School Plan for Student Achievement (SPSA)

The instructions and requirements for completing the School Plan for Student Achievement (SPSA) follow the template in the SPSA Template instructions.

CSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Comprehensive Support and Improvement (CSI) planning requirements follow the template in the SPSA Template instructions.

ATSI Instruction:
The instructions and requirements for completing the School Plan for Student Achievement (SPSA) and Additional Targeted Support and Improvement (ATSI) planning requirements follow the template in the SPSA Template instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elmwood Elementary	39686766042550		12/17/2024

Plan Description

Briefly describe your school's plan for effectively meeting the ESSA requirements (For CSI and/or ATSI, if applicable) in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.
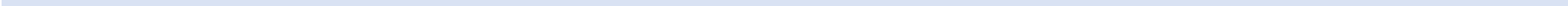
The School Plan for Student Achievement (SPSA) is designed to meet the needs of all school-level planning requirement for programs funded through the consolidatted application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to improve student outcomes by creating a plan that maximizes the resources available to the school. The School Site Council (SSC) is utilized to develop and annually review the SPSA and make modification in the plan which reflect the changing needs of our school, pursuant to EC 52853(b) and 52885. The SPSA is used to document Elmwood's approach to improving student outcomes through the use of additional funding sources.

This SPSA serves as the plan for using site allocated LCFF funds. The School goals and strategies are directly aligned with SUSD's Local Control Accountability Plan (LCAP) to ensure a clear alignment between the school site, district, and state priorities.

This SPSA meets all requirements to serve as the Title I Schoolwide Plan (SWP).

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Elmwood staff meet regularly with our School Site Council (SSC) to review CA Dashboard, iReady, PLUS Survey, Walkthrough Feedback, and other observation data based on the findings of our Comprehensive Needs Assessment. SSC engaged in dialogue on the progress of goals and strategies and provided feedback to help guide the implementation of the SPSA. Feedback from informational sessions with ELAC, parents, students, and staff were shared with SSC during the development of the SPSA to ensure that all educational partners were able to have a say in what Elmwood's goals and strategies would be for the coming year.

School Site Council discussed SPSA review and development on the following days:

- September 14th, 2023
- November 2nd, 2023
- January 18th, 2024
- March 15th, 2024
- May 16th, 2024
- September 26, 2024
- November 7, 2024

Parents were engaged in the SPSA review and development during the following meetings and days:

- Title 1 Parent Meeting this year August 8, 2023 and August 10, 2024
- English Language Advisory Committee on November 16th, 2023
- English Language Advisory Committee on January 18th, 2024
- English Language Advisory Committee on March 26th, 2024
- English Language Advisory Committee on May 16th, 2024
- English Language Advisory Committee on September 25, 2024
- English Language Advisory Committee on November 7, 2024

Staff were engaged in SPSA review and development during the following meetings and days:

- Faculty Meeting on 08.01.23, 01.09. 24, 02.06.24, 04.02.24, 10.01.24, 10.15.24, 11.05.24
- COST Meeting dates: 1.09.24, 1.23.24, 2.20.24, 4.02.24, 4.16.24, 5.07.24, 9.23.24, 10.14.24
- SIT Leadership Meeting dates: 9.25.23, 10.30.23, 1.29.24, 2.26.24, 4.29.24, 9.30.24, 10.28.24
- PLC / AVID / PBIS Focus Team Meeting dates: 1.23.24, 2.20.24, 4.16.24, 10.28.24

Resource Inequities (CSI and ATSI Only)

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

Differentiated Assistance: Stockton Unified School District is under Differentiated Assistance district wide for the following student groups and CA School Dashboard Indicators.

English Learners: ELA, Math, College Career (HS)
Foster Youth: ELA, Math, College Career (HS), Graduation Rate (HS)
Homeless Youth: Suspension Rate, College Career(HS)
Student with Disabilities: ELA, Math, Suspension Rate, College Career (HS), Graduation Rate (HS)
American Indian/Alaskan Native: ELA, Math, Suspension Rate, Absenteeism Rate (ELEM)

At Elmwood, the student groups identified for Differentiated Assistance are perfroming as follows on the CA School Dashboard for 2023:

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
English Learner	80.2 points below standard (red)	96.6 points below standard (orange)	X	X	X	N/A

Foster Youth	population too small, no indicator	population too small, no indicator	X	X	N/A	N/A
Homeless Youth	X	X	19.4% suspended at least one day (red)	X	X	N/A
Students with Disabilities	143.6 points below standard (red)	population too small, no indicator	10.4% suspended at least one day (orange)	X	N/A	N/A
American Indian/ Alaskan Native	population too small, no indicator	population too small, no indicator	population too small, no indicator	population too small, no indicator	N/A	N/A

The results of our Needs Assessments verified struggling readers in all grades needing severe intervention through full implementation of a intervention reading program and or through a certificated reading intervention teacher. While the district reading intervention program, SIPPS, was not implemented with fidelity throughout the school, additional and deeper teacher training is still necessary for that to occur. An overall understanding of how to teach reading to young readers is also pivotal to the academic sucess of our students.

In addition, the Professional Learning Community teams are not in full operation because the philosophies and tenants are not fully understood. This is an ongoing work in progress. Additional coaching for the entire teaching staff will continue into the next school year through Solution Tree and A-Z since we do not have an Insturctional Coach to provide ongoing support to our new teachers.

While adopted curriculum provides rigorous content, instructional models to deliver the curriculum to meet all student modalities of learning is greatly needed.

Safe & Healthy Learning Environments

Even though we exited ATSI status, data still shows our Hispanic, White, Special Education students, and Students with Disablilities have been suspended more often than other subgroups. A desperate need for restorative practices and training of de-escalating adult to student interaction and student to student interaction will be addessed through restorative practices training, and continued Challenge Day for 7th and 8th graders. In addition, through LCAP and Sown to Grow funds, the hiring of a couple of Behavioralists will allow for student progress monitoring of their social emotion well being.

Meaningful Partnerships

While we had a change in personnel affecting our Parent Liaison, parents continue to meet on a regular basis. We have an opportunity to work with all our families.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Summary

The Administrative team met with the leadership team, Parent Coffee Hour parents, and School Site Council to review the 2023 California Dashboard (ELA, Math, ELPAC, Suspension, Absenteeism), iReady Diagnostic results, Accelerated Reader, PLUS survey, and other site observational data to closely examine subgroups and the factors that prevent them from achieving at grade level. See attached 2023 CA Dashboard Report at the end of the SPSA for current school performance in all areas. "The following student groups are performing in the Red or Orange Indicator on the CA School Dashboard for 2023.

Student Group	ELA	Math	Suspension Rate	Absenteeism Rate (ELEM)	Graduation Rate (HS)	College Career (HS)
All Students	66.1 points below standard (orange) Maintained 1.4 points	91.9 points below standard (orange) Increased 10.2 points	9% suspended at least one day (red)	37.2% chronically absent Declined 7.7%		
Foster Youth						
English Learner	80.2 points below standard (red)	96.6 points below standard (orange) Current ELLS are 115.8 points below standard and showed an increase of 23 points; Reclassified students are 34.3 points below standard and showed an increase of 31.7 points.	5.7% suspended at least one day (orange)			
Long Term English Learner						
Homeless Youth			19.4% suspended at least one day (red)			
Socioeconomically Disadvantaged	71.1 points below standard (red)	96.7 points below standard (orange)	9.2% suspended at least one day (red)			
Student with Disabilities	143.6 points below standard (red) 36 students	151.4 points below standard (orange) 36 students	10.4% suspended at least one day (orange)	40.3% chronically absent (orange)		

African American	Data not displayed for privacy. Number of students 6	Data not displayed for privacy. Number of students 6				
American Indian/ Alaskan Native						
Asian		71.7 points below standard (red) Number of students 11				
Filipino						
Hispanic	65.1 points below standard (orange)		8% suspended at least one day (red)			
Two or More Races	Data not displayed for privacy. Number of students 4	Data not displayed for privacy. Number of students 4				
Pacific Islander/ Native Hawaiian						
White	82.9 points below standard (orange) 46 students	105.7 points below standard (orange) 46 students	15.1% suspended at least one day (red)	59.7% chronically absent (orange)		

Multiple major gaps were observed between student groups on the CA Dashboard Indicators for Elmwood School: With the exception of our white population, English Learners, Socioeconomically Disadvantaged and Students with Disabilities maintained performance points in ELA, however, they showed significant below state standard points in both math and ELA. Our white population is significantly below state standards in math.

Trend data was also reviewed year over year which resulted in observing a slight up and down trend in ELA and a downward trend in math. Data was reviewed utilizing a Decision Making Matrix to identify specific areas of need. The 5 Why's procedure was conducted with Educational Partners to identify the specific needs of our students. In this process, we identified Students with Disabilities and our White population (although they both are a relatively small subgroups), their outcomes resulted in a major impact to our overall performance and will be an area of focus for this 2024-2025 school year due to other factors such their high rate of chronic absenteeism. When using the 5 Whys technique to analyze the decline in math performance, we discovered the following strategies to support schoolwide improvement:

- A2Z Math Coaching on site
- Math PD (provided by district) for targeted upper grade teachers.
- Improved implementation of AVID strategies

- Utilized Ready math assessments with fidelity to guide PLC work.

Our Comprehensive Needs Assessment process was thus ongoing throughout the year. Several committees or teams developed problem statements, root causes, and solutions to our priority needs statements. We used several tools created by the site to analyze staff, parent and student feedback. Some to mention here are: AVID Classroom Action Walks, other informal classroom visitations (with or without district personnel) including in our afterschool extended education setting, and surveys such as: the CA Community School Readiness, SPSA Pulse Check, Parent Needs Assessment/SPSA Recommendations and specific student centered questionnaires (Challenge Day, Healthy School Climate, and Panorama surveys) to help determine future goals and budget expenditures.

iReady and SBAC data, as well as, a review of SPSA Goals, Strategies and LCAP funding was reviewed with staff and parents at Back to School Nights, August 10, 2023, and August 8, 2024. In January, 2024, a re-visitation of iReady progress and SBAC data was analyzed during our SIT Leadership meeting (AVID/PLC Coalition), and the parent committees. Academic Conferences were held March 12-14th. Teachers and administrators reviewed grade level SMART goals, SBAC data to determine whether our SPSA strategies were effective. Additional collaboration dates and academic conferences were provided in April for grade level vertical team articulation. We included PreK to this process (PreK-K, 1-2, 3-4, 5-6, 7-8). Teachers identified strengths and weaknesses based on current data and trends in the classroom as well as curriculum. Conversations pertaining to Heggerty vs. Benchmark and SIPPs for Kinder was discussed in the primary grades. We discussed elements pertaining to SPSA such as Staffing, Teaching and Learning, School Culture and Climate. We identified problem statements and possible root causes. For the most part, teachers as well as parents stated that students do not possess the reading skills necessary to be successful, in other content areas, such as math, at their grade level. This was due to students moving up in the grades without mastering phonics, phonemic awareness and vocabulary. In addition, due to lack in reading fluency, our students in grades 3-8 do not comprehend what they read. As per our CA Dashboard, students at Elmwood show a deficiency in ELA by 73% and in math by 85%.

The SIT leadership team determined our progress aligned to our AVID certification goals. This team evaluated, created, and designed activities related to the AVID mission. We completed 3 formal AVID Action Walks and shared the results with staff throughout the year, and parents at designated ELAC and SSC meetings. The focus on AVID instructional strategies pertaining to collaboration in order to complete a written essay was determined per each grade level.

This past year (2023-24), as a sub group of our SIT Leadership, the creation of a PLC Coalition team was established. The team was made up of SIT members who attended the PLC Conference in July 2023, and others. After spending a considerable amount of time in professional development pertaining to effective PLCs, we also spent the bulk of the year focusing on our AVID goals, rewriting our school's Mission and Vision and understanding the true essence of what a PLC is and how is functions successfully. Starting in January (29th), this lead team began to evaluate the SPSA goals created for the 2023-24 school year. The Pulse Check was created as a Needs Assessment tool to be analyzed. These grade level facilitators analyzed each SPSA goal, and the strategies associated with them. Each strategy was graded as Effective, Not Effective or Not Applicable. Staff was allowed to provide a comment based on their rating. These members then shared the survey tool and information with their constituents during a collaboration session. By February 2024, all the Pulse Checks were analyzed and the summary of potential root causes were comprised by the staff at a staff meeting in April, 2024.

SSC met on September 14, 2023 November 2, 2023 January 18,2024, March 15, 2024, and ELAC met on November 16, 2023 January 18, 2024, March 26, 2024. and reviewed the current SPSA implementation and effectiveness. These committee members examined current goals and discussed what was effective and what data supported it. The committee members examined strategies that could be adjusted to meet goals and objectives next year.

In May, 2024, these committees met to analyze, and provide additional input for the new SPSA. The areas reviewed were Comprehensive Needs Assessment, Staffing & Professional Development, Teaching and Learning, Parent Engagement and School Culture and Climate. Furthermore, the Annual Review, Priority Needs Statements, as well as new goals, strategies and activities, and the preliminary budget aligned to the SPSA 2024-25 was also discussed. The committees provided final thoughts and approved the SPSA 2024-25 on May 16th.

In September 25, 2024, and 26th and again, November 7, 2024, both ELAC and SSC were introduced to 3 additional LCAP Goals. These committees in addition to our staff leadership committees such as COST and SIT were given the opportunity to provide feedback and recommendations to the new goals aligned to Centering Around the Whole Child, Passions, Interests and Talents of the Modern Student, Success for Students with Disabilities/Students with Different Abilities and African American/Black Students Thrive.

In general, to address student achievement, the adopted curriculum (Benchmark) does not provide rigorous and opportunity for mastery of foundational reading skills in grades TK-3, the adopted curriculum doesn't address vocabulary, nor the writing process in depth. Thus, struggling readers in grades TK-8 continue to impact their overall understanding of core content in ELA, math, social studies and science. Professional development in this area continues to be a need. Furthermore, other continuous root causes were discussed: Full implementation of AVID strategies aligned to Depth of Knowledge was not prevalent in all grades throughout the day. Full implementation and planning of district adopted curriculum was not consistently evident in all grades. We continue to experience an ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

To address school culture and climate, our suspension rates (district provided reports) mid March indicated we were on an upswing. Our numbers were higher than expected and closely exceeding the same rate of suspensions from last year. After conducting a couple of staff trainings on referrals and applying the graduated sanctions, most adults continued to struggle with effective classroom management systems, applying de-escalating techniques, following through with other possible interventions, documentation, and establishing a rapport with the families we serve. We found that many of them prefer to send most of their referrals to the office rather than teaching and assisting students with behavioral expectations. As a couple of responses from the

Pulse Check survey state, "It is not their job." In addition, most of the suspensions pertained to 7th graders and issues stemming from the classroom. A few root causes for behaviors such as disruption, defiance and causing or attempting to cause injury on another student was provided: kids act out when substitutes covered for the general educator, mental health disparities, and lack of follow through of training in violence prevention, trauma and classroom management.

Staff and parent groups both indicated that students need to have a fun reason to come to school. They all felt that more fieldtrips and other incentives would entice students to want to be here more often. Chronic absent students are most likely responding to some kind of trauma. School Climate survey in October still indicated that students were being bullied. A couple of anti bullying presentations were conducted with our parent committees. Parents explained students didn't want to come to school because someone was preventing them from feeling comfortable and safe. Discussions pertaining to why students were mistreating one another was they didn't have structured play time on the yard. In the upper grades, a possible root cause for 6qwas not knowing how to do the academic work. Parents and staff also stated that students lacked social skills. According to the CA Dashboard, our chronic absenteeism has improved by numbers decreasing.

Also in January, after finding out about Sown to Grown funding coming our way, a site survey was created to determine staff and parent recommendations. Results indicated that we need reading intervention, behaviorists and updated classroom technology. Later on, when specifics came back regarding the CA Community School Readiness grant, we realized we would be able to support behaviorists and the updated technology through those funds; leaving us with a need to address reading invention through our LCAP.

Goals, Strategies/Activities, and Expenditures

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

Goal 1.1

Goal #	Description
Goal 1.1	By May 2025, Elmwood students will maximize their proficiency levels, as demonstrated on SBAC, by decreasing their Nearly Met or Level 2 percentage of students as depicted on the CA Dashboard by 10%. In addition, we will gauge typical growth patterns to ensure that students are gaining skills in ELA at 81% and 72% in math as measured by the 2025 Spring iReady Diagnostic Assessments. Furthermore, the number of students Reclassified as Fluent English proficient will increase from 22 in 2023-24 to 30 in 2024-25 school year as measured by reclassification criteria (ELPAC/iReady cut scores).

Identified Need

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

Full implementation of the PLC process. Teachers are still in need of collaborating effectively. They have expressed needing more time to identify key standards, decide on common formative assessments, conduct data analysis and follow through with proper differentiation to meet individual student needs.

Students need access to more rigor from high quality instruction because 75% are not meeting proficiency based on CA Dashboard data in ELA and 80% in math. This impacts not only reading and math, but all other content areas.

We still do not have 100% of our teachers trained in AVID as recommended for school-wide certification.

We continue to experience a ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Consistent utilization and standards aligned evidence of planning of district adopted curriculum.

Struggling readers in grades TK-8 impact their overall understanding of core content in math, ela, science, social studies

Full SIPPS implementation in grades 1-3 and as intervention in grades 4-8.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Using SBAC data 2023-24, we will decrease the Standard Nearly Met or Level 2 band by 10% points.	Overall All Grades 27.0% in ELA and 26.5% in math	By June, 2025, our overall All Grades increase students who met achievement standards or Level 3 by 10% points. 30.8% in ELA and 20.9 % in math
2024-25 Spring iReady overall school scores will show students performing above grade level or on grade level.	Min ELA 33% and math 27%	Max ELA 81% and math 72%
Number of students reclassified as fluent English proficient.	22	Increase by 8 more students or 30.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
1.1.1	Career & Technical Education STEAM/PLTW & SkillsUSA PLTW modules will continue to be purchased in the VEX Robotics series to replenish or update materials needed. Equipment needed to to complete or advance a VEX Robotics playing field will be considered. Other STEAM specific materials to include Little Bits project materials, science specific, 3D printers and math manipulatives will also be funded. In addition, instructional materials and competition expenses to support our SkillsUSA elective class will also be supported through site funds. Provide students with access to hands on project-based learning connecting them to opportunities supporting college and career readiness. Develop STEM programs and project resources for professional development in NGSS and to increase student science achievement. College and Career Readiness is inclusive of Career Technical Education (CTE) Pathway participation and completion, student apprenticeships with local business, increased dual enrollment course offerings. Instructional Materials for these programs (PLTW, STEAM, Skills USA, (other items from Goal 2 if necessary). Title I Funding Allocation: Instructional Materials - $7,500 Skills Field Trip Transportation - $11,300 LCAP 1.1 Career & Technical Education: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$7,500 $11,300	3010 - Title I 3010 - Title I
1.1.2	College Readiness Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.2 College Readiness: No additional site LCFF is being allocated for this strategy.			

1.1.3	A-G High School Courses Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.3 A-G High School Courses: No additional site LCFF is being allocated for this strategy.			
1.1.4	Bilingual Instructional Support Bilingual Paraprofessionals @ 2 FTE will be absorbed by district funds. They will continue to work with EL students to provide additional support through strategies such as preview/review, re-teaching, guided reading, and primary Spanish language support. In addition to in-class support, the Bilingual Paraprofessionals will work with targeted ELLs, in small groups, for extra, additional support. (District Funded) Bilingual instructional program support for K-12th grade students: Bilingual assistant in-class learning support for English learners focused on increasing or improving the supplemental learning support provided within the classroom, during lessons and one-on-one/small group setting. EL Site Coordinator will administer local assessment & ELPAC to provide English Learner data analysis for identifying differentiation support resources, targeting small group ELD instruction, and monitoring EL progress. Coordinator will also align supplemental programs, extended day, and extended year programs to support English Learners in making progress towards English language proficiency. As part of ongoing ELD instructional support, the coordinator will facilitate professional development and collaboration to improve ELD integration and effective instructional practices. Metrics for Progress Monitoring: ELPAC scores, English Learner Progress Indicator (Percent of English Learners making growth towards English proficiency), number of students Reclassifying as English Fluent Proficient, number of students at risk (Designated as Long Term English Learners) Description of supports provided Title I Funding Allocation: District Funded No additional site Title I funding has been allocated for this strategy. LCAP 1.1.4 Bilingual Instructional Support District Funded No additional site LCFF is being allocated for this strategy.	English Learners		

1.1.5	English Learner Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.5 English Learner Professional Development No additional site LCFF is being allocated for this strategy.				
1.1.6	English Learner Programs and Supports English language learner (ELL) programs help students develop English language skills and academic content. At Elmwood, we adhere to the district's Master Plan for ELLs and provide a Structured Immersion program where students receive instruction in English, but with a curriculum designed for students learning English. Our proposed goal is to add opportunities for ELLs, especially, Newcomers, to also receive instruction through a Transitional or Developmental model, preferably after hours, by a bilingual instructor, where students use their native language for instruction with the goal of becoming proficient in English and mastering academic content. In addition to having access to Rosetta Stone, at home for grades 7-8, our students will also have an opportunity to develop their reading comprehension skills through SIPPS Fluency passages and other core curriculum in Spanish. Title I Funding Allocation: Teacher Additional Comp - $3,000 CABE Conference - $16,800 SAVVAS Materials in Spanish - $5,000 LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy.	English Learners	$3,000 $5,000 $16,800	3010 - Title I 3010 - Title I 3010 - Title I

1.1.7	Teacher Collaboration, Professional Development, & Academic Support	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$31,180	0100 - LCFF/S&C (site)
	Professional Development: Teachers and support staff (counselors, bilingual assists, parent liaison, noon duty/csa, program, instructional specialists) will collaborate regularly to discuss data and strategies/activities that enhance student achievement including AVID implementation and other resources pertaining to writing/reading approaches i.e. Science of Reading, A2Z Coaching, Be A Writer, SIPPS, LETRS, and/or other trainings related to math, PLTW, NGSS, Social Emotional Learning, Xello, and data analysis and collaboration as part of the PLC process.		$8,000	0100 - LCFF/S&C (site)
			$2,000	0100 - LCFF/S&C (site)
			$112,000	3010 - Title I
	Professional development for school site administrators, teachers, and instructional staff focused on best practices, Professional Learning Communities and processes, instructional cycles and assessments, analysis of student data, and strengthening collaboration between educators and community supporting all student academic achievement.		$10,000	0100 - LCFF/S&C (site)
	In addition, teachers will also receive professional development to address student ELA/ELD and reading and math proficiencies. Teachers will also create common formative assessments used to derive best instructional strategies to increase student achievement. Additional Comp for Teachers and Support Staff pertaining to activities related to AVID, Data Analysis, CFA work, math, science, ELL/ELD, ELPAC Bootcamp, reading and writing programs, parent conferencing, PBIS efforts, and translations, etc... will be ear marked. In addition to teachers, Noon Duty, CSA, Counselors, Parent Liaison, Program Specialist, Bilingual Paraprofessionals will be compensated for additional hours for student or family support in classrooms, or school related events on or off campus, i.e. translations, babysitting.			
	We will also continue to earmark funding towards teacher substitutes. Teacher Substitutes will be used for PD and Collaboration for PLC, Common Formative Assessments, AVID activities, and ELL Strategies or other Goal 1, 2 and 3 related activities associated with data analysis, reading intervention, writing and math. science approaches.			
	We anticipate using LETRS, SIPPS and Science of Reading, collaboration through our PLC work, on site personnel and other district and out of district consultants to provide training in these various areas. We will continue to host at least 1 cycle of Academic Conferences to review SBAC, ELPAC and iReady data.			
	In the event substitutes are available, additional compensation may be transferred to support substitutes for teacher release. If substitutes are not			

	available, funds may be transferred to support additional compensation for staff and teachers to seek training and collaboration opportunities with their constituents. These funds will also include translations done for parents being trained in said areas by our bilingual paraprofessionals and or Parent Liaison (classified staff). A2Z Coaching for 40 sessions to work with teachers in grades 3-8 in ELA and math elements through T1. This will be itemized once Program Specialist or other staffing positions are absorbed by district. Should CARRY OVER open up, or additional days of services be considered, we will allot for more A2Z training for teachers to focus on ELA and or math in grades 4-8. Depending on the monies available, we will consider adding more services. Metrics for Progress Monitoring: Every trimester Participation rates will be tracked through PD attendance. Implementation of learned strategies where applicable will be documented during classroom visitations and during site collaboration. Title I Funding Allocation: A2Z Consultants Coaching - $112,000 LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support: A2Z Consultants Coaching - $10,000 Teacher Substitutes - $31,180 Certificated Staff Additional Comp - $8,000 Classified Staff Additional Comp - $2,000			
1.1.8	School Site Administrators Leadership Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.8 School Site Administrators Leadership Professional Development No additional site LCFF is being allocated for this strategy.			

1.1.9	Professional Learning Community Implementation, Professional Learning & Curriculum Implementation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation: No additional site LCFF is being allocated for this strategy.				
1.1.10	Data Analysis and Evaluation Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.10 Data Analysis and Evaluation: No additional site LCFF is being allocated for this strategy.				
1.1.11	Access to Foundational & Outdoor Learning Spaces Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.11 Access to Foundational & Outdoor Learning Spaces: No additional site LCFF is being allocated for this strategy.				
1.1.12	Acceleration of Learning A more complex and specific to writing system is still needed to develop structure, organizational methods through narrative, expository, and argumentation text continues to be a need. We will continue to explore a suitable program to implement along with Benchmark or SAVVAS. Writing process will be evident in narrative/expository text written by students through their Story Jumper and/ or classroom writing publications. We will track how many students are meeting or exceeding writing domains in grade level rubric scales, SBAC and ELPAC writing sections. Monies will be used to support teachers who continue to use Story Jumper to publish students created books. Title I Funding Allocation: Instructional Materials - $3,500 LCAP 1.12 Acceleration of Learning: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$3,500	3010 - Title I	

| 1.1.13 | Literacy and Library Supports

Library Media Assistants support student literacy by oversight of the school library through the acquisition, circulation, maintenance and distribution of library books and instructional materials at an assigned school site; assist students and teachers in the selection, location and use of library materials and equipment. Maintaining library functionality at the school site increases and improves unduplicated pupils' access to current and culturally relevant reading materials that support increased and improved student achievement.

Title I Funding Allocation: District Funded
No additional site Title I funding has been allocated for this strategy.

LCAP 1.13 Literacy and Library Supports District Funded
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
|---|---|---|---|---|

1.1.14	Advancement Via Individual Determination (AVID)	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$11,300	3010 - Title I
	AVID and WICOR Implementation		$2,000	3010 - Title I
	We will continue to monitor our progress of AVID strategies aligned to our AVID goals with the assistance of a strong AVID Lead Team. The ongoing work of collecting data for our certification will be scheduled on the Elmwood Calendar. Support through substitutes will be provided to complete the tasks for certification through the AVID Coordinators (Program Specialist, Reading Interventionist and Instructional Coach).		$5,000	0100 - LCFF/S&C (site)
	Advancement via Individual Determination Program (AVID): AVID program implementation and support for student groups focused on college, career, and community readiness skills aligned with academic growth and social-emotional development.			
	AVID registration, hotel, plane/mileage, and allowable food compensation to attend the AVID Pathway trainings to include teachers, support staff and administrators where applicable.			
	AVID Fieldtrip to Colleges to include students in grades 4-6 (through on onsite lottery) and 7/8th graders promoting to high school will visit local universities: Delta, UOP and UC Berkeley (for example). Transportation Private Charter buses.			
	We have annual AVID goals which includes a school wide organization goal which requires purchasing materials such as but not limited to school wide planners, binders, folders, dividers, chart paper, post its, pencil pouches, highlighters, etc.			
	AVID Strategies will be evident through student artifacts and reading levels as evident in their i-Ready, ELPAC and SBAC reading/writing scores, walk-throughs/observations, bilingual logs, and PLC documentation.			
	Metrics for Progress Monitoring: AVID Strategies will be evident through student artifacts and reading levels as evident in their i-Ready, ELPAC and SBAC reading/writing scores, walk-throughs/observations, bilingual logs, and PLC documentation.			
	Title I Funding Allocation: Transportation - AVID Fieldtrips - $11,300 Conferences - AVID Pathway $2,000			

	LCAP 1.14 Advancement Via Individual Determination (AVID): AVID Related Materials - $5,000			
1.1.15	Recapturing Learning Loss Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 1.15 Recapturing Learning Loss: No additional site LCFF is being allocated for this strategy.			
1.1.16	Outdoor Education/Science Camp 30 5th grade students will get to experience life changing retreat- like activities at science camp in the heart of the Sierra Nevada mountain range. The students will engage with one another as they learn more about the forests, snowbanks and rivers. Lessons and content will focus on ice and snow, the night sky, local flora and fauna, weather and elements; our local river, reservoir and hydroelectric dam and watershed, local fire scars and more. Activities will be tailored to these phenomena determined by weather and season. Title I Funding Allocation: District Funded No additional site Title I funding has been allocated for this strategy. LCAP 1.16 Outdoor Education/Science Camp: Science Camp Materials and Science related Supplies - $1,800	Students with Disabilities, Low Income, Foster Youth, English Learners	$1,800	0100 - LCFF/S&C (site)

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Although our student achievement goal was NOT met when analyzing iReady Spring data (showed a decrease by 1% in both ELA and math), we DID MEET our Reclassification goal by increasing ELL proficiency by 12, for a total of 22 as compared to our desired outcome of 15. Based on the on site Needs Assessment, titled SPSA Pulse Check, 78% of our staff, primarily teachers, indicated trainings offered this year have been effective and "necessary." In addition to the 3 on site PLC trainings we implemented through our LCAP, the district also provided us with 8 additional trainings. We were able to revisit the Mission and Vision Statements and redirect our "Why" since the previous administration. Many teachers attended district SIPPS training, as well on site, but suggested we use funds to bring in other Science of Reading trainings on site. 6 of our teachers are committed to LETRS training (2 year commitment), and they expressed more teachers in the primary grades need this kind of focus to fully understand and buy in to SIPPS. While Kinder teachers expressed students making effective progress in decoding and blending sounds through Heggerty, the implementation of SIPPS in grades 2-3 has been effective. On site overview in SIPPS was offered for grades 4-6. AVID training on strategies "is always a rejuvenating experience." However, teachers are stating that training opportunities need to be offered throughout the year and not just summer. Our site received certification accolades and the teachers expressed the strategies used improve student learning and engagement. Our middle schoolers enjoyed a couple of fieldtrips to colleges. During CCI, we were able to determine that 1 if not 2 AVID goals were met school wide. Students are using their planners and organizational folders, or binders. Annual AVID interviews were held to determine student participation for next year. Some middle school teachers took advantage of NGSS and math trainings offered by the county. 2 cycles of Academic Conferences were offered and teachers were able to simulate a PLC cycle with the admin team. This allowed for discussions and potential future strategies. We realized that most students in grades 5-8 still need a specific writing program to supplement Benchmark. Universal Access includes ELD in grades 7-8. At the moment, only our middle school students have an opportunity to engage in our PLTW and SkillsUSA elective courses. Other students (especially 5th and 6th graders have shown an interest in having access to hands on opportunities or STEAM activities. Some students (primarily in 6th grade) utilized Accelerated Reader. This license was "good for independent reading. " "It is effective with a wide variety of books allowing independent readers to monitor their progress through the Star Management system."

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

Due to substitute shortages, we had inconsistencies in PD trainings this year. Furthermore, as we focused on training a few teachers (PLC Coalition), we realized all teachers would benefit from the same training. While teachers expressed having a better understanding of the PLC process, some also expressed needing more training in the elements not really covered this year such as Common Formative Assessments, Unpacking Key Standards anFd Backwards Mapping. While 1 teacher continues to use Storyjumper, Be a Writer was not purchased this year. Curriculum for Skills USA has not been made available. More students want to be exposed to Robotics; 75 students used AR consistently vs 560 licenses purchased. Additional training in SIPPS has been requested by teachers in grades K-8. Teachers are having to rely on YouTube videos since the curriculum dept was not available for additional, requested trainings on site. Due to scheduling conflicts and district not letting teams go without an admin team to locations that dates would be more feasible, our site opted not to attend the AVID Summer Institute, nor the PLC summer trainings. Finally, no Instructional Coach was provided to asssist novice teachers this year. Depth of Knowledge and instructional rigor to ensure high quality text is used daily and all students are engaged in learning is a priority.

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

Student Achievement Goal 1 modifications will be: While some teachers do not mind training after hours, most still prefer completing hours during the day with their colleagues in regards to professional development. We will provide more reading and writing PD for up to 20 teachers. Parents and staff recommend we allot funding towards a reading interventionist and materials they may need. (this will now be district paid). Revise the cadence of our Tuesday meeting days and locations which could result in further use of training days (to effect additional comp). Require (Release from Assigned Duty) AVID training during the year other than summer time (pathways). Since district will be supporting the sites with 4 days of PLC coaching, we will use those funds to cover other needs. Since it looks like we wont be eligible for an Instructional Coach, we will provide coaching opportunities through A-Z, or WestEd. Identify Medical Investigations as the curriculum for SkillsUSA; purchase curriculum and materials needed. Use a science period to expose more students to Robotics Discontinue the purchase of AR due to the small number of students using the program. Parents and teachers have expressed a need for more students (not just middle school) be included in colleges / universities fieldtrips. We will continue to offer these fieldtrips to 7-8 graders and do a couple of "lottery selected" grades (4-6) to attend local colleges.

Goal 2.1

Goal #	Description
Goal 2.1	We will continue to offer a place for students to mingle during recess in the Bear Cub Book Club, Game Room for the 24-25 school year. In addition to LCAP monies to offer these activities, other funding sources (Sown to Grow grant, ESSER III) may be used for substitutes, as well as additional comp, to organize these activities/events as needed.

Trainings /PD and activities related to trauma effects, de-escalating strategies, and restorative practices will support teacher-student and student to student relationships.

LCAP funding and other funding through grants (Sown to Grow) will also be used to monitor student emotional health through related programs. 1-2 Behaviorists will be added to staffing to increase personnel to support positive interventions for tier 1-3 students, especially those displaying crisis.

In order to address the lack of empathy and cultural disparity, students need a retreat kind of day to work on their relationships. Based on site Needs Assessment, we will offer Challenge Day, again for 7 and / or 8th graders. |

Identified Need

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

Full implementation of the PLC process. Teachers are still in need of collaborating effectively. They have expressed needing more time to identify key standards, decide on common formative assessments, conduct data analysis and follow through with proper differentiation to meet individual student needs.

Students need access to more rigor from high quality instruction because 75% are not meeting proficiency based on CA Dashboard data in ELA and 80% in math. This impacts not only reading and math, but all other content areas.

We still do not have 100% of our teachers trained in AVID as recommended for school-wide certification.

We continue to experience a ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Consistent utilization and standards aligned evidence of planning of district adopted curriculum.

Struggling readers in grades TK-8 impact their overall understanding of core content in math, ela, science, social studies

Student recognition for student achievement and progress in reading and math each trimester. We need to add other criteria for student recognition such as science achievement, leadership habits, and AVID organization skills. We need to involve teachers in the preparation of these recognitions.

Continue with empathy building forums in all grades. Continue with Challenge Day for incoming 7th graders and students who did not attend CD this year.

Training in Trauma Response, Restorative Practice and other applicable classroom management topics for ALL staff members including teachers.

To provide staffing or personnel that would focus on guiding and overseeing structured recess via games and team sports; ie Playworks, eSports etc.

We need to reactivate and utilize the Game Room.

1-2 Full time Behavioralists who can address trauma and mental disparities for our T3 students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Climate Surveys: Panorama and Healthy Schools	10% or less of our students in grades 4-5 and 15% or less of our students in grades 6-8 experienced bullying (Goal Not Met). A high number of students believe there is a lot of tension between different cultures, races and ethnicities, or 45% compared to 41% last year. (Goal Not Met). According to our Panorama Data, we need to work on School Climate (lowest rating), or 48%, followed by Teacher-Student Relationships, or 54%. 55% of our students displayed a Sense of Belonging and the highest indicator of special emotional support were found in Rigorous Expectations, or 65%. In addition, students in grades 6-8 displayed a low score in Growth Mindset (44%) and only 50% of our 3-5 graders believe they are capable of changing behaviors. We also noticed 5th and 8th grades ranked the lowest in this area.	By June 2025, 5% or less of our students in grades 4-5 and 10% or less of our students in grades 6-8 will experience bullying. We will be able to record, a higher growing notion of staff to student connection so that 80% or more middle schoolers feel that an adult really cares about them through climate surveys by the end of the school year 2025. We will decrease the number of students that believe there is a lot of tension between different cultures, races, and ethnicities by 10% or 35%. We will decrease Panorama indicators by 5% in: Overall School Climate, Teacher-Student Relationships, Growth Mindset (with a 5% increase in 5th and 8th graders) by June 2025.
CA Dashboard Percent of students Chronically Absent	Chronic Absenteeism Rate 37.2%	By May 2025, decrease Chronic Absenteeism Rate 27.2%
CA Dashboard Percent of students Suspension	While our suspension rates are still high, we decreased them rates by 50%. Actual suspensions for 2023-24 are 93.	No more than 15 suspensions per trimester, or 45 for the upcoming year.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
2.1.1	Educational Equity, Diversity, and Inclusion Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.1 Educational Equity, Diversity, and Inclusion: No additional site LCFF is being allocated for this strategy.			
2.1.2	Ethnic Studies Program Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.2 Ethnic Studies Program: No additional site LCFF is being allocated for this strategy.			
2.1.3	Equity and Inclusion Training and Workshops Challenge Day We will implement Challenge Day forums in grades 7th and/or 8th to address cultural differences. Challenge Day is a nonprofit organization committed to building empathy and compassion in our communities. These consultants come in and help youth and adults unlearn harmful habits, experience vulnerability as a pillar to restore strength, and enable them to experience the freedom of full expression through the lens of compassion, connection, and diversity. Some of the students will experience practicing mindfulness, taking action, active listening, the power of vulnerability, learning to responsibly manage emotions, developing self-confidence, offering compliments and sharing gratitude, speaking out and using their voice. 2 sessions needed. Student participation and exit survey will be used to track effectiveness. Metrics for Progress Monitoring: School Climate Survey Pre/Post Challenge Day Survey Title I Funding Allocation: Consultant - $5,500 Non Instructional Expenses - $500 LCAP 2.1.3 Equity and Inclusion Training and Workshops: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$5,000 $500	3010 - Title I 3010 - Title I

2.1.4	Cultural Relevance, Outreach, and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.4 Cultural Relevance, Outreach, and Support No additional site LCFF is being allocated for this strategy.			
2.1.5	Positive Behavior Interventions and Support (PBIS) Increase and/or improve pupil access to Multi-Tiered System of Supports (MTSS) to individual students, classrooms, school-wide efforts, families, and community. There will be a focus on high quality first instruction, systems, and practices to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. Provide Positive Behavior Interventions and Support (PBIS) to impact positive relationship building, cultivate connectedness between students/family/school, and nurture student mental health and overall well-being. We will continue to offer a place for students to mingle during recess in the Bear Cub Book Club, Game Room for the 24-25 school year. In addition to monies to offer these activities, funding for substitutes as well as additional comp to organize these events will be needed for both certificated and support staff. Title I Funding Allocation: PBIS Related Activities/Supplies - $2,000 LCAP 2.5 Positive Behavior Interventions and Support (PBIS): PBIS Lead Team Additional Comp - $1,000 Substitute Teachers - $1,500 PBIS Additional Comp Support Staff - $1,000	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$2,000 $1,000 $1,000 $1,500	3010 - Title I 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site) 0100 - LCFF/S&C (site)
2.1.6	Student Assistance Program Support (SAP) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.6 Student Assistance Program Support (SAP) No additional site LCFF is being allocated for this strategy.			

2.1.7	Behavior Support Services Title I Funding Allocation: NA No additional site Title I funding has been allocated for this strategy. LCAP 2.1.7 Behavior Support Services NA No additional site LCFF is being allocated for this strategy.			
2.1.8	New Teacher Training and Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.8 New Teacher Training and Support No additional site LCFF is being allocated for this strategy.			
2.1.9	Social Service Supports for Families in Transition Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.9 Social Service Supports for Families in Transition: No additional site LCFF is being allocated for this strategy.			
2.1.10	Central Enrollment Direct Services to Families Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.10 Central Enrollment Direct Services to Families: No additional site LCFF is being allocated for this strategy.			
2.1.11	Student Attendance and Truancy Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.11 Student Attendance and Truancy: No additional site LCFF is being allocated for this strategy.			

2.1.12	Health and Wellness Services and Supports Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.12 Health and Wellness Services and Supports: No additional site LCFF is being allocated for this strategy.			
2.1.13	Mental Health Resources and Supports for Students Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide. (District Funded) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.13 Mental Health Resources and Supports for Students: No additional site LCFF is being allocated for this strategy.			
2.1.14	Social Emotional and Restorative Practices and Responsive Schools Behaviorists / Counselors: School counselors at all school sites provide increased or improved academic guidance, social-emotional support and services, career exploration experiences, and collaborative services in partnership with staff and families to address the academic and social-emotional needs. These individuals would provide restorative practices and resources, training, professional development, and direct services to students and staff focused on increasing and improving the learning experience and culture and climate of our school. Possible funding through: CA School Readiness Grant Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.14 Social Emotional and Restorative Practices and Responsive Schools No additional site LCFF is being allocated for this strategy.	All Students		

2.1.15	School Connectedness Preschool to Kindergarten Transition Provide students opportunities to: *interact with their peers who will attend their kindergarten class promoting social skills, *establish a connection between the kindergarten teacher and preschooler, *practice kindergarten rituals such as eating in the cafeteria, attending assemblies, and visiting the computer lab, and *attend the district's one-week Summer Bridge program. Preschool parents will be provided the opportunity to participate in classroom and school events and to learn about school readiness and early literacy activities. Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.15 School Connectedness: No additional site LCFF is being allocated for this strategy.	All Students		

| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites

In the event that an Instructional Coach is not assigned to our site again, next year, we will re post our justification for an additional AP to HR to help support the site in the areas of teacher coaching, implementation of instruction and other program needs. If an AP is not approved, we will offer teachers the opportunity to work with a coach through A2Z. However, for the following reasons, an AP would help support student well-being and achievement.

An Assistant Principal will support the development and implementation of programs, services, and resources focused on student academic achievement, social-emotional development, and family engagement.

We continue to complete over 100 CARE, SST, 504s and IEPs meetings. To be compliant, it is mandatory for administration to be at these meetings. These meetings take up several days out of the week, especially when there is rescheduling and adjustments needed. The additional support will also support in other Goal 2 parameters: attendance tracking as well as assisting us in providing more PBIS activities.

Title I Funding Allocation: NA
No additional site Title I funding has been allocated for this strategy.

LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:
No additional site LCFF is being allocated for this strategy. NA | All Students | | |

| 2.1.17 | Additional School Site Support

Program Specialist will assist by implementing SPSA goals including working with teachers around the data cycle for analyzing student assessment results and creating CFA and AVID goals. The program specialist assists with the facilitation of academic conferences which includes goal setting and RTI identification. While the program specialist will coordinate all state and district assessments such as ELPAC and CAASPP. The program specialist also serve as the Bilingual Paraprofessional and AVID coordinator. The main focus for our Program Specialist will be to coordinate and support student learning through PLC, AVID, ELD, and other program models (SIPPS, LETRS, Artist of San Joaquin, PLTW, SkillsUSA, Science Camp, etc.). (District Funded)

Reading Intervention Specialist- Will work extensively with identified students (through SIPPS) to help them improve specific reading skills such as letter-naming, initial sounds, phoneme segmentation, and comprehension strategies. They will work with teachers to develop methods that are most appropriate for each child; they will assess, monitor and report student performance; they will provide direct services to targeted students to help them improve decoding, comprehension, and fluency. They will assist students in setting goals; such goals will be communicated with teachers and parents. (District Funded)

Since we have a Program Specialist, we are not entitled to an Instructional Coach. In the event a Reading Interventionist is not provided, those monies can off set the cost of an additional AP.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.17 Additional School Site Support:
No additional site LCFF is being allocated for this strategy. | All Students, English Learners, Foster Youth, Low Income, Students with Disabilities | | |
|---|---|---|---|---|
| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning:
No additional site LCFF is being allocated for this strategy. | | | |

2.1.19	Technology and Innovation Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.19 Technology and Innovation Support: No additional site LCFF is being allocated for this strategy.			
2.1.20	Instructional Technology Increase and/or improve unduplicated pupil access to learning resources and instructional technology devices and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interactive, collaboration, and engagement allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allows teachers to remotely monitor student learning. Instructional technology supports implementation of supplemental programs and foster high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such tech related equipment may include student laptops, tablet devices, E-readers, projectors, document readers/cameras, interactive SMART boards, printers, copiers, laminators, poster makers, wireless audio components, and other instructional ancillary devices. Maintenance Agreements- Teachers will use various equipment such as the laminator, copier, Duplo, poster maker. Maintenance agreements ensure the equipment is available and usable to provide a print rich environment. Title I Funding Allocation: Maintenance Agreements - $4,000 Equipment - $12,186 LCAP 2.20 Instructional Technology: No additional site LCFF is being allocated for this strategy.	All Students, English Learners, Foster Youth, Low Income, Students with Disabilities	$4,000 $12,186	3010 - Title I 3010 - Title I

2.1.21	Instruction and Teacher Staffing Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.21 Instruction and Teacher Staffing: No additional site LCFF is being allocated for this strategy.			
2.1.22	Recruit, Hire, Retain High Qualified Staff Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff: No additional site LCFF is being allocated for this strategy.			
2.1.23	School Facilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 2.23 School Facilities No additional site LCFF is being allocated for this strategy.			

| 2.1.24 | Student and Campus Safety

Increase attendance and reduce chronic absenteeism to address the needs of students not demonstrating academic proficiency due attendance, with contributing factors such as trauma, mental health concerns, nutrition and health related issues, chronic stresses, concerns for safety, and other varied experiences. Additional supports, resources, motivators or personnel may be required to help to address underlying factors contributing to absenteeism.

Increase and/or improve to unduplicated pupils' access to teachers, administrators, and paraprofessionals with professional development, support, and training to recruit and retain high needs specialized positions, existing teachers, new teachers, and administrators focused on building capacity and implementing systemic structures and practices that will increase and/or improve student achievement and attendance.

Although this additional support was approved for 2023-24, we hired a Campus Security Assist who then quit after 8 days. We will continue to go through the hiring process to fill this vacancy. DISTRICT FUNDED

Another CSA would also heighten supervision throughout campus, especially during passing periods, for our middle school students and when the other CSA is absent.

Metrics for Progress Monitoring:
Monthly suspension rate and scheduled and attended records for CARE, IEP, SST, 504 Meetings.
PBIS activities aligned to LCAP and school plan surveys and analysis.

Title I Funding Allocation:
No additional site Title I funding has been allocated for this strategy.

LCAP 2.24 Student and Campus Safety:
No additional site LCFF is being allocated for this strategy. | All Students | | |
|---|---|---|---|---|

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Art Docents of San Joaquin- 80% of students, staff and parents expressed this being the best strategy for School Climate and Culture. Students reported enjoying having another teacher come in to teach them specifics about the arts. They learned to draw, about shading, and the history of some visual art. Student artifacts and surveys recommend we keep this going strong either through our LCAP funding or Prop 28. PBIS Lead teacher was identified this year. In conjunction to working with other PBIS colleagues, several common areas on campus needing student behavioral expectations were created. Posters were designed and we are awaiting their arrival. PBIS team met multiple times this year. Although out of school suspensions were still rendered, we met our goal from previous years by decreasing the number by approximately 50%. (100, 187, 93). The safety team comprised of Noon Duty and 2 CSAs were fully staffed. 6 major assemblies were offered this year. Topics covered were related to growth mindset, social emotional and empathy. Referrals were revised to support the Graduated Sanctions (Matrix) and staff received training in interventions. Two Challenge Days were offered to our current 7th and 8th. Over 80% of the students surveys stated they would consider repeating the activity and that it was worthwhile. Other traditional activities were offered: Winter Performance, Talent Show and Dance Festival. College chants were created by teachers and their students. These chants were aligned to our 1 of our AVID goals. These chants are recited at school events and for visitors who conduct classroom action walks.

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

According to the Climate survey, conducted in October 2023, our 4-8 graders are still experiencing bullying, showing a significant increase compared to Spring 2023. 17% of students in grades 4-5 and 16% in grades 6-8 have experienced some form of bullying. Unfortunately, only 74% of 6-8 graders feel that an adult cares about them as compared to last year's data which was 78%. The same indicators are reflected in the Panorama survey, conducted in April, 2024, shows 36% of our students do not feel like they belong and that the school climate can be improved, (Sense of Belonging and School Climate). Only 43% of our student in grades 3-8 feel a trusted adult is there to support them. Our suspension rate by the end of March 2024, showed an decrease from 2023; the goal was met because we had less than 100 suspension to date. However, more than 50 students have been suspended. According to the Climate survey, 75% of students in grades 6-8 would report a possible fight. According to our data, most suspensions occurred in the classrooms (primarily 7th graders) due to students not getting along, or not having empathy for one another. Despite specific training offered in using interventions to support students, teachers feel that negative, unwarranted behavior is still off the chart and that students are not being held accountable. Unfortunately, the Game Room has been underutilized due to lack of Noon Duty supervision because we had to overlap our lunch periods. eSports program through ELOP was supposed to begin this year, but we haven't seen nor heard of any progress. This year, we couldn't offer an Arts Week because staff were pressed with time to plan it.

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

Feedback from constituents recommend Challenge Day be offered earlier in the year for both grades 7th and 8th. It was recommended by the consultants that we focus only on 7th graders and absent student this year, since the current 7th graders (or incoming 8th) would have gone through CD recently, or end of April 2024. Both parents and staff highly recommend we continue funding towards visual and graphic arts. Teachers would like more regular art days as per our SPSA Pulse Check. Teachers expressed wanting more consistent days i.e. once a month vs sporadically throughout the year. In addition to these ideas, parents highly recommended monies be spent towards organized and educational fieldtrips such as Indian Grinding Rock, Stockton Symphony, etc. Other assemblies or consultants would also be considered such as B-Street Theatre, San Francisco Shakespeare etc We will not overlap our lunch periods now that we have are fully staffed (Noon Duty). A second CSA still needs to be hired. With ESSR III, Prop 28 and Sown to Grow additional supports funds, we plan on supporting the activities above as well as provide student services supports through a couple of behaviorists.

Goal 3.1

Goal #	Description
Goal 3.1	Passions, Interest, and Talents of the Modern Student Provide systemic and innovative programming influenced by student voice, aspirations, and emerging global industry trends to ensure that their day-to-day learning aligns with their cultural identity, passion, interests, and talents, including student centered activities involving Career Technical Education, Multilingual Education, and the Arts. We will Increase our students' social emotional well being through other specific PBIS advocacy and activities that address behaviors and peer relations. We will continue to offer monthly student led, Tier 1 activities via our counseling, and PLUS Leadership Elective class to offer school activities that are meaningful and insightful. Student leaders who are empowered to guide their peers will create an environment of inclusion giving students a voice and an opportunity to establish positive and meaningful relationships amongst each other and the adults. The use of non instructional materials will be used to supplement PLUS, and other related student activities funds (such as ASB etc) to cover additional time to plan and other costs. Our students favored the Artist Residency program delivered through the SJCOE teacher consultants. We will try to increase the days and conti to offer the residency throughout the 2024-25 school year.

Identified Need

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

Students need access to more rigor from high quality instruction because 75% are not meeting proficiency based on CA Dashboard data in ELA and 80% in math. This impacts not only reading and math, but all other content areas.

We continue to experience a ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Consistent utilization and standards aligned evidence of planning of district adopted curriculum.

Struggling readers in grades TK-8 impact their overall understanding of core content in math, ela, science, social studies

Full SIPPS implementation in grades 1-3 and as intervention in grades 4-8.

Student recognition for student achievement and progress in reading and math each trimester. We need to add other criteria for student recognition such as science achievement, leadership habits, and AVID organization skills. We need to involve teachers in the preparation of these recognitions.

Continue with empathy building forums in all grades. Continue with Challenge Day for incoming 7th graders and students who did not attend CD this year.

Training in Trauma Response, Restorative Practice and other applicable classroom management topics for ALL staff members including teachers.

To provide staffing or personnel that would focus on guiding and overseeing structured recess via games and team sports; ie Playworks, eSports etc.

We need to reactivate and utilize the Game Room.

1-2 Full time Behavioralists who can address trauma and mental disparities for our T3 students.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
PLUS/Leadership Surveys Artist Docent Direct Student Services	1-2 events monthly 31 days	We will offer 1-2 events per week during 2024-25 school year. Increase docent classes to 45 days in 2024-25.
CA Dashboard Chronic Absenteeism	37%	By May 2025, decrease Chronic Absenteeism Rate 27.2%
CA Dashboard Suspension Rates	10th school in district with highest suspension rates in 2023-24 Approximately 100 suspension days at the end of May 2024.	No more than 15 suspension days per trimester. At least a 50% decrease by end of May, 2025.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
3.1.1	Student Engagement and Leadership Opportunities We have a PLUS/Leadership team to promote leadership, inclusion, and positive school climate. Our PLUS/Leadership students participate in student led forums, in their elective class, focusing on inclusion. The activities they design with their advisors, promote awareness and varied perspectives on how our actions impact our social and emotional well being. Elmwood's PLUS/Leadership students plan and lead school-wide activities such as Red Ribbon Week, Kindness Week, and Anti bullying pledges in classrooms. This year, (2024-25), we will increase and/or improve access to leadership experiences, partner up with other career & technical student organizations, provide more student clubs & activities, and collaborative academic learning focused on acquiring positive and inclusive experiences, developing leadership skills, and contributing to positive and equitable school cultures. Metrics for Progress Monitoring: Healthy School Climate Survey & Panorama Survey Participation Survey for Game Room and Book Club Participation in other recess game activities Title I Funding Allocation: Non Instructional Materials - $1,000 LCAP 3.1 Student Engagement and Leadership Opportunities No additional site LCFF is being allocated for this strategy.	English Learners, All Students, Students with Disabilities, Low Income, Foster Youth	$1,000	3010 - Title I
3.1.2	Youth Engagement Activities and Athletic Programs Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.2 Youth Engagement Activities and Athletic Programs: No additional site LCFF is being allocated for this strategy.			

3.1.3	Arts Programming Based on our Pulse Check results, once again, our students favored the Artist Residency program delivered through the SJCOE teacher consultants. We will try to increase the days and continue to offer the residency. Through the arts, students will develop other modalities to increase their skills in reading, writing and computation. Furthermore, we will decrease absenteeism due to more students wanting to attend these unique sessions. District Funded through Prop 28 Funding will be needed to provide supplies related to drawing, painting, sketching etc. Metrics for Progress Monitoring: Participation days of direct services will increase from 31 to 45. Participation Survey for artists residency Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.3 Arts Programming NA No additional site LCFF is being allocated for this strategy.	All Students, Students with Disabilities, Low Income, English Learners, Foster Youth		
3.1.4	Expanded Learning and Enrichment Opportunities Extended Day/Year Programs to increase and/or improve unduplicated pupil access to academic experiences and activities beyond the regular instructional day (before, after, intersession) and school year (summer). The expanded learning activities will be inclusive of tutoring (reading, writing, math, etc.) for Common Core standards mastery, enrichment activities, outdoor education/ elementary science camps, academic competitions, and athletics which will promote increased engagement, social emotional growth, accelerated learning, interventions, and support to students. (District Funded) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 3.4 Expanded Learning and Enrichment Opportunities: No additional site LCFF is being allocated for this strategy.	All Students		

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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

Teachers who attended CABE expressed it being one of the best conferences they've attended. Over 9/12 parents completed the LECI parenting class. They rated it as a successful experience. Parents are not just involved in school functions, however, they are part of the planning and decision making process. ELAC officers meet prior to a schedule, general meeting to set the agenda and decide who will be presenting on certain topics. ELAC and SSC parents are willing to organize and participate in fundraising activities for school wide events. They assisted with the north pole shop and yo-yo sales.

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

Parents did not attend CABE this year because they didn't want to leave their families, nor take them to southern CA. Teachers were sent in lieu of the parents. LECI Padres brillantes and Latino Literacy started after January due to personnel changes. Some events were not planned as intended.

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

Begin parenting classes no later than Fall Break to allow more parents the opportunity to partake in the learning. We will continue to invite parents to CABE. but we will also earmark this opportunity for teachers and staff. Parents would like English and or higher learning opportunities offered to them.

Goal 4.1

Goal #	Description
Goal 4.1	We will increase parent engagement and involvement, resulting in student success through access, awareness and connection between school and community. We will continue to provide opportunities, supports, resources, staff, and space for parents/guardians at the site, to form a partnership in their children's education through the participation in committee work such as ELAC, SSC, PAC. This will be done to contribute to the development and monitoring of various programs and supports made available to all students staff and community. We will continue to conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnerships.

Identified Need

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

Reactivate the PTA.

We need to follow through with calendared events, or activities organized for the year. Goal will be to offer 1-2 events or activities per week.

Increase and sustain parent participation rate from 10 to 20.

Training in Trauma Response, Restorative Practice and other applicable classroom management topics for ALL staff members including teachers.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Tracking for parent involvement activities and family events.	38 events were offered for parents.	1-2 events per week.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
4.1.1	Family and Community Communication, Empowerment, and Engagement Padres Brillantes offered by LECI is a well sought out 10-week workshop series offered to parents. Each meeting or session runs for 2-3 hours allowing parents to connect with an educator and parent life coach. Parents begin to collaborate with one another as they discover more effective ways to raise their children within their Hispanic households. The training promotes thinking partners that come together to improve the quality of their children's lives and their community. Cost of manuals is approximately $350 up to 10 participants. All parents will be invited and a translator will be provided if necessary. Effectiveness will be tracked through attendance, survey and completion of course. Latino Literacy In conjunction with our Early Literacy focus, Latino Literacy is a literacy program and training opportunity designed to establish family reading routines for students with different abilities (bilingual), or those who aspire to be multilingual. The Project introduces teachers and parents to a language acquisition method and a step-by-step reading and literacy instruction process. It involves family reading for parent involvement, reading comprehension, vocabulary development, and English language development for parents and their children, with a bi-literacy approach for language development. Additional Comp to implement the program has also been calculated in. Effectiveness will be tracked by attendance, survey and final product completion per family. Metrics for Progress Monitoring: Attendance Sheets, Feedback Evaluation Survey and other Need Assessments. Title I Funding Allocation: Consultant - $3,500 Teacher Additional Comp - $2,700 Title I Supplemental Materials and Supplies - $250 Title I Parent LCAP 4.1 Family and Community Communication, Empowerment, and Engagement: No additional site LCFF is being allocated for this strategy.	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$3,500 $250 $2,700	3010 - Title I 3010 - Title I - Parent 3010 - Title I

| 4.1.2 | District Strategic Planning and Communication

Parent Liaison
There is no doubt that student achievement is at its highest when parents are directly involved in their children's education. When families are engaged, students do better in school, attend school more often and overall enjoy learning. In the past, parent engagement opportunities, through school wide, classroom and PTA activities have existed at Elmwood, however with low participation rates for some of the activities such as ELAC and parent driven workshops. In order to develop and sustain meaningful parent and community relationships, a parent liaison (district funded, this year) was hired to increase parent engagement opportunities and participation rate by 10% especially in our ELAC. Currently, Elmwood has 229 ELLs or approximately 32%. There are at least 21 ELLs in a grade level requiring us to have an ELAC. With a Parent Liaison on board, family engagement opportunities will be possible.

Elmwood would like to retain the Parent Liaison to work alongside with our PTA. This position will provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences, communication, after school academic focused activities, college and career readiness activities, such as college field trips, college awareness workshops, AVID information nights, Parent Coffee Hours, ELAC Meetings, etc.

Metrics for Progress Monitoring:
Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

Title I Funding Allocation:
Parent Liaison Salary and Benefits - $43,000

LCAP 4.2 District Strategic Planning and Communication:
Parent Liaison Salary and Benefits - $43,000 | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $43,000

$43,000 | 0100 - LCFF/S&C (site)

3010 - Title I |

| 4.1.3 | Community Schools Supports and Resources

We will offer parents and their children (no more than 10 participants) with sound healing techniques to reduce stress, anxiety and better sleep patterns. Up to 3 sessions will be offered. In doing so, we aim to improve student responsiveness and alignment between academic, behavioral, and/or social-emotional supports specific to their unique needs. These techniques should impact positive relationship building between family members and those of the school community. More importantly, we will cultivate different ways to support student mental health and overall well-being. Finally, this will be another way for us to increase parent involvement, resulting in student success through access, awareness and connection between school and community.

Title I Funding Allocation:
Consultant - $2,500 Title I Parent

LCAP 4.1 Community Schools Supports and Resources
No additional site LCFF is being allocated for this strategy. | Students with Disabilities, Low Income, Foster Youth, English Learners, All Students | $2,500 | 3010 - Title I - Parent |

4.1.4	Parent Advisory Committee Supports and Resources	Students with Disabilities, Low Income, Foster Youth, English Learners, All Students	$750	3010 - Title I - Parent
			$900	0100 - LCFF/S&C (site)
	Parent Meetings -: Light snacks and refreshments, parent training materials, such as chart paper, markers, white board, toner, paper, etc. to support parent engagement while using various strategies such as gallery walks. These materials will be used during Coffee Hour and training sessions to provide visuals and hands-on activities for our parents. It is our goal to provide our parents with learning opportunities similar in fashion to those that are also provided for our students.		$573	3010 - Title I - Parent

Foster educational partnerships that target student and community needs and provide support services. Increase parent involvement, resulting in student success through access, awareness and connection between school and community.
Provide opportunities, supports, resources, staff, and space for parents/ guardians at the site, such as English Learner Advisory Committee (ELAC), School Site Council (SSC), and other Parent Advisory Committees, to contribute to the development and monitoring of various programs and supports made available to all students, staff and community   Conduct parent trainings and school events that empower community in supporting student achievement and build capacity for school relations and partnership.

Instructional Materials/Supplies Materials for parent and student involvement activities such as the evaluation piece of the work we do through Qualtrics surveys, FAFSA Night, College/A-G/Graduation Awareness Night, Literacy Night, and Science and STEAM/CTE Nights. These materials are essential to providing hands-on activities for our families to learn together and to build a community that is focused on learning.
Other Non-Instructional Materials/Supplies

# of meetings coordinated
# of parents attending
# of college readiness activities for parents
# of college readiness activities for students
# of college fields trips
# of parents attending college and career readiness informational events
Attendance Sheets, Feedback Evaluation Survey and other Need Assessments

Title I Funding Allocation:
Meeting Expenditures/Expenses - $750
Instructional Materials/Supplies - $573

LCAP 4.4 Parent Advisory Committee Supports and Resources:

Non Instructional Materials/Supplies - $900				

Annual Review

SPSA Year Reviewed: 2023-2024

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

Analysis

An Analysis of how this goal was carried out in the previous year.

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 the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goal 5.1

Goal #	Description
Goal 5.1	A decrease on chronic absenteeism, we will help support achievement for students who have been identify as students with a disability, or going through the SAP process.

Identified Need

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

We continue to experience a ongoing need for deeper understanding of how data drives instruction, how to collaborate effectively, and how to create common formative assessments for data analysis.

Consistent utilization and standards aligned evidence of planning of district adopted curriculum.

Struggling readers in grades TK-8 impact their overall understanding of core content in math, ela, science, social studies

Full SIPPS implementation in grades 1-3 and as intervention in grades 4-8.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Percent of students ELA & Math	143.6 points below standard 151.4 points below standard	To begin to show a decrease in points below standard by 10 points in ELA and math.
CA Dashboard Percent of students Chronically Absent	40.3% of our Students with Disabilities are chronically absent.	30.3% or a 10% decrease.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
5.1.1	Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Gap Based on school site Needs Assessment or SPSA Pulse check from staff, parents and SIT (Leadership Team) surveys, a reading intervention specialist to assist monitor program implementation and provide training is needed to address emergent readers in all grades (TK-8). SIPPS & LETRS approach/ training will be offered to teachers in grades TK-3 as it will be covered by the district. We will continue to purchase SIPPS modules and other related SIPPS materials i.e. fluency passages to support students with learning disabilities in grades TK-8. Title I Funding Allocation: SIPPS Materials/Supplies - $3,500 LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap: No Additional site LCFF is being allocated for this strategy.	Students with Disabilities	$3,500	3010 - Title I
5.1.2	Developing Student Individual Transition Plans Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP Strategy 5.2 Developing Student Individual Transition Plans: No additional site LCFF is being allocated for this strategy.			

5.1.3	Accelerate Learning for all SPED Students Although our Needs Assessment Statements indicate that there is a possible dependency on supplemental materials, proficiency scores in math may have declined over the last few years due to a change in curriculum and curriculum resources available to teachers. ST Math is a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. It was used previously with positive results prior to the change in the math curriculum. Therefore, in addition to i-Ready Pathways in mathematics, students with disabilities or different abilities will be able to access other online platforms to help support their different learning modalities. As a supplement, ST Math will provides students with equitable access to learning through challenging puzzles, non-routine problem solving, and formative feedback. We will purchase enough licenses for identified SPED students and students referred through the SAP process. Title I Funding Allocation: License Agreement - $3,300 LCAP 5.3 Accelerate Learning for all SPED Students: No additional site LCFF is being allocated for this strategy.	Students with Disabilities	$3,300	3010 - Title I
5.1.4	Culturally Responsive Professional Development Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.4 Culturally Responsive Professional Development: No additional site LCFF is being allocated for this strategy.			
5.1.5	Meaningful Student Experiences and Opportunities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.5 Meaningful Student Experiences and Opportunities: No additional site LCFF is being allocated for this strategy.			

5.1.6	Recruit, Hire and Retain Student Support Personnel Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.6 Recruit, Hire, and Retain Student Support Personnel: No additional site LCFF is being allocated for this strategy.			
5.1.7	Parent and Family Supports and Resources Title I Funding Allocation: No additional site Title I finding has been allocated for this strategy. LCAP 5.7 Parent and Family Supports and Resources: No additional site LCFF is being allocated for this strategy.			
5.1.8	Enhancing School Engagement and Attendance for Students with Disabilities Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 5.8 Enhancing School Engagement and Attendance for Students with Disabilities: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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 the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Goal 6.1

Goal #	Description
Goal 6.1	By May, 2025, Elmwood will reduce the achievement gap between all students and African American/Black students by decreasing racial tension from 45% to 35% as measured on the school climate survey question, "There is a lot of racial tension at my school between different cultures, races, or ethnicities." providing a positive learning environment that embraces their history and culture. Furthermore, we will measure their academic progress in ELA and math as measured by the iReady Fall to Spring diagnostic assessments with an overall increase of 1 grade level in both areas.

Identified Need

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

Consistent utilization and standards aligned evidence of planning of district adopted curriculum.

Struggling readers in grades TK-8 impact their overall understanding of core content in math, ela, science, social studies

We need to follow through with calendared events, or activities organized for the year. Goal will be to offer 1-2 events or activities per week.

Increase and sustain parent participation rate from 10 to 20.

Continue with empathy building forums in all grades. Continue with Challenge Day for incoming 7th graders and students who did not attend CD this year.

Training in Trauma Response, Restorative Practice and other applicable classroom management topics for ALL staff members including teachers.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Fall to Spring Diagnostic Assessments	2+ more years below grade level.	Increase 1 grade level band in ELA and math by May 2025.
School Climate Surveys: Panorama and Healthy Schools	A high number of students believe there is a lot of tension between different cultures, races and ethnicities, or 45% compared to 41% last year. (Goal Not Met).	We will decrease the number of students that believe there is a lot of tension between different cultures, races, and ethnicities by 10% or 35%.

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

Strategies/Activities Table

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures	Funding Source(s)
6.1.1	Student Achievement Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.1 Student Achievement Plan: No additional site LCFF is being allocated for this strategy.			
6.1.2	Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA) Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA): No additional site LCFF is being allocated for this strategy.			
6.1.3	Educator Gap Equity Plan Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.3 Educator Gap Equity Plan: No additional site LCFF is being allocated for this strategy.			

| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy

We will provide Non-Instructional Materials and Instructional Materials such as culturally responsive books that portray diverse and positive representations of African American life and culture. We will choose books by African American Black authors and include non fiction as well as fiction books about African American Blacks for parent and student involvement activities, such as Black Literacy Night. A Black Literacy Night will be offered where reading and writing strategies are provided to parents to implement at home. These materials will be essential to provide hands-on activities for our families to learn together alongside their children and build a community of learning.

Title I Funding Allocation:
Books - $1,200
Non Instructional Materials - $300
Teacher Additional Comp - $1,500

LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy:
No additional site LCFF is being allocated for this strategy. | African American | $300

$1,200

$1,500 | 3010 - Title I

3010 - Title I

3010 - Title I |

6.1.5	BSAP Community Partnerships	African American	$5,000	3010 - Title I
	By May, 2025, Elmwood will reduce racial tension from 45% to 35% as measured on the school climate survey question, "There is a lot of racial tension at my school between different cultures, races, or ethnicities." providing a positive learning environment that embraces their history and culture.		$5,000	3010 - Title I
	Consultant David Heredia Heroes of Color promotes inclusive and to empower people of color through the power of art. He will guide us through PD that provides cultural awareness through art and literature. This program teaches students how to use animation to tackle social and global issues. This hour long presentation will be delivered to students and teachers in grades TK-6 where students will be able to select a super hero and elaborate on their drawings. They will then write about super powers their hero's possess. The learning outcome will be that students will be able to conclude that their traits can benefit the human race.			
	Through Prop 28 funds, we will continue to explore working with Mr. Heredia through his Junior Arts program called Jr. Artepreneurs over a 6 -8 week workshop where students produce their own art. The Jr. Artepreneurs will also learn about the business aspects of being an artist and how to sell their own art pieces. The outcome of this program is to boost our students' self confidence, discover their own talents as they infuse concepts of marketing and the lens of seeing themselves through representation of being children of color whether black, brown, or white.			
	Brandon Leake, one of SUSD former students, will lead us through a day of assemblies and follow up workshops with our middle schoolers. At the end of the week, student will have an opportunity to participant in an open mic forum. They will explore the			
	Title I Funding Allocation: Consultant David Heredia Heros of Color - $5,000 Consultant Brandon Leake - $5,000			
	LCAP 6.5 BSAP Community Partnerships: No additional site LCFF is being allocated for this strategy.			

6.1.6	Development of an African American Studies Course Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.6 Development of an African American Studies Course: No additional site LCFF is being allocated for this strategy.			
6.1.7	BSAP School Climate & Wellness Personnel Support Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.7 BSAP School Climate & Wellness Personnel Support No additional site LCFF is being allocated for this strategy.			
6.1.8	BSAP Community -Based Safety Pilots Title I Funding Allocation: No additional site Title I funding has been allocated for this strategy. LCAP 6.8 BSAP Community-Based Safety Pilots: No additional site LCFF is being allocated for this strategy.			

Annual Review

SPSA Year Reviewed: 2023-2024
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

An Analysis of how this goal was carried out in the previous year.

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 the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Budget Summary

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

Budget Summary Table

Description	Amount
Total Funds Provided to the School Through the ConApp	$270,159.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$375,539.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)
3010 - Title I	$266,086.00
3010 - Title I - Parent	$4,073.00

Subtotal of additional federal funds included for this school: $270,159.00

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

State or Local Programs	Allocation ($)
0100 - LCFF/S&C (site)	$105,380.00

Subtotal of state or local funds included for this school: $105,380.00

Total of federal, state, and/or local funds for this school: $375,539.00

Addendums

2024-25 School Plan for Student Achievement
Recommendations and Assurances

Site Name: **Elmwood**

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

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to materials changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC completed an Annual Evaluation/Review of the 2023-24 SPSA for overall effectiveness towards goals and identified possible modifications to consider as a result of the analysis.

09/26/24
Date of Meeting

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

English Learner Advisory Committee

09/25/24
Date of Meeting

5. The SSC reviewed the content requirements for school plans of programs included in the 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.
6. 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.

2024-25 SPSA was adopted by the SSC at a public meeting on **11/07/24**
Date of Meeting

(Optional)
Other committees included in the Comprehensive Needs Assessment and SPSA review include:

Staff Meeting   **10/15/24**

Committee   Date of Meeting

Attested:

Dara Dalmau   _Dan_ (signature)   **12/04/24**

Typed Name of School Principal   Signature of School Principal   Date

Elmwood Elementary

Explore the performance of Elmwood Elementary under California's Accountability System.

Chronic Absenteeism	Suspension Rate	English Learner Progress	English Language Arts
Yellow	Red	Green	Orange

Mathematics
Yellow
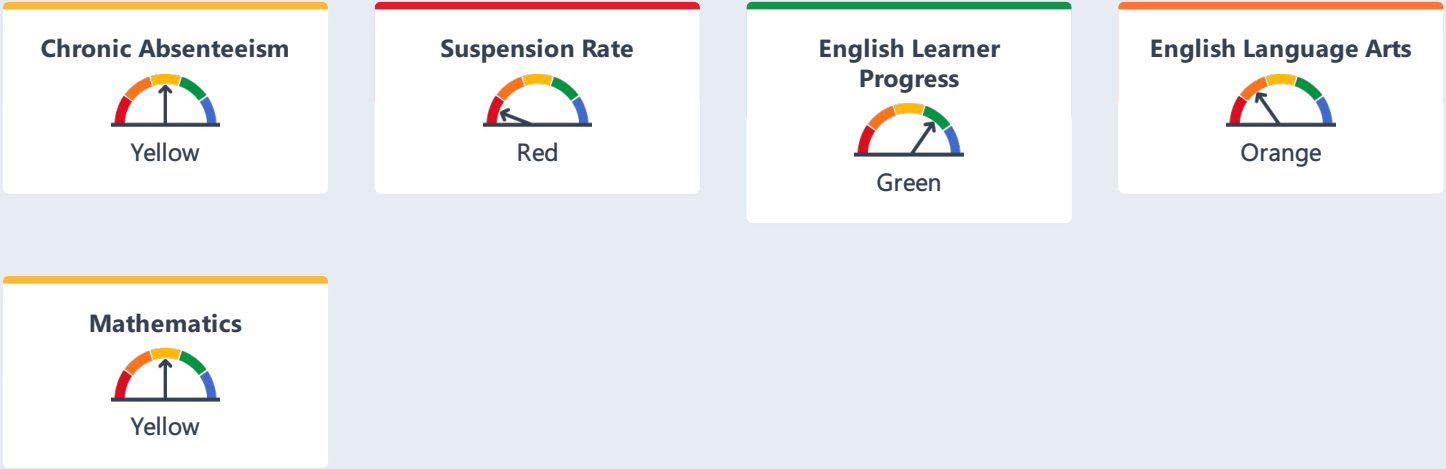
School Details

NAME	ADDRESS	WEBSITE	GRADES SERVED
Elmwood Elementary	840 South Cardinal Avenue Stockton, CA 95215-6026	N/A	K-8

CHARTER	DASHBOARD ALTERNATIVE SCHOOLS STATUS
No	No

Student Population

Explore information about this school's student population.

Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
675	79.6%	31.7%	0.3%

Academic Performance

View Student Assessment Results and other aspects of school performance.

LEARN MORE
English Language Arts

Orange

66.1 points below standard

Maintained 1.4 Points

EQUITY REPORT
Number of Student Groups in Each Level

3	2	0
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE
Mathematics

Yellow

91.9 points below standard

Increased 10.2 Points ▲

EQUITY REPORT
Number of Student Groups in Each Level

0	4	1
Red	Orange	Yellow

0	0
Green	Blue

LEARN MORE
English Learner Progress

Green

57.2% making progress

Maintained 1.8%

Academic Engagement

See information that shows how well schools are engaging students in their learning.

LEARN MORE
Chronic Absenteeism

Yellow

37.2% chronically absent

Declined 7.7% ▼

EQUITY REPORT
Number of Student Groups in Each Level

0	2	3
Red	Orange	Yellow

0	0
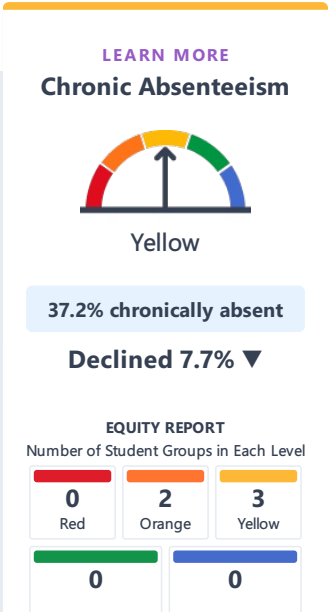
Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Suspension Rate

Red

9% suspended at least one day

Increased 1.8% ▲

EQUITY REPORT
Number of Student Groups in Each Level
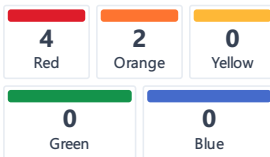
4	2	0
Red	Orange	Yellow

0	0
Green	Blue

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

Explore 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.

All Students

Orange

66.1 points below standard

Maintained 1.4 Points

Number of Students: 451

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

Orange

Hispanic

White

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

African American
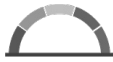
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

74.7 points below standard

Number of Students: 11

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless
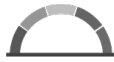
No Performance Color

108.2 points below standard

Declined 12.7 Points ▼

Number of Students: 23

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Red

80.2 points below standard

Maintained 2.4 Points

Number of Students: 153

Socioeconomically Disadvantaged

Red

71.1 points below standard

Maintained 2.9 Points

Number of Students: 360

Students with Disabilities

Red

143.6 points below standard

Maintained -1.7 Points

Number of Students: 36

Hispanic

Orange

65.1 points below standard

Maintained -1 Points

Number of Students: 385

White

Orange

82.9 points below standard

Increased 12.4 Points ▲

Number of Students: 45

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	67.5 points below standard	66.1 points below standard

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in English Language Arts.

Current English Learners

107.1 points below standard

Increased 18.8 Points ▲

Number of Students: 117

Recently Reclassified English Learners

7.4 points above standard

Increased 25.1 Points ▲

Number of Students: 36

English Only

80.7 points below standard

Maintained -0.7 Points

Number of Students: 196

Mathematics

All Students

Explore 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.

All Students

Yellow

91.9 points below standard

Increased 10.2 Points ▲

Number of Students: 451

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

English Learners

Socioeconomically Disadvantaged

Students with Disabilities

White

Yellow

Hispanic

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

○ ● ○ ○ ○ ○

African American

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

71.7 points below standard

Number of Students: 11

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Homeless

No Performance Color

141.1 points below standard

Declined 13.2 Points ▼

Number of Students: 23

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

English Learners

Orange

96.6 points below standard

Increased 13 Points ▲

Number of Students: 153

Socioeconomically Disadvantaged

Orange

96.7 points below standard

Increased 8.7 Points ▲

Number of Students: 360

Students with Disabilities

Orange

151.4 points below standard

Increased 6.3 Points ▲

Number of Students: 36

White

Orange

105.7 points below standard

Increased 19.3 Points ▲

Number of Students: 46

Hispanic

Yellow

93.2 points below standard

Increased 5.2 Points ▲

Number of Students: 385

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2022	2023
All Students	102.1 points below standard	91.9 points below standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, Recently Reclassified English learners (within the prior four years), and English Only students in mathematics.

Current English Learners

115.8 points below standard

Increased 23 Points ▲

Number of Students: 117

Recently Reclassified English Learners

34.3 points below standard

Increased 31.7 Points ▲

Number of Students: 36

English Only

105.1 points below standard

Increased 7.1 Points ▲

Number of Students: 196

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

LEARN MORE
English Learner Progress

Green

57.2% making progress towards English language proficiency

Maintained 1.8%

Number of EL Students: 173

Student English Language Acquisition Results
Summative ELPAC

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.

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

Explore 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. Additional information on the counts and reasons for absences can be found on DataQuest on the Absenteeism by Reason reports: https://dq.cde.ca.gov/dataquest/DQCensus/AttAbsByRsn.aspx?agglevel=School&cds=39686766042550&year=2022-23

All Students

Yellow

37.2% chronically absent

Declined 7.7% ▼

Number of Students: 733

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

No Student Groups

Orange

Students with Disabilities

White

Yellow

English Learners

Hispanic

Socioeconomically Disadvantaged

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Foster Youth

Homeless

Two or More Races

African American

No Performance Color

63.6% chronically absent

Number of Students: 11

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Asian

No Performance Color

30.8% chronically absent

Increased 12% ▲

Number of Students: 26

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Homeless

No Performance Color

63.6% chronically absent

Increased 1.6% ▲

Number of Students: 33

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Students with Disabilities

Orange

40.3% chronically absent

Declined 7.4% ▼

Number of Students: 62

White

Orange

59.7% chronically absent

Declined 1.6% ▼

Number of Students: 67

English Learners

Yellow

30.5% chronically absent

Declined 8.1% ▼

Number of Students: 236

Hispanic

Yellow

34.4% chronically absent

Declined 8.9% ▼

Number of Students: 619

Socioeconomically Disadvantaged

Yellow

39.6% chronically absent

Declined 6.6% ▼

Number of Students: 594

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students
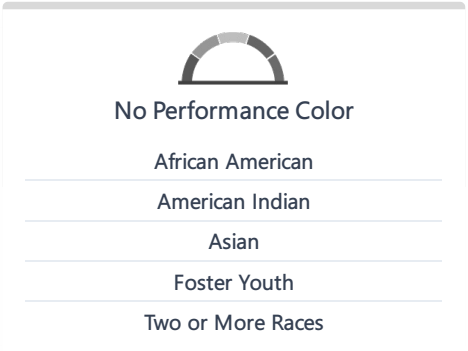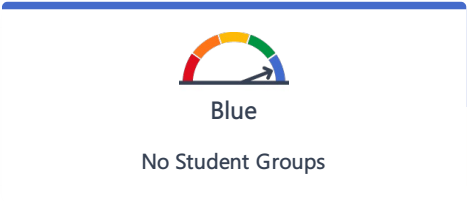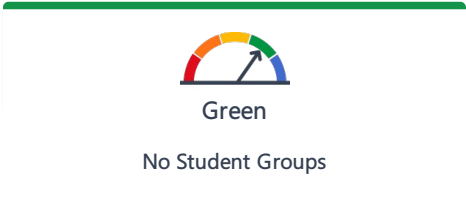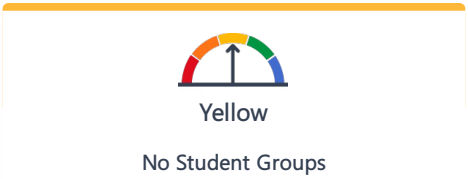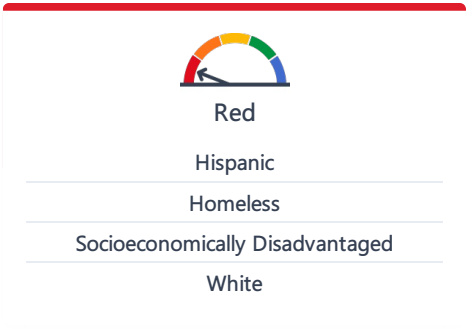
Explore information about the percentage of students in kindergarten through grade 12 who have been suspended for at least one aggregate day in a given school year. Students who are suspended multiple times or for multiple days are only counted once.
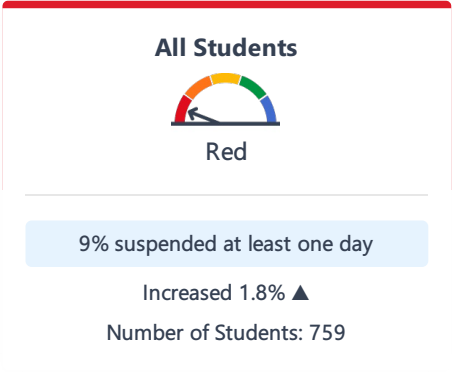
All Students

Red

9% suspended at least one day

Increased 1.8% ▲

Number of Students: 759

Student Group Details

All Student Groups by Performance Level

11 Total Student Groups

Red

Hispanic

Homeless

Socioeconomically Disadvantaged

White

Orange

English Learners

Students with Disabilities

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

American Indian

Asian

Foster Youth

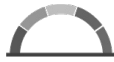Two or More Races

African American

No Performance Color

9.1% suspended at least one day

Number of Students: 11

American Indian

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

Asian

No Performance Color

11.5% suspended at least one day

Increased 11.5% ▲

Number of Students: 26

Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 4

Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

Hispanic

Red

8% suspended at least one day

Increased 1.3% ▲

Number of Students: 638

Homeless

Red

19.4% suspended at least one day

Increased 16.1% ▲

Number of Students: 36

Socioeconomically Disadvantaged

Red

9.2% suspended at least one day

Increased 1.8% ▲

Number of Students: 617

White

Red

15.1% suspended at least one day

Increased 4.1% ▲

Number of Students: 73

English Learners

Orange

5.7% suspended at least one day

Maintained -0.1%

Number of Students: 245

Students with Disabilities

Orange

10.4% suspended at least one day

Declined 3% ▼

Number of Students: 67

Suspension Rate By Year

Percentage of students who were suspended.

	2022	2023
Suspension Rate	7.2%	9%

Acronyms and Initialisms

Commonly used acronyms and initialisms list (August 2021) used by the California Department of Education (CDE).

A

Acronym	Description
AB	Assembly Bill
ACE	American Council on Education (Outside CDE Source)
ACSA	Association of California School Administrators (Outside CDE Source)
ACT	American College Testing (Outside CDE Source)
ADAD	Assessment Development and Administration Division – CDE
AID	Audits and Investigations Division – CDE
AIECE	American Indian Early Childhood Education
AMARD	Analysis, Measurement, and Accountability Reporting Division – CDE
AP	Advanced Placement
API	Academic Performance Index
ARP	American Rescue Plan Act of 2021 (Stimulus 3)
APR	Accountability Progress Reporting
ATSI	Additional Targeted Support and Improvement
AVID	Advancement Via Individual Determination

B

Acronym	Description
BTSA	Beginning Teacher Support and Assessment

C

Acronym	Description
CAASFEP	California Association of Administrators of State and Federal Education Programs (Outside CDE Source)
CAASPP	California Assessment of Student Performance Data System
CABE	California Association of Bilingual Education (Outside CDE Source)
CALPADS	California Longitudinal Pupil Achievement Data System
CalSTRS	California State Teachers' Retirement System (Outside CDE Source)
CalWORKS	California Work Opportunity and Responsibility to Kids

CARES	[Coronavirus Aid, Relief, and Economic Security Act (Stimulus 1)](#)
CARS	[Consolidated Application and Reporting System](#)
CASBO	[California Association of School Business Officials](#) (Outside CDE Source)
CBEDS	[California Basic Educational Data System](#)
CBEST	[California Basic Educational Skills Test](#) (Outside CDE Source)
CCC	[California Community Colleges](#) (Outside CDE Source)
CCCCO	[California Community Colleges Chancellor's Office](#) (Outside CDE Source)
CCEE	[California Collaborative for Educational Excellence](#) (Outside CDE Source)
CCI	[College/Career Indicator](#)
CCR	[California Code of Regulations](#)
CCSESA	[California County Superintendents Educational Services Association](#) (Outside CDE Source)
CCSS	[Common Core State Standards](#)
CCSSO	[Council of Chief State School Officers](#) (Outside CDE Source)
CCTD	[Career and College Transition Division](#) – CDE
CDC	[Centers for Disease Control and Prevention](#) (Outside CDE Source)
CDE	[California Department of Education](#)
CDS Code	[County/District/School Code](#)
CEI	[Community Engagement Initiative](#) (Outside CDE Source)
CFIRD	[Curriculum Frameworks, and Instructional Resources Division](#) – CDE
CFR	[Code of Federal Regulations](#) (Outside CDE Source)
CFT	[California Federation of Teachers](#) (Outside CDE Source)
CHKRC	[California Healthy Kids Resource Center](#) (Outside CDE Source)
CHKS	California Healthy Kids Survey
CHSPE	[California High School Proficiency Examination](#)
CLAD	[Crosscultural, Language, and Academic Development](#) (Outside CDE Source)
CMD	[Clearinghouse for Multilingual Documents](#)
CMT	[California Department of Education Monitoring Tool](#)

CNIPS	Child Nutrition Information Payment System
COE	County Office of Education
CPS	Child Protection Services
CSB	California School for the Blind
CSBA	California School Boards Association (Outside CDE Source)
CSEA	California State Employees Association (Outside CDE Source)
CSI	Comprehensive Support and Improvement
21CSLA	21st Century California School Leadership Academy
CSU	California State University (Outside CDE Source)
CTA	California Teachers Association (Outside CDE Source)
CTC	Commission on Teacher Credentialing (Outside CDE Source)
CTE	Career Technical Education
CYA	California Youth Authority (Outside CDE Source)

D

Acronym	Description
Dashboard	California School Dashboard
DASS	Dashboard Alternative School Status
DHCS	Department of Health Care Services
DOF	Department of Finance (Outside CDE Source)
DOL	U.S. Department of Labor (Outside CDE Source)
DSS	Department of Social Services (Outside CDE Source)

E

Acronym	Description
EANS	Emergency Assistance to Non-public schools
EC	Education Code (Outside CDE Source)
ED	U.S. Department of Education (Outside CDE Source)
EDGAR	Education Department General Administrative Regulations (Outside CDE Source)
EDMD	Educational Data Management Division – CDE
EEED	Educator Excellence and Equity Division – CDE
EL	English learner

ELA	English-language Arts
ELCD	[Early Learning and Care Division](#) – CDE
ELD	[Expanded Learning Division](#) – CDE
ELPAC	[English Language Proficiency Assessments for California](#)
ELPI	[English Learner Progress Indicator](#)
EL Roadmap	[English Learner Roadmap Policy](#)
ELSB	[Early Literacy Support Block](#)
ELSD	[English Learner Support Division](#) – CDE
ESEA	[Elementary and Secondary Education Act of 1965](#) (Outside CDE Source)
ESSA	[Every Student Succeeds Act](#)
ESSER	[Elementary and Secondary School Emergency Relief Fund](#)
ETS	[Educational Testing Service](#) (Outside CDE Source)
EWIG	[Educator Workforce Investment Grant](#)

F

Acronym	Description
FASD	[Fiscal and Administrative Services Division](#)
FM	Fiscal Monitoring
FPM	[Federal Program Monitoring](#)
FRPM	Free or Reduced-Priced Meals
FTE	Full-time Equivalent
FY	Fiscal Year
FYS	[Foster Youth Services](#)

G

Acronym	Description
GAD	[Government Affairs Division](#) – CDE
GATE	[Gifted and Talented Education](#)
GED	[General Educational Development Test](#)

Acronym	Description
GEER	Governor's Emergency Education Relief Fund
GL	General Ledger
GMART	Grant Management and Reporting Tool
GPA	Grade Point Average

H

Acronym	Description

I

Acronym	Description
IB	International Baccalaureate
IDEA	Individuals with Disabilities Education Act (Outside CDE Source)
IEP	Individualized Education Program
IS	Independent Study
ISSPO	Integrated Student Support and Programs Office

J

Acronym	Description

K

Acronym	Description

L

Acronym	Description
LAC	Legal, Audits, and Compliance Branch
LASSO	Local Agency Systems Support Office
LCAP	Local Control and Accountability Plan
LCFF	Local Control Funding Formula
LEA	Local Educational Agency
LTEL	Long-term English Learner

M

Acronym	Description

MSD	Multilingual Support Division – CDE
MTSS	Multi-tiered System of Support (Outside CDE Source)

N

Acronym	Description
NBCT	National Board Certified Teacher
NCBE	National Clearinghouse for Bilingual Education
NCLB	No Child Left Behind Act of 2001
NEA	National Education Association (Outside CDE Source)
NGSS	Next Generation Science Standards (Outside CDE Source)
NPS	Non-Public School
NSBA	National School Boards Association (Outside CDE Source)
NSD	Nutrition Services Division – CDE

O

Acronym	Description
OMB	Office of the Management and Budget
OSE	Office of the Secretary of Education (Outside CDE Source)
OSHA	Occupational Safety and Health Administration (Outside CDE Source)

P

Acronym	Description
PCA	Program Cost Account
PFT	Physical Fitness Testing
PSAT	Preliminary Scholastic Achievement Test (Outside CDE Source)
PTA	Parent Teacher Association (State) (Outside CDE Source)

Q

Acronym	Description

R

Acronym	Description
RFA	Request for Applications
RFP	Request for Proposals

ROCP	Regional Occupational Centers and Programs

S

Acronym	Description
SACS	Standardized Account Code Structure
S and C Funds	Supplemental and Concentration Funds
SARB	School Attendance Review Board
SARC	School Accountability Report Card
SASD	Student Achievement and Support Division – CDE
SAT	Scholastic Achievement Test
SB	Senate Bill
SBE	State Board of Education
SBP	School Breakfast Program
SCO	State Controller's Office
SCOE	Sacramento County Office of Education
SDAIE	Specially Designed Academic Instruction in English
SDC	Special Day Class
SEA	State Educational Agency
SED	Special Education Division – CDE
SELPA	Special Education Local Plan Area
SELPA Content Leads	SELPA Content Leads https://www.cde.ca.gov/fg/fo/r18/selpacontentlead18rfa.asp
SES	Supplemental Educational Services (Outside CDE Source)
SFSD	School Fiscal Services Division
SIG	School Improvement Grant
SIL	SELPA Systems Improvement Leads (Outside CDE Source)
SNP	School Nutrition Program
SnS	Supplement not Supplant
SpED	Special Education
SPSA	School-Plan for Student Achievement
SSC	Schoolsite Council

SSD	Single School District
SSI	School Support and Improvement
SSID	Statewide Student Identifier
SSO	(Statewide) System of School Support
SSPI	State Superintendent of Public Instruction
SSSSD	State Special Schools and Services Division
STAR	Standardized Testing and Reporting Program
STEM	Science, Technology, Engineering, and Mathematics
SWD	Students with Disabilities
SWP	Schoolwide programs

T

Acronym	Description
T5	Title 5, California Code of Regulations
TA	Technical Assistance
TAS	Targeted School Assistance
TSD	Technology Services Division
TSI	Targeted Support and Improvement
TUPE	Tobacco-Use Prevention Education

U

Acronym	Description
UC	University of California (Outside CDE Source)
UCOP	University of California Office of the President (Outside CDE Source)
UCP	Uniform Complaint Procedures
UGG	Uniform Grant Guidance
USDA	U.S. Department of Agriculture (Outside CDE Source)

V

Acronym	Description
VAPA	Visual and Performing Arts

W

Acronym	Description
WASC	[Western Association of Schools and Colleges](#) (Outside CDE Source)
WestEd	[WestEd](#) (Outside CDE Source)
WIC	[Women, Infants, and Children](#) (Outside CDE Source)

X, Y, Z

Acronym	Description
YRE	[Year-round Education](#)

Questions: Felicia Novoa | fnovoa@cde.ca.gov