# 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 |
|---|---|---|---|
| **Spanos Elementary** | 396867660118752 | 11/07/2024 | 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 consolidated 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 Spanos' 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**

Spanos 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 Spanos' goals and strategies would be for the coming year.

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

- March 14th, 2024
- April 18th, 2024
- November 7, 2024

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

Title 1 Parent Meeting last year, August 28, 2023

- Title 1 Parent Meeting, August 29, 2024
- Monthly Coffee Hour on 4/26/24
- English Language Advisory Committee on 4/26/24
- English Language Advisory Committee on 9/27/24

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

- Faculty Meeting on 3/5/24, 4/2/24
- Leadership Meeting on 4/25/24
- Faculty Meeting on 9/15/24, 10/1/24

# 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 Spanos, the student groups identified for Differentiated Assistance are performing 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** | 101 points below standard (red) | 108.2 points below standard (red) | 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 | population too small, no indicator | X | X | N/A |
| **Students with Disabilities** | 155.3 points below standard (red) | 165.5 points below standard (red) | 3% 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 |

**Statement on Resource Inequities at Spanos Elementary School**

At Spanos Elementary School, the persistent resource inequities impacting students are deeply concerning. These disparities hinder the academic and personal growth of some of our most vulnerable students and highlight a critical need for action.

These inequities are often a direct result of systemic challenges, including insufficient access to specialized instructional supports, limited professional development for educators to address diverse needs, and inadequate funding for essential services like language development programs.

To address these inequities, we must advocate for:

1. High-quality instructional materials, assistive technologies, and interventions tailored to individual student needs.
2. Ongoing professional development opportunities focused on differentiated instruction, culturally responsive teaching, and inclusive practices.
3. Enhanced communication and support to empower families in advocating for their children and participating meaningfully in their educational journeys.
4. Regular monitoring of resource allocation and student progress to ensure equity goals are being met and adjusted as necessary.

Every child deserves the opportunity to thrive academically and socially, regardless of their background or abilities. At Spanos Elementary, we work to create a learning environment that honors the potential of all students and sets them on a path to success.

# 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), I-Ready 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** | 73.5 points below standard (red) | 89.3 points below standard (orange) | 1.9% suspended at least one day (orange) | | | |
| **Foster Youth** | | | | | | |
| **English Learner** | 101 points below standard (red) | 108.2 points below standard (red) | 0.8% suspended at least one day (green) | | | |
| **Long Term English Learner** | | | | | | |
| **Homeless Youth** | | | | | | |
| **Socioeconomically Disadvantaged** | 75.4 points below standard (red) | 91.9 points below standard (orange) | 2% suspended at least one day (orange) | | | |
| **Student with Disabilities** | 155.3 points below standard (red) | 165.6 points below standard (red) | 3% suspended at least one day (orange) | 32.8% chronically absent (orange) | | |
| **African American** | | | | | | |
| **American Indian/ Alaskan Native** | | | | | | |
| **Asian** | | | | | | |
| **Filipino** | | | | | | |
| **Hispanic** | 73.4 points below standard (red) | 89.3 points below standard (orange) | 1.1% suspended at least one day (orange) | | | |
| **Two or More Races** | | | | | | |
| **Pacific Islander/ Native Hawaiian** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **White** | | | | | | |

No major gaps were observed between student groups on the CA Dashboard Indicators for Spanos School.

Trend data was also reviewed year over year which resulted in observing a decline in ELA results while English Learner and Math results were maintained. 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 ELA  as an area of focus for this 2024-2025 school year due to the low score as well as the decline for the 22-23 school year. When using the 5 Why's technique to analyze the decline in ELA performance, we discovered the following strategies to support schoolwide improvement:

- Intervention block implementation
- School-wide SIPPS instruction
- Professional development to include best practice instructional strategies

# 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 | ELA: Mid-year 2024-25, per I-Ready Diagnostic 2 Winter 2024-25 Report results, the percentage of students who are on grade-level will increase by 5%<br><br>Math: Mid-year 2024-25, per I-Ready Diagnostic 2 Winter 2025 Report results, the percentage of students who are on grade-level will increase by 5%<br><br>ELA:  End of year 2024-25, per I-Ready Diagnostic 3 Spring 2025 report results, the percentage of student who have met their growth goals will increase by 5%<br><br>Math:  End of year 2024-25, per I-Ready Diagnostic 3 Spring 2025 report results, the percentage of student who have met their growth goals will increase by 5%<br><br>EL: By EOY 2025, per ELPAC, the number of students who reclassify will increase by 3%. |

## 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.

Targeted and differentiated professional development opportunities are needed to increase effectiveness of both Tier 1 instruction and Tier 2/3 intervention. Training will provide additional implementation of strategies to address the needs of all student subgroups. Time for training, collaboration, and planning are necessary.

Tier 3 intervention support in reading is required for 46% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Tier 3 intervention support in math is required by 34% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

There has been an increase in citations for "caused, attempted or threatened physical injury" (48% of all referrals).

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
| Percentage of students on grade level | ELA 30% Math 30% | ELA 35% Math 35% |
| Percentage of students meeting growth goal: | ELA 62.3% Math 56.5% | ELA 67.3% Math 61.5% |
| Number of student reclassifying to Fluent English Proficiency | RFEP rate: | RFEP rate: |

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<br><br>Provide students with access to hands on project-based learning connecting them to opportunities supporting the College and Career Readiness Program. 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.<br><br>Providing students with virtual or in-person opportunities to attend hands-on learning experiences to supplement core instruction and promotion of college/ career readiness through field trips (Zoos like Micke Grove, Oakland, Sacramento, San Francisco, Local Farms, Science Museums, Modesto Junior College, Science related, Wow Museum, Planetarium, Fog Willow Farm, Animal related, Valley Days at San Joaquin Historical Museum, AgVenture at County Fairgrounds, San Jose Exploratorium, San Francisco Exploratorium, Science Museum in Sacramento, Sonoma Mission, General Vallejo's Home, Stockton Children's Museum, Destination Space Exhibit, Chabot Space and Science Center in Oakland, San Jose Tech Museum, Science Camp for 5th Graders, Haggin Museum, Outdoor Education. Guest speakers (Gold Rush, Ancient Artifacts, Jose Hernandez, Star Lab), etc.<br><br>Title I Funding Allocation:<br>Transportation:  $10,000<br>Student Fees: $1,565<br><br>LCAP 1.1 Career & Technical Education:<br>No additional site LCFF is being allocated for this strategy. | All Students | $10,000<br><br>$1,565 | 3010 - Title I<br><br>3010 - Title I |
| 1.1.2 | College Readiness<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.2 College Readiness:<br>No additional site LCFF is being allocated for this strategy. | | | |

| | | | | |
|---|---|---|---|---|
| 1.1.3 | A-G High School Courses<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.3 A-G High School Courses:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 1.1.4 | Bilingual Instructional Support<br><br>English Learner Support:<br>Provide in class, small group instruction in Reading and Math for EL students and EO students with unfinished learning.<br><br>Bilingual Assistant (District Funded) - Will provide preview/review of classroom instruction, provide Spanish language support, and provide small group instruction for designated English Learners.<br><br>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.<br><br>Metrics for Progress Monitoring: Informal Observation/Data (Level of student engagement, SIPPS Placement and Mastery, etc.).<br><br>Title I Funding Allocation:<br>No additional site Title I is being allocated for this strategy.<br><br>LCAP 1.4 Bilingual Instructional Support:<br>No additional site LCFF is being allocated for this strategy. | English Learners | | |
| 1.1.5 | English Learner Professional Development<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.5 English Learner Professional Development:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 1.1.6 | English Learner Programs and Supports | English Learners, All Students | $21,600 | 3010 - Title I |
| | Provide in class, small group instruction in Reading and Math for EL students with unfinished learning. | | $16,200 | 3010 - Title I |
| | Two Instructional Assistants (.4375 FTE) - Will work in the primary classrooms to provide Tier 3 support with small groups of students who have unfinished learning; phonics, phonemic awareness, sight words, reading, etc. SIPPS supplemental program will be utilized. Two Instructional Assistant will provide support 3.5 hrs./day | | | |
| | Metrics for Progress Monitoring: Informal Observation/Data (Level of student engagement, SIPPS Placement and Mastery, etc.). | | | |
| | Title I Funding Allocation: Instructional Assistant #1 Salary & Benefits Compensation:  $21,600 Instructional Assistant #2 Salary & Benefits Compensation:  $16,200 | | | |
| | LCAP 1.6 English Learner Programs and Supports: No additional site LCFF is being allocated for this strategy. | | | |

| 1.1.7 | Teacher Collaboration, Professional Development, & Academic Support | All Students | $20,000 | 3010 - Title I |
|---|---|---|---|---|
| | Provide teachers with professional learning and collaboration opportunities to support High-quality First Instruction:<br>*Training on Effective Instructional strategies to include workshops and training sessions.<br>*Consultants such as I-Ready, LETRS, AtoZ, CORE, Solution Tree, etc. will be hired to facilitate trainings.<br><br>Substitutes will be hired 1 day per trimester to provide coverage for teachers to attend targeted PD/collaboration on-site.<br><br>Leadership Team will be trained after school for 2 hours each month; (5 teachers, 1 coach, 1 program specialist) to support professional development.<br><br>Teacher Additional Comp Pay Calculation<br>7 staff members X 18 hours X rate of pay<br><br>Release time for peer observation and feedback.  Substitutes will be hired 8 days during the year to provide coverage for teachers to visit each other's classrooms (1-2 hours per trimester) to observe, gather insight, and provide constructive feedback.<br><br>Substitute pay calculation<br>1 substitute x 8 days<br><br>Metrics for Progress Monitoring: Informal Observation/Data (Percent of teachers completing PD, Classroom evidence of focus strategy, Level of student engagement, CORE action walks, etc.).<br><br>Title I Funding Allocation:<br>Consultants: $20,000<br>Substitute Teacher: $929<br><br>LCAP 1.7 Teacher Collaboration, Professional Development, & Academic Support<br>Teacher Additional Comp: $7,560<br>Substitute Teacher:  $10,800 | | $10,800<br><br><br>$7,560<br><br><br>$929 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>3010 - Title I |

| | | All Students | $10,000 | 3010 - Title I |
|---|---|---|---|---|
| 1.1.8 | School Site Administrators Leadership Professional Development<br><br>Increase and/or improve unduplicated 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.<br><br>Conference attendance for facilitators in training and implementation of strategies for behavior and attendance.  Possible conferences: California Association of Supervisors of Child Welfare and Attendance (CASCWA), Positive Behavior Intervention and Support (PBIS), CharacterStrong.<br><br>Title I Funding Allocation:<br>Conference - Administrators: $10,000<br><br>LCAP 1.8 School Site Administrators Leadership Professional Development:<br>No additional site LCFF is being allocated for this strategy. | All Students | $10,000 | 3010 - Title I |
| 1.1.9 | Professional Learning Community Implementation, Professional Learning & Curriculum Implementation<br><br>Provide teachers with professional learning and collaboration opportunities to support High-quality First Instruction as well as tiered intervention.<br><br>Professional Learning Community Consultant training and collaboration will occur at least four times per year to support both teachers and leadership in high-quality first instruction and tiered intervention.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.9 Professional Learning Community Implementation, Professional Learning & Curriculum Implementation:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |

| 1.1.10 | Data Analysis and Evaluation | | | |
|---|---|---|---|---|
| | 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.<br><br>Program Specialist (District Funded)<br>Program Specialist will support the following:<br>1. Identify students for Reading intervention<br>2. Identify students for Math intervention<br>3. Provide targeted support for students with unfinished learning<br>4. Assist with assessments and monitoring<br>5. Ongoing placement and movement from Tier 1, 2,3 as necessary<br>6. Schedule bilingual staff with classrooms<br>7. Monitor logs & instruction of the staff<br>8. Support instructional strategies implemented by the aides<br><br>Program Specialist will provide the following:<br>1. Sort, distribute, read, sign EL/RFEP Monitoring Forms<br>2. Duplicate, sort, notify collect, forward, file RFEP parent Notification forms<br>3. ELD Designated Time: Monitor, instructional support,<br>4. EL Accumulative folders are updated with proper documents<br>5. Coaching & support of Instructional practices specific to EL learners<br>6. ELPAC: Train staff on test administration, Proctor & Administer Test<br>7. CAASPP: Train staff on Test administration, proctor, organize master test schedule, Parent Notification of test<br>8. CAASPP: Test Security Affidavits, TOMS access & support, IEP/504 Accommodations verifications & input to Illuminate<br>9. CAASPP: IAB & Digital Library support with teachers and in the classroom<br><br>Metrics for Progress Monitoring: Informal Observation/Data, SIPPS Placement and Mastery, Chronic Absenteeism rate, Suspension, Climate Survey.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.10 Data Analysis and Evaluation:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 1.1.11 | Access to Foundational & Outdoor Learning Spaces<br><br>Outdoor Education/Science Camp: Students from all SUSD schools have the opportunity to attend Science Camp either at Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges. Bussing, cabin leaders, teachers, and students' fees. The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.11 Access to Foundational & Outdoor Learning Spaces:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 1.1.12 | Acceleration of Learning<br><br>Opportunities for areas of student interest will be explored and scheduled including SEL, STEAM, CTE, and PLTW.<br><br>Title I Funding Allocation:<br>Transportation: $4,000<br><br>LCAP 1.12 Acceleration of Learning:<br>No additional site LCFF is being allocated for this strategy. | All Students | $4,000 | 3010 - Title I |

| 1.1.13 | Literacy and Library Supports | All Students | $1,685 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|
| | Literacy and Reading Comprehension:<br>Students will attend the library every week, with unlimited access to check-out books, support in-classroom projects and listen to read-alouds. | | $53,000 | 3010 - Title I |
| | | | $1,500 | 3010 - Title I |
| | Library Media Assistant (.4375 FTE District Funded and 0.0625 FTE site LCFF $1,685) - Will provide student support in selecting age appropriate books and research materials to support in-class instruction. Library Media Assistant will support literacy by reading a story to classes and highlighting new authors each week. Library Media Assistant will support Kindergarten teachers with small group media support daily, for 30 minutes. | | $500 | 3010 - Title I |
| | 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. | | | |
| | Literacy Specialist (split funded; Literacy Grant Funded and site Title I) supports student literacy assists students and teachers in literacy integration and intervention.  Training, professional development, and small groups allow for Tier 2 and Tier 3 intervention with students in reading. | | | |
| | Books/Reference Materials:  Culturally responsive books will be purchased for our library, to provide our students a more inclusive reading experience, that will support in-class instruction. | | | |
| | Metrics for Progress Monitoring: Informal Observation/Data (library material circulation), increasing in reading literacy. | | | |
| | Title I Funding Allocation:<br>Literacy Specialist Salary and Benefits: $53,000<br>Books/Reference Materials: $1,500<br>Instructional Materials: $500 | | | |
| | LCAP 1.13 Literacy and Library Supports:<br>Library Media Assistant 0.0625 FTE Salary and Benefits: $1,685 | | | |

| 1.1.14 | Advancement Via Individual Determination (AVID)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.14 Advancement Via Individual Determination (AVID):<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 1.1.15 | Recapturing Learning Loss<br><br>Supplemental Programs and Intervention Resources:<br>Teachers will provide small group, Tier 2 instruction in Reading and Math on a daily basis.<br><br>Instructional Material/Supplies:<br>Instructional materials, supplies, and equipment will be purchased to supplement and enhance the core curriculum. The focus will be on soft-bound, culturally responsive, leveled books to supplement the Tier 1 instruction in the classroom, whiteboards for small group instruction and checking for understanding, math manipulatives to support struggling learners understanding of number sense concepts, and other materials and identified by teachers during the PLC collaboration.<br><br>Instructional materials/supplies will be purchased to support Tier 2 and Tier 3 instruction in ELA and Math.<br><br>Provide teachers with professional learning and collaboration opportunities to support supplementing and enhancing the core curriculum as well as tiered intervention.<br><br>During PLC collaboration, teachers will identify which supplemental instructional materials they need to best meet the needs of their students in upcoming units in ELA and Math. The effectiveness of the instruction use of supplemental instructional materials will be measured by common formative assessments.<br><br>Title I Funding Allocation:<br>Teacher PD and Collaboration:  $10,000<br>ELA & Math Instructional Materials:  $13,500.<br><br>LCAP 1.15 Recapturing Learning Loss:<br>No additional site LCFF is being allocated for this strategy. | All Students | $13,500<br><br>$10,000 | 3010 - Title I<br><br>3010 - Title I |

| 1.1.16 | Outdoor Education/Science Camp | All Students | | |
|---|---|---|---|---|
| | Students from all SUSD schools have the opportunity to attend Science Camp at either Sky Mountain Science Camp (SJCOE property) or another camp that the site arranges.  Bussing, cabin leaders, teachers, and students' fees are all provided by SUSD.  The purpose of Science Camp for all is to ensure equity for all our students, providing an opportunity for all our students to attend Science Camp and participate in the same experiences as the rest of our students.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 1.16 Outdoor Education/Science Camp:<br>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.

Strategy 1.1.1 was partially implemented. >Teachers were provided with professional learning during staff meetings, Professional Learning Community (PLC) coaching sessions, and after-school collaboration opportunities to support Tier 1 instruction were held bi-weekly. > A small number of teachers were given professional development on the iReady math program during the day. They will also be sharing with staff. >The Guiding Coalition team (leadership) was provided trainings by the District six days (three two-day sessions) and PLC coaching visits. The team then met for debriefing and planning to support professional development. (Five teachers, one program specialist, one administrator) >Substitutes were hired to provide coverage for teachers to attend targeted PD/collaboration on-site with the PLC coach. Strategy 1.1.2 was fully implemented. The Bilingual Assistant was able to provide the supports as described. Our instructional assistant effectively provided small group instruction for our primary students. Students made improvements in their letter recognition, reading fluency and sight word recognition. Strategy 1.1.3 was largely implemented. >Program Specialist until they can succeed in the teacher's tier 2 intervention or reach grade

level reading. There have 13 third and fourth graders that have "graduated" from her tier 3 support groups and now only need tier 2 support, or no extra support, in the classroom. In addition, usually we receive 2-3 newcomers a year at Spanos in grades 4th-8th. This year, we have received 17. Of those, six students do not have any L1 reading skills. Our program specialist started two differentiated 4-8th grade newcomer reading groups focusing on basic communication, learning letter names, numbers, colors, etc. Now, the students are in a SIPPS Plus groups with her or an aide. In math this year, she provided push in math intervention for 28 EL students who were not able to be rostered into a math intervention because they needed to be in ELD. >To enhance effectiveness of instruction, field trips were taken including the Sacramento Zoo, Local Farms, AgVenture, Theatre, Big Trees State Park, and others. Strategy 1.1.4 was fully and successfully implemented. Spanos has the 3rd highest circulation rate in the District. We also held a "Winter Reading Olympics" with students reading a total of 840 books. Our students visit the library every week and have access to current and relevant books including newly acquired material. Strategy 1.1.5 was implemented. Teachers provide daily, small group instruction and utilize supplemental materials to support their students. Strategy 1.1.6 was fully implemented.

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

Strategy 1: Due to limited access to substitutes, during-the-day PD or collaboration was not achieved. However time during staff meetings, and district-led PD opportunities were utilized for this purpose. Strategy 2: The Bilingual Assistant and Instructional Assistants were able to provide instructional support in small groups. The focus however, was largely on reading with a small emphasis on math. Strategy 3: Focus on intervention was mainly reading with smaller emphasis on math. Strategy 4: Was implemented as intended. Strategy 5: Tier two instruction was implemented by classroom teachers as they were able as there was not a designated intervention time in the schedule.

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.

Strategy 1: >Collaboration and professional development time will continue to be scheduled for teachers and and after-school opportunities will be added which may compensate for lack of substitutes. >Collaboration with a Literacy Coach will be scheduled for staff which will increase the ability to provide more effective instruction and intervention. Strategy 3: New equipment will continue to be purchased and installed in classrooms to enhance teaching. Strategy 5: A Literacy Coach/Reading Specialist will be hired to add support to teacher instruction and intervention.

## Goal 2.1

| Goal # | Description |
|---|---|
| Goal 2.1 | School Climate& Academic Engagement SMART Goals:<br>Spanos' suspension rate will decrease 21.43% from 14 days to 11 days, as measured by the District's Discipline Report in Spring 2025.<br><br>Spanos' Chronic Absenteeism rate will decrease 21% from 24% to 19% as measured by the District's Chronic Absenteeism report in Spring 2025. |

## 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.

Targeted and differentiated professional development opportunities are needed to increase effectiveness of both Tier 1 instruction and Tier 2/3 intervention. Training will provide additional implementation of strategies to address the needs of all student subgroups. Time for training, collaboration, and planning are necessary.

Tier 3 intervention support in reading is required for 46% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Tier 3 intervention support in math is required by 34% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Parent/school interaction is needed to increase the amount of parents who are involved with the school and student educational process.

Parent training to support adult learning is needed to increase the ability to support the school and students.

There has been an increase in citations for "caused, attempted or threatened physical injury" (48% of all referrals).

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
| Suspension Data | 14 days, Spring 2024 | 11 days, Spring 2025 |
| Chronic Abseentism Data | 24% Spring 2024 | 15% Spring 2024 |

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<br><br>Establishment of Equity Team to identify and address disparities, with the aim of creating a more inclusive school culture that supports the diverse needs of our students and staff. This effort allows the collaborative input of various stakeholders within our school community.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.1 Educational Equity, Diversity, and Inclusion:<br>Teacher Additional Comp: $1,200<br>Certificated Staff Additional Comp: $600<br>Classified Additional Comp: $400 | All Students | $1,200<br><br><br>$600<br><br><br>$400 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |
| 2.1.2 | Ethnic Studies Program<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.2 Ethnic Studies Program:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.3 | Equity and Inclusion Training and Workshops<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.3 Equity and Inclusion Training and Workshops:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.4 | Cultural Relevance, Outreach, and Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.4 Cultural Relevance, Outreach, and Support:<br>No additional site LCFF is being allocated for this strategy. | | | |

| 2.1.5 | Positive Behavior Interventions and Support (PBIS)<br><br>Increase and/or improve unduplicated 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.<br><br>Consultants such as PBIS, Character Strong, etc. will be hired to facilitate trainings.<br><br>Conference attendance for facilitators in training and implementation of strategies for behavior and attendance.  Possible conferences: California Association of Supervisors of Child Welfare and Attendance (CASCWA), Positive Behavior Intervention and Support (PBIS), CharacterStrong.<br><br>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, 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.<br><br>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program, and Interact (with Rotary) experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.<br><br>Provide incentives to student for positive behavior and attendance.<br>Monitored through school climate surveys and behavior/attendance reports.<br><br>Title I Funding Allocation:<br>Non Instructional Materials and Supplies: $1,000<br><br>LCAP 2.5 Positive Behavior Interventions and Support (PBIS):<br>Conference and Workshop: $2,000<br>Positive Behavior and Attendance Incentives: $4,000 | All Students | $2,000<br><br>$1,000<br><br>$4,000 | 0100 - LCFF/S&C (site)<br><br>3010 - Title I<br><br>0100 - LCFF/S&C (site) |

| | | | | |
|---|---|---|---|---|
| 2.1.6 | Student Assistance Program Support (SAP)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.6 Student Assistance Program Support (SAP):<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.7 | Behavior Support Services<br><br> Increase and/or improve unduplicated 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.<br><br>Consultants such as PBIS, Character Strong, etc. will be hired to facilitate trainings.<br><br>Title I Funding Allocation:<br>Consultant Fees: $5,000<br><br>LCAP 2.7 Behavior Support Services:<br>Consultant Fees: $5,000 | | $5,000<br><br>$5,000 | 3010 - Title I<br><br>0100 - LCFF/S&C (site) |
| 2.1.8 | New Teacher Training and Support<br><br>Provide additional support and training for new staff on implementation of best practices in PBIS, MTSS, and restorative practices.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.8 New Teacher Training and Support:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |

| | | | | |
|---|---|---|---|---|
| 2.1.9 | Social Service Supports for Families in Transition<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.9 Social Service Supports for Families in Transition:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.10 | Central Enrollment Direct Services to Families<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.10 Central Enrollment Direct Services to Families:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.11 | Student Attendance and Truancy<br><br>Support Tier 2 & 3 students with at risk-behavior and at-risk attendance.<br><br>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.<br><br>Provide targeted students with social and emotional resources, that positively impacts student learning through specialized support from our CARE team; counselor, CWA Liaison, Assistant Principal and Principal.<br><br>Conference attendance for facilitators in training and implementation of strategies for behavior and attendance.  Possible conferences: California Association of Supervisors of Child Welfare and Attendance (CASCWA), Positive Behavior Intervention and Support (PBIS), CharacterStrong.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.11 Student Attendance and Truancy:<br>Conference Attendance: $6,000 | All Students | $6,000 | 0100 - LCFF/S&C (site) |

| 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

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

Integrate Social-Emotional Learning (SEL) Across the curriculum:
*Counselors will be providing lessons and group instruction to students on topics such as conflict resolution, stress management and teamwork.
*Teachers will be provided with resources and materials to help them incorporate SEL into classroom activities
*Activities provided by counselors and Sown-to-Grow

Alignment of resources, staff, trainings, and services to unduplicated pupils that direct health and wellness, health care needs, support with outside agencies, culture and climate, mental health, academic & social-emotional supports, and various well-being health direct services to students' families, and staff districtwide focused on increasing and improving the learning experience.

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.

Mental Health Clinicians: Provide increased or improved mental health direct services to students, families, and staff district wide.

Restorative Practices and Responsive Schools: Restorative practices and responsive schools' resources, training, professional development, and direct services provided to school sites and staff focused on increasing and improving the learning experience and culture and climate supports provided to students.

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 | All Students | $8,000 | 0100 - LCFF/S&C (site) |
|---|---|---|---|---|
| | School connectedness will be achieved through cultivating a Positive School Climate:<br>*Conduct regular school climate surveys (PLUS, Panorama, Healthy Kids, etc.)<br>*Review and revise school policies to ensure they promote equity and inclusiveness<br>*Review and revise implementation or restorative practices and PBIS models to continue to foster a supportive environment for all students.<br>*Provide training for staff on implementation of best practices in PBIS, MTSS, restorative practices, etc.<br><br>Increase and/or improve unduplicated 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.<br><br>Consultants such as PBIS, Character Strong, etc. will be hired to facilitate trainings.<br><br>Conference attendance for facilitators in training and implementation of strategies for behavior and attendance.  Possible conferences: California Association of Supervisors of Child Welfare and Attendance (CASCWA), Positive Behavior Intervention and Support (PBIS), CharacterStrong.<br><br>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, 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.<br><br>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program, and Interact (with Rotary) experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills.  Monitored through school climate surveys and behavior/attendance reports. | | $358<br><br>$2,000 | 0100 - LCFF/S&C (site)<br><br>0100 - LCFF/S&C (site) |

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|---|---|---|---|---|
| | Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.15 School Connectedness:<br>Conference: $8,000<br>PLUS Incentives: $358<br>PLUS Materials and Supplies: $2,000 | | | |
| 2.1.16 | Assistant Principal Restoration at TK-8th Grade School Sites<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.16 Assistant Principal Restoration at TK-8th Grade School Sites:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.17 | Additional School Site Support<br><br>Title I Funding Allocation:<br>No  additional site Title I is being allocated for this strategy.<br><br>LCAP 2.17 Additional School Site Support:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.18 | Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.18 Instructional Minutes Above & Beyond the State Minimum for Extended Student Learning:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.19 | Technology and Innovation Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.19 Technology and Innovation Support:<br>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, instructional technology devices, and software applications to help improve student achievement. Instructional technologies provide unduplicated pupils with real-time two-way interaction, collaboration, and engagement, allowing for feedback within the instructional program. Instructional monitoring and integration tools/applications promote unduplicated pupil safety and allow teachers to remotely monitor student learning. Instructional technology supports the implementation of supplemental programs and fosters high levels of student engagement, effective instructional practices, and application of Common Core state standards. Such 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.

Equipment: $6,000:  Projectors, smart boards, and computers/tablets will be purchased to support Tier 2 and Tier 3 instruction. The flexibility to move around and connect remotely with the wireless doc cam and iPad will allow for greater differentiation and student feedback.

Non-instructional materials needed, such as Ink, masters, laminating film, printers, etc., will be used by teachers to support classroom instruction by using equipment available to provide a print-rich environment.

Maintenance Agreements - $1,051: Teachers will use the laminator and poster maker to support classroom instruction. Maintenance agreements ensure the equipment (poster maker and laminator) is available and usable to provide a print-rich environment.

Metrics for Progress Monitoring: Informal Observation/Data (Classroom evidence of focus strategy, level of student engagement, etc.).

Title I Funding Allocation:
Instructional Materials and Supplies: $6,000

LCAP 2.20 Instructional Technology:
Non-Instructional Materials and Supplies: $3,000 | | $3,000

$6,000 | 0100 - LCFF/S&C (site)

3010 - Title I |
|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| 2.1.21 | Instruction and Teacher Staffing<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.21 Instruction and Teacher Staffing:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.22 | Recruit, Hire, Retain High Qualified Staff<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.22 Recruit, Hire, Retain Highly Qualified Staff:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.23 | School Facilities<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.23 School Facilities:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 2.1.24 | Student and Campus Safety<br><br>Adjust staffing for Campus safety to include an additional Campus Safety Assistant.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 2.24 Student and Campus Safety:<br>Campus Safety Assistant Salary and Benefits: $37,504 | All Students | $37,504 | 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.

Strategy 2.1.1 was implemented. Staff refers students of concern to the CARE team and develops a strategic support plan for student success. Our Mentor program to support. our students of need continued through the 23-24 school year. Our counselor, Assistant Principal, Principal and many teachers and classified staff elected to be a mentor and meet with their mentee at least once per week for lunch. This had a significant impact on positive behavior and attendance. Our teachers refer students of concern to our CARE team and we develop a strategic support plan to ensure our students are successful. We continued to implement our PBIS program and reward our students positive behavior.

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

None.

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.

None.

## Goal 3.1

| Goal # | Description |
|---|---|
| Goal 3.1 | As measured by program offerings, event flyers and sign-in sheets, the number of opportunities for Spanos students aligns with their cultural identity, passion, interests, and talents will increase from two to five offerings. |

## 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.

Tier 3 intervention support in reading is required for 46% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Tier 3 intervention support in math is required by 34% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Parent training to support adult learning is needed to increase the ability to support the school and students.

There has been an increase in citations for "caused, attempted or threatened physical injury" (48% of all referrals).

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
| Numbers of activities offered to students and/or families | 2 | 5 |
| Types of activities offered to students and/or families | 2 | 5 |

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<br><br>Student Leadership & Engagement Experiences: Peer Leaders Uniting Students (PLUS) program, and Interact (with Rotary) experience provide increased or improved access to students focused on leadership skills, student engagement, positive and inclusive school culture and climate, providing students with opportunities to have their voices heard and be the drivers of developing academic learning environments that are inclusive and equitable focused on developing student leadership skills. Monitored through school climate surveys and behavior/attendance reports.<br><br>Increase and/or improve unduplicated pupil access to leadership experiences, career & technical student organizations, 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. This is currently filled by the Interact Club which is sponsored by the local Rotary Club and is responsible for numerous leadership and community service events throughout the year.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.1 Student Engagement and Leadership Opportunities:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |
| 3.1.2 | Youth Engagement Activities and Athletic Programs<br><br>The Expanded Learning Opportunities Program provides an opportunity for youth engagement activities and athletic programs both during the school day and after school.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.2 Youth Engagement Activities and Athletic Programs:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |

| 3.1.3 | Arts Programming<br><br>Spanos has an ongoing Arts Program utilizing music and visual arts which continues to expand into other Arts areas.  This is made possible by the Proposition 28 funding for the arts in schools.  Students will be now able to visit outside productions and facilities, have greater access to incoming artists in a variety of modalities, as well as appropriate equipment for Arts exploration and refinement.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 3.3 Arts Programming:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |
|---|---|---|---|---|
| 3.1.4 | Expanded Learning and Enrichment Opportunities<br><br>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.<br><br>Regular time slots created for tiered interventions that cater to groups of students based on their specific needs.<br><br>Utilize additional staff, Bilingual Assistant, Instructional Assistant, Library Media Assistant for tutoring students in need of additional support as identified through classroom assessments.<br><br>Title I Funding Allocation:<br>Classified Staff Additional Comp: $7,009<br><br>LCAP 3.4Expanded Learning and Enrichment Opportunities:<br>No additional site LCFF is being allocated for this strategy. | All Students | $7,009 | 3010 - Title I |

# 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.

Strategy 1 was partially implemented. We held our parent meetings virtually which limited parent participation. We were able to provide books and materials to parents who attended, which they picked up in the front office.

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.

None.

## Goal 4.1

| Goal # | Description |
|---|---|
| Goal 4.1 | As measured by event flyers and sign-in sheets, the number of events and Spanos' families participating in school-sponsored activities (parent conferences, workshops, family events, etc.) will increase from 40 to 80 families. |

## 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.

Parent/school interaction is needed to increase the amount of parents who are involved with the school and student educational process.

Parent training to support adult learning is needed to increase the ability to support the school and students.

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
| Numbers of family participation in school-sponsored activities | 40 | 80 |
| Number of family/community events | 6 | 10 |

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<br><br>Provide parents with support and resources that empowers them be engaged in their student's learning such as parent/teacher conferences (including student academic-focused resources), communication, after school & academic focused activities. Focus will be on Reading and Math support at home, social-emotional learning, and community activities as requested by parents. | All Students | $3,793<br><br>$5,207<br><br><br><br>$2,500 | 3010 - Title I<br><br>0100 - LCFF/S&C (site)<br><br>3010 - Title I - Parent |

| | | | $1,091 | 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. | | | $1,000 | 3010 - Title I |

Spanos will attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships.  Parents and staff may attend conferences such as CABE, AVID, among others and consult vendors such as Parenting Partners, PIQE, and similar services.

Parent Meetings -Light snacks and refreshments, parent training materials, such as chart paper, markers, whiteboard, toner, paper, etc. to support parent engagement activities 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.  We want them to learn in a similar fashion that our students do.

Classified staff support for child engagement activities during trainings and meetings:
Utilize additional staff, Bilingual Assist, Instructional Assist, Library Media Assist, Campus Security Assist, Noon Duty Aides for child engagement/enrichment activities.

Books/Instructional Materials - Materials (e.g. paper, books, manipulatives, flashcards) for parent and student involvement activities, such as literacy night, science night, STEM, and multicultural night.  These materials are essential to provide hands-on activities for our families to learn together and build a community of learning.  Metrics for Progress Monitoring: Sign-In Sheet, Surveys

Title I Funding Allocation:
Conferences: $3,793
Parent Meeting Expenses: $2,500
Classified Staff Additional Comp: $1,091
Books and Materials: $1,000

LCAP 4.1 Family and Community Communication, Empowerment, and Engagement:
Conferences: $5,207

| 4.1.2 | District Strategic Planning and Communication<br><br>Increase planning and communication with parents through interactive educational events and support meetings.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 4.2 District Strategic Planning and Communication:<br>Meeting Expense and Instructional Materials/Supplies: $752 | All Students | $752 | 0100 - LCFF/S&C (site) |

| 4.1.3 | Community Schools Supports and Resources | All Students | $46,000 | 3010 - Title I |
| | | | $500 | 0100 - LCFF/S&C (site) |
| | Community/School partnership providing the English as as a Second Language class for parents. Teacher provided by Stockton School for Adults. | | | |
| | Engage family and community in the learning processes of Social-Emotional learning:<br>Provide opportunities for families and community to engage with professional to gain information and tools to develop the social-emotional learning processes in their students and families. | | | |
| | Consultants - Coordinate professional development opportunities for parents and staff to acquire skills and build partnership capacity to actively support student academics and social-emotional needs, conduct effective community events, be informed of school programs such as EL and PBIS, and promote student advocacy and engagement. Community agencies will be contacted to provide support and information for families. | | | |
| | Involve community resources such as the Child Abuse Prevention Council for presentations.<br>Provide training through the Parent Institute for Quality Education (PIQE) workshop "Social-Emotional Learning (K-12)" | | | |
| | Spanos will seek additional and utilize other appropriate consultants, attend conferences, and provide additional compensation/substitute costs needed for parent training and building community partnerships. Parents and staff may attend conferences such as CABE, AVID, among others and consult vendors such as Parenting Partners, PIQE, and similar services. | | | |
| | Title I Funding Allocation:<br>Consultants: $46,000 | | | |
| | LCAP 4.1 Community Schools Supports and Resources:<br>Meeting Expense: $500 | | | |
| 4.1.4 | Parent Advisory Committee Supports and Resources | | | |
| | Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy. | | | |
| | LCAP 4.4 Parent Advisory Committee Supports and Resources:<br>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 5.1

| Goal # | Description |
|---|---|
| Goal 5.1 | . |

## 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.

Targeted and differentiated professional development opportunities are needed to increase effectiveness of both Tier 1 instruction and Tier 2/3 intervention. Training will provide additional implementation of strategies to address the needs of all student subgroups. Time for training, collaboration, and planning are necessary.

Tier 3 intervention support in reading is required for 46% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Tier 3 intervention support in math is required by 34% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
|  |  |  |

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<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.1 Expand MTSS Approaches Through Direct Student Resources and Supports to Narrow Achievement Performance Gap:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.2 | Developing Student Individual Transition Plans<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.2 Developing Student Individual Transition Plans:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.3 | Accelerate Learning for all SPED Students<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.3 Accelerate Learning for all SPED Students:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 5.1.4 | Culturally Responsive Professional Development<br><br>Professional development opportunities to include possible consultants and book studies on culturally responsive teaching.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 5.4 Culturally Responsive Professional Development:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |
| 5.1.5 | Meaningful Student Experiences and Opportunities<br><br>Title I Funding Allocation:<br>No additional site Title I is being allocated for this strategy.<br><br>LCAP 5.5 Meaningful Student Experiences and Opportunities:<br>No additional site LCFF is being allocated for this strategy. | | | |

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

## 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.

Targeted and differentiated professional development opportunities are needed to increase effectiveness of both Tier 1 instruction and Tier 2/3 intervention. Training will provide additional implementation of strategies to address the needs of all student subgroups. Time for training, collaboration, and planning are necessary.

Tier 3 intervention support in reading is required for 46% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

Tier 3 intervention support in math is required by 34% of our students. All subgroups will benefit from an increase in training to address the specific needs of these groups.

There has been an increase in citations for "caused, attempted or threatened physical injury" (48% of all referrals).

Chronic absenteeism has not declined substantially in the last year. (25% 2023 to 23% Spring 2024)

Chronic absenteeism in Kindergarten is at 40%.

## 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 |
|---|---|---|
|  |  |  |

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<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.1 Student Achievement Plan:<br>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)<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.2 Strategic District level Student Achievement Plan Alignment with School Plan for Student Achievement (SPSA):<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.3 | Educator Gap Equity Plan<br><br>Creation of campus Equity Team to align with the SUSD goals and Equity plans.<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.3 Educator Gap Equity Plan:<br>No additional site LCFF is being allocated for this strategy. | All Students | | |
| 6.1.4 | BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy<br><br>Culturally responsive books will be purchased for our library, and class sets, to reflect Spanos' student population.<br><br>Title I Funding Allocation:<br>Books and Reference Materials: $2,000<br><br>LCAP 6.4 BSAP Academic Supports: Culturally Responsive Unit Development, Individual Student Needs Assessment and Curriculum & Pedagogy:<br>No additional site LCFF is being allocated for this strategy. | | $2,000 | 3010 - Title I |

| 6.1.5 | BSAP Community Partnerships<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.5 BSAP Community Partnerships:<br>No additional site LCFF is being allocated for this strategy. | | | |
|---|---|---|---|---|
| 6.1.6 | Development of an African American Studies Course<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.6 Development of an African American Studies Course:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.7 | BSAP School Climate & Wellness Personnel Support<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.7 BSAP School Climate & Wellness Personnel Support:<br>No additional site LCFF is being allocated for this strategy. | | | |
| 6.1.8 | BSAP Community -Based Safety Pilots<br><br>Title I Funding Allocation:<br>No additional site Title I funding has been allocated for this strategy.<br><br>LCAP 6.8 BSAP Community-Based Safety Pilots:<br>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.

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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 | $238,187.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $334,753.00 |

## 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 | $234,596.00 |
| 3010 - Title I - Parent | $3,591.00 |

Subtotal of additional federal funds included for this school: $238,187.00

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) | $96,566.00 |

Subtotal of state or local funds included for this school: $96,566.00

Total of federal, state, and/or local funds for this school: $334,753.00

# Addendums

# 2024-25 School Plan for Student Achievement
# Recommendations and Assurances

Site Name: __Alex G. Spanos Elementary__

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.

**16 April 2024**
_____
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

**26 April 2024**
_____
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 __7 November 2024__.
Date of Meeting

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

**Spanos Staff**
_____
Committee

**1 October 2024**
_____
Date of Meeting

Attested:

**Sondra L. Knudsen**
_____
Typed Name of School Principal

_____
Signature of School Principal

6 December 2024
_____
Date

# Spanos (Alex G.) Elementary

Explore the performance of Spanos (Alex G.) Elementary under California's Accountability System.

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

| **Mathematics** |
|---|
| Orange |
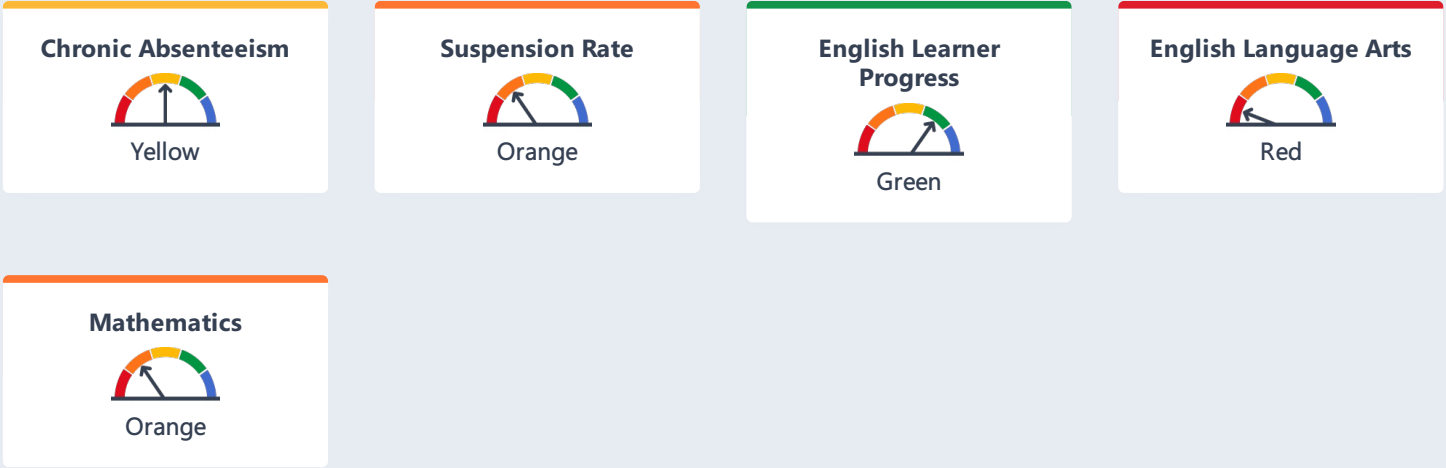
## School Details

| **NAME** | **ADDRESS** | **WEBSITE** | **GRADES SERVED** |
|---|---|---|---|
| Spanos (Alex G.) Elementary | 536 South California Street Stockton, CA 95203-3704 | http://www.stocktonusd... | 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** |
|---|---|---|---|
| 484 | 94.6% | 44.8% | 0% |

# Academic Performance

View Student Assessment Results and other aspects of school performance.

### LEARN MORE
### English Language Arts

Red

73.5 points below standard

Declined 5.8 Points ▼

EQUITY REPORT
Number of Student Groups in Each Level

| 4 | 0 | 0 |
|---|---|---|
| Red | Orange | Yellow |
| 0 | 0 | |
| Green | Blue | |

### LEARN MORE
### Mathematics

Orange

89.3 points below standard

Maintained -1.5 Points

EQUITY REPORT
Number of Student Groups in Each Level

| 2 | 2 | 0 |
|---|---|---|
| Red | Orange | Yellow |
| 0 | 0 | |
| Green | Blue | |

### LEARN MORE
### English Learner Progress

Green

55% making progress

Maintained 1.7%

# Academic Engagement

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

### LEARN MORE
### Chronic Absenteeism

Yellow

25.9% chronically absent

Declined 8% ▼

EQUITY REPORT
Number of Student Groups in Each Level

| 0 | 1 | 3 |
|---|---|---|

| Red | Orange | Yellow |
|---|---|---|

| Green | Blue |
|---|---|
| **0** | **0** |
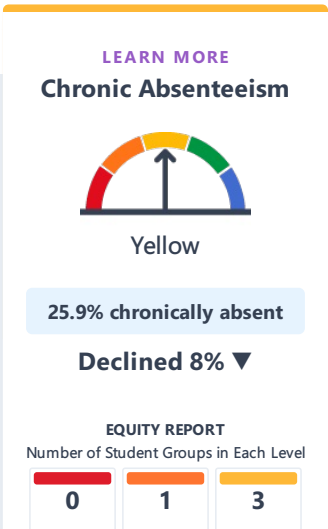
# Conditions & Climate

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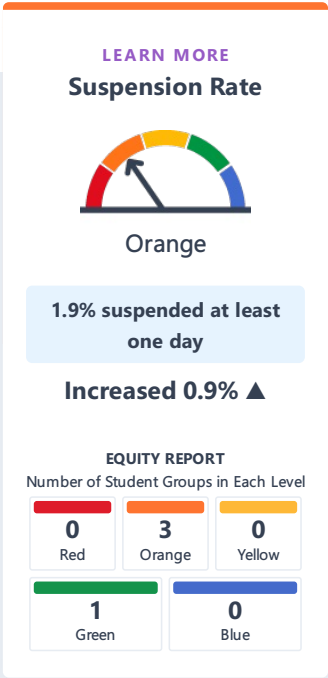
**LEARN MORE**

## Suspension Rate

Orange

1.9% suspended at least one day

**Increased 0.9% ▲**

**EQUITY REPORT**
Number of Student Groups in Each Level

| Red | Orange | Yellow |
|---|---|---|
| **0** | **3** | **0** |

| Green | Blue |
|---|---|
| **1** | **0** |

# 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**

Red

73.5 points below standard

Declined 5.8 Points ▼

Number of Students: 314

## Student Group Details

### All Student Groups by Performance Level

**10 Total Student Groups**

Red

English Learners

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

Orange

No Student Groups

Yellow

No Student Groups

Green

No Student Groups

Blue

No Student Groups

No Performance Color

African American

Asian

Filipino

Homeless

Two or More Races

White
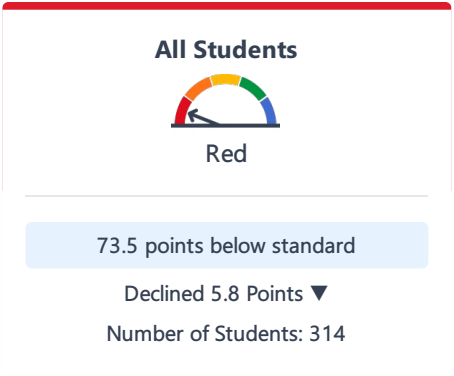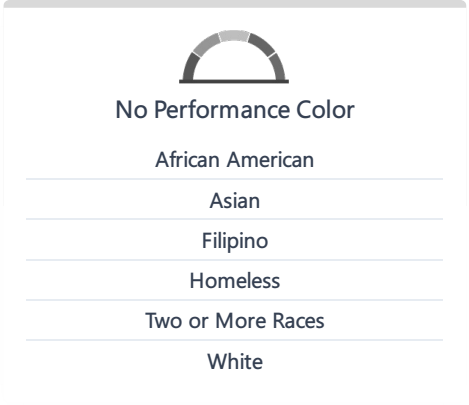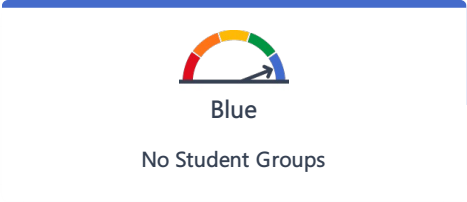
### African American

No Performance Color

85.6 points below standard

Number of Students: 11

### Asian

No Performance Color

107.8 points below standard

Number of Students: 12

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless

No Performance Color

88.1 points below standard

Number of Students: 12

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners

Red

101 points below standard

Declined 4.9 Points ▼

Number of Students: 158

### Hispanic

Red

73.4 points below standard

Declined 6 Points ▼

Number of Students: 287

### Socioeconomically Disadvantaged

Red

75.4 points below standard

Declined 9.2 Points ▼

Number of Students: 298

### Students with Disabilities

Red

155.3 points below standard

Declined 18 Points ▼

Number of Students: 38

# 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 | 67.8 points below standard | 73.5 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

129 points below standard

Declined 11.1 Points ▼

Number of Students: 102

### Recently Reclassified English Learners

50 points below standard

Maintained -1.9 Points

Number of Students: 56

### English Only

67 points below standard

Increased 18.8 Points ▲
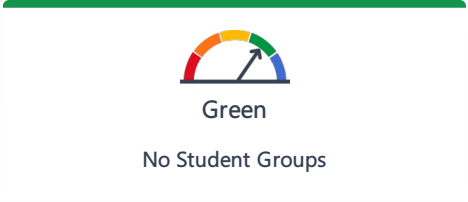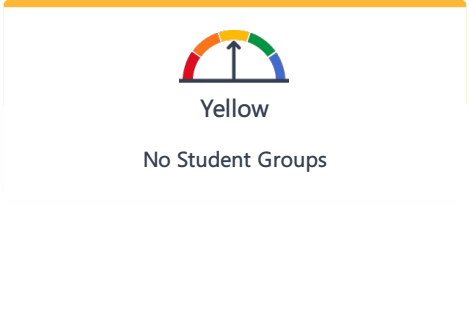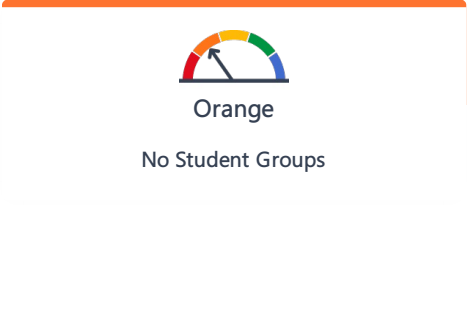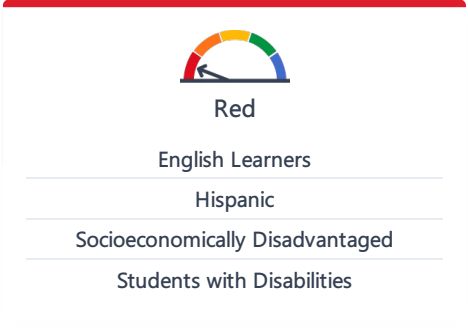
Number of Students: 67

## 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**

Orange
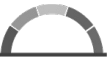
89.3 points below standard

Maintained -1.5 Points

Number of Students: 314

## Student Group Details

### All Student Groups by Performance Level

**10 Total Student Groups**

**Red**

English Learners

Students with Disabilities

**Orange**

Hispanic

Socioeconomically Disadvantaged

**Yellow**

No Student Groups

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

Asian

Filipino

● ○ ○ ○ ○ ○

### African American

No Performance Color

105.8 points below standard

Number of Students: 11

### Asian

No Performance Color

109.1 points below standard
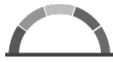
Number of Students: 12

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless

No Performance Color

135.4 points below standard

Number of Students: 14

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

### English Learners

Red

108.2 points below standard

Maintained -2.5 Points

Number of Students: 158

### Students with Disabilities

Red

165.6 points below standard

Declined 7.5 Points ▼

Number of Students: 38

### Hispanic

Orange

89.3 points below standard

Maintained -2.3 Points

Number of Students: 287

### Socioeconomically Disadvantaged

Orange

91.9 points below standard

Declined 6.1 Points ▼

Number of Students: 298

## 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 | 87.8 points below standard | 89.3 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

125.8 points below standard

Maintained 0.4 Points

Number of Students: 102

### Recently Reclassified English Learners

76.2 points below standard

Declined 15.4 Points ▼

Number of Students: 56

### English Only

92.3 points below standard

Increased 36.8 Points ▲

Number of Students: 67

## 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

**55% making progress towards English language proficiency**

Maintained 1.7%

Number of EL Students: 180

## 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=39686760118752&year=2022-23
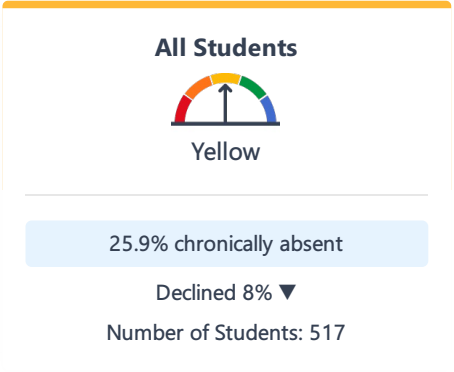
**All Students**

Yellow

25.9% chronically absent

Declined 8% ▼

Number of Students: 517

### Student Group Details

#### All Student Groups by Performance Level

11 Total Student Groups

**Red**

No Student Groups

**Orange**

Students with Disabilities

**Yellow**

English Learners

Hispanic

Socioeconomically Disadvantaged

**Green**

No Student Groups

**Blue**

No Student Groups

**No Performance Color**

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White
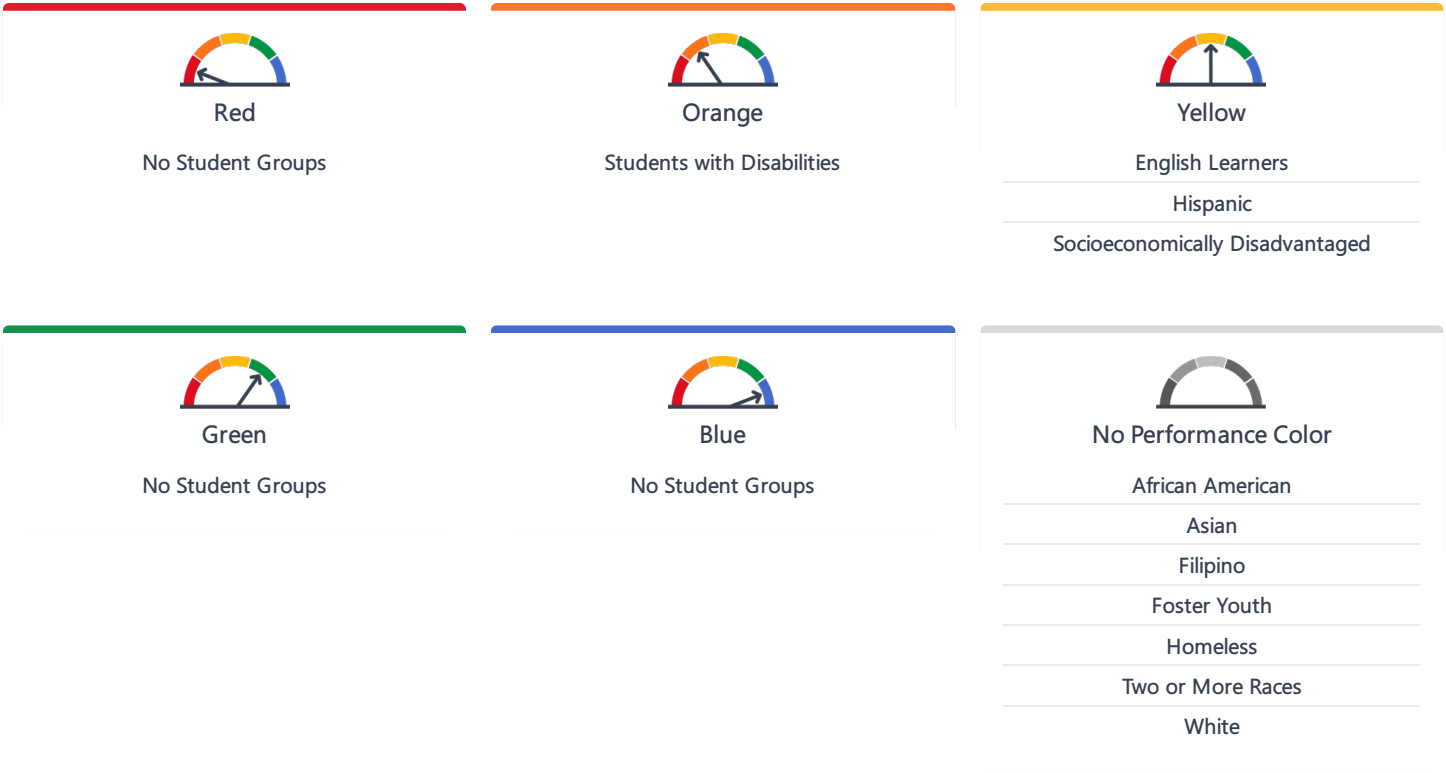
### African American

No Performance Color

55.2% chronically absent

Declined 13.2% ▼

Number of Students: 29

### Asian

No Performance Color

5% chronically absent

Declined 0.9% ▼

Number of Students: 20

### Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

### Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

### Homeless

No Performance Color

46.9% chronically absent

Declined 13.1% ▼

Number of Students: 32

### Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 8

### White
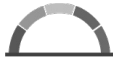
No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

### Students with Disabilities

Orange

32.8% chronically absent

Declined 14.4% ▼

Number of Students: 64

### English Learners

Yellow

21.5% chronically absent

Declined 11.1% ▼

Number of Students: 246

### Hispanic

Yellow

24.5% chronically absent

Declined 8.8% ▼

Number of Students: 449

### Socioeconomically Disadvantaged

Yellow

26.2% chronically absent

Declined 8.2% ▼

Number of Students: 493

# 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.
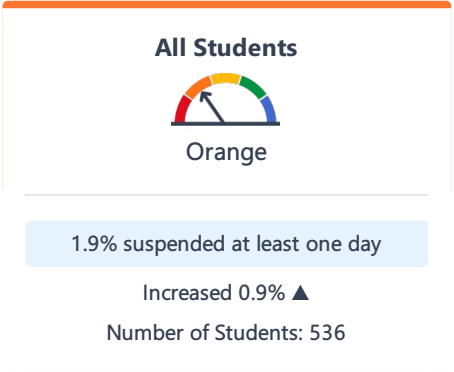
**All Students**

Orange

1.9% suspended at least one day

Increased 0.9% ▲

Number of Students: 536

## Student Group Details

### All Student Groups by Performance Level

11 Total Student Groups

**Red**

No Student Groups

**Orange**

Hispanic

Socioeconomically Disadvantaged

Students with Disabilities

**Yellow**

No Student Groups

**Green**

English Learners

**Blue**

No Student Groups

**No Performance Color**

African American

Asian

Filipino

Foster Youth

Homeless

Two or More Races

White
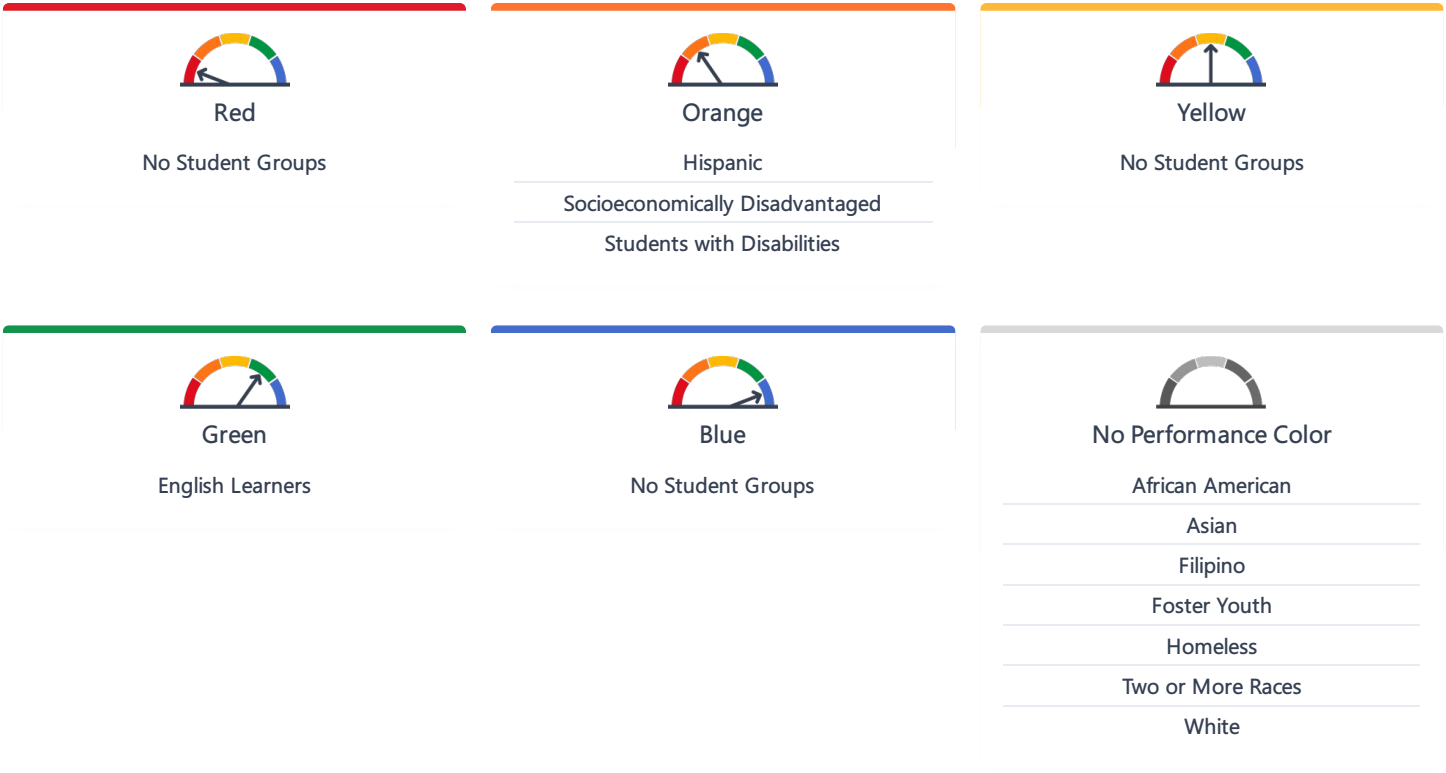
## African American

No Performance Color

9.7% suspended at least one day

Increased 5.3% ▲

Number of Students: 31

## Asian

No Performance Color

4.8% suspended at least one day

Declined 0.8% ▼

Number of Students: 21

## Filipino

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 6

## Foster Youth

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

## Homeless
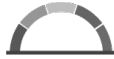
No Performance Color

5.7% suspended at least one day

Declined 1% ▼

Number of Students: 35

## Two or More Races

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

## White

No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 5

## Hispanic

Orange

1.1% suspended at least one day

Increased 0.4% ▲

Number of Students: 464

## Socioeconomically Disadvantaged

Orange

2% suspended at least one day

Increased 0.9% ▲

Number of Students: 510

## Students with Disabilities

Orange

3% suspended at least one day

Increased 3% ▲

Number of Students: 66

## English Learners

Green

0.8% suspended at least one day

Maintained -0.1%

Number of Students: 252

## Suspension Rate By Year

Percentage of students who were suspended.

| | 2022 | 2023 |
|---|---|---|
| Suspension Rate | 1% | 1.9% |

# Spanos Mid-Year Data Review

March 2024

# Summary

**Accountability**
- Spanos **exited ATSI in 2023** and currently has no status for ESSA  (slide 10)
- State Indicator for **ELPI** was higher than the district at Green (Level 4)  (slide 11)
- State Indicators for **Chronic Absenteeism, Suspension, and Math** were the same as the district (slide 11)
- State Indicator for **ELA** was lower than the district (slide 11)
- Chronic Absenteeism decreased last year from prior year. Days absent this year continue to decrease (slides 12 and 13)

**Demographics**
- Demographics are highly **Hispanic** at nearly 89% of the student population (Slide 3)
- Spanos has 70% of students as **Ever-ELs** (either English Learners currently or have been Reclassified) (slide 8)

**State Assessments**
- Percent of students **meeting or exceeding** standards on ELA decreased slightly on CAASPP (slide 14) and increased on Math (slide 16) versus prior year
- Number of **students tested with ELPAC** reduced from 2022 to 2022 by 3 students (slide 18)
- Percent of students scoring at **Level 4** increased by 4% (slide 18)

**Local Assessments**
- i-Ready (slides 2-25): On grade level for **Reading and Math** increased from 2021-2022 to 2022-2023
- **Engagement in curriculum** (Benchmark, Ready Math) is mixed  across the grade levels (slides 26- 32)

**Grade Level Analysis**
- Available for ELA and Math starting on slide 39

Research and Accountability Department
Empowering with data.

# Demographics

# Enrollment

## Spanos
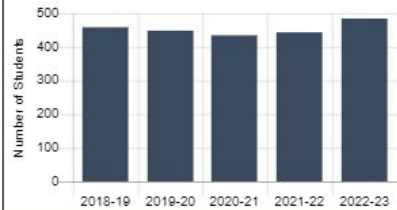


| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 458 | 448 | 434 | 443 | 484 |

## SUSD
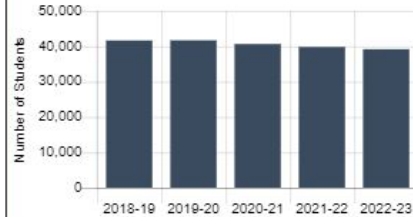


| Census Day Enrollment | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| Total | 41,634 | 41,679 | 40,627 | 39,803 | 39,169 |

- **Spanos's** enrollment has averaged 453 students in the last 5 years, increasing 41 students from 2021-22 to 2022-23
- Current enrollment (based on Synergy data as of 3/7/24 for TK - 8) was 501 students
- This increase in enrollment is in contrast to the district's enrollment, which has declined annually for the last 3 years
- Spanos's **stability rate** (percent of students who start and end the school year at the school) is **85.1%**, similar to the district (87%)

Sources:     Enrollment: EdData, Spanos
                    Stability Rate: DataQuest

# Demographics

## Spanos
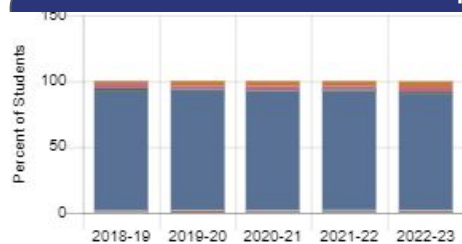


| Census Day Enrollment by Ethnicity | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 | SUSD 2022-23 |
|---|---|---|---|---|---|---|
| American Indian or Alaska Native | 0.2 % | 0 % | 0 % | 0 % | 0 % | 0.7 % |
| Asian | 2 % | 3.8 % | 3.9 % | 3.8 % | 4.3 % | 8.8 % |
| Black or African American | 3.5 % | 2.5 % | 3 % | 2.7 % | 3.7 % | 9.2 % |
| Filipino | 1.3 % | 0.7 % | 0.7 % | 0.9 % | 1.2 % | 3.3 % |
| Hispanic or Latino | 91.5 % | 91.3 % | 90.3 % | 90.1 % | 88.6 % | 69.6 % |
| Native Hawaiian or Pacific Islander | 0 % | 0 % | 0 % | 0 % | 0 % | 0.5 % |
| None Reported | 0 % | 0 % | 0 % | 0 % | 0 % | 0.3 % |
| Two or More Races | 0.9 % | 0.7 % | 1.2 % | 1.6 % | 1 % | 3.5 % |
| White | 0.7 % | 1.1 % | 0.9 % | 0.9 % | 1 % | 4.1 % |

- **Spanos's population** is heavily Hispanic, with 88.6% of the student population
- This is higher than the district, at 69.6%

Source: EdData, Spanos

# English Learners
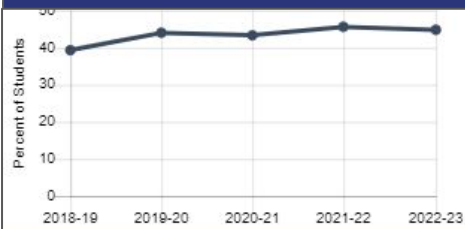
| Spanos | | | | |
|---|---|---|---|---|
| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Total | 39.3 % | 44 % | 43.3 % | 45.6 % | 44.8 % |

| SUSD | | | | |
|---|---|---|---|---|
| English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
| Total | 22.8 % | 22.8 % | 21.7 % | 24.1 % | 24.4 % |
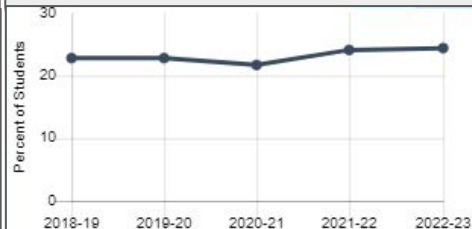
- **Spanos averaged** 44% English Learners over the last 5 years
- This is **higher** than the district (between 21% and 25% over the last 5 years)

Source: EdData, Spanos

# English Learners' Language

### Spanos

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | | 1.6 % | | | 1.4 % |
| Arabic | | 0.2 % | 0.9 % | 0.9 % | 0.8 % |
| Cebuano (Visayan) | | | | 0.2 % | 0.2 % |
| Filipino (Pilipino or Tagalog) | 0.2 % | | | | |
| Hmong | 0.4 % | 0.7 % | 0.5 % | 1.1 % | 0.6 % |
| Lao | 0.2 % | 0.2 % | 0.2 % | | 0.2 % |
| Pashto | | 0.2 % | | | |
| Spanish | 38.2 % | 41.1 % | 40.6 % | 41.8 % | 41.5 % |

### SUSD

| Languages of English Learners | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Other | 1.2 % | 1.3 % | 1.2 % | 1.4 % | 1.4 % |
| Arabic | 0.3 % | 0.2 % | 0.2 % | 0.3 % | 0.3 % |
| Filipino (Pilipino or Tagalog) | 0.3 % | 0.3 % | 0.3 % | 0.3 % | |
| Hmong | 0.6 % | 0.5 % | 0.5 % | 0.5 % | 0.5 % |
| Khmer (Cambodian) | 0.5 % | 0.5 % | 0.4 % | 0.4 % | 0.4 % |
| Punjabi | | | | | 0.2 % |
| Spanish | 19.9 % | 20.1 % | 19.1 % | 21.2 % | 21.7 % |

- **Spanish** is the majority language of English Learners, making up 41.5% of the home language of students in 2022-23
- This is in line with the district as the top language for ELs

Source:  EdData, Spanos

# ELs and RFEPs by Grade Level

Bar chart data:

| Grade | English Learners | RFEP | Total |
|-------|-----------------|------|-------|
| 00-b-K | 33 | | 33 |
| 01 | 21 | 5 | 26 |
| 02 | 29 | 8 | 37 |
| 03 | 22 | 4 | 26 |
| 04 | 33 | 9 | 42 |
| 05 | 29 | 14 | 43 |
| 06 | 34 | 15 | 49 |
| 07 | 15 | 35 | 50 |
| 08 | 16 | 29 | 45 |
| Spanos | 232 | 119 | 351 |

English Learners | RFEP
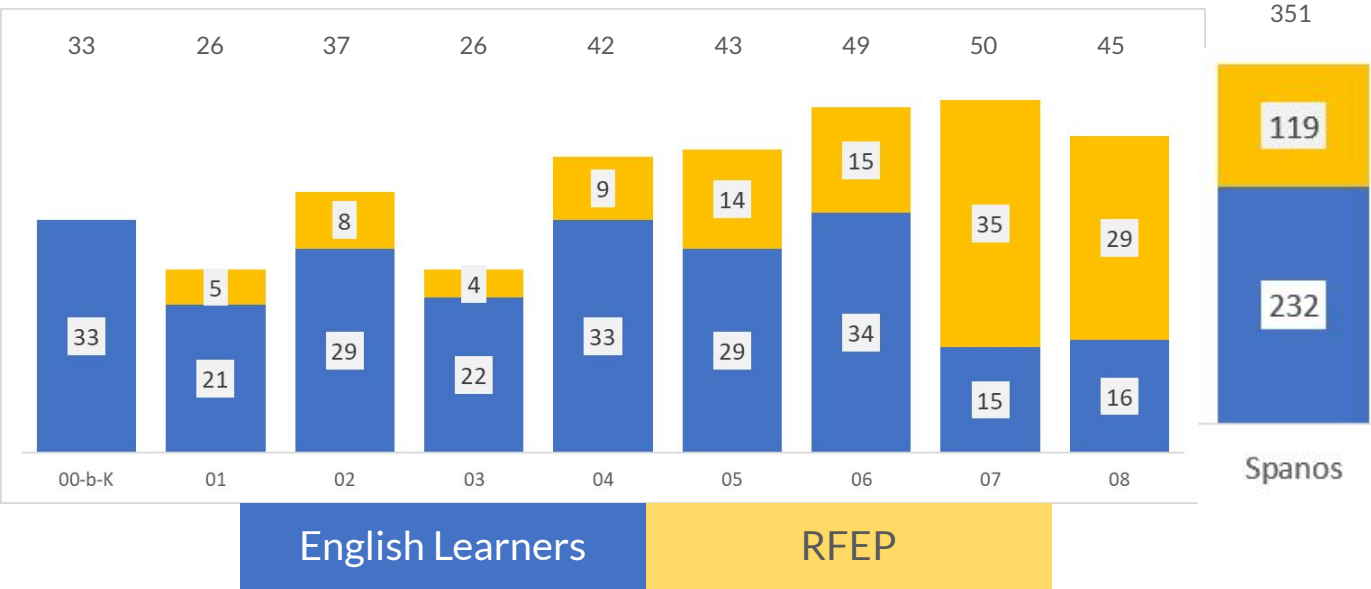
- Spanos has 232 **English Learners** and 119 **RFEP** students*
- **61 RFEP students** are currently eligible for monitoring (RFEP within the last 4 years)
- **71% of Spanos's student population** is currently or were at one time English Learners (Ever-EL's)
- **Eighth grade** has the highest number of English Learners

*Source: Synergy, local data as of 3/12/24*

State Assistance & Indicators

# 2023 ESSA Support

- Spanos currently has no status, moving out of ATSI last year
- Spanos increased Absenteeism from Red to Yellow and ELPI from Yellow to Green
- Suspension went down from Green to Yellow

| Year | Status |
|---|---|
| **Current** (2023) | **No Status** |
| 2022 | ATSI |
| 2021 | No Status |
| 2020 | No Status |
| 2019 | No Status |
| 2018 | No Status |

| Area | Current Indicator | Previous Indicator |
|---|---|---|
| ELA | (1) Red | (2) Orange |
| Math | (2) Orange | (1) Red |
| Absenteeism | (3) Yellow | (1) Red |
| Suspension | (2) Orange | (4) Green |
| ELPI | (4) Green | (3) Yellow |

*Note: These are the color indicators on the California School Dashboard (see next slide)*

Source: ESSA 2023, visually on 2023 Indicator Dashboard

# California School Dashboard



**Stockton Unified**

| Chronic Absenteeism | Suspension Rate | English Learner Progress | English Language Arts | Mathematics |
|---|---|---|---|---|
| Yellow | Orange | Orange | Orange | Orange |

**Spanos**

| Chronic Absenteeism | Suspension Rate | English Learner Progress | English Language Arts | Mathematics |
|---|---|---|---|---|
| Yellow | Orange | Green | Red | Orange |
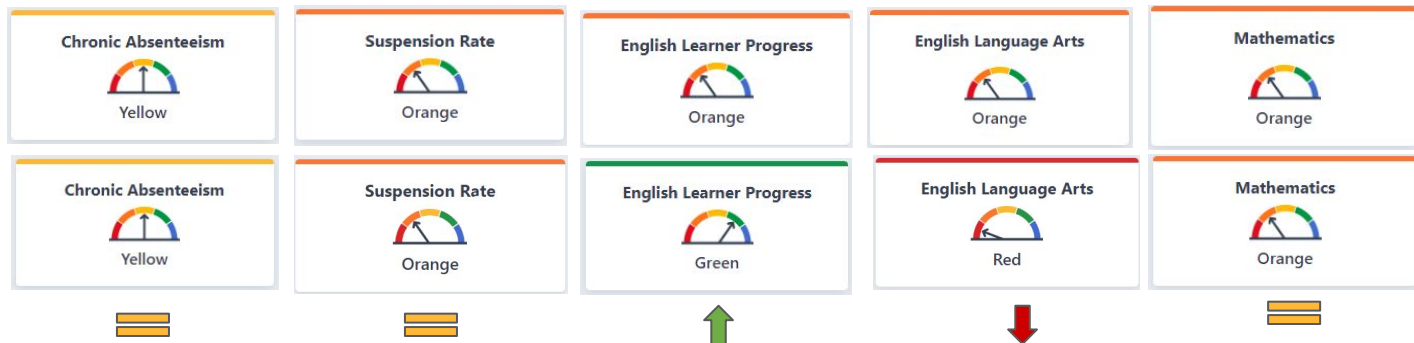
- **ELPI was the highest indicator**, with a Green Level. This was also higher than the district (Orange).
- Chronic Absenteeism (Yellow), Suspension (Orange), and Math (Orange) are the same as the district
- ELA was the lowest level (Red) and lower than the district

Source: *California School Dashboard*

# Chronic Absenteeism
*Historical*

Spanos

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 9.3 % | N/A | 15.3 % | 33.9 % | 25.9 % |

SUSD

| Chronic Absenteeism Rate | 2018-19 | 2019-20 | 2020-21 | 2021-22 | 2022-23 |
|---|---|---|---|---|---|
| All Students | 18.4 % | N/A | 23.3 % | 42.6 % | 37 % |
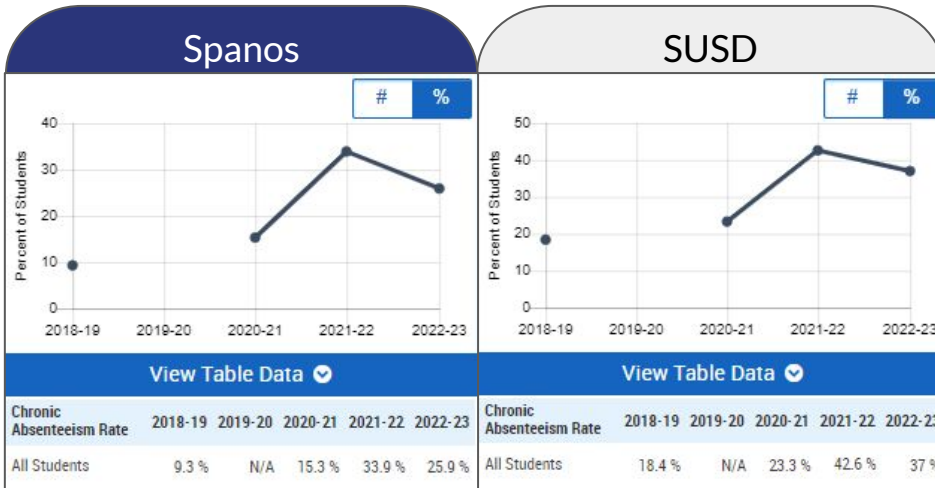
- Last year, Spanos decreased absenteeism from 33.9% to 25.9%
- This was lower than the district's absenteeism rate at 37%

Source: EdData, Spanos

Chronic Absenteeism

Yellow

# Chronic Absenteeism
## *Current Year*

**Spanos Chronic Absenteeism through February**

2023-24 Percent of Chronically Absent **Students** by Grade Level
(# of students Chronically Abs / Total Students)



■ # of CA Students   ● % of CA Students
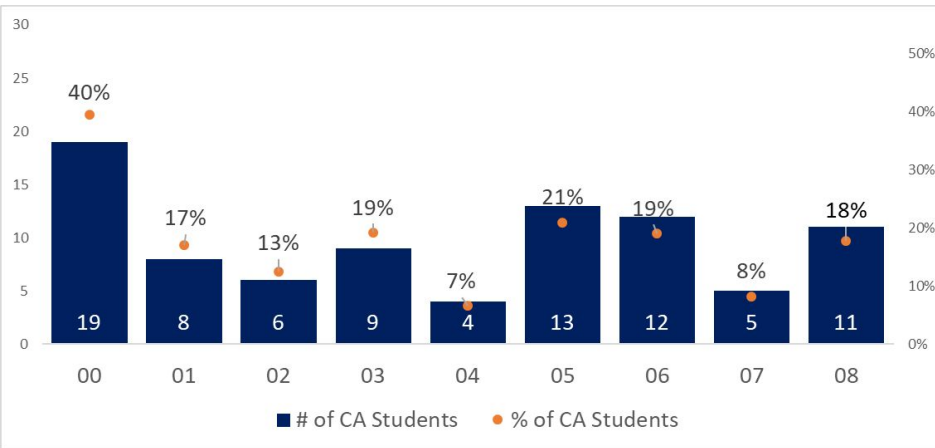
*CA= Chronically Absent*

**Days** Absent



▨ Days   ● Rate

- Kindergarten has the highest percent of students who are chronically absent at 40%
- Days absent have decreased versus prior year from 127 to 103

Source: *Synergy, local data provided by Student Support services, February*

**Chronic Absenteeism**
Yellow

# CAASPP ELA
## *2 years*

### 2021-2022

Percent of students within each achievement level

### 2022-2023

Percent of students within each achievement level

**2021-2022**
- 15.65% Standard Met (Level 3)
- 31.63% Standard Nearly Met (Level 2)
- 4.79% Standard Exceeded (Level 4)
- **20.44% Met or Exceeded** *Standard for ELA*
- 47.92% Standard Not Met (Level 1)

**2022-2023**
- 14.71% Standard Met (Level 3)
- 26.73% Standard Nearly Met (Level 2)
- 4.50% Standard Exceeded (Level 4)
- **19.21% Met or Exceeded** *Standard for ELA*
- 54.05% Standard Not Met (Level 1)

### 2022-2023
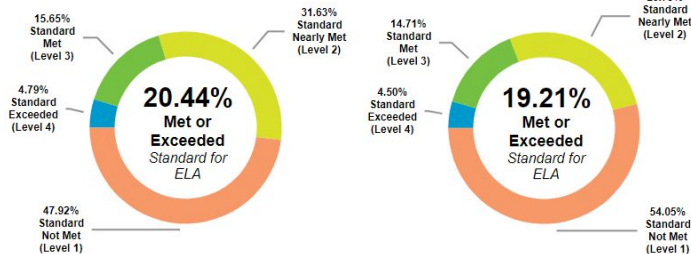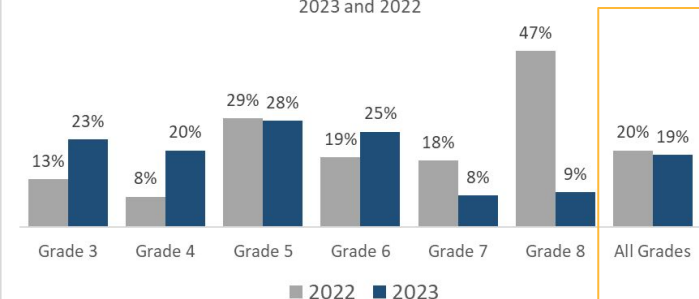
#### Percent Met or Exceeded Standards by Grade Level
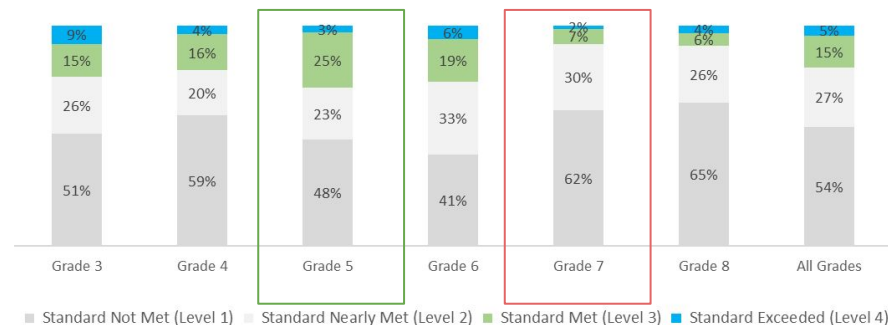
| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 51% | 59% | 48% | 41% | 62% | 65% | 54.1% |
| Standard Nearly Met (Level 2) | 26% | 20% | 23% | 33% | 30% | 26% | 26.7% |
| Standard Met (Level 3) | 15% | 16% | 25% | 19% | 7% | 6% | 14.7% |
| Standard Exceeded (Level 4) | 9% | 4% | 3% | 6% | 2% | 4% | 4.5% |
| Number of Students With Scores | 47 | 49 | 60 | 63 | 60 | 54 | 333 |

#### CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

- 19.21% of students met or exceeded standards on CAASPP
- This was a slight decrease from prior year at 20.44%
- 8th grade had the largest decline from 47% to 9%
- 3rd grade had the largest increase from 13% to 23%

**English Language Arts**

Red

Source: Smarter Balanced Results, Spanos

# CAASPP ELA 2022-2023
## *By Area*



| CAASPP ELA Areas | Reading | Writing | Listening | Research / Inquiry |
|---|---|---|---|---|
| Above Standard | 4% | 2% | 8% | 7% |
| Near Standard | 57% | 43% | 65% | 67% |
| Below Standard | 39% | 55% | 27% | 26% |
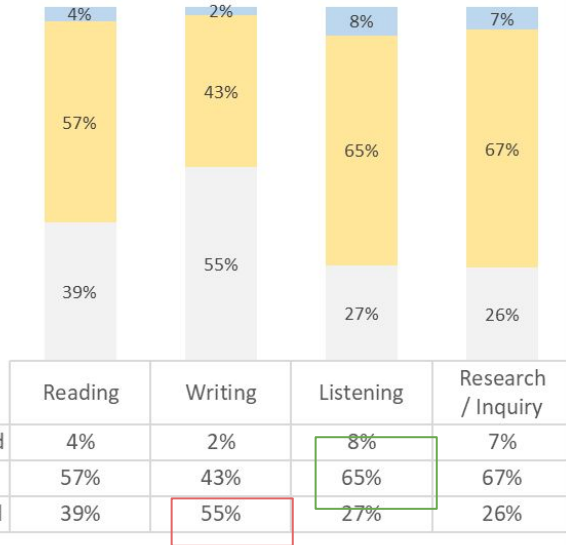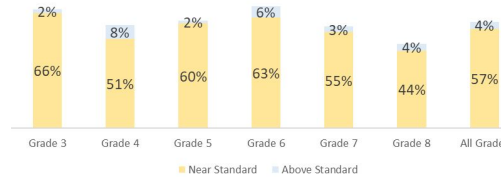
**Reading Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 2% | 8% | 2% | 6% | 3% | 4% | 4% |
| Near Standard | 66% | 51% | 60% | 63% | 55% | 44% | 57% |

**Listening Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 6% | 6% | 8% | 13% | 7% | 7% | 8% |
| Near Standard | 68% | 61% | 63% | 63% | 73% | 59% | 65% |

**Writing Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 2% | 2% | 5% | 3% | 2% | 0% | 2% |
| Near Standard | 47% | 51% | 48% | 40% | 35% | 39% | 43% |
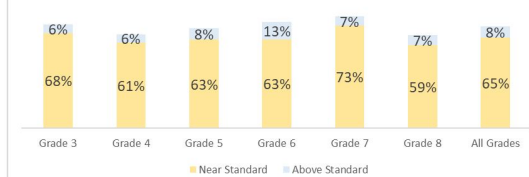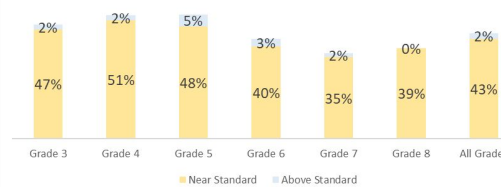
**Research/Inquiry Area** — Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 9% | 4% | 13% | 8% | 2% | 4% | 7% |
| Near Standard | 62% | 71% | 60% | 76% | 63% | 69% | 67% |
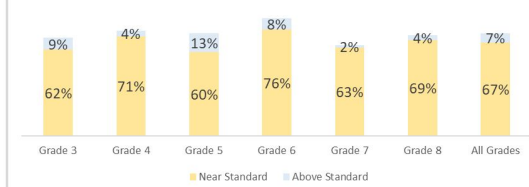
- **Listening** had the highest near and above standard at 77%
- **Writing** had the highest below standard at 50%, lowest in 4th grade with 0% above standard and only 42% near standard

**English Language Arts**

Red

# CAASPP Math
*2 years*

## 2021-2022
Percent of students within each achievement level

## 2022-2023
Percent of students within each achievement level

**14.74%** Met or Exceeded *Standard for Math*

26.65% Standard Nearly Met (Level 2)
9.72% Standard Met (Level 3)
5.02% Standard Exceeded (Level 4)
58.62% Standard Not Met (Level 1)

**16.17%** Met or Exceeded *Standard for Math*

26.05% Standard Nearly Met (Level 2)
11.38% Standard Met (Level 3)
4.79% Standard Exceeded (Level 4)
57.78% Standard Not Met (Level 1)

### CAASPP Percent of Student Met or Exceeded Standards 2023 and 2022

| Grade | 2022 | 2023 |
|-------|------|------|
| Grade 3 | 21% | 28% |
| Grade 4 | 12% | 28% |
| Grade 5 | 21% | 13% |
| Grade 6 | 7% | 24% |
| Grade 7 | 6% | 5% |
| Grade 8 | 28% | 2% |
| All Grades | 15% | 16% |

## 2022-2023
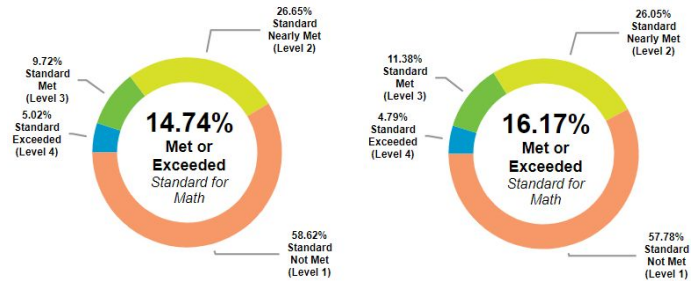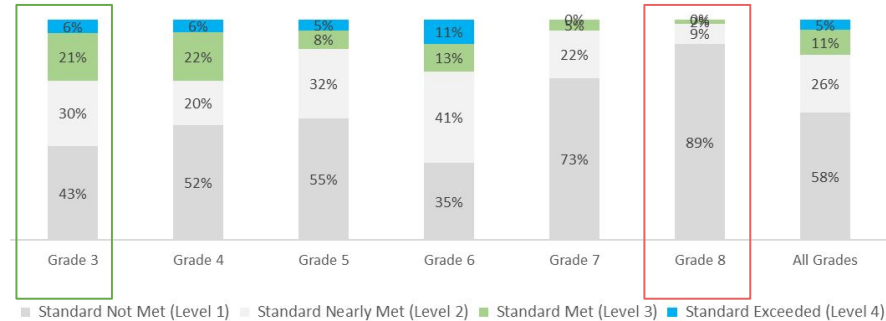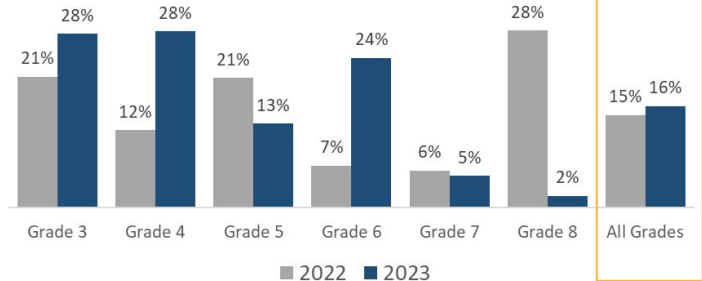


| Reporting Categories | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Standard Not Met (Level 1) | 70% | 62% | 74% | 66% | 79% | 81% | 71% |
| Standard Nearly Met (Level 2) | 18% | 25% | 26% | 15% | 13% | 15% | 19% |
| Standard Met (Level 3) | 11% | 8% | 0% | 8% | 8% | 0% | 6% |
| Standard Exceeded (Level 4) | 2% | 5% | 0% | 11% | 0% | 4% | 4% |
| Number of Students With Scores | 56 | 60 | 61 | 61 | 53 | 52 | 343 |

- **9.62%** of students met or exceeded Math standards (10% lower than the district at 16.76%)
- This was almost a 3% increase versus previous year
- **6th grade** was the highest at 20% met or exceeded standards
- **5th grade** was the lowest with no students on grade level

**Mathematics**
Orange

Source: Smarter Balanced Results, Spanos

# CAASPP Math 2022-2023
## *By Area*
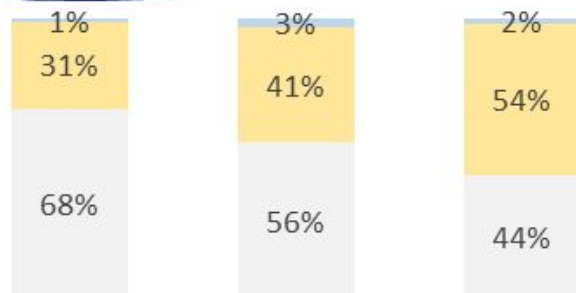
|  | Concepts & Procedures | Problem Solving | Communicate Reasoning |
|---|---|---|---|
| ■ Above Standard | 1% | 3% | 2% |
| ■ Near Standard | 31% | 41% | 54% |
| ■ Below Standard | 68% | 56% | 44% |

**Concept & Procedures** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 11% | 16% | 7% | 11% | 0% | 0% | 7% |
| Near Standard | 45% | 30% | 37% | 52% | 25% | 26% | 36% |

**Problem Solving** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 4% | 6% | 0% | 6% | 0% | 0% | 3% |
| Near Standard | 49% | 40% | 50% | 57% | 37% | 35% | 45% |

**Communicating Reasoning** Area
Near and Above Standard

| | Grade 3 | Grade 4 | Grade 5 | Grade 6 | Grade 7 | Grade 8 | All Grades |
|---|---|---|---|---|---|---|---|
| Above Standard | 13% | 10% | 3% | 11% | 0% | 2% | 6% |
| Near Standard | 64% | 48% | 62% | 56% | 58% | 57% | 57% |

- Near/Above grade level, **Communicating Reasoning** was the strongest at 56%
- **Concepts & Procedures** had the highest percent below standard at 68%

**Mathematics**

Orange

# ELPAC
# 2 Years Overview

Number of Students Tested With ELPAC 2022 and 2023
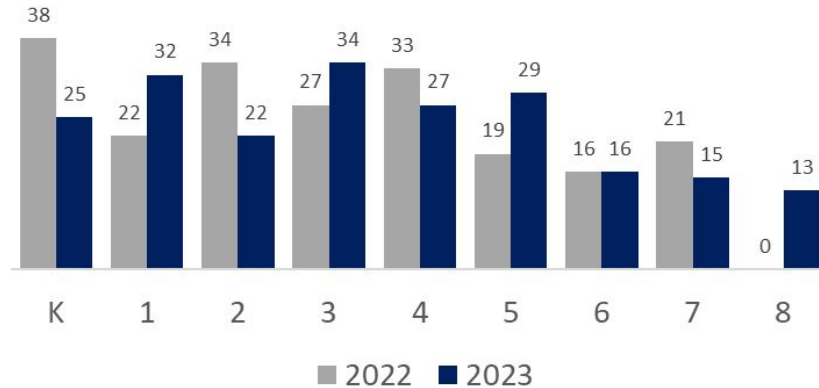
Percent of ELPAC Levels 2022 and 2023
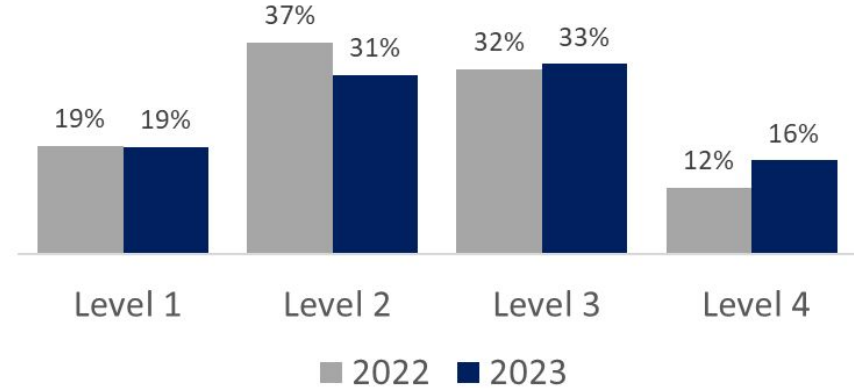
- Number of students taking the ELPAC **decreased by 3** from 216 to 213
- The number of students increased significantly in **1st grade and 5th grade, up by 10 students from prior year**
- Percent of students at level 4 increased from 12% to 16%

English Learner Progress

Green

# ELPAC 2022-2023
## *Overall Results*

ELPAC 2022-2023 **Oral** Language Performance Levels

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|
| Level 4 | 28% | 19% | 32% | 56% | 52% | 48% | 31% | 40% | 54% | 40% |
| Level 3 | 16% | 41% | 32% | | 26% | | 38% | 20% | 23% | 31% |
| Level 2 | 28% | 25% | 18% | 29% | 11% | 45% | 25% | 20% | 23% | 15% |
| Level 1 | 28% | 16% | 18% | 12% | 11% | 7% | 6% | 20% | 23% | 14% |

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4
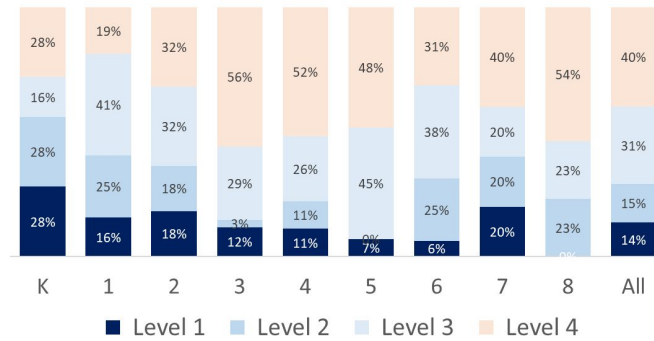
ELPAC 2022-2023 **Written** Language Performance Levels

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|
| Level 4 | 16% | 6% | 9% | 3% | 4% | 3% | 0% | 0% | 15% | 6% |
| Level 3 | 16% | 16% | 14% | 24% | 19% | 21% | 13% | 27% | 15% | 18% |
| Level 2 | 28% | 19% | 32% | 44% | 48% | 41% | 56% | 20% | 46% | 37% |
| Level 1 | 40% | 59% | 45% | 29% | 30% | 34% | 31% | 53% | 23% | 39% |

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4

ELPAC 2022-2023 **Overall** Language Performance Levels

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|
| Level 4 | 24% | 13% | 9% | 26% | 15% | 14% | 6% | 13% | 23% | 16% |
| Level 3 | 12% | 19% | 45% | 32% | 41% | 48% | 31% | 33% | 46% | 33% |
| Level 2 | 36% | 41% | 23% | 29% | 26% | 31% | 50% | 20% | 23% | 31% |
| Level 1 | 28% | 28% | 23% | 12% | 19% | 7% | 13% | 33% | 8% | 19% |

■ Level 1  ■ Level 2  ■ Level 3  ■ Level 4

| PL | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | All |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Level 1 | 7 | 9 | 5 | 4 | 5 | 2 | 2 | 5 | 1 | 40 |
| Level 2 | 9 | 13 | 5 | 10 | 7 | 9 | 8 | 3 | 3 | 67 |
| Level 3 | 3 | 6 | 10 | 11 | 11 | 14 | 5 | 5 | 6 | 71 |
| Level 4 | 6 | 4 | 2 | 9 | 4 | 4 | 1 | 2 | 3 | 35 |
| Total | 25 | 32 | 22 | 34 | 27 | 29 | 16 | 15 | 13 | 213 |

- **213 students** took the ELPAC in 2022-2023
- **Third Grade** had the highest number of students at 34
- **8th Grade** had the lowest number of students at 13
- 42% of students received a 1 in **Written** Language versus 24% received a 1 in **Oral** Language

English Learner Progress

Green

Source: ELPAC Results, Spanos

# i-Ready

# i-Ready Reading

## % on Grade Level Diagnostic 3

|  | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 34% | 37% |
| Spanos | 28% | 30% |

## % on Grade Level Diagnostic 2

|  | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 24% | 26% | 26% |
| Spanos | 17% | 17% | 22% |
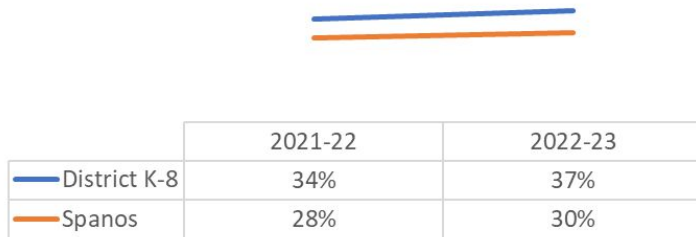
## Diagnostic 3 - End of Year

- Spanos increased the percent of students on grade level from the end of 2021-22 to 2022-23, ending the year with 30% of students on grade level
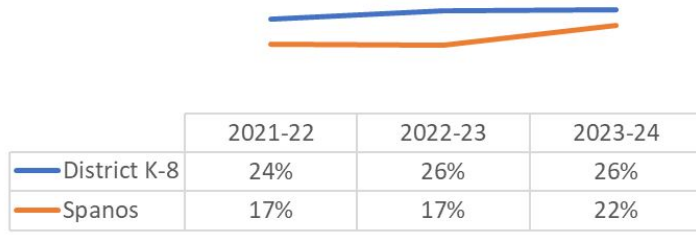
## Diagnostic 2 - Most Current

- Based on the most recent diagnostic (Winter, Diagnostic 2), Spanos increased 5% of students on grade level, closing the gap to the district from 9% to 4%

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Reading
## *On Grade Level*

2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

Percent on Grade Level Versus Prior Year Diagnostic 2
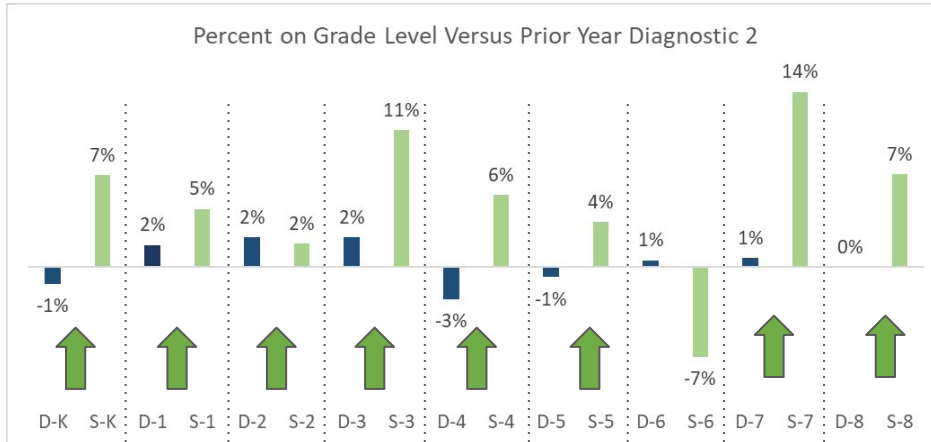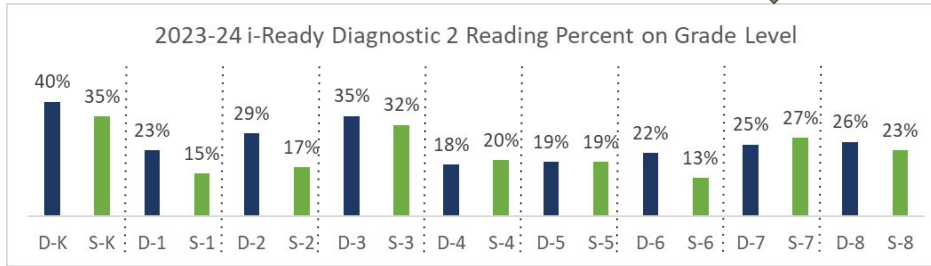
## Strengths

- Almost all grade levels showed an **increase of percent on grade level** from prior year, with the exception of 6th grade
- **7th grade** was higher for percent on grade level than the district

## Opportunities

- **Sixth grade** has a 9% gap to the district and declined 7% from prior year

*D = District*
*S = Spanos*

Source: 2023-24 i-Ready Dashboard

# i-Ready Reading Domains
## *Percent on Grade Level*

**Strengths**

- **All domains** showed an increase of students on grade level from prior year for Spanos
- **Phonological Awareness** has closed the gap to the district for percent of students on grade level by increasing 2%
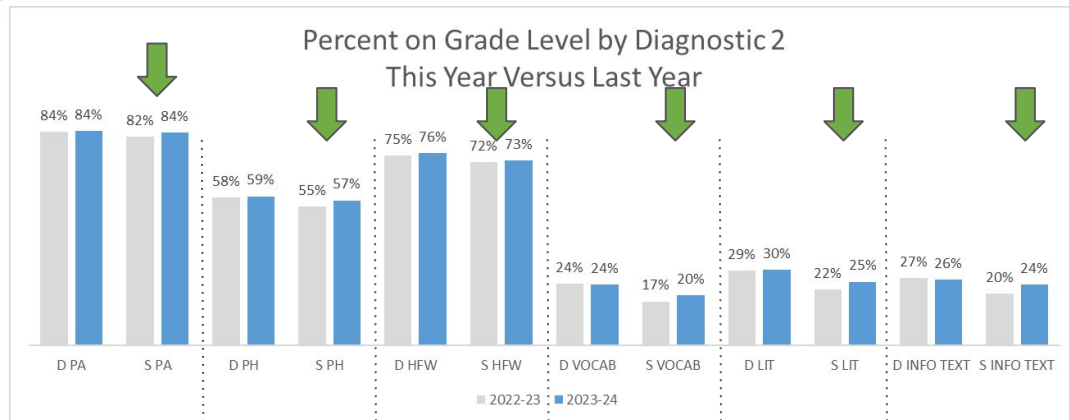
**Opportunities**

- **Literature** has the largest gap to the district for percent of students on grade level followed by **Vocabulary**

Source: 2023-24 i-Ready Dashboard



Percent on Grade Level by Diagnostic 2
This Year Versus Last Year

| | 2022-23 | 2023-24 |
|---|---|---|
| D PA | 84% | 84% |
| S PA | 82% | 84% |
| D PH | 58% | 59% |
| S PH | 55% | 57% |
| D HFW | 75% | 76% |
| S HFW | 72% | 73% |
| D VOCAB | 24% | 24% |
| S VOCAB | 17% | 20% |
| D LIT | 29% | 30% |
| S LIT | 22% | 25% |
| D INFO TEXT | 27% | 26% |
| S INFO TEXT | 20% | 24% |
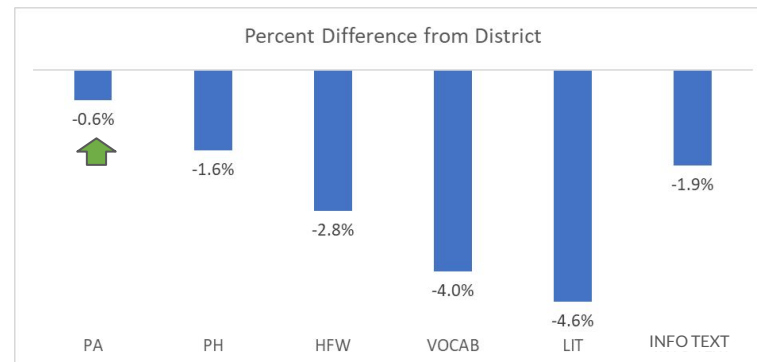
D = District
S = Spanos
PA = Phonological Awareness
PH = Phonics
HFW = High-Frequency Words
VOCAB = Vocabulary
LIT  = Literature
INFO TEXT = Informational Text



Percent Difference from District

| PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|
| -0.6% | -1.6% | -2.8% | -4.0% | -4.6% | -1.9% |

# i-Ready Math

**% on Grade Level Diagnostic 3**



| | 2021-22 | 2022-23 |
|---|---|---|
| District K-8 | 30% | 32% |
| Spanos | 28% | 30% |

**% on Grade Level Diagnostic 2**



| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| District K-8 | 16% | 18% | 17% |
| Spanos | 13% | 15% | 18% |

## Diagnostic 3 - End of Year

- Last year, Spanos ended the year with 30% of students on grade level, an increase of 2% from prior year

## Diagnostic 2 - Most Current

- For the most current diagnostic, 18% of Spanos's students were on grade level
- This was an increase of 3% on grade level versus prior year

Source: 2023-24 i-Ready Dashboard

# i-Ready Diagnostic 2 Math
## *On Grade Level*

### 2023-24 i-Ready Diagnostic 2 Reading Percent on Grade Level

| | | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 25% | 17% | 14% | 23% | 14% | 2% | 14% | 11% | 16% | 23% | 17% | 26% | 21% | 18% | 17% | 21% | 16% | 15% |

D-K, S-K, D-1, S-1, D-2, S-2, D-3, S-3, D-4, S-4, D-5, S-5, D-6, S-6, D-7, S-7, D-8, S-8

### Percent on Grade Level Versus Prior Year Diagnostic 2

-2%, 0%, -1%, 17%, 0%, -5%, -1%, 2%, 0%, 5%, 0%, 10%, 1%, -11%, 0%, 7%, 0%, -1%

D-K, S-K, D-1, S-1, D-2, S-2, D-3, S-3, D-4, S-4, D-5, S-5, D-6, S-6, D-7, S-7, D-8, S-8
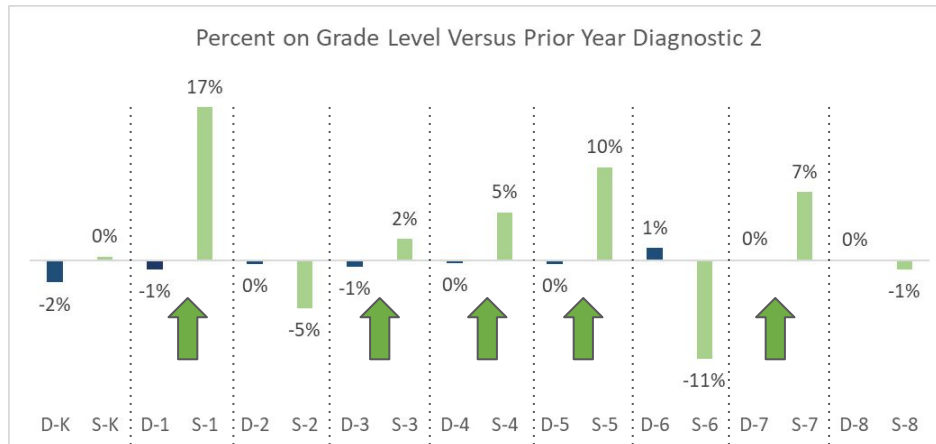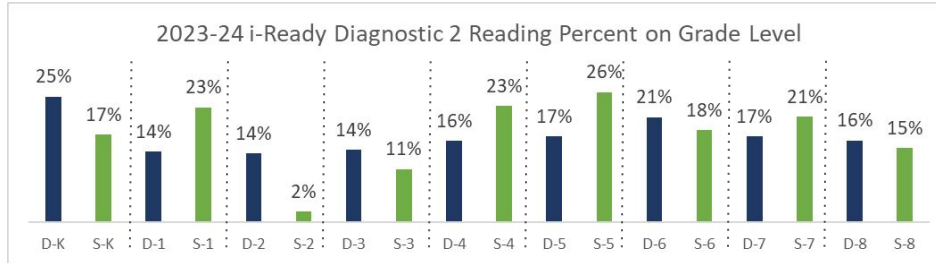
## Strengths

- **1st, 4th, 5th, and 7th grades** had a higher percent on grade level than the district
- 5 grades showed an increase of percent of students on grade level (indicated by green arrows in the second chart)

## Opportunities

- **2nd grade** has the largest gap to the district and decreased 5% from prior year

*D = District*
*S = Spanos*

Source: 2023-24 i-Ready Dashboard

# i-Ready Math Domains
*Percent on Grade Level*

**Strengths**

- **Percent of students on grade level** increased in Numbers & Operations and Algebra. These domains also had a higher percent on grade level than the district.

**Opportunities**

- **Measurement and Data** showed a 3% decline in students on grade level and was at a 1% gap to the district
- **Geometry** is the lowest percent on grade level, matching the district at 18%

Source: 2023-24 i-Ready Dashboard

### Percent on Grade Level by Diagnostic 2 This Year Versus Last Year

| | D N&O | S N&O | D ALG | S ALG | D M&D | S M&D | D GEO | S GEO |
|---|---|---|---|---|---|---|---|---|
| 2022-23 | 23% | 22% | 25% | 23% | 23% | 24% | 19% | 20% |
| 2023-24 | 23% | 26% | 25% | 27% | 22% | 21% | 18% | 18% |

### Percent Difference from District 2024

| N&O | ALG | M&D | GEO |
|---|---|---|---|
| 3% | 2% | -1% | 1% |
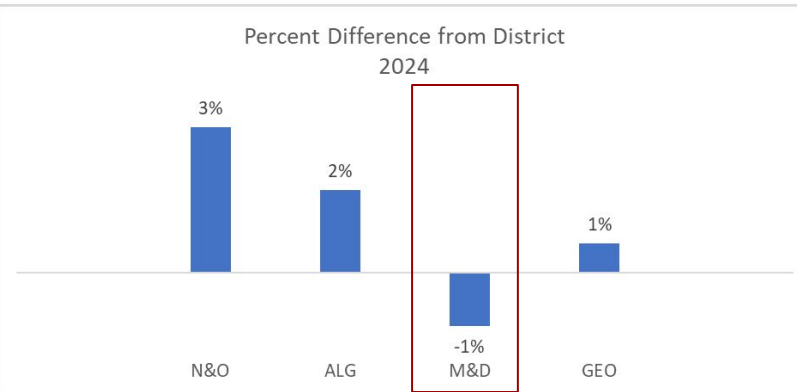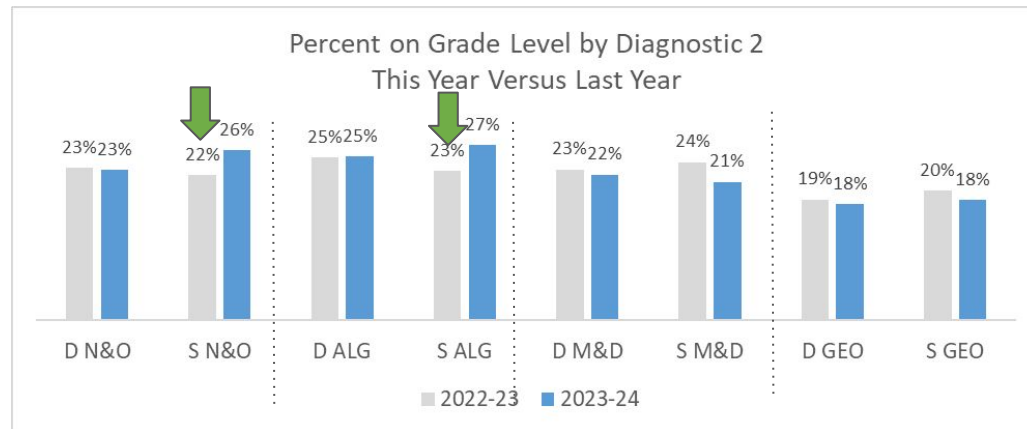
D = District
S = Spanos
N&O = Numbers and Operations
ALG = Algebra and Algebraic Thinking
M&D = Measurement & Data
GEO = Geometry

# Curriculum Engagement and Results

Benchmark

# Benchmark Engagement
## *K-6 ELA Curriculum*

Spanos
Percent of Benchmark Unit Assessments Administered
2023-2024



*Data included is for online administered assessments*
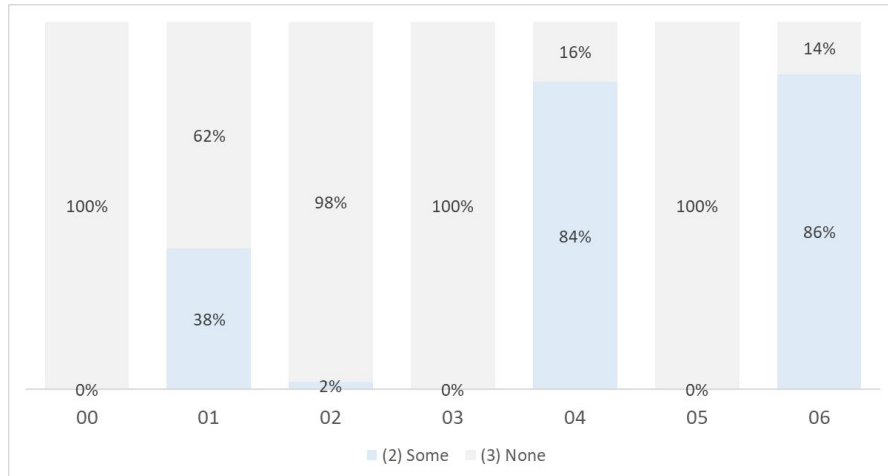
- At this point in the year, 5 Benchmark unit assessments were on the Assessment calendar
- Engagement in the Benchmark Unit Assessments is **low:**

➔ **High Engagement (at least some students have all assessments)**
  ○ **None**

➔ **Some Engagement (most students have at least one assessment)**
  ○ **1st, 4th, and 6th grades have some unit assessments completed**

➔ **No Engagement (no/less than 5% unit assessment data available)**
  ○ **Kinder, 2nd, 4th, and 5th**

# Benchmark Standards Performance
## *Overall*

### Spanos

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| School | 56 | 73 | 53 | 58 | 47 |
| Grade 1 | 62 | 75 | 63 | 67 | 08 |
| Grade 4 | 36 | 52 | 43 | 37 | 31 |
| Grade 5 | 50 | 50 | 25 | - | - |
| Grade 6 | 66 | 59 | 48 | 56 | 76 |
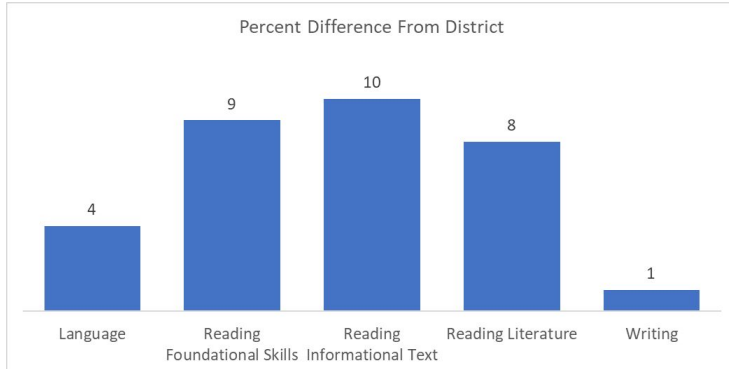
### SUSD

| Strand | Language | Reading: Foundational Skills | Reading: Informational Text | Reading: Literature | Writing |
|---|---|---|---|---|---|
| District | 52 | 64 | 43 | 50 | 46 |
| Grade k | 74 | 83 | 55 | 66 | - |
| Grade 1 | 57 | 72 | 56 | 67 | 50 |
| Grade 2 | 53 | 61 | 52 | 51 | 43 |
| Grade 3 | 47 | 59 | 41 | 45 | 50 |
| Grade 4 | 51 | 60 | 40 | 47 | 40 |
| Grade 5 | 48 | 58 | 43 | 45 | 45 |
| Grade 6 | 55 | 61 | 42 | 53 | 48 |

**Percent Difference From District**

| Language | Reading Foundational Skills | Reading Informational Text | Reading Literature | Writing |
|---|---|---|---|---|
| 4 | 9 | 10 | 8 | 1 |

- **Reading foundational skills** has the highest percent correct at 73%, and is 9% above the district
- **Writing** is the lowest standard, at 47% correct, similar to the district at 46%

# Benchmark Standards Performance
## *By Grade Level*

Average Percent Correct by Strand and Grade Level
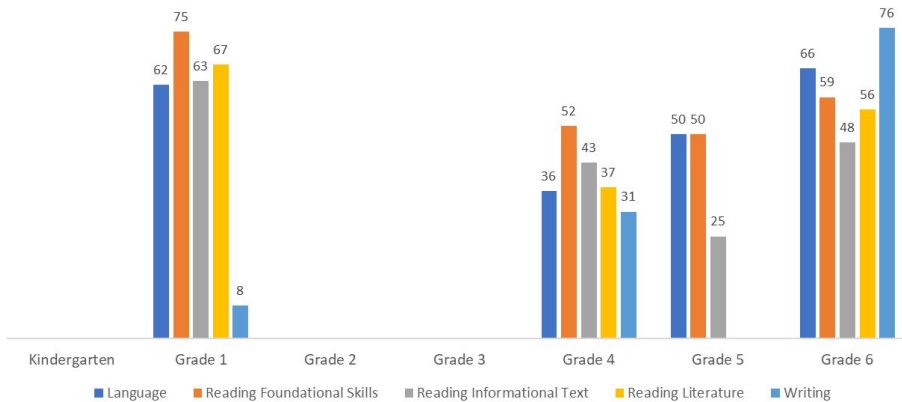

Gap to District

## Strengths

- **6th grade** has a higher percent correct in almost all standards, with the exception of Reading Foundational Skills

## Opportunities

- 4th grade **Language** has the largest gap to the district

# Curriculum Engagement and Results

Ready Math

# Ready Math Engagement

Spanos
Percent of Ready Math Unit Assessments Administered
2023-2024
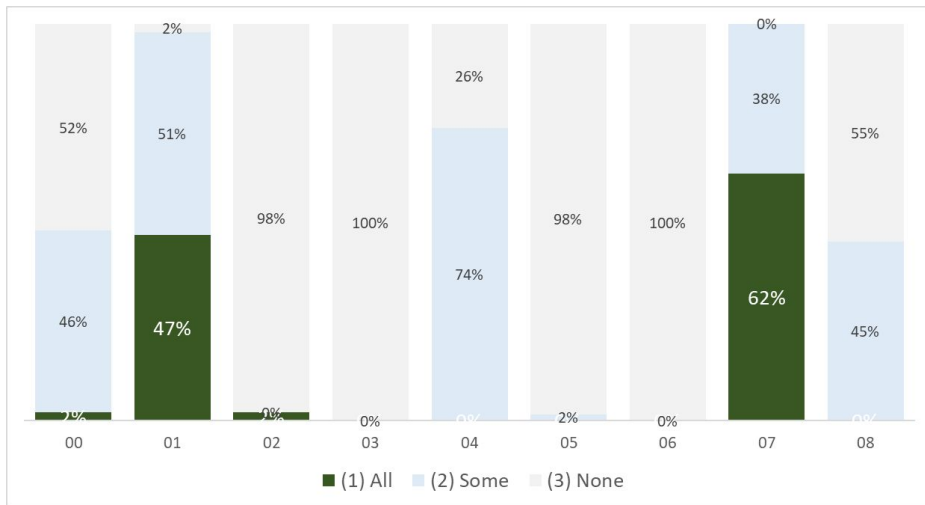


- Engagement in the Ready Math Unit Assessments is **mixed:**
- ➔ **High Engagement (have all assessments)**
  - ○ **1st and 7th** are highly engaged with at least some of their students
- ➔ **Some Engagement (most students have at least one assessment)**

    **Kinder, 4th, and 8th** are somewhat engaged with students having at least one assessments
- ➔ **No Engagement (no or very minimal unit assessment data available)**
  - ○ 2nd, 3rd, 5th, and 6th do not have data available

# Ready Math By Grade
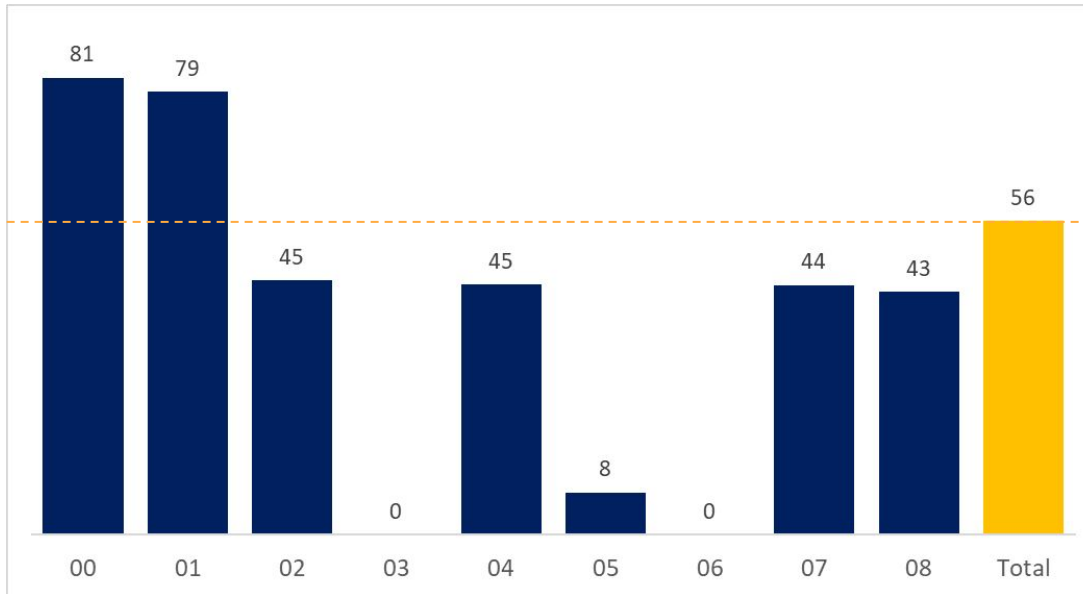


- Average percent correct for Ready Math Unit Assessments was **56%** for Spanos (indicated by the orange line and column)
- **Kinder and 1st** are above this average

# i-Ready Lessons

# Average Minutes - i-Ready Lessons
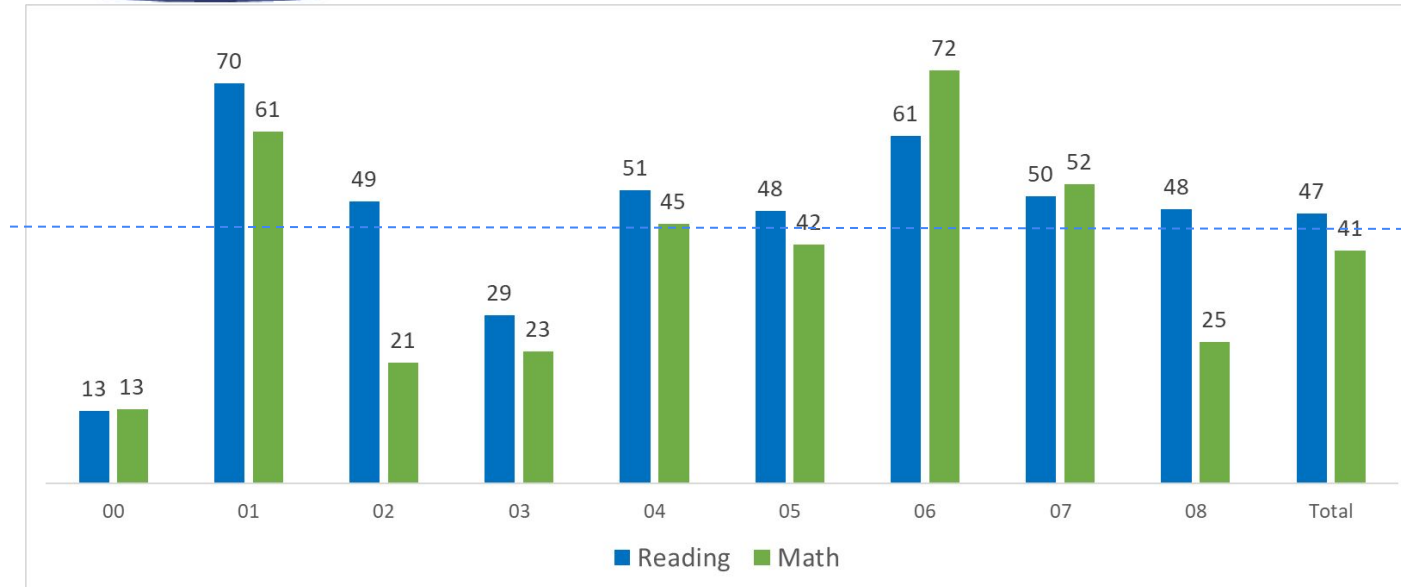


*i-Ready recommends a minimum 45 minutes per week per subject (blue dashed line)

- **Overall,** the average year-to-date minutes 47 for reading and 41 for math
- 6th has the highest average at a combined 133 minutes (61 for reading and 72 for math)
- Kinder has the lowest minutes on average at 13 minutes for Reading and 13 minutes for math

# i-Ready Pathway Data- Avg Minutes
## *Reading*
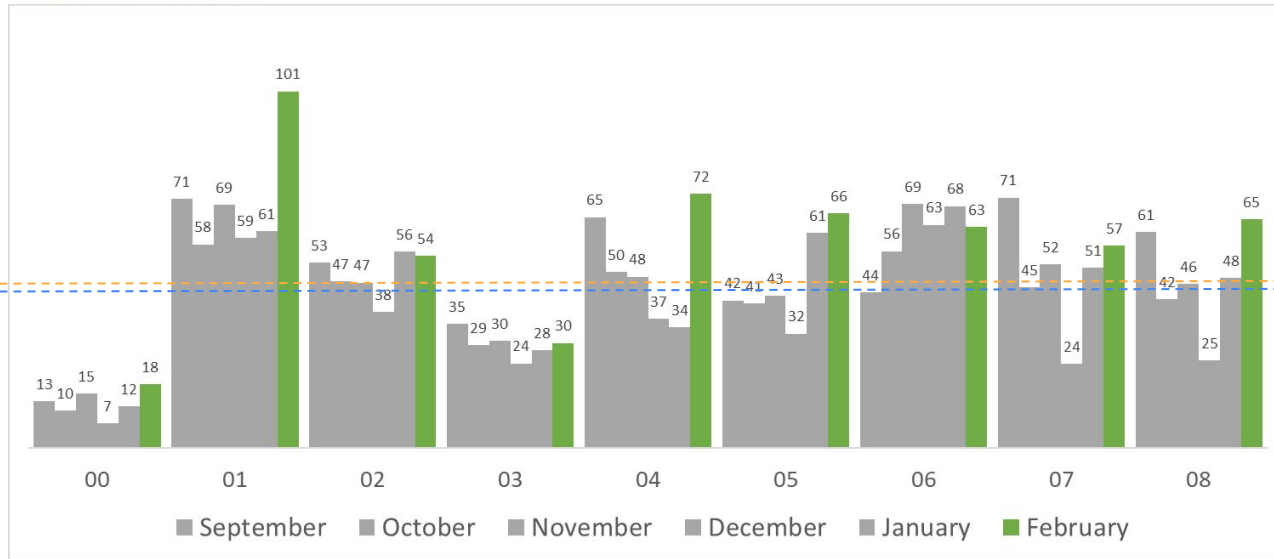


*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Spanos, **47 minutes** were spent on average in i-Ready **Reading (orange line)**
- All grade levels were above this 45 minutes for the latest month, with the exception of Kinder and 3rd grade

# i-Ready Pathway Data- % Correct
## *Reading*
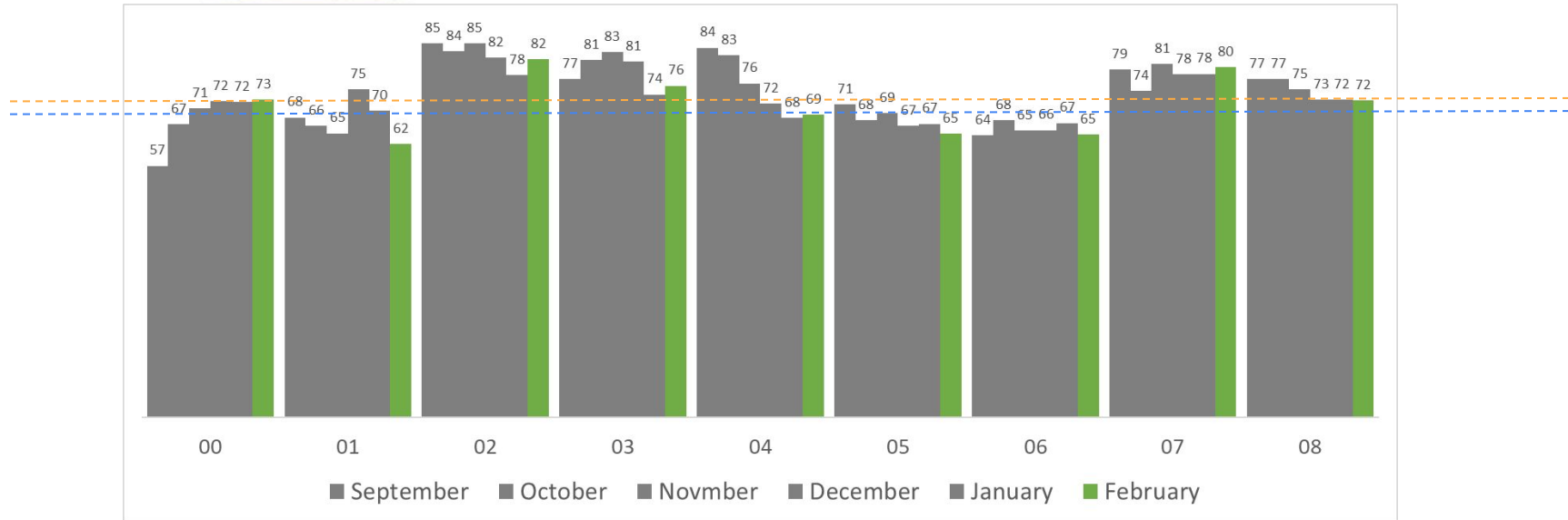
*i-Ready recommends 70% for passing lessons (blue line)*

- For Spanos, **average was 73%, just above target**
- 5th and 6th grades have been slightly below the 70% target for the majority of the school year

# i-Ready Pathway Data- Avg Minutes
## *Math*
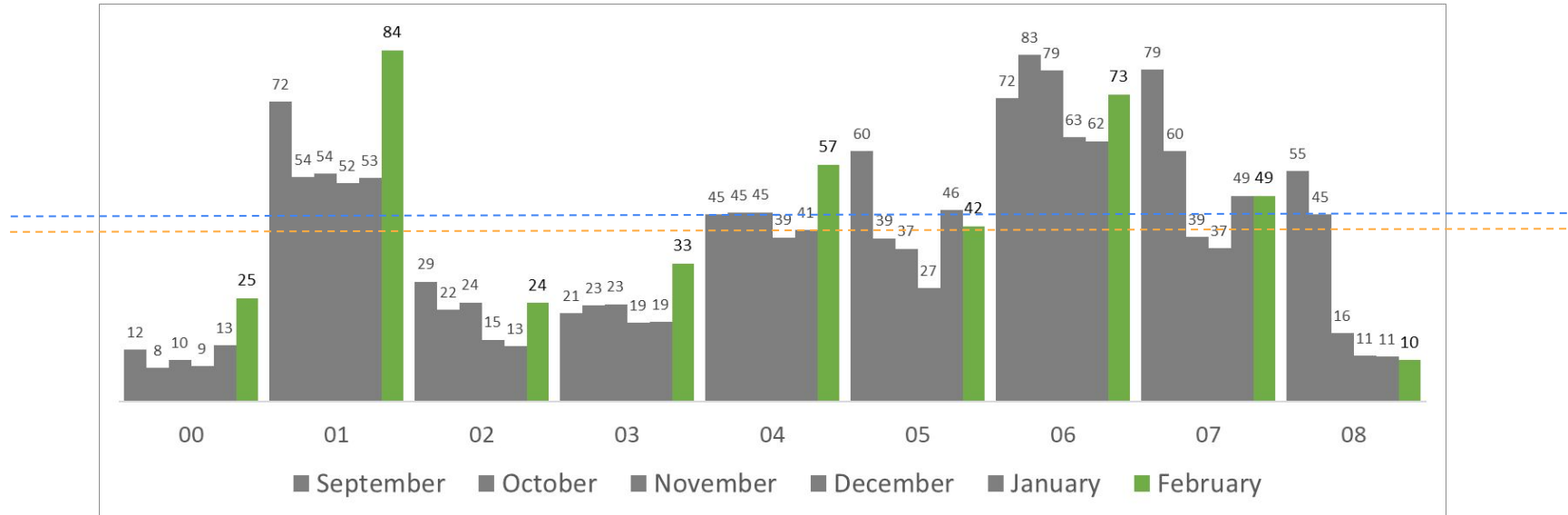


*i-Ready recommends 45 minutes per week per subject on personalized lessons (blue line)*

- For Spanos, **41 minutes** were spent on average in i-Ready **Math (orange line)**
- Kinder, 2nd, 3rd, and 8th grade were below these minutes for the majority of the year

# i-Ready Pathway Data- % Correct
## *Math*
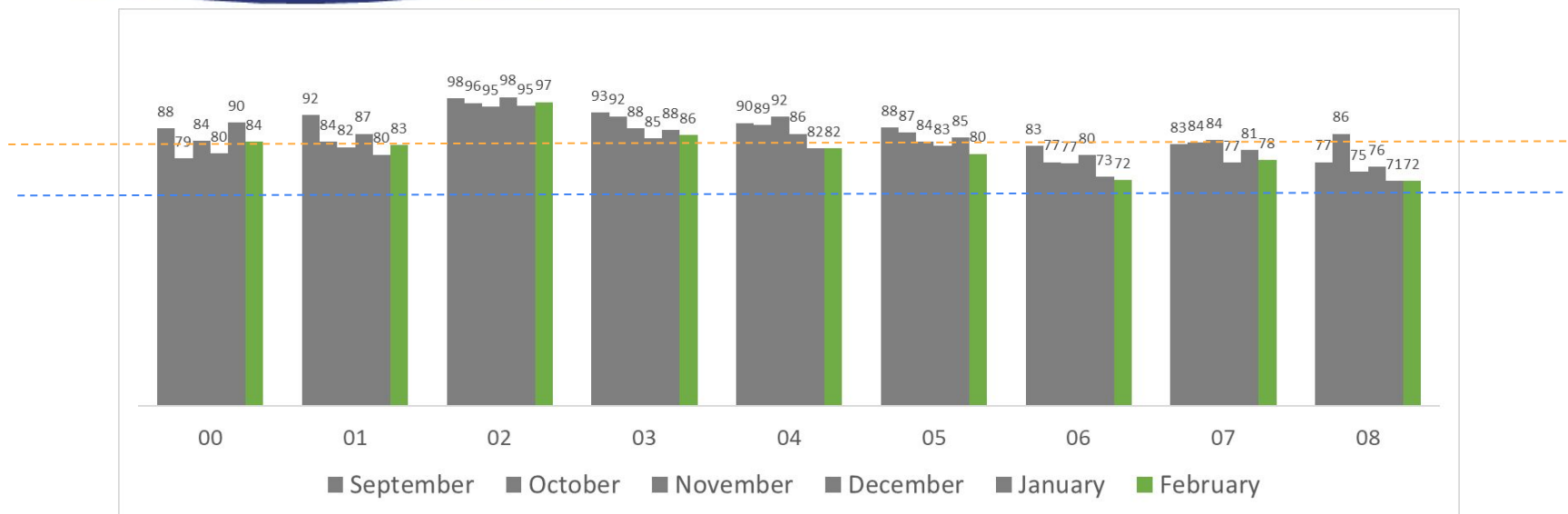
*i-Ready recommends 70% for passing lessons (blue line)*

- For Spanos, **average was 84% (orange line)**
- In the latest month available, all grades met (or were within a percent of) the 70% recommended passage rate

# By Grade Level Data Review

# Kindergarten
## ELA

**Key Metrics**
- **i-Ready 35%** on grade level reading (5% gap to the district)
- **Curriculum Engagement:**
  - Benchmark:  None ([slide 28](#))
  - i-Ready Reading **Minutes** Year-to-date average: Below target ([slide 35](#))
  - i-Ready Reading **Lessons** Year-to-date average: Met Target  ([slide 36](#))
- **33  English Learners**, 30 new this year

**Strengths**
- Percent of students **on grade level** increased 7% from prior year
- Students meeting **typical growth** increased 8% from prior year

**Opportunities**
- There is a 5% gap to the district for students **on grade level**
- **Vocabulary** is the lowest domain for students on grade level

| District | School |
| --- | --- |

**2023-24 Kinder i-Ready Diagnostic 2 Reading Percent on Grade Level**

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
| --- | --- | --- | --- | --- | --- | --- | --- |
| District | 40% | 51% | 42% | 31% | 37% | 48% | 45% |
| School | 35% | 37% | 35% | 28% | 24% | 37% | 41% |

| Reading On Grade Level | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | (Blank) | 4.2% | 2.3% |
| D2 | 15.2% | 27.7% | 34.8% |
| D3 | 53.1% | 66.7% | |

| Reading % 1 GL Below | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | 100.0% | 95.8% | 97.7% |
| D2 | 84.8% | 72.3% | 65.2% |
| D3 | 46.9% | 33.3% | |

| Reading Met Typical Growth | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D2 | 47.8% | 57.8% | 65.2% |
| D3 | 49.0% | 63.8% | |

**Benchmark Standards**     **% Correct**     **Gap to District**

No Data Available

| Language |
| --- |
| Reading Foundational |
| Reading Informational Text |
| Reading Literature |

# Kindergarten
## *Math*

**Key Metrics**
- **i-Ready 17%** on grade level reading (8% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None ([slide 32](#))
  - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))

**Strengths**
- Percent of students **on grade level** increased versus last year
- **Measurement & Data** is the closest to the district for percent of students on grade level
- Percent of students meeting **typical growth** is 80%, an increase from prior year and +21% from the district (58.6% of district kinders met typical growth)

**Opportunities**
- Percent of students **on grade level** is 8% gap **to the district**
- **Numbers & Operations** has the largest gap at 14%

| District | School |
| --- | --- |

### 2023-24 Kindergarten i-Ready Diagnostic 2 Math Percent on Grade Level

| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
| --- | --- | --- | --- | --- | --- |
| District | 25% | 23% | 25% | 24% | 37% |
| School | 17% | 9% | 11% | 22% | 26% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | (Blank) | 4.2% | 4.7% |
| D2 | 10.9% | 17.0% | 17.4% |
| D3 | 45.8% | 57.4% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | 100.0% | 95.8% | 95.3% |
| D2 | 89.1% | 83.0% | 82.6% |
| D3 | 54.2% | 42.6% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D2 | | 58.7% | 80.4% |
| D3 | 75.0% | 80.4% | |

### Ready Math
**Average Percent Correct by Unit**

| Unit 1 | Unit 2 | Mid Unit 4 | Unit 4 |
| --- | --- | --- | --- |
| 93 | 81 | 95.5 | 100 |
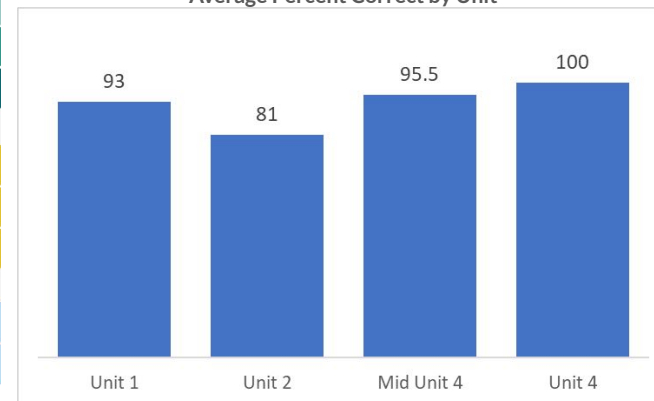
# 1st Grade
## ELA

**Key Metrics**

- **i-Ready 15%** on grade level reading (8% gap to district)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 28)
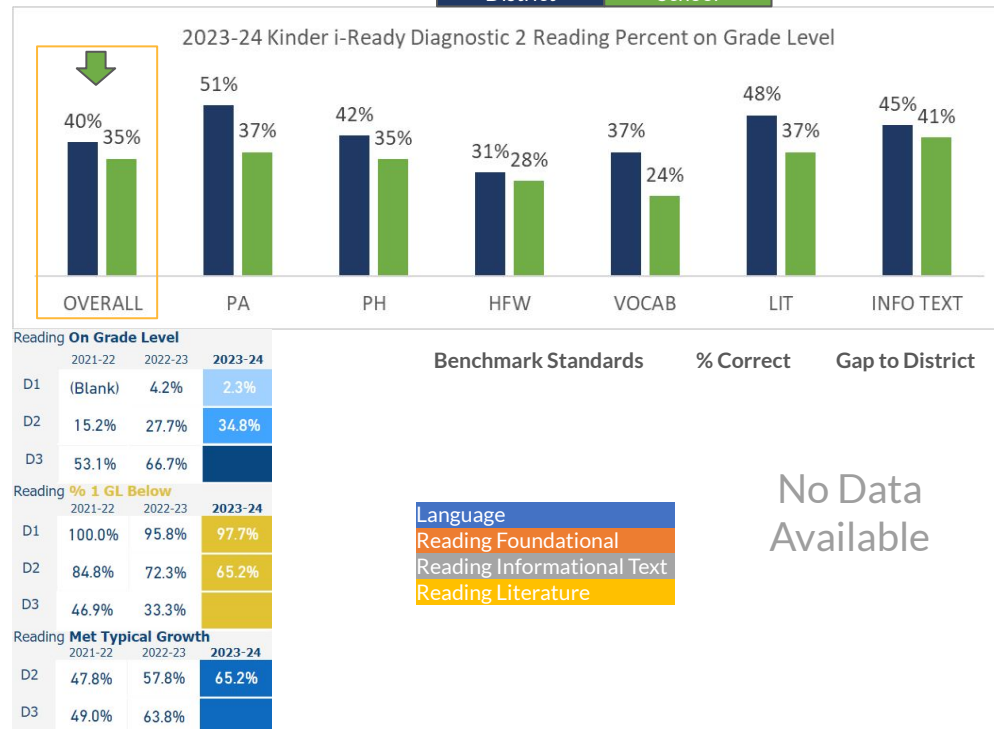  - i-Ready Reading **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Near Target (slide 36)
- **21 English Learners**, 5 new this year

**Strengths**

- Percent of students **on grade level** increased from prior year 5%
- Percent of students meeting the **typical growth** goal increased by 16% from prior year
- **Phonological Awareness and Vocabulary** have a higher percent of students on grade level than the district

**Opportunities**

- **Phonics** was the lowest percent on grade level at 17%, a 10% gap to the district
- **Writing** in Benchmark is the lowest standard

District | School

2023-24 First Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 23% | 32% | 28% | 38% | 22% | 28% | 25% |
| School | 15% | 34% | 17% | 26% | 23% | 26% | 19% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 2.6% | 2.1% | 4.4% |
| D2 | 9.1% | 10.4% | 14.9% |
| D3 | 17.0% | 29.2% | |

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 20.5% | 33.3% | 20.0% |
| D2 | 9.1% | 6.3% | 17.0% |
| D3 | 8.5% | 6.3% | |

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 76.9% | 64.6% | 75.6% |
| D2 | 81.8% | 83.3% | 68.1% |
| D3 | 74.5% | 64.6% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 30.2% | 50.0% | 66.0% |
| D3 | 28.3% | 47.9% | |

**Benchmark Standards**

% Correct: 62, 75, 63, 67, 8

Gap to District: 5, 3, 7, 0, -42

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

Grade 1

# 1st Grade
## *Math*

**Empowering with data.**

**Key Metrics**
- **i-Ready 23%** on grade level reading (+9% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some/High ([slide 32](#))
  - i-Ready Math **Minutes** Year-to-date average: Met target ([slide 35](#))
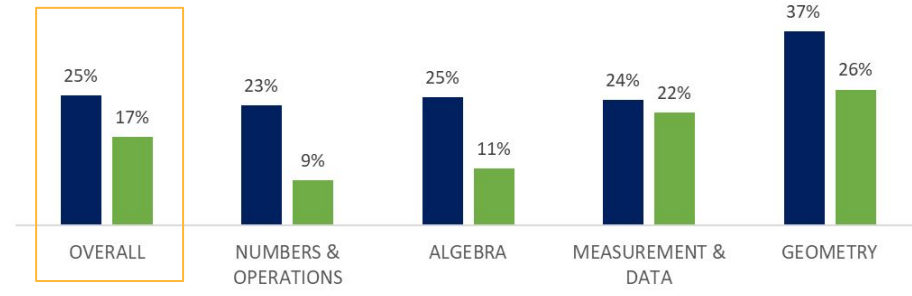  - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))
- Average of 79% correct on Ready Math Unit Assessments

**Strengths**
- Percent of students **on grade level** increased 16% from prior year, and is 9% higher than the district
- **All domains** percent on grade level are higher than the district
- Percent of students meeting **typical growth** is 6% higher than last year

**Opportunities**
- **Measurement & Data** is the lowest percent on grade level, at 19%



2023-24 First Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | District | School |
|---|---|---|
| OVERALL | 14% | 23% |
| NUMBERS & OPERATIONS | 20% | 35% |
| ALGEBRA | 35% | 52% |
| MEASUREMENT & DATA | 13% | 19% |
| GEOMETRY | 18% | 29% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | (Blank) | (Blank) | 2.2% |
| D2 | 6.8% | 6.3% | 22.9% |
| D3 | 21.3% | 18.8% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 68.9% | 79.2% | 68.9% |
| D2 | 68.2% | 83.3% | 70.8% |
| D3 | 72.3% | 79.2% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 31.1% | 20.8% | 28.9% |
| D2 | 25.0% | 10.4% | 6.3% |
| D3 | 6.4% | 2.1% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 53.5% | 64.6% | 70.8% |
| D3 | 41.3% | 50.0% | |

Ready Math
Average Percent Correct by Unit
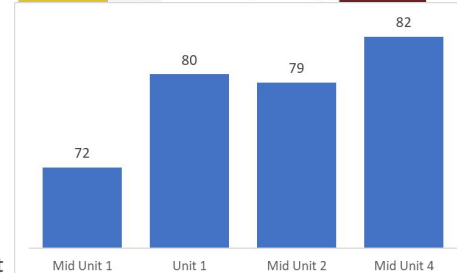
| Mid Unit 1 | Unit 1 | Mid Unit 2 | Mid Unit 4 |
|---|---|---|---|
| 72 | 80 | 79 | 82 |

# 2nd Grade
*ELA*

SUSD
Stockton Unified School District
Since 1852
Research and Accountability Department
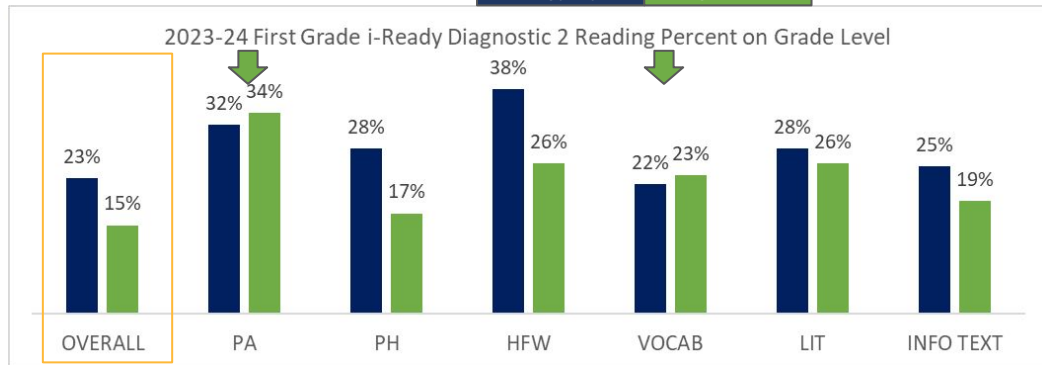**Empowering with data.**
District | School

**Key Metrics**
- **i-Ready 17%** on grade level reading (12% gap to district)
- **Curriculum Engagement:**
  - Benchmark: None (slide 28)
  - i-Ready Reading **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slide 36)
- **29 English Learners**, 0 new this year

**Strengths**
- Percent of students **on grade level** increased versus prior year
- Percent of students meeting **typical growth** increased by 14% versus prior year
- **Phonological Awareness** had the highest percent of students on grade level at 60%, but still had a 7% gap to the district

**Opportunities**
- **Informational Text** had the lowest percent on grade level and 12% gap to the district

### 2023-24 Second Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 29% | 67% | 31% | 58% | 22% | 26% | 23% |
| School | 17% | 60% | 23% | 51% | 19% | 13% | 11% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 10.4% | 11.1% | 2.1% |
| D2 | 10.2% | 15.2% | 17.0% |
| D3 | 18.8% | 27.1% | |

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 77.1% | 66.7% | 59.6% |
| D2 | 46.9% | 43.5% | 42.6% |
| D3 | 37.5% | 29.2% | |

**Benchmark Standards**

% Correct | Gap to District

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 12.5% | 22.2% | 38.3% |
| D2 | 42.9% | 41.3% | 40.4% |
| D3 | 43.8% | 43.8% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 57.1% | 37.8% | 51.1% |
| D3 | 54.2% | 54.2% | |

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

No Data Available

# 2nd Grade
## *Math*

**Empowering with data.**

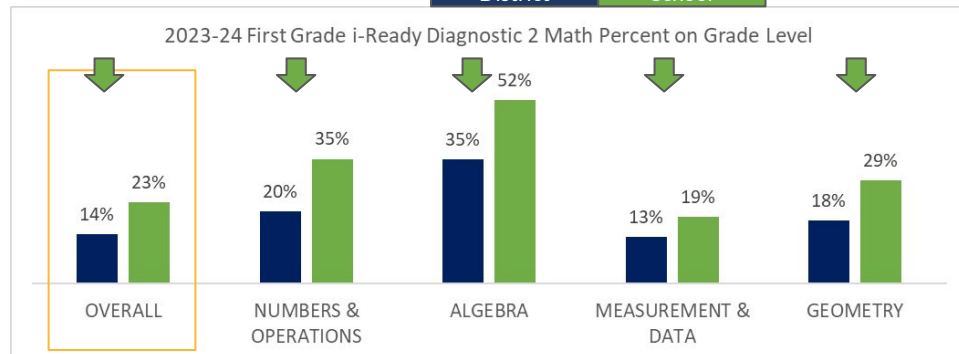| District | School |

**Key Metrics**
- **i-Ready 2%** on grade level reading (12% gap to the district)
- **Curriculum Engagement:**
  - Ready Math: None ([slide 32](#))
  - i-Ready Math **Minutes** Year-to-date average: Below target ([slide 35](#))
  - i-Ready Math **Lessons** Year-to-date average: Met Target ([slide 39](#))

**Strengths**
- Percent of students meeting their **typical growth goal** increased 2% to 59.6% this year

**Opportunities**
- 70.2% of students are **1 grade level below**

### 2023-24 Second Grade i-Ready Diagnostic 2 Math Percent on Grade Level



| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
|---|---|---|---|---|---|
| District | 14% | 25% | 24% | 18% | 18% |
| School | 2% | 17% | 17% | 6% | 6% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 4.2% | 2.2% | (Blank) |
| D2 | 10.4% | 7.3% | 2.1% |
| D3 | 23.4% | 27.1% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 56.3% | 64.4% | 63.8% |
| D2 | 31.3% | 41.5% | 27.7% |
| D3 | 10.6% | 10.4% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 39.6% | 33.3% | 36.2% |
| D2 | 58.3% | 51.2% | 70.2% |
| D3 | 66.0% | 62.5% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 43.8% | 57.5% | 59.6% |
| D3 | 53.2% | 56.3% | |

**Ready Math Average Percent Correct by Unit**

No Data Available

# 3rd Grade
## *ELA*

**Key Metrics**
- **i-Ready 32%** on grade level reading (3% gap to district)
- **Curriculum Engagement:**
  - Benchmark: None (slide 28)
  - i-Ready Reading **Minutes** Year-to-date average: Below target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slide 36)
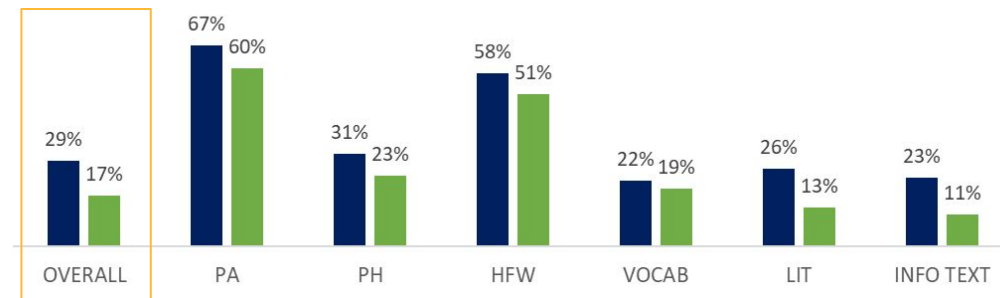- **22 English Learners,** 2 new this year

**Strengths**
- Percent of students **on grade level increased** versus prior year
- Percent of students meeting their **typical growth** increased 4% versus prior year
- High Frequency Words had a higher percent on grade level than the district

**Opportunities**
- **Informational Text** has the lowest percent of students on grade level and has a 7% gap to the district

District | School

### 2023-24 Third Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 35% | 0% | 45% | 78% | 31% | 33% | 28% |
| School | 32% | 0% | 34% | 85% | 26% | 28% | 21% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 15.2% | 14.6% | 16.7% |
| D2 | 31.3% | 21.3% | 31.9% |
| D3 | 37.5% | 34.0% | |

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 63.0% | 66.7% | 60.4% |
| D2 | 54.2% | 48.9% | 48.9% |
| D3 | 39.6% | 36.2% | |

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 21.7% | 18.8% | 22.9% |
| D2 | 14.6% | 29.8% | 19.1% |
| D3 | 22.9% | 29.8% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 58.3% | 55.3% | 59.6% |
| D3 | 58.3% | 50.0% | |

**Benchmark Standards**

% Correct    Gap to District

No Data Available

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

# 3rd Grade
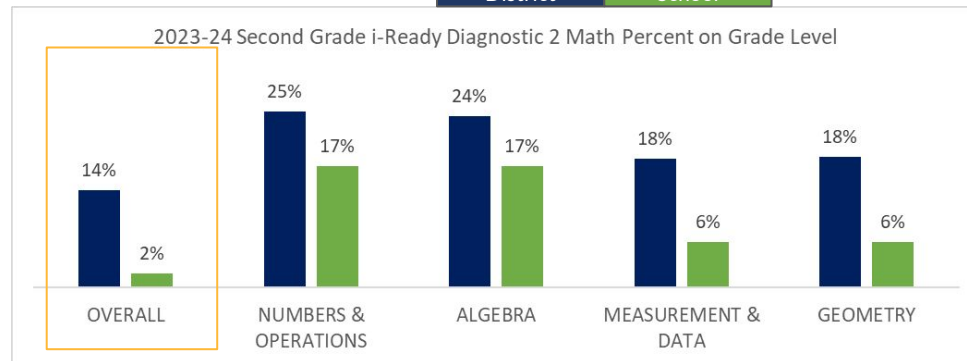## *Math*

Empowering with data.

**Key Metrics**
- **i-Ready 11%** on grade level reading (3% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Below target (slide 35)
  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)

**Strengths**
- Percent of students **on grade level increased** versus prior year
- **Numbers & Operations** had the same percent of students on grade level as the district

**Opportunities**
- Percent of students meeting their **typical growth** decreased from prior year

District | School

### 2023-24 Third Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
|---|---|---|---|---|---|
| District | 14% | 23% | 28% | 22% | 11% |
| School | 11% | 23% | 26% | 13% | 6% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 2.1% | 2.1% | 6.3% |
| D2 | 6.3% | 8.3% | 10.6% |
| D3 | 22.9% | 25.5% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 72.3% | 58.3% | 56.3% |
| D2 | 54.2% | 27.1% | 31.9% |
| D3 | 31.3% | 17.0% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 25.5% | 39.6% | 37.5% |
| D2 | 39.6% | 64.6% | 57.4% |
| D3 | 45.8% | 57.4% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 52.1% | 47.9% | 34.0% |
| D3 | 54.2% | 52.2% | |

**Ready Math Average Percent Correct by Unit**

No Data Available

# 4th Grade
## *ELA*

**Empowering with data.**

**Key Metrics**
- **i-Ready 20%** on grade level reading (+2% gap to district)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 28)
  - i-Ready Reading **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slightly below last 2 month) (slide 36)
- **33 English Learners,** 3 new this year

**Strengths**
- **Percent of students on grade level** was higher than the district, and increased versus prior year
- Percent of students meeting **typical growth** increased versus prior year and is higher than the district (78.2% Spanos versus 52.5% District)
- **High Frequency Words and Literature** had a higher percent on grade level than prior year

**Opportunities**
- **Vocabulary** was the lowest percent on grade level for i-Ready
- **Writing** had the highest below standard percent for CAASPP (3rd grade last year)
- **All domains** in Benchmark show a gap to the district with the exception of Reading Informational Text

District | School

### 2023-24 Fourth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 18% | 0% | 53% | 85% | 20% | 23% | 18% |
| School | 20% | 0% | 48% | 91% | 16% | 27% | 18% |

| Reading | On Grade Level | | | Reading | % 1 GL Below | | | Reading | % 2 or More Below | | | Reading | Met Typical Growth | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | 2021-22 | 2022-23 | 2023-24 | | 2021-22 | 2022-23 | 2023-24 | | 2021-22 | 2022-23 | 2023-24 | | 2021-22 | 2022-23 | 2023-24 |
| D1 | 1.8% | 6.0% | 9.1% | D1 | 29.1% | 42.0% | 21.8% | D1 | 69.1% | 52.0% | 69.1% | D2 | 64.9% | 60.0% | 78.2% |
| D2 | 10.0% | 14.0% | 19.6% | D2 | 41.7% | 44.0% | 39.3% | D2 | 48.3% | 42.0% | 41.1% | D3 | 57.8% | 52.9% | |
| D3 | 15.6% | 23.5% | | D3 | 39.1% | 41.2% | | D3 | 45.3% | 35.3% | | | | | |

**Benchmark Standards**  **% Correct**  **Gap to District**

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

% Correct: 36, 52, 43, 37, 31
Grade 4

Gap to District: -15, -8, 3, -10, -9
Grade 4

CAASPP ELA Areas (prior year 3rd grade)

| | Research/ Inquiry | Listening | Writing | Reading |
|---|---|---|---|---|
| Below Standard | 30% | 26% | 51% | 32% |
| Near Standard | 62% | 68% | 47% | 66% |
| Above Standard | 9% | 6% | 2% | 2% |
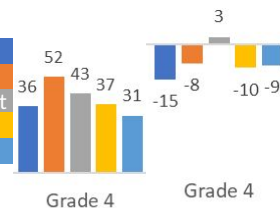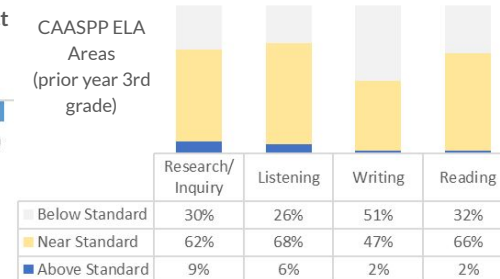
# 4th Grade
## *Math*

**Key Metrics**
- **i-Ready 23%** on grade level reading (+7% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Met target (slide 35)
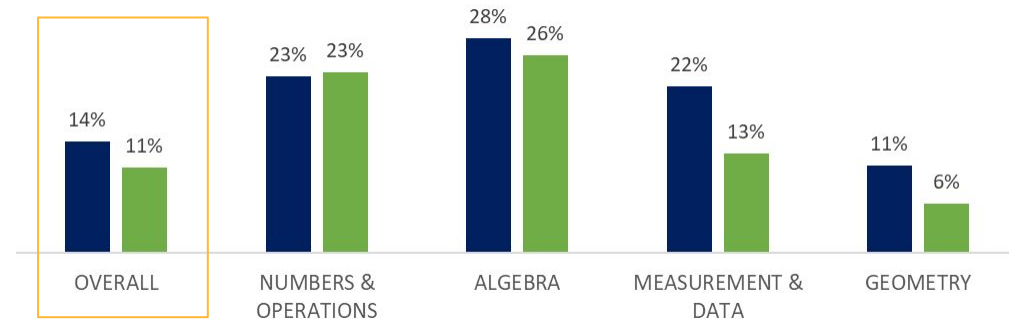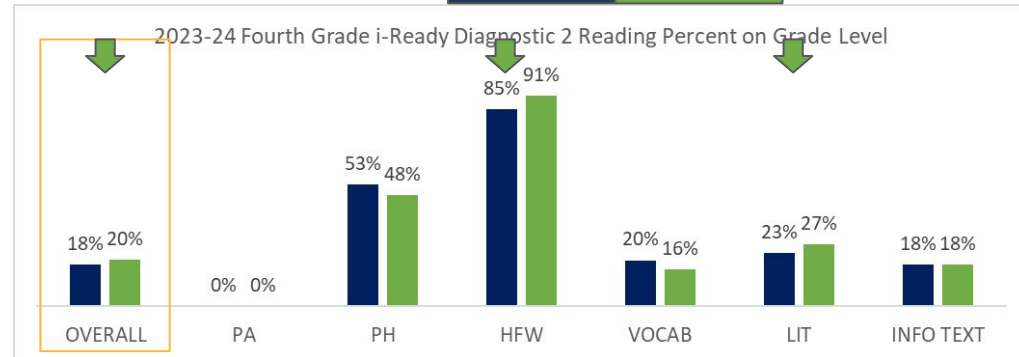  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)
- 45% average correct on Ready Math unit 1

**Strengths**
- Percent of students **on grade level** was higher than the district
- Percent of students meeting their **typical growth** goal increased versus prior year
- Percent of students **2+ below decreased** 28% from the beginning of the year
- **All domains** had a higher percent on grade level than the district

**Opportunities**
- **Geometry** had the lowest percent on grade level
- **Problem Solving** has the highest below standard percent at 47% (CAASPP prior year 3rd grade)



2023-24 Fourth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | District | School |
|---|---|---|
| OVERALL | 16% | 23% |
| NUMBERS & OPERATIONS | 29% | 39% |
| ALGEBRA | 29% | 39% |
| MEASUREMENT & DATA | 22% | 27% |
| GEOMETRY | 13% | 25% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 1.8% | 10.0% | 7.3% |
| D2 | 10.5% | 18.0% | 23.2% |
| D3 | 32.8% | 35.3% | |

**Math % 1 GL Below**

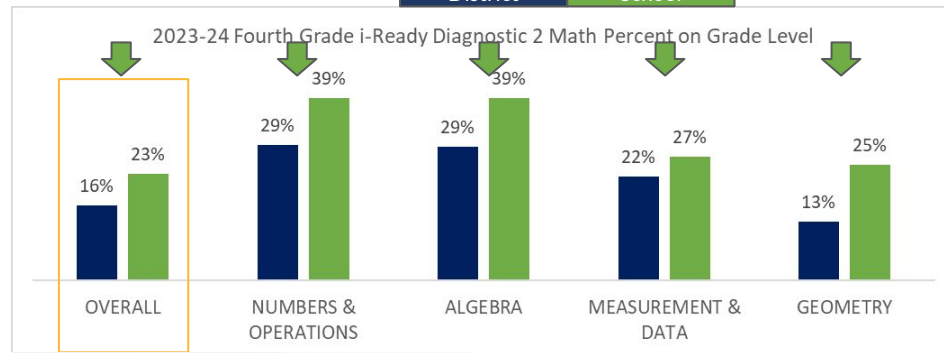| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 31.6% | 30.0% | 34.5% |
| D2 | 45.6% | 38.0% | 46.4% |
| D3 | 43.8% | 25.5% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 66.7% | 60.0% | 58.2% |
| D2 | 43.9% | 44.0% | 30.4% |
| D3 | 23.4% | 39.2% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 70.9% | 56.0% | 76.4% |
| D2 | 70.3% | 68.6% | |

**Ready Math Average Percent Correct by Unit**

| Unit 1 |
|---|
| 45 |

**CAASPP Math Areas (prior year 3rd grade)**

| | Communicate Reasoning | Problem Solving | Concepts & Procedures |
|---|---|---|---|
| Below Standard | 23% | 47% | 45% |
| Near Standard | 64% | 49% | 45% |
| Above Standard | 13% | 4% | 11% |
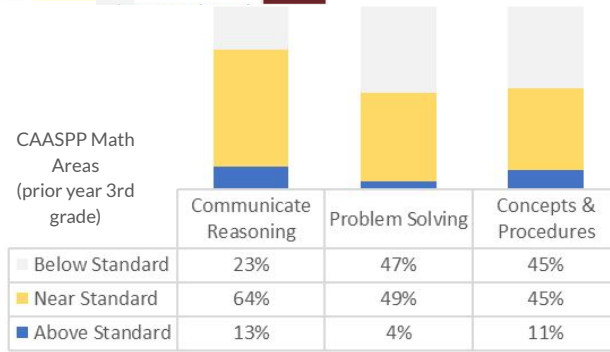
# 5th Grade
## *ELA*

**Key Metrics**
- **i-Ready 19%** on grade level reading (0% gap to district)
- **Curriculum Engagement:**
  - Benchmark: None ([slide 28](#))
  - i-Ready Reading **Minutes** Year-to-date average: Met target ([slide 35](#))
  - i-Ready Reading **Lessons** Year-to-date average: Met Target ([slide 36](#))
- **29 English Learners**, 3 new this year

**Strengths**
- Percent of students **on grade level** increased from prior year and is now equal to the district
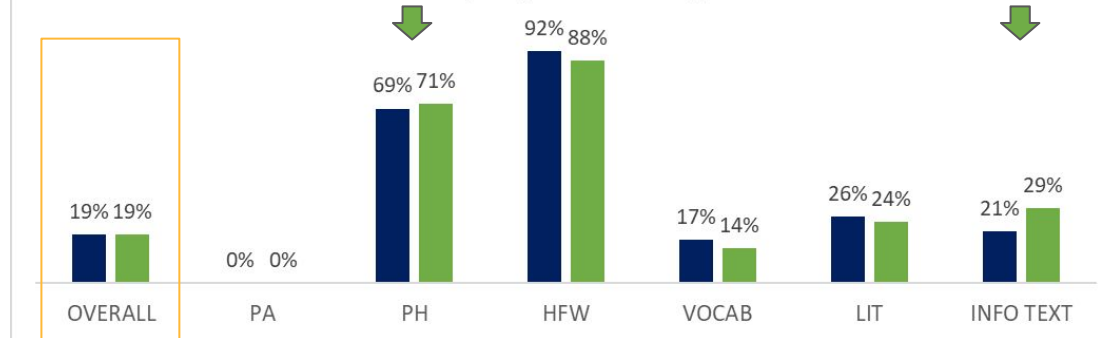- **Phonics and Informational Text** had a higher percent of students on grade level
- Percent of students meeting their **typical growth** increased versus prior year

**Opportunities**
- Percent of students on grade level for **Vocabulary** was the lowest at 14%, a 3% gap to the district
- **Writing** had the highest percent below standard at 47% in CAASPP (last year, 4th grade)

District | School

### 2023-24 Fifth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 19% | 0% | 69% | 92% | 17% | 26% | 21% |
| School | 19% | 0% | 71% | 88% | 14% | 24% | 29% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 10.2% | 8.5% | 12.1% |
| D2 | 22.2% | 15.5% | 19.0% |
| D3 | 24.6% | 18.6% | |

Benchmark Standards

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 28.8% | 18.6% | 24.1% |
| D2 | 31.7% | 19.0% | 20.7% |
| D3 | 36.1% | 32.2% | |

% Correct    Gap to District

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 61.0% | 72.9% | 63.8% |
| D2 | 46.0% | 65.5% | 60.3% |
| D3 | 39.3% | 49.2% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 77.4% | 55.2% | 58.6% |
| D3 | 59.0% | 65.5% | |

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

No Data Available

CAASPP ELA Areas (prior year 4th grade)

| | Research/ Inquiry | Listening | Writing | Reading |
|---|---|---|---|---|
| Below Standard | 24% | 33% | 47% | 41% |
| Near Standard | 71% | 61% | 51% | 51% |
| Above Standard | 4% | 6% | 2% | 8% |

# 5th Grade
## *Math*

**Empowering with data.**

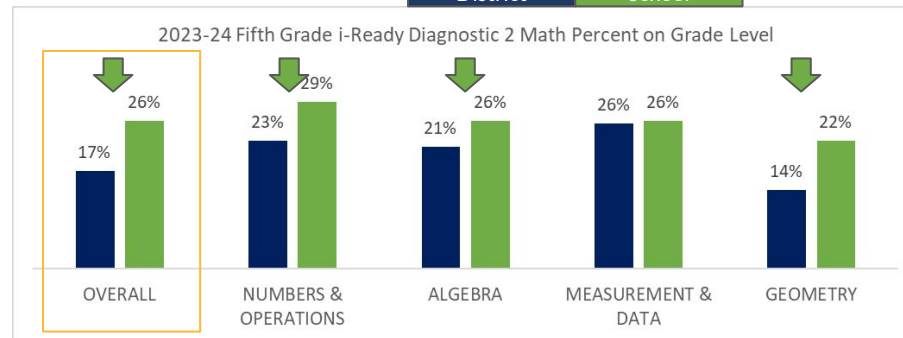| District | School |

**Key Metrics**
- **i-Ready 26%** on grade level reading (+9% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Near target (slide 35)
  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)

**Strengths**
- Percent of students **on grade level increased 10%** from prior year
- **All domains** percent on grade level were higher than the district, with the exception of Measurement & Data which was equal
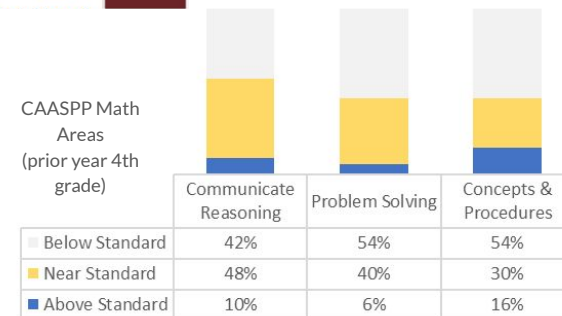- **Geometry was 8%** higher percent on grade level than the district

**Opportunities**
- Percent of students meeting their **typical growth goal** decreased 6% from prior year
- **Problem Solving** was the lowest area on CAASPP with 54% of students below standard and 40% near

2023-24 Fifth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
|---|---|---|---|---|---|
| District | 17% | 23% | 21% | 26% | 14% |
| School | 26% | 29% | 26% | 26% | 22% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 8.3% | 5.2% | 17.2% |
| D2 | 19.0% | 15.8% | 25.9% |
| D3 | 39.7% | 22.4% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 58.3% | 58.6% | 60.3% |
| D2 | 38.1% | 43.9% | 48.3% |
| D3 | 17.5% | 29.3% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 58.1% | 52.6% | 46.6% |
| D3 | 73.0% | 45.6% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 33.3% | 36.2% | 22.4% |
| D2 | 42.9% | 40.4% | 25.9% |
| D3 | 42.9% | 48.3% | |

CAASPP Math Areas (prior year 4th grade)

| | Communicate Reasoning | Problem Solving | Concepts & Procedures |
|---|---|---|---|
| Below Standard | 42% | 54% | 54% |
| Near Standard | 48% | 40% | 30% |
| Above Standard | 10% | 6% | 16% |

**Ready Math**
**Average Percent Correct by Unit**

No Data Available

# 6th Grade
## *ELA*

**Key Metrics**
- **i-Ready 13%** on grade level reading (9% gap to district)
- **Curriculum Engagement:**
  - Benchmark: Some (slide 28)
  - i-Ready Reading **Minutes** Year-to-date average: Above target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slide 36)
- **34 English Learners,** 4 new this year

**Strengths**
- Percent of students 2+ **below decreased** 7% from the beginning of the year
- **High Frequency Words** had a higher percent of students on grade level than the district
- Standards in **Benchmark** are higher than the district

**Opportunities**
- Percent of students **on grade level is lower** than the district
- Percent of students meeting their **typical growth** is lower than prior years
- **Writing** was the lowest area in CAASPP at 47% below standard (prior year 5th grade)

District | School

### 2023-24 Sixth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| Category | District | School |
|---|---|---|
| OVERALL | 22% | 13% |
| PA | 0% | 0% |
| PH | 80% | 73% |
| HFW | 95% | 98% |
| VOCAB | 19% | 15% |
| LIT | 26% | 10% |
| INFO TEXT | 23% | 15% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 6.9% | 14.3% | 8.1% |
| D2 | 12.7% | 20.3% | 13.3% |
| D3 | 16.1% | 28.1% | |

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 10.3% | 30.2% | 11.3% |
| D2 | 14.3% | 31.3% | 13.3% |
| D3 | 27.4% | 26.6% | |

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 82.8% | 55.6% | 80.6% |
| D2 | 73.0% | 48.4% | 73.3% |
| D3 | 56.5% | 45.3% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 58.3% | 53.1% | 48.3% |
| D3 | 66.1% | 57.8% | |

**Benchmark Standards | % Correct | Gap to District**

Grade 6: 66, 59, 48, 56, 76

Grade 6: 11, -2, 7, 3, 28

Language
Reading Foundational
Reading Informational Text
Reading Literature
Writing

CAASPP ELA Areas (prior year 5th grade)

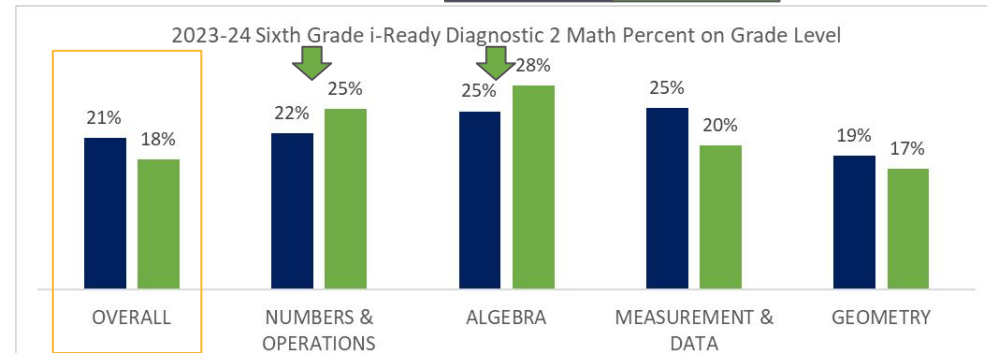| | Research/Inquiry | Listening | Writing | Reading |
|---|---|---|---|---|
| Below Standard | 27% | 28% | 47% | 38% |
| Near Standard | 60% | 63% | 48% | 60% |
| Above Standard | 13% | 8% | 5% | 2% |

# 6th Grade
## *Math*

**Key Metrics**
- **i-Ready 18%** on grade level reading (+3% gap to district)
- **Curriculum Engagement:**
  - Ready Math: None (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)

**Strengths**
- **Percent of students on grade level** increased since the fall administration by nearly 14%
- Percent of students meeting their **typical growth** increased versus prior year
- **Numbers & Operations and Algebra** had a higher percent of students on growth than the district
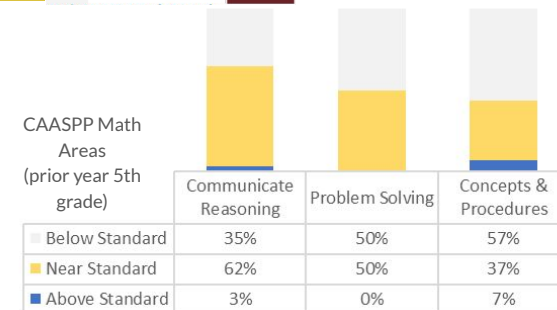
**Opportunities**
- **Geometry** has the lowest percent of students on grade level at 17% and a 2% gap to the district



2023-24 Sixth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | District | School |
|---|---|---|
| OVERALL | 21% | 18% |
| NUMBERS & OPERATIONS | 22% | 25% |
| ALGEBRA | 25% | 28% |
| MEASUREMENT & DATA | 25% | 20% |
| GEOMETRY | 19% | 17% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 8.6% | 22.2% | 4.8% |
| D2 | 11.5% | 29.2% | 18.3% |
| D3 | 12.9% | 50.0% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 24.1% | 31.7% | 35.5% |
| D2 | 32.8% | 35.4% | 36.7% |
| D3 | 45.2% | 26.6% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 67.2% | 46.0% | 59.7% |
| D2 | 55.7% | 35.4% | 45.0% |
| D3 | 41.9% | 23.4% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 51.7% | 58.5% | 71.7% |
| D3 | 53.2% | 73.4% | |

**Ready Math**
**Average Percent Correct by Unit**

No Data Available

CAASPP Math Areas (prior year 5th grade)

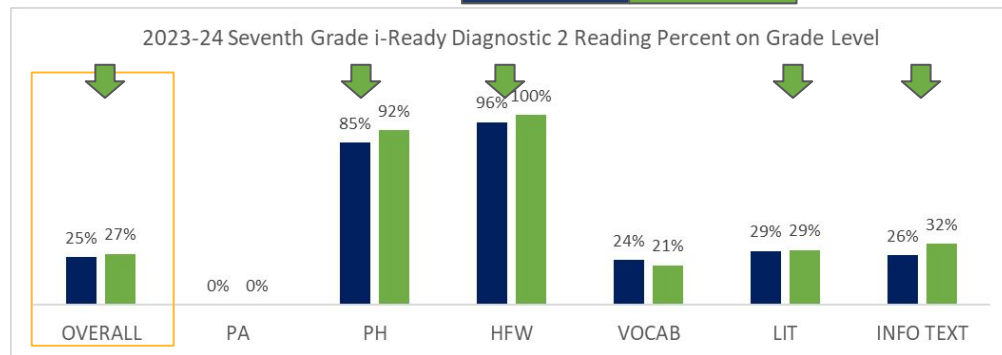| | Communicate Reasoning | Problem Solving | Concepts & Procedures |
|---|---|---|---|
| Below Standard | 35% | 50% | 57% |
| Near Standard | 62% | 50% | 37% |
| Above Standard | 3% | 0% | 7% |

# 7th Grade
## *ELA*

**Key Metrics**
- **i-Ready 27%** on grade level reading (+2% gap to district)
- **Curriculum Engagement:**
  - i-Ready Reading **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slide 36)
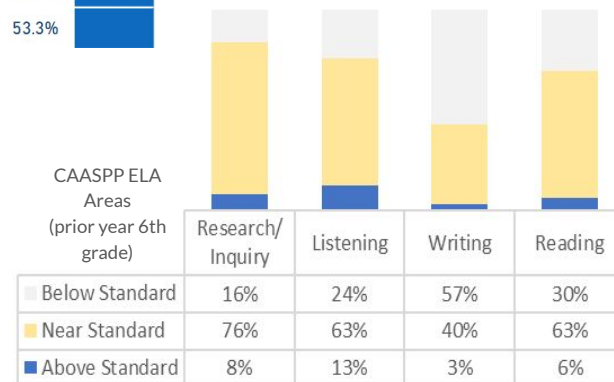- **15 English Learners**, 0 new this year

**Strengths**
- **Percent on grade level** was higher than the district and increased 14% from prior year
- **Most domains are higher percent** on grade level than the district
- 61% of students met their **typical growth**, the highest percent in 3 years

**Opportunities**
- **Vocabulary** was the only domain with a lower percent on grade level than the district at 21% versus 24%
- **Writing** was the lowest area in CAASPP (6th grade prior year) with 57% below standard

| District | School |

### 2023-24 Seventh Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 25% | 0% | 85% | 96% | 24% | 29% | 26% |
| School | 27% | 0% | 92% | 100% | 21% | 29% | 32% |

Reading **On Grade Level**

| | 2021-22 | 2022-23 | **2023-24** |
|---|---|---|---|
| D1 | 14.0% | 13.6% | 19.4% |
| D2 | 18.5% | 13.8% | 27.4% |
| D3 | 29.6% | 25.0% | |

Reading **Met Typical Growth**

| | 2021-22 | 2022-23 | **2023-24** |
|---|---|---|---|
| D2 | 58.8% | 45.6% | 61.3% |
| D3 | 63.0% | 53.3% | |

Reading **% 1 GL Below**

| | 2021-22 | 2022-23 | **2023-24** |
|---|---|---|---|
| D1 | 14.0% | 25.4% | 24.2% |
| D2 | 11.1% | 20.7% | 19.4% |
| D3 | 20.4% | 16.7% | |

Reading **% 2 or More Below**

| | 2021-22 | 2022-23 | **2023-24** |
|---|---|---|---|
| D1 | 72.0% | 61.0% | 56.5% |
| D2 | 70.4% | 65.5% | 53.2% |
| D3 | 50.0% | 58.3% | |

CAASPP ELA Areas (prior year 6th grade)

| | Research/ Inquiry | Listening | Writing | Reading |
|---|---|---|---|---|
| Below Standard | 16% | 24% | 57% | 30% |
| Near Standard | 76% | 63% | 40% | 63% |
| Above Standard | 8% | 13% | 3% | 6% |

# 7th Grade
## *Math*

**Key Metrics**
- **i-Ready 21%** on grade level reading (+4% gap to district)
- **Curriculum Engagement:**
  - Ready Math: High (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Below target (slide 35)
  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)
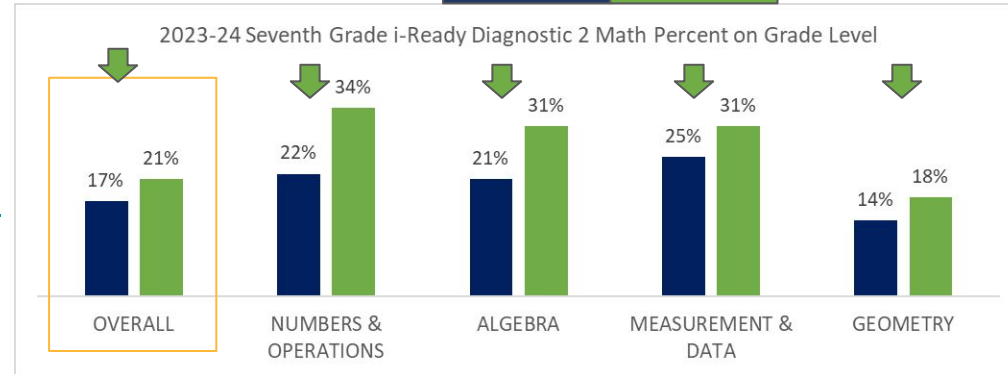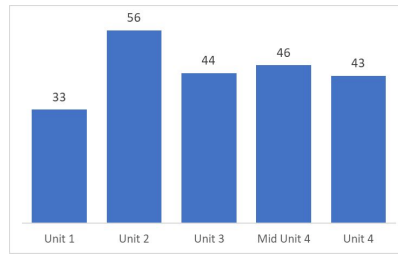- 44% average correct on Ready Math unit assessments

**Strengths**
- **Percent on grade level** increased 8% from prior year and was higher than the district
- **All domains** were higher percent on grade level than district

**Opportunities**
- **Geometry** was the lowest percent on grade level

| District | School |
| --- | --- |

### 2023-24 Seventh Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
| --- | --- | --- | --- | --- | --- |
| District | 17% | 22% | 21% | 25% | 14% |
| School | 21% | 34% | 31% | 31% | 18% |

**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | 7.7% | 6.8% | 17.7% |
| D2 | 16.4% | 13.6% | 21.0% |
| D3 | 20.4% | 14.8% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | 30.8% | 23.7% | 37.1% |
| D2 | 25.5% | 25.4% | 43.5% |
| D3 | 25.9% | 27.9% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D1 | 61.5% | 69.5% | 45.2% |
| D2 | 58.2% | 61.0% | 35.5% |
| D3 | 53.7% | 57.4% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
| --- | --- | --- | --- |
| D2 | 46.2% | 53.4% | 51.6% |
| D3 | 42.6% | 47.5% | |
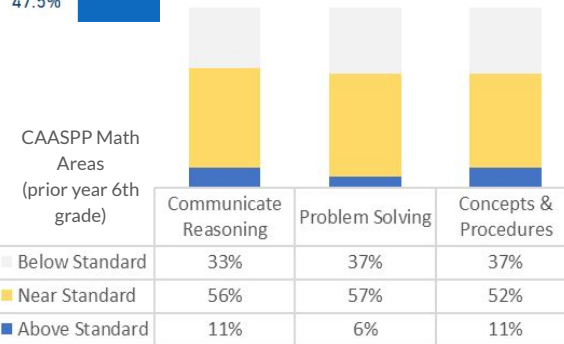
### Ready Math Average Percent Correct by Unit

| Unit 1 | Unit 2 | Unit 3 | Mid Unit 4 | Unit 4 |
| --- | --- | --- | --- | --- |
| 33 | 56 | 44 | 46 | 43 |

### CAASPP Math Areas (prior year 6th grade)

| | Communicate Reasoning | Problem Solving | Concepts & Procedures |
| --- | --- | --- | --- |
| Below Standard | 33% | 37% | 37% |
| Near Standard | 56% | 57% | 52% |
| Above Standard | 11% | 6% | 11% |

# 8th Grade
## *ELA*



Research and Accountability Department

**Empowering with data.**

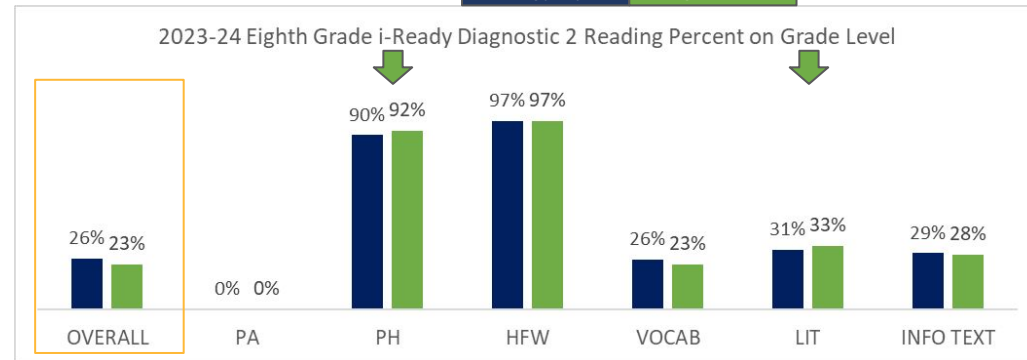District | School

**Key Metrics**
- **i-Ready 23%** on grade level reading (3% gap to district)
- **Curriculum Engagement:**
  - i-Ready Reading **Minutes** Year-to-date average: Met target (slide 35)
  - i-Ready Reading **Lessons** Year-to-date average: Met Target (slide 36)
- **16 English Learners,** 4 new this year

**Strengths**
- Percent of students **on grade level increased** versus prior year
- Percent of students meeting their **typical growth goals** increased versus prior year

**Opportunities**
- **Vocabulary** had the lowest percent on grade level and was 3% lower than the district
- **Writing** was the lowest area in CAASPP with 63% below standard (7th grade last year)

### 2023-24 Eighth Grade i-Ready Diagnostic 2 Reading Percent on Grade Level

| | OVERALL | PA | PH | HFW | VOCAB | LIT | INFO TEXT |
|---|---|---|---|---|---|---|---|
| District | 26% | 0% | 90% | 97% | 26% | 31% | 29% |
| School | 23% | 0% | 92% | 97% | 23% | 33% | 28% |

**Reading On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 16.7% | 14.0% | 11.7% |
| D2 | 33.3% | 15.8% | 23.0% |
| D3 | 29.0% | 21.1% | |

**Reading % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 16.7% | 17.5% | 16.7% |
| D2 | 26.7% | 22.8% | 19.7% |
| D3 | 29.0% | 22.8% | |

**Reading % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 66.7% | 68.4% | 71.7% |
| D2 | 40.0% | 61.4% | 57.4% |
| D3 | 41.9% | 56.1% | |

**Reading Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 70.0% | 54.5% | 66.7% |
| D3 | 67.7% | 57.9% | |

| CAASPP ELA Areas (prior year 7th grade) | Research/ Inquiry | Listening | Writing | Reading |
|---|---|---|---|---|
| Below Standard | 35% | 20% | 63% | 42% |
| Near Standard | 63% | 73% | 35% | 55% |
| Above Standard | 2% | 7% | 2% | 3% |

| District | School |

**Key Metrics**
- **i-Ready 4%** on grade level reading (+12% gap to district)
- **Curriculum Engagement:**
  - Ready Math: Some (slide 32)
  - i-Ready Math **Minutes** Year-to-date average: Below target (slide 35)
  - i-Ready Math **Lessons** Year-to-date average: Met Target (slide 39)
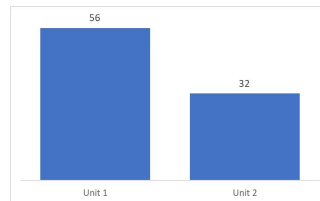- 43% average correct on Ready Math unit assessments

**Strengths**
- Percent of students meeting their **typical growth** increased from prior year to 77%
- Percent of students **2+ below decreased almost 10%** from the beginning of the year

**Opportunities**
- Percent of students **on grade level** decreased slightly from prior year
- **Algebra** was the lowest percent on grade level at 12% and had a 7% gap to the district

### 2023-24 Eighth Grade i-Ready Diagnostic 2 Math Percent on Grade Level

| | OVERALL | NUMBERS & OPERATIONS | ALGEBRA | MEASUREMENT & DATA | GEOMETRY |
|---|---|---|---|---|---|
| District | 16% | 20% | 19% | 25% | 19% |
| School | 15% | 18% | 12% | 23% | 15% |
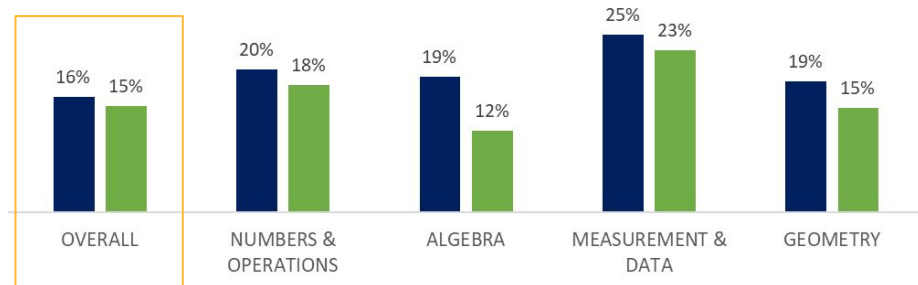
**Math On Grade Level**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 16.7% | 7.0% | 6.7% |
| D2 | 30.0% | 15.8% | 14.8% |
| D3 | 35.5% | 17.5% | |

**Math Met Typical Growth**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D2 | 70.0% | 67.3% | 76.7% |
| D3 | 83.9% | 64.3% | |

**Math % 1 GL Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 36.7% | 29.8% | 18.3% |
| D2 | 30.0% | 29.8% | 19.7% |
| D3 | 35.5% | 26.3% | |

**Math % 2 or More Below**

| | 2021-22 | 2022-23 | 2023-24 |
|---|---|---|---|
| D1 | 46.7% | 63.2% | 75.0% |
| D2 | 40.0% | 54.4% | 65.6% |
| D3 | 29.0% | 56.1% | |

**Ready Math Average Percent Correct by Unit**

| | Unit 1 | Unit 2 |
|---|---|---|
| | 56 | 32 |

**CAASPP Math Areas (prior year 7th grade)**

| | Communicate Reasoning | Problem Solving | Concepts & Procedures |
|---|---|---|---|
| Below Standard | 42% | 63% | 75% |
| Near Standard | 58% | 37% | 25% |
| Above Standard | 0% | 0% | 0% |
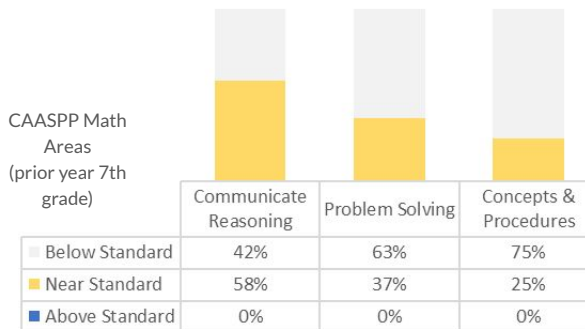
# Acronyms and Initialisms

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 |
|---|---|

| 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<br><br>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](#) |