p>				
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>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.</p>			
<p>What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?</p>	<p>Year 1: 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.</p> <p>Year 2: TBD based on 2024-2025 data</p> <p>Year3: TBD based on 2025-2026 data</p>			
<p>How will success be measured? What data will be collected to measure progress and when?</p>	<p>Year 1: We expect to increase our favorable responses from students on the areas of the IUSD Annual Survey and the Panorama SEL screener referenced in our baseline data.</p> <p>Year 2: We expect to maintain or increase our favorable responses from students on the areas of the IUSD Annual Survey and the Panorama SEL screener referenced in our baseline data.</p> <p>Year3: We expect to maintain or increase our favorable responses from students on the areas of the IUSD Annual Survey and the Panorama SEL screener referenced in our baseline data.</p>			

Priority Focus Area (Goal) 3:

PLC - We will actively exercise the strategies learned through our GLAD training to provide targeted support to our ELs while increasing engagement and access for all learners, both during our tier one whole group and differentiated small group instruction at all grade levels in the areas of ELA and Math as well as during our WIN time tier two small group instruction. We will increase student comfort with making mistakes and provide a relevant, engaging, and challenging experience for all students in an effort to improve student learning and feelings of efficacy.

Outcomes

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

What metrics are being used?	Baseline – Current status?	Expected Outcomes – What goal is the school trying to reach in 3 years?
Annual Survey	36% of students report "My classes are challenging" on the annual survey. This percentage decreased by 6% from 2022-2023. 67% of students in grades 3-6 report "My classes are engaging" on the annual survey.	Increased favorable responses of 5% or more in the areas referenced will be expected.
Panorama Social Emotional Screener	77% of students in grade PK-2 responded favorably to questions in the Grit category. 68% of students in grade 3-6 responded favorably to questions in the Grit category.	The end of the year Panorama data will show increased percentages of students who respond favorably to the questions in the area of grit (self-efficacy.)
Academic Assessment Data	English Learner academic progress is in the orange zone on the dashboard indicating a need for targeted intervention. Additionally, determining supports/interventions for the 40% of our students who did not achieve 85% or better on the math end of course exam in grades 1-2 is necessary.	While our data shows high levels of achievement, our focus will be to maintain these high levels of achievement and to see improvement for our most impacted sub-groups, English Learners, at-risk learners, and students with disabilities.

Actions, Strategies, and Expenditures:

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
YEAR 1: 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	YEAR 1: LCFF Base LCFF Supplemental LCFF Supplemental	YEAR 1: 5,000 16,000 5,000 50,000 43,000 2,000	YEAR 1: All students PK-6th All students 1st-6th ELs PK-6th All students PK-6th	YEAR 1: Admin Team Admin Team/Assigned Instructional Assistant

<p>Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.</p>	Funding Source	Budgeted Amount	Students Served	Person Responsible
<p>Provide necessary pupil supplies to support student learning Provide GLAD training and certification for all teachers Provide teacher resources to support academic instruction Fund additional novel sets and library books</p> <p>YEAR 2: 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 Fund additional novel sets and library books</p> <p>YEAR 3: 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 Fund additional novel sets and library books</p>	<p>LCFF Base LCFF Supplemental LCFF Base Lottery</p>	<p>3,000</p>	<p>All students PK-6th All students PK-6th All students PK-6th</p>	<p>Admin Team/ELD Coordinator Admin Team Admin Team/Be GLAD staff Admin Team Admin Team/PLC Teams</p>
<p>How will these actions lead to greater equity for all students and staff? How will this address any resource inequities?</p>	<p>The access to additional learning materials and instructional support offers the opportunity for teachers to provide personalized learning. GLAD (Guided Language Acquisition Design) is a professional development model in the area of academic language acquisition and literacy. The strategies and model were developed to specifically target and promote language skills, academic achievement, and cross-cultural skills with groundbreaking efficiency. This enhancement to our teacher</p>			

Actions and Strategies: Develop a plan for how expected outcomes will be accomplished and who is responsible. Actions should reflect steps to implement the Educational Equity, MTSS and PLC framework, and highlight specific plans to target any root causes or identified resource inequities in the areas of Literacy, Math, SEL/Behavior, School Climate, and possible Career and College Readiness.	Funding Source	Budgeted Amount	Students Served	Person Responsible
	toolkits will provide equity of access for all types of learners and will specifically support our ELs in language acquisition.			
What professional learning will be offered to staff to support these actions? How will the staff be supported during implementation?	<p>Year 1: All teachers will engage in 20 hours of GLAD training to become certified. Teachers will be supported by administration, PLC facilitator coach, early learning TOSA, and school support TOSA to ensure they have the materials, time, and modeling necessary to successfully apply the new strategies in their classrooms to benefit student learning.</p> <p>Year 2: TBD based on 2024-2025 data</p> <p>Year3: TBD based on 2025-2026 data</p>			
How will success be measured? What data will be collected to measure progress and when?	<p>Year 1: Student success will be measured by improved outcomes on the California School Dashboard and IUSD literacy performance and mathematics assessments. Additionally, improved favorable responses are expected on the Panorama SEL screener and the IUSD Annual Survey in the areas referenced in our baseline data.</p> <p>Year 2: Student success will be measured by improved outcomes on the California School Dashboard and IUSD literacy performance and mathematics assessments. Additionally, improved favorable responses are expected on the Panorama SEL screener and the IUSD Annual Survey in the areas referenced in our baseline data.</p> <p>Year3: Student success will be measured by improved outcomes on the California School Dashboard and IUSD literacy performance and mathematics assessments. Additionally, improved favorable responses are expected on the Panorama SEL screener and the IUSD Annual Survey in the areas referenced in our baseline data.</p>			

LCAP ITEM (High School & Middle Schools Only):

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

- impacted and intervention sections?
- site funding to support intervention programs before, during and after school?
- student support and safety?

LCAP ITEM (Elementary Schools Only):

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

- instructional aides allocated from the LCAP?
- site funding to support intervention programs before, during and after school?
- support TOSA/AP?

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 School Support TOSA will continue to support coordination of intervention, summation days, EL assistance, and social emotional learning/restorative practices.

ATSI Identified Schools

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level ATSI plan to improve student outcomes for each subgroup of students that was the subject of identification. Indicate the area which led to eligibility for ATSI and briefly describe the purpose of this plan.

Loma Ridge Elementary School has been identified for Additional Targeted Support and Improvement (ATSI) in the area of chronic absenteeism of hispanic students.

This ATSI Plan is aligned to 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. It will establish a goal to address the identified need for additional targeted support and improvements. This goal will be established based on measurable metrics and the strategies/actions will outline what will be implemented to attain the expected outcomes. Budgets, funding sources and people responsible will be indicated for the strategies and actions.

How were Educational Partners involved in the ATSI plan?

- District office staff collaborated with our team to brainstorm options for addressing the issue
- Health services staff (nurse, health assistant, etc.) supported parents in understanding when it was okay to send their child to school and how to access resources when having health concerns for their child

ATSI Plan:

Goal:

Sense of Belonging

We will become a No Place For Hate (NPFH) school by integrating our current practices aligned with PBIS and focused on the social justice standards and social emotional learning into the NPFH framework to ensure that we see increased favorable responses of 10% or more on the annual survey with regard to respectful behavior and a decrease in student reports of experiencing or witnessing racism and bullying. Additional Targeted Support & Improvement (ATSI) is necessary and we will focus efforts on communicating the importance of regular attendance on student sense of belonging and self-esteem resulting in improved attendance for students in this sub-group.

Identified Need

Improved attendance for hispanic students

Metric	Baseline	Expected Outcome
As noted by ATSI, the 2022-2023 school year data shows some of our Hispanic student population to have excessive absences which impact their ability to access their education.	As noted by ATSI, the 2022-2023 school year data shows some of our Hispanic student population to have excessive absences which impact their ability to access their education.	We will see improved attendance patterns from our hispanic students resulting in increased access to their education and improved student achievement outcomes.

Strategies & Actions:	Funding Source	Budgeted	Persons
Provide materials, communication, and incentives to support improved attendance for our Hispanic students with excessive absences as indicated by ATSI.	LCFF Base	LCFF Base	Admin Team

ATSI Annual Review (2023-2024)

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. For some families, a temporary improvement was noted but then the undesirable pattern resumed.

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)

We might consider proactive, regularly scheduled phone calls (monthly) to parents of students who are most inconsistent in their attendance to remind them of the ramifications for their behavior and the positive outcomes connected with changing the pattern and improving their child's attendance and access to their education.

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	\$182,932.
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$182,932.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
LCFF Base	\$115,932.00
LCFF Supplemental	\$64,000.00
Lottery	\$3,000.00

Subtotal of state or local funds included for this school: \$182,932.00

Total of federal, state, and/or local funds for this school: \$182,932.00

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	115,932.00
LCFF Supplemental	64,000.00
Lottery	3,000.00

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	115,932.00
	LCFF Supplemental	64,000.00
	Lottery	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,432.00
Goal 2	55,500.00
Goal 3	124,000.00
ATSI Goal	

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

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

This SPSA was adopted by the SSC at a public meeting on May 16, 2024.

Attested:

Principal, Jenna Berumen on May 16, 2024
SSC Chairperson, Jessica Hopkins on May 16, 2024

School Site Council Membership

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

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

Name of Members	Role
Xiting Zhu	Parent or Community Member
Janaki Kanakia	Parent or Community Member
Trisha Gundran	Parent or Community Member
Karin Koch	Parent or Community Member
April Ryan	Other School Staff
Mary Gustafson	Classroom Teacher
Kelley Hedstrom	Classroom Teacher
Jessica Hopkins	Classroom Teacher
Ivy Cai	Parent or Community Member
Jenna Berumen	Principal

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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.36%	0.44%		2	3
African American	0.5%	0.18%	0.59%	1	1	4
Asian	49.3%	59.35%	63.61%	106	327	430
Filipino	3.3%	3.27%	3.4%	7	18	23
Hispanic/Latino	10.7%	8.17%	8.58%	23	45	58
Pacific Islander	%	0.36%	0.3%		2	2
White	22.8%	15.43%	12.72%	49	85	86
Multiple/No Response	13.0%	8.71%	7.99%	28	48	54
Total Enrollment				215	551	676

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	32	74	110
Grade 1	39	83	117
Grade 2	36	88	104
Grade3	41	93	102
Grade 4	29	87	87
Grade 5	38	65	89
Grade 6		61	67
Total Enrollment	215	551	676

Conclusions based on this data:

1. Our population of Asian students is increasing significantly.
2. Our enrollment continues to increase with the primary grades the most impacted by the increased enrollment.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	19	91	84	8.8%	16.5%	12.4%
Fluent English Proficient (FEP)	32	96	157	14.9%	17.4%	23.2%
Reclassified Fluent English Proficient (RFEP)	11	28	75	57.9%	23.50%	47.20%

Conclusions based on this data:

1. Our ELs are showing the growth necessary to be reclassified.

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			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	92	104	0	91	101	0	91	101	0.0	98.9	97.1
Grade 4	34	90	88	0	89	87	0	89	87	0.0	98.9	98.9
Grade 5	42	66	92	0	66	85	0	66	85	0.0	100.0	92.4
Grade 6		60	69		60	68		60	68		100.0	98.6
All Grades	124	308	353	0	306	341	0	306	341	0.0	99.4	96.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2470.	2451.		42.86	41.58		26.37	20.79		21.98	14.85		8.79	22.77
Grade 4		2506.	2522.		40.45	51.72		29.21	19.54		14.61	14.94		15.73	13.79
Grade 5		2585.	2555.		56.06	48.24		31.82	27.06		6.06	10.59		6.06	14.12
Grade 6		2601.	2588.		41.67	36.76		38.33	48.53		13.33	10.29		6.67	4.41
All Grades	N/A	N/A	N/A		44.77	44.87		30.72	27.57		14.71	12.90		9.80	14.66

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.66	32.67		51.65	51.49		7.69	15.84
Grade 4		30.34	33.33		59.55	60.92		10.11	5.75
Grade 5		45.45	27.06		51.52	62.35		3.03	10.59
Grade 6		45.00	26.47		50.00	69.12		5.00	4.41
All Grades		39.54	30.21		53.59	60.12		6.86	9.68

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.77	27.72		53.85	51.49		15.38	20.79
Grade 4		32.58	28.74		51.69	59.77		15.73	11.49
Grade 5		50.00	55.29		46.97	31.76		3.03	12.94
Grade 6		36.67	41.18		51.67	54.41		11.67	4.41
All Grades		36.60	37.54		51.31	49.27		12.09	13.20

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		15.38	10.89		76.92	76.24		7.69	12.87
Grade 4		14.61	20.69		73.03	73.56		12.36	5.75
Grade 5		21.21	20.00		74.24	71.76		4.55	8.24
Grade 6		30.00	17.65		68.33	76.47		1.67	5.88
All Grades		19.28	17.01		73.53	74.49		7.19	8.50

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		37.36	23.76		54.95	64.36		7.69	11.88
Grade 4		32.58	34.48		56.18	58.62		11.24	6.90
Grade 5		45.45	38.82		48.48	49.41		6.06	11.76
Grade 6		36.67	38.24		56.67	60.29		6.67	1.47
All Grades		37.58	33.14		54.25	58.36		8.17	8.50

Conclusions based on this data:

1. Overall student performance for grades 3-6 indicates a decreased percentage of students meeting or exceeding standards in grades 3 and 5.
2. Overall student performance for grades 3-6 indicates an increased percentage of students meeting or exceeding standards in grades 4 and 6.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	92	104	0	91	103	0	91	103	0.0	98.9	99.0
Grade 4	34	90	88	0	89	87	0	89	87	0.0	98.9	98.9
Grade 5	42	66	92	0	66	89	0	66	89	0.0	100.0	96.7
Grade 6		60	69		60	69		60	69		100.0	100.0
All Grades	124	308	353	0	306	348	0	306	348	0.0	99.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2482.	2473.		43.96	38.83		29.67	33.98		18.68	12.62		7.69	14.56
Grade 4		2514.	2530.		42.70	44.83		23.60	26.44		16.85	19.54		16.85	9.20
Grade 5		2563.	2538.		39.39	38.20		30.30	28.09		25.76	15.73		4.55	17.98
Grade 6		2615.	2603.		61.67	49.28		11.67	26.09		16.67	20.29		10.00	4.35
All Grades	N/A	N/A	N/A		46.08	42.24		24.51	29.02		19.28	16.67		10.13	12.07

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		56.04	51.46		34.07	34.95		9.89	13.59
Grade 4		48.31	47.13		33.71	40.23		17.98	12.64
Grade 5		46.97	42.70		43.94	42.70		9.09	14.61
Grade 6		53.33	46.38		33.33	47.83		13.33	5.80
All Grades		51.31	47.13		35.95	40.80		12.75	12.07

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.05	42.72		40.66	41.75		14.29	15.53
Grade 4		35.96	42.53		50.56	48.28		13.48	9.20
Grade 5		33.33	29.21		57.58	53.93		9.09	16.85
Grade 6		40.00	40.58		50.00	50.72		10.00	8.70
All Grades		38.89	38.79		49.02	48.28		12.09	12.93

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		43.96	35.92		46.15	49.51		9.89	14.56
Grade 4		40.45	47.13		46.07	39.08		13.48	13.79
Grade 5		21.21	24.72		72.73	60.67		6.06	14.61
Grade 6		53.33	36.23		36.67	56.52		10.00	7.25
All Grades		39.87	35.92		50.00	51.15		10.13	12.93

Conclusions based on this data:

1. Overall student performance for grades 3-6 indicates a decreased percentage of students meeting or exceeding standards in grades 3 and 5.
2. Overall student performance for grades 3-6 indicates an increased percentage of students meeting or exceeding standards in grades 4 and 6.

School and Student Performance Data

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

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the ELPAC.org 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1522.9	1468.2	*	1488.0	1450.4	*	1604.3	1509.2	8	20	25
1	*	1503.1	*	*	1501.6	*	*	1504.2	*	10	16	9
2	*	1493.2	1475.3	*	1480.1	1456.1	*	1506.0	1494.3	4	15	12
3	*	1495.8	1477.7	*	1505.5	1486.6	*	1485.8	1468.2	4	12	13
4	*	1570.9	1545.8	*	1598.9	1566.1	*	1542.3	1525.0	*	12	12
5	*	*	*	*	*	*	*	*	*	5	*	10
6		*	*		*	*		*	*		*	*
All Grades										34	80	84

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	75.00	44.00	*	15.00	20.00	*	5.00	24.00	*	5.00	12.00	*	20	25
1	*	50.00	*	*	31.25	*	*	18.75	*	*	0.00	*	*	16	*
2	*	33.33	8.33	*	13.33	50.00	*	46.67	25.00	*	6.67	16.67	*	15	12
3	*	16.67	7.69	*	41.67	30.77	*	33.33	30.77	*	8.33	30.77	*	12	13
4	*	58.33	58.33	*	33.33	25.00	*	8.33	16.67	*	0.00	0.00	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	20.59	47.50	35.71	38.24	27.50	27.38	23.53	21.25	23.81	17.65	3.75	13.10	34	80	84

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	60.00	32.00	*	25.00	36.00	*	10.00	16.00	*	5.00	16.00	*	20	25
1	*	56.25	*	*	18.75	*	*	18.75	*	*	6.25	*	*	16	*
2	*	33.33	33.33	*	13.33	25.00	*	46.67	8.33	*	6.67	33.33	*	15	12
3	*	25.00	30.77	*	50.00	38.46	*	16.67	7.69	*	8.33	23.08	*	12	13
4	*	66.67	66.67	*	33.33	25.00	*	0.00	8.33	*	0.00	0.00	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	29.41	51.25	42.86	29.41	26.25	32.14	20.59	17.50	9.52	20.59	5.00	15.48	34	80	84

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	65.00	36.00	*	30.00	36.00	*	0.00	20.00	*	5.00	8.00	*	20	25
1	*	43.75	*	*	18.75	*	*	37.50	*	*	0.00	*	*	16	*
2	*	20.00	8.33	*	20.00	41.67	*	46.67	41.67	*	13.33	8.33	*	15	12
3	*	0.00	0.00	*	33.33	15.38	*	50.00	38.46	*	16.67	46.15	*	12	13
4	*	0.00	0.00	*	75.00	66.67	*	16.67	16.67	*	8.33	16.67	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*		*	*
All Grades	14.71	28.75	21.43	32.35	32.50	33.33	38.24	31.25	28.57	14.71	7.50	16.67	34	80	84

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	70.00	36.00	*	25.00	52.00	*	5.00	12.00	*	20	25
1	*	56.25	*	*	43.75	*	*	0.00	*	*	16	*
2	*	26.67	0.00	*	60.00	75.00	*	13.33	25.00	*	15	12
3	*	33.33	0.00	*	58.33	53.85	*	8.33	46.15	*	12	13
4	*	75.00	50.00	*	25.00	33.33	*	0.00	16.67	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	35.29	51.25	28.57	47.06	43.75	52.38	17.65	5.00	19.05	34	80	84

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	40.00	24.00	*	55.00	60.00	*	5.00	16.00	*	20	25
1	*	31.25	*	*	56.25	*	*	12.50	*	*	16	*
2	*	46.67	41.67	*	33.33	25.00	*	20.00	33.33	*	15	12
3	*	58.33	61.54	*	33.33	15.38	*	8.33	23.08	*	12	13
4	*	83.33	91.67	*	16.67	8.33	*	0.00	0.00	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	26.47	52.50	50.00	47.06	38.75	34.52	26.47	8.75	15.48	34	80	84

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	65.00	40.00	*	35.00	56.00	*	0.00	4.00	*	20	25
1	*	50.00	*	*	50.00	*	*	0.00	*	*	16	*
2	*	20.00	8.33	*	66.67	75.00	*	13.33	16.67	*	15	12
3	*	0.00	7.69	*	66.67	38.46	*	33.33	53.85	*	12	13
4	*	8.33	0.00	*	83.33	75.00	*	8.33	25.00	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	20.59	31.25	23.81	55.88	57.50	54.76	23.53	11.25	21.43	34	80	84

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	90.00	72.00	*	5.00	20.00	*	5.00	8.00	*	20	25
1	*	31.25	*	*	68.75	*	*	0.00	*	*	16	*
2	*	20.00	16.67	*	66.67	75.00	*	13.33	8.33	*	15	12
3	*	0.00	7.69	*	91.67	53.85	*	8.33	38.46	*	12	13
4	*	16.67	25.00	*	75.00	66.67	*	8.33	8.33	*	12	12
5	*	*	*	*	*	*	*	*	*	*	*	*
6		*	*		*	*		*	*		*	*
All Grades	38.24	35.00	39.29	44.12	58.75	47.62	17.65	6.25	13.10	34	80	84

Conclusions based on this data:

1. Overall language scores are decreasing reflecting an increase in students with limited english.

2. Our percentage of level 1 ELs more than doubled from 21-22 to 22-23.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
676	11.1	12.4	
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.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	84	12.4
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	75	11.1
Students with Disabilities	78	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	0.6
American Indian	3	0.4
Asian	430	63.6
Filipino	23	3.4
Hispanic	58	8.6
Two or More Races	54	8
Pacific Islander	2	0.3
White	86	12.7

Conclusions based on this data:

1. We serve a diverse community of learners with varying needs.

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is noted as an area in need of focus and likely is due to the fact that the pandemic was occurring during the 2021-2022 school year and patterns of behavior keeping students home for minor ailments persisted into the 22-23 school year.
2. Student performance in ELA and Mathematics is very high and English Learners progress needs attention due to decreased progress.

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-
3. Our suspension rate is low and likely impacted by the strong SEL practices we have in place at our school.

School and Student Performance Data

Academic Performance English Language Arts

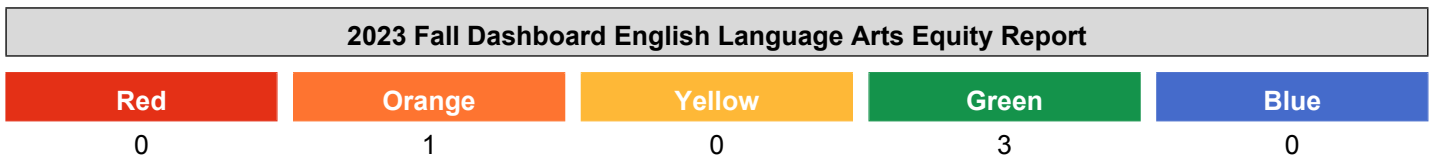
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 43.1 points above standard Decreased -13 points 335 Students	English Learners  Green 28 points above standard Decreased -7.2 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged 7.6 points below standard Decreased Significantly -25.2 points 41 Students	Students with Disabilities  Orange 67.1 points below standard Decreased Significantly -37.9 points 47 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 61.4 points above standard Decreased -11.5 points 207 Students	46.8 points above standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
26.5 points below standard Decreased Significantly - 27.2 points 26 Students	6.7 points above standard Decreased Significantly - 36.2 points 23 Students	Less than 11 Students 1 Student	 Green 36.2 points above standard Increased +5.3 points 50 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
45.4 points below standard Increased Significantly +34.8 points 31 Students	80.8 points above standard Increased +12.7 points 43 Students	35.7 points above standard Decreased Significantly -20.1 points 215 Students

Conclusions based on this data:

1. Our reclassified English Learners and our current ELs are showing increased performance in ELA.
2. Our students with disabilities and our English Learners are scoring below standard and that is to be expected as we have supports in place in the classroom to ensure continued growth in the areas of need for our students with special needs and a focus on language development for our English Learners.
3. As indicated by the scores for our reclassified English Learners, our efforts to support emerging/developing English Learners result in strong performance once they have acquired the English language.

School and Student Performance Data

Academic Performance Mathematics

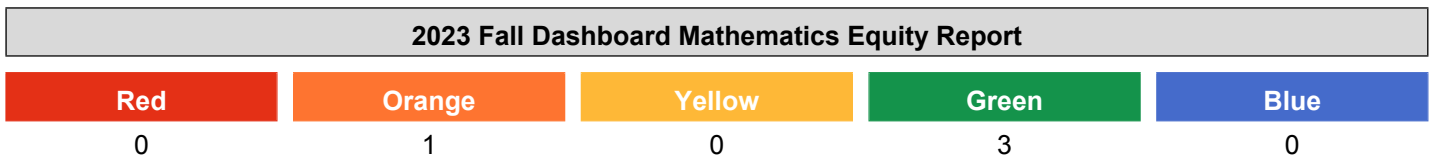
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>36 points above standard</p> <p>Decreased -6.4 points</p> <p>335 Students</p>	<p>English Learners</p> <p>Green</p> <p>28.6 points above standard</p> <p>Increased +3.4 points</p> <p>74 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>1.5 points below standard</p> <p>Decreased -13.3 points</p> <p>41 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>78.6 points below standard</p> <p>Decreased Significantly -39.4 points</p> <p>47 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	 Green 54.4 points above standard Decreased -7.6 points 207 Students	41.8 points above standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
41.4 points below standard Maintained -2.3 points 26 Students	10.3 points above standard Maintained -1.5 points 23 Students	Less than 11 Students 1 Student	 Green 25.3 points above standard Maintained +2.6 points 50 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0.3 points below standard Increased Significantly +38.9 points 31 Students	49.4 points above standard Increased +5.8 points 43 Students	25.8 points above standard Decreased -13.2 points 215 Students

Conclusions based on this data:

1. Our reclassified English Learners and our current ELs are showing increased performance in math.
2. Our students with disabilities and our English Learners are scoring below standard and that is to be expected as we have supports in place in the classroom to ensure continued growth in the areas of need for our students with special needs and a focus on language development for our English Learners.
3. As indicated by the scores for our reclassified English Learners, our efforts to support emerging/developing English Learners result in strong performance once they have acquired the English language.

School and Student Performance Data

Academic Performance English Learner Progress

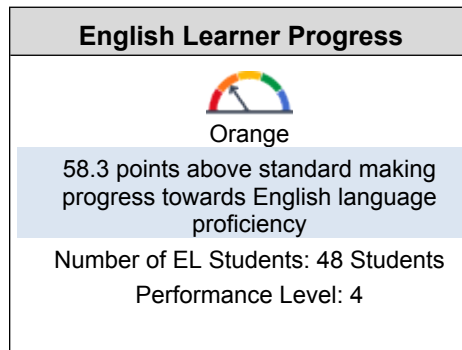
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
8	9	0	27

Conclusions based on this data:

- The progress our English Learners are making is to be celebrated.
- The understanding and responding to the reason for the decrease of ELPI level for some students needs to be an area of focus for staff.

School and Student Performance Data

Academic Performance College/Career Report

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

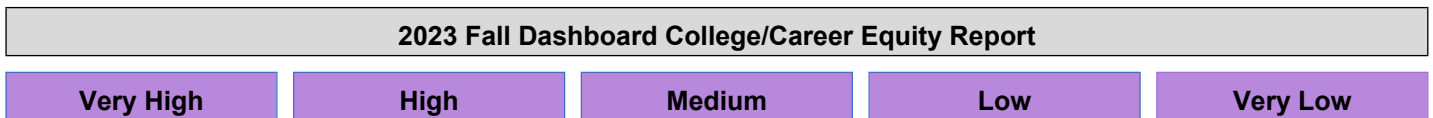
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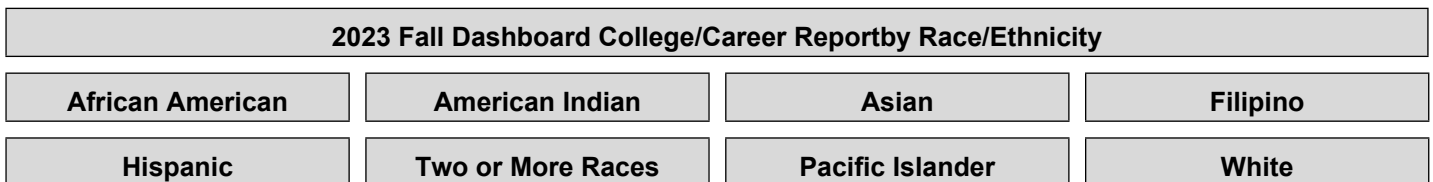
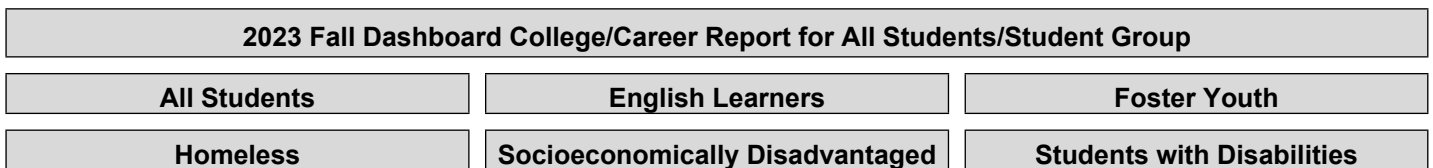
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 10.3% Chronically Absent Declined -0.9 706 Students	English Learners Orange 15.2% Chronically Absent Increased 3.8 99 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Yellow 13% Chronically Absent Declined -2 92 Students	Students with Disabilities Orange 21.5% Chronically Absent Declined -2.9 93 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 3 Students	 Yellow 8.6% Chronically Absent Maintained -0.4 451 Students	17.4% Chronically Absent Increased 11.8 23 Students
Hispanic	Two or More Races	Pacific Islander	White
 Red 25.8% Chronically Absent Increased 2.9 62 Students	 Green 7.1% Chronically Absent Declined -1.3 70 Students	Less than 11 Students 2 Students	 Green 10% Chronically Absent Declined -6.5 90 Students

Conclusions based on this data:

1. Our hispanic students and students with special needs and their families need support in prioritizing attendance at school.
2. The pandemic impact on these numbers cannot be ignored.
3. The decline in chronic absenteeism for all students should be celebrated.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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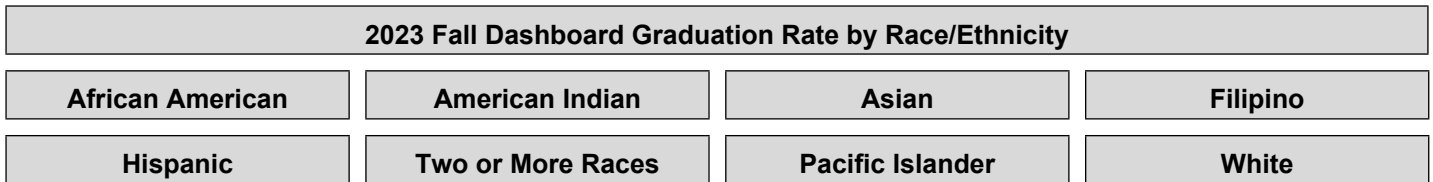
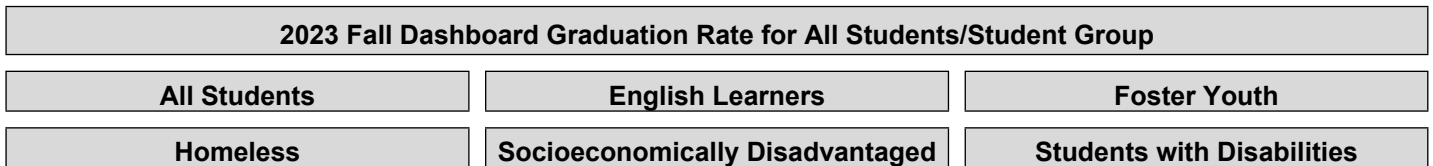
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Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

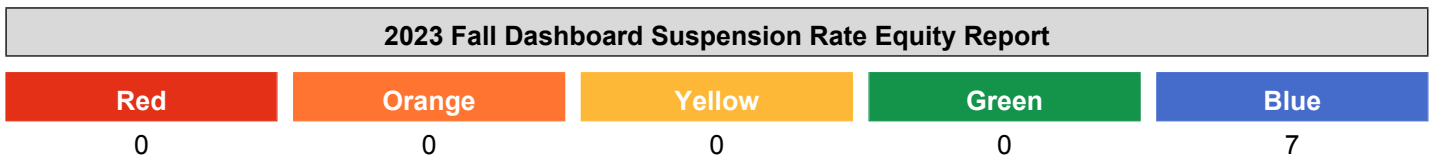
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Maintained 0 720 Students	English Learners Blue 0% suspended at least one day Maintained 0 101 Students	Foster Youth No Performance Color 0 Students
Homeless No Performance Color 0 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 93 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 95 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 5 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 457 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 23 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 64 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 71 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 95 Students</p>

Conclusions based on this data:

1. Our strong focus on SEL and restorative practices has made a positive impact.

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023