



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	30647666020176	April 29, 2024	May 6, 2024

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

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

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

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

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

Schoolwide Program

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

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Plan Description

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

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

Schoolwide Program

Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

Macy runs its Title I program as a school-wide Title I program, targeting achievement school-wide. Macy was designated a Title I program during the 2021-22 School year, when the number of students from socioeconomically disadvantaged backgrounds exceeded 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and
Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);
Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and
If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);
The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);
Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and
Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).
All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the school site council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);
Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and
Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).
must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).
Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

Patty Jacobsen

Principal

Macy Elementary

Lowell Joint School District

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Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff meets weekly, and the Instructional Leadership Team meets monthly to develop our instructional plan. Stated goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. The school reviewed achievement data as collected by teachers, CASSPP and iReady Assessment data to determine school goals. The Instructional Leadership Team and the

staff used data from 2022 Smarter Balanced Assessments to help drive instruction, plan intervention, and enrichment for Macy's student population.

Macy School Site Council elections were held in September 2022. The Council is comprised of members of the community, the teaching staff and Macy's classified staff. At the first meeting of the year in October 2023, the Council reviewed past goals and outcomes from the 2022-23 school year. The Council also reviewed data from CASSPP, the California Dashboard, and iReady assessments. It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need, and with input from the Site Council, staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program was implemented for the 2022-23 school year will continue into the 2023-24 schooand was well attended, however, finding staff for the 23-24 school year was challenging. Moving forward for the 24-25 school year, the intent is to run a before and after school tutoring program, as teachers have stated interest in staffing. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to address the needs of underperforming students.

SSC minutes and agendas are posted at the school, and parents and staff are encouraged to complete an annual survey to help determine the strengths and needs at the school. This survey data is reviewed and utilized when developing the SPSA. Comments and information from families is also collected at the Title I Information night in August.

As part of the comprehensive needs assessment, the District has facilitated the development of a before and after school enrichment program named Powersource. Powersource has been well received and attended by students. It will continue into the 24-25 school year to provide enrichment and intervention opportunities to all interested students. Additionally, underperforming students are invited to attend educational classes offered on Saturdays each month. These Saturday Sessions are well attended and have been effective for providing intervention.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

ELA, MATH

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.46%	0.48%	2	2	2
Asian	4.4%	3.89%	2.63%	20	17	11
Filipino	1.8%	1.83%	2.39%	8	8	10
Hispanic/Latino	60.2%	59.95%	61.96%	275	262	259
Pacific Islander	0.2%	0.46%	0%	1	2	0
White	28.2%	28.38%	25.84%	129	124	108
Multiple/No Response	2.8%	2.52%	3.35%	13	11	14
Total Enrollment				457	437	418

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	65	65
Grade 1	36	59	51
Grade 2	67	44	60
Grade3	54	69	43
Grade 4	67	56	70
Grade 5	75	70	54
Grade 6	77	74	75
Total Enrollment	457	437	418

Conclusions based on this data:

1. Kinder enrollment remained even over the year.
2. Macy as a whole continues to experience declining enrollment.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)		21	18		4.8%	4.3%
Fluent English Proficient (FEP)		18	16		4.1%	3.8%

Conclusions based on this data:

1. Macy's EL student population remains low.
2. The number of RFEP students remains constant from 22-23 to the 23-24 school year, this data is indicative of a need for more targeted EL instruction within the classrooms.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68	44	49	67	40	49	67	40	96.1	98.5	90.9
Grade 4	67	53	71	64	52	71	64	52	71	95.5	98.1	100.0
Grade 5	73	72	54	72	68	53	72	68	53	98.6	94.4	98.1
Grade 6	76	76	76	70	76	72	70	76	72	92.1	100.0	94.7
All Grades	267	269	245	255	263	236	255	263	236	95.5	97.8	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2436.	2437.	2450.	30.61	26.87	30.00	22.45	28.36	22.50	22.45	28.36	30.00	24.49	16.42	17.50
Grade 4	2450.	2470.	2445.	20.31	30.77	15.49	20.31	19.23	23.94	26.56	17.31	26.76	32.81	32.69	33.80
Grade 5	2510.	2517.	2489.	29.17	19.12	16.98	23.61	39.71	26.42	19.44	25.00	26.42	27.78	16.18	30.19
Grade 6	2518.	2524.	2526.	24.29	14.47	18.06	27.14	34.21	20.83	18.57	27.63	41.67	30.00	23.68	19.44
All Grades	N/A	N/A	N/A	25.88	22.05	19.07	23.53	31.18	23.31	21.57	25.10	31.78	29.02	21.67	25.85

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

Reading									
Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	17.91	20.00	48.98	73.13	67.50	22.45	8.96	12.50
Grade 4	17.19	26.92	18.31	68.75	55.77	63.38	14.06	17.31	18.31
Grade 5	25.00	20.59	16.98	56.94	69.12	54.72	18.06	10.29	28.30
Grade 6	25.71	25.33	22.22	44.29	53.33	55.56	30.00	21.33	22.22
All Grades	23.92	22.52	19.49	54.90	62.98	59.75	21.18	14.50	20.76

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Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	20.90	22.50	59.18	55.22	57.50	22.45	23.88	20.00
Grade 4	9.52	5.77	4.23	61.90	69.23	63.38	28.57	25.00	32.39
Grade 5	33.33	16.18	15.09	36.11	61.76	58.49	30.56	22.06	26.42
Grade 6	25.71	10.53	9.72	35.71	64.47	70.83	38.57	25.00	19.44
All Grades	22.44	13.69	11.44	46.85	62.36	63.56	30.71	23.95	25.00

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Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	11.94	15.00	73.47	70.15	70.00	8.16	17.91	15.00
Grade 4	9.52	17.31	11.27	76.19	71.15	74.65	14.29	11.54	14.08
Grade 5	13.89	14.71	13.21	73.61	79.41	71.70	12.50	5.88	15.09
Grade 6	15.71	18.67	8.33	64.29	68.00	80.56	20.00	13.33	11.11
All Grades	14.17	15.65	11.44	71.65	72.14	75.00	14.17	12.21	13.56

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	23.88	25.00	57.14	58.21	62.50	14.29	17.91	12.50
Grade 4	7.81	13.46	4.23	70.31	67.31	74.65	21.88	19.23	21.13
Grade 5	23.61	16.18	16.98	62.50	61.76	64.15	13.89	22.06	18.87
Grade 6	20.00	11.84	12.50	58.57	71.05	73.61	21.43	17.11	13.89
All Grades	19.61	16.35	13.14	62.35	64.64	69.92	18.04	19.01	16.95

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

Conclusions based on this data:

1. Macy experienced a drop in overall achievement in the board area of ELA in 2022-23. The largest drop was in the area of Reading. Specific targeted instruction in ELA /Reading with intervention targeted at 2nd - 4th grades.
2. While growth was seen in third, fifth, and sixth grades in the area of Research/Inquiry (Increases in the areas of % Above Standard and % At or Above Standard of 5.4%, 3.19%, and 3.22% respectively), in the area of Listening in 3rd and 6th (Increases in the areas of % Above Standard and % At or Above Standard of 2.91% and 2.22% respectively), and an increase in Writing in 3rd and 6th (Increases in the areas of % Above Standard and % At or Above Standard of 3.88% and 5.55% respectively), continued support is needed in the area of Reading.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68	44	49	67	40	49	67	40	96.1	98.5	90.9
Grade 4	67	53	71	64	52	71	64	52	71	95.5	98.1	100.0
Grade 5	73	72	54	72	68	53	72	68	53	98.6	94.4	98.1
Grade 6	76	76	76	71	75	72	71	75	72	93.4	98.7	94.7
All Grades	267	269	245	256	262	236	256	262	236	95.9	97.4	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2430.	2432.	2439.	20.41	20.90	27.50	28.57	29.85	27.50	26.53	23.88	25.00	24.49	25.37	20.00
Grade 4	2441.	2463.	2453.	9.38	13.46	16.90	23.44	26.92	16.90	37.50	36.54	39.44	29.69	23.08	26.76
Grade 5	2466.	2491.	2476.	19.44	8.82	20.75	9.72	27.94	13.21	23.61	35.29	24.53	47.22	27.94	41.51
Grade 6	2476.	2509.	2515.	14.08	18.67	15.28	15.49	14.67	22.22	26.76	32.00	27.78	43.66	34.67	34.72
All Grades	N/A	N/A	N/A	15.63	15.65	19.07	18.36	24.43	19.49	28.52	31.68	30.08	37.50	28.24	31.36

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	17.91	37.50	48.98	56.72	37.50	24.49	25.37	25.00
Grade 4	15.63	19.23	16.90	50.00	55.77	46.48	34.38	25.00	36.62
Grade 5	13.89	14.71	18.87	40.28	55.88	41.51	45.83	29.41	39.62
Grade 6	14.08	24.00	16.67	32.39	38.67	47.22	53.52	37.33	36.11
All Grades	16.80	19.08	20.76	42.19	51.15	44.07	41.02	29.77	35.17

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.45	28.36	17.50	61.22	52.24	60.00	16.33	19.40	22.50
Grade 4	10.94	13.46	18.31	51.56	59.62	50.70	37.50	26.92	30.99
Grade 5	15.28	8.82	15.09	38.89	60.29	49.06	45.83	30.88	35.85
Grade 6	8.45	8.00	13.89	42.25	54.67	51.39	49.30	37.33	34.72
All Grades	13.67	14.50	16.10	47.27	56.49	52.12	39.06	29.01	31.78

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	19.40	32.50	51.02	65.67	57.50	22.45	14.93	10.00
Grade 4	10.94	17.31	15.49	64.06	59.62	59.15	25.00	23.08	25.35
Grade 5	11.11	10.29	11.32	58.33	67.65	56.60	30.56	22.06	32.08
Grade 6	19.72	10.67	12.50	52.11	65.33	61.11	28.17	24.00	26.39
All Grades	16.41	14.12	16.53	56.64	64.89	58.90	26.95	20.99	24.58

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

Conclusions based on this data:

1. Overall, Macy saw a drop in the area of Math. Students in the Standards Exceeded and Met Standards fell by 1.52%
2. Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, and Communicating Reasoning as evidence by an approximate average of 30.51% across these grade levels, not meeting standards.
3. In the area of Concepts and Procedures 3rd and 6th grade enjoyed growth, with a 19.59% increase of 3rd grade students achieving Above Standard and a 8.55% increase of 6th grade students at or Near Standard.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	7
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	5	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										14	16	19

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	10.53	28.57	25.00	31.58	21.43	37.50	47.37	35.71	37.50	10.53	14	16	19

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	12.50	31.58	28.57	37.50	26.32	7.14	25.00	31.58	35.71	25.00	10.53	14	16	19

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	7.14	0.00	0.00	21.43	18.75	15.79	28.57	18.75	47.37	42.86	62.50	36.84	14	16	19

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	31.25	31.58	35.71	50.00	63.16	35.71	18.75	5.26	14	16	19

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	35.71	18.75	21.05	28.57	43.75	68.42	35.71	37.50	10.53	14	16	19

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	5.26	35.71	43.75	57.89	50.00	56.25	36.84	14	16	19

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	14.29	0.00	5.26	42.86	50.00	68.42	42.86	50.00	26.32	14	16	19

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

Conclusions based on this data:

1. Students are making most progress towards proficiency in the areas of Listening and Spoken Language.
2. The EL population at Macy experienced a slight growth and continues to need additional support in the areas of reading and writing. Macy teachers needs to work to use active engagement strategies in the classrooms to increase fluency and success.

School and Student Performance Data

California School Dashboard Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
418	48.3	4.3	0.7
Total Number of Students enrolled in Macy Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	18	4.3
Foster Youth	3	0.7
Homeless	2	0.5
Socioeconomically Disadvantaged	202	48.3
Students with Disabilities	66	15.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
Asian	11	2.6
Filipino	10	2.4
Hispanic	259	62
Two or More Races	14	3.3
White	108	25.8

Conclusions based on this data:

- Macy continues to qualify as a Title 1 school and the socioeconomically disadvantaged student population continues to grow at Macy.

School and Student Performance Data

Overall Performance





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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The current status of Orange in ELA and math, show that overall ELA and math scores decreased over the 2021-22 school year. Macy's SOAR intervention program needs to be a required daily program for all grade levels, conscientious use of Thinking Maps and iREADY with fidelity, and continued and specific use of our Interventionists.

2. The status in the Suspension Rate indicator of Low is evidence that the programs continued from last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.
3. Macy's .Chronic Absenteeism has improved and is evidence of the specific attendance rewards and Attendance Program's success.

School and Student Performance Data

Academic Performance English Language Arts

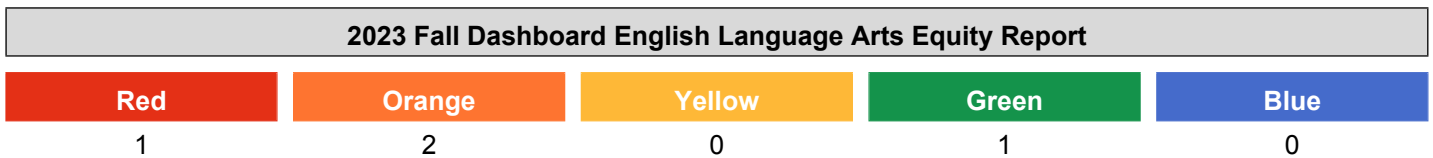
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>9.4 points below standard Decreased Significantly -16.6 points</p> <p>233 Students</p>	<p>English Learners</p> <p>92.4 points below standard Decreased Significantly -41.9 points</p> <p>15 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>29.8 points below standard Decreased -14.2 points</p> <p>127 Students</p>	<p>Students with Disabilities</p> <p>Red</p> <p>104.3 points below standard Decreased -14 points</p> <p>44 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 20.6 points below standard Decreased Significantly - 17.5 points 153 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Green 11.1 points above standard Decreased -10 points 56 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 8 Students	2.8 points below standard Decreased -14.6 points 212 Students

Conclusions based on this data:

1. The CAASPP ELA data shows improvement in the total student population, but low achievement among EL, SED, and SPED students remains. It is clear that programs such as iReady need to be used with fidelity.
2. Administration and staff at Macy need to fully implement iReady, Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
3. The SOAR Intervention program was built into the school day, and will focus on ELA goals and student achievement.

School and Student Performance Data

Academic Performance Mathematics

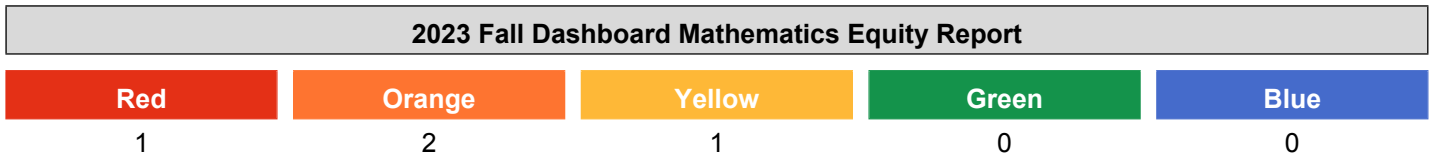
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 30.8 points below standard Decreased -7.8 points 233 Students	English Learners 119.7 points below standard Decreased Significantly -25.7 points 15 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 1 Student	Socioeconomically Disadvantaged  Orange 54.4 points below standard Decreased -5.9 points 127 Students	Students with Disabilities  Red 123.3 points below standard Maintained +2.7 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 47.3 points below standard Decreased -12.3 points 153 Students	Less than 11 Students 9 Students	 No Performance Color 0 Students	 Yellow 1.8 points below standard Maintained +2.1 points 56 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students 7 Students	Less than 11 Students 8 Students	24.2 points below standard Decreased -6.3 points 212 Students

Conclusions based on this data:

1. Based on the data, specific and targeted intervention needs to be focus on students in both the SED and SWD subgroups.
2. Weekly standards based assements need to be accessed and used to inform instruction and teachers need to focus on standards based instruction.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students: 10 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1. Daily directed EL instruction in the classroom has been somewhat effective, but needs to be more consistent and practiced with fidelity.
2. Teachers might benefit from instruction in integrated EL instruction, and should participate in professional development to improve instruction and meet the needs of our EL students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 27.1% Chronically Absent Declined Significantly -4.6 439 Students	English Learners 42.9% Chronically Absent Declined -7.1 21 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 33.2% Chronically Absent Declined Significantly -4.1 220 Students	Students with Disabilities Orange 34.1% Chronically Absent Declined -13.2 82 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	25% Chronically Absent Declined -27.9 12 Students	Less than 11 Students 10 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 29.6% Chronically Absent Declined Significantly -3.2 274 Students	17.9% Chronically Absent Declined -4.9 28 Students	 No Performance Color 0 Students	 Orange 23.2% Chronically Absent Declined -4.3 112 Students

Conclusions based on this data:

1. Although Chronic Absenteeism decreased by 4.3%, this remains a lingering issue for Macy with 27.1% of the total school population in the yellow indicator level.
2. Data from the Chronic Absenteeism indicator shows that Macy benefited from improved student engagement and a specific program to address absenteeism which will continue next year.
3. Areas of particular concern and focus were the Socioeconomically Disadvantaged students, who showed a decrease of 4.1% and the Students with Disabilities subgroup which showed excellent improvement with a 13.2% decrease in chronic absenteeism.

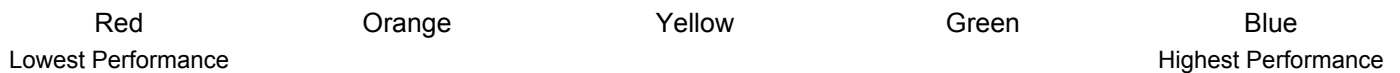
School and Student Performance Data

Academic Engagement Graduation Rate

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

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

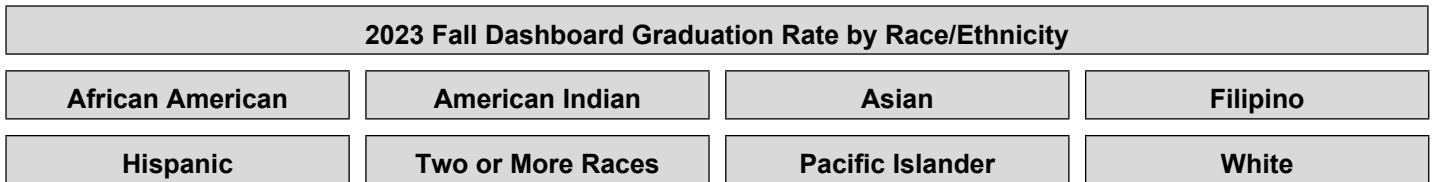
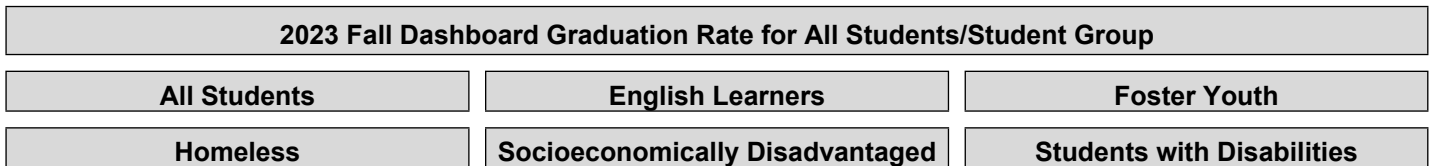
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. This is not applicable and there is no data

School and Student Performance Data

Conditions & Climate Suspension Rate

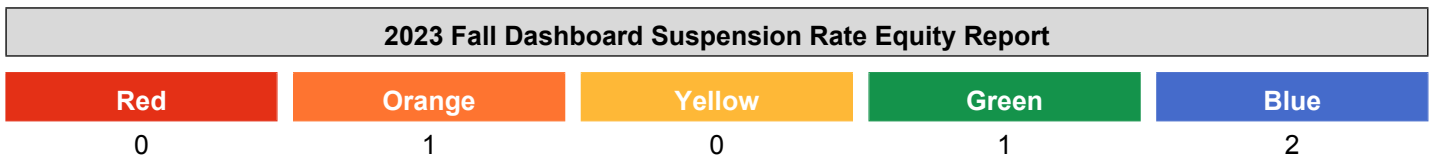
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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




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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.7% suspended at least one day Maintained 0 450 Students	English Learners 0% suspended at least one day Maintained 0 23 Students	Foster Youth Less than 11 Students 3 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 0.9% suspended at least one day Declined -0.5 226 Students	Students with Disabilities  Blue 0% suspended at least one day Declined -1.1 84 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 3 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center">8.3% suspended at least one day</p> <p align="center">Increased 2.5 12 Students</p>	<p>Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <p align="center">Declined -0.7 280 Students</p>	<p align="center">0% suspended at least one day</p> <p align="center">Maintained 0 31 Students</p>	<p align="center"> No Performance Color 0 Students</p>	<p align="center"> Orange</p> <p align="center">1.8% suspended at least one day</p> <p align="center">Increased 1.8 114 Students</p>

Conclusions based on this data:

1. Review of the Suspension Rate data, which shows the improvement, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue in the 24-25 school year.
2. This data appears to show improvement in student engagement and school climate.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

Campus Climate and Culture

Macy Elementary will continue to improve parent and student engagement and support of a positive, supportive, and safe school climate and culture, as measured by the annual California School Dashboard, with improvement from an overall placement of Yellow, to Green in the area of chronic absenteeism, a 10% improvement in monthly attendance as reported by local data, and a status of green for all subgroups in the annual suspension data from the California Dashboard.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being, and involvement of students, staff, family and community.

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.

The state priority area of Chronic Absenteeism is designated as yellow as identified by the California Department of Education and the CA Dashboard. Research continues to link attendance to academic success.

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
California Dashboard Indicator Chronic Absenteeism	Chronic Absenteeism California Dashboard Indicator: All students (Hispanic, White, SED, SWD) Yellow Status	By August 2025, Macy will improve student attendance as shown by a Green or Blue status on the California Dashboard for the area of Chronic Absenteeism.
Local Data Student Attendance Records	Macy's attendance records, as reported monthly, have shown a gradual decrease in chronic absenteeism in the 2023-24 school year.	Macy's daily attendance will show continued improvement and meet or exceed 95% monthly as evidence by local data.
California Dashboard Indicator Annual Suspension Rate	Suspension Rate California Dashboard Indicator: Hispanic and SWD subgroups reported in Blue status, Students in the SED subgroup reported Green and White students reported in Orange status.	By August 2025, Macy will maintain or improve its Suspension Rate as shown by a green or blue status in all subgroups on the California Dashboard.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers at Macy will provide class rewards for attendance. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.	All Students	0 None Specified None Specified 0 None Specified None Specified
1.2	Students with monthly perfect attendance will be recognized and provided incentives at monthly awards assemblies and the end of the year to acknowledge their achievement.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Purchase of Certificates
1.3	Macy staff will continue with school wide discipline plan and continued implementation of PBIS. Continued use of Eagle Cards and Principal's Award to reinforce attendance and a positive school climate. Students will continue to enjoy the weekly behavior rewards afforded by the Friday prize cart.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Purchase of rewards for Eagle Card Prize Cart
1.4	Increase school to home communication regarding the importance of attendance and its link to academic success, specifically targeting families of chronically absent students making contact with families on a regular basis especially after holidays and breaks.	All students	0 None Specified None Specified No cost is associated with this strategy/activity
1.5	District providing incentive to achieve 98% or higher attendance rate.	All students	2000 LCFF
1.6	Big Buddy/Little Buddy Program specifically in place to target Multiplication Mastery and Sight word Mastery and increase engagement.	All Students	0 None Specified None Specified No Cost associated with this strategy
1.8			

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

The use of Classroom Rewards and monthly Perfect Attendance recognition has been successful and has incentivized improved attendance.

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

The addition of incentives to the Perfect Attendance award will require additional finding. While some will be cost free (ie: extra recess/homework pass) there will also be incentives that are purchased (ie: pencils/trinkets/popsicles)

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.

The goal as written last year was successful bringing down the percentage of chronically absent students. Because of this data Macy will continue with the goal with additional incentives for perfect attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

Academic Excellence in English Language Arts and Mathematics

By June 2025, Macy School will show continued growth towards high levels of achievement and college and career readiness with High (Green) or (Very High) Blue status in English Language Arts (ELA) and in Math as measured by the California School Dashboard, a 12% increase in the number of students meeting or exceeding the standard in ELA and a 10% increase in students meeting or exceeding the standard in math as measured on the annual CAASPP Smarter Balanced Assessments, and an improvement to 100% percent of students meeting their annual growth goal as measured by iReady assessment data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

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.

California adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for successful futures in both college and careers. Macy has successfully implemented these standards and will continue to support Macy students with achievement in the implementation of these standards.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for ELA	Orange	By June 2025, overall student performance for all students will show in the Green or Blue in ELA as measured by the California Dashboard for ELA.
CA Dashboard Data for Math	Orange	By June 2025, overall student performance in Math will show in the Green or Blue status as measured by the California Dashboard for Math.
CAASPP ELA Data	42% of students met or exceeded the standard	By June of 2025, 55%% of students will meet or exceeded the standard in ELA as measured by the CAASPP.
CAASPP Math Data	39% of students met or exceeded the standard	By June of 2025, 50% of students will meet or exceeded the standard in math as measured by the CAASPP.
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals As of April 2024, Macy students have	School-wide, Macy students will achieve 100% of annual growth goal in

	achieved 83% of expected growth in Reading and 75 in math.	reading and math as measured by the iReady program assessments.
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Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Teachers will implement the district adopted iReady program with fidelity resulting in 100% of students reaching their Typical Average Growth and at least 50% reachig Stretch Growth. All students K-6 will complete an iReady assessment three times each year Additionally, students meeting minutes and completed lesson goals will participate in Global Play Day at the end of each trimester.	All students	0 None Specified None Specified No cost associated with this strategy/activity
2.2	Students will be instructed in Thinking Maps and Write from the Beginning and will complete one entire writing process at least once each trimester . Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.	All students	0 None Specified None Specified No cost associated with this strategy/activity
2.3	Upon completion of the iReady initial assessment at the beginning of the 2024-25 school year, teachers will refer students 2 or more years below grade level to the Intervention program. Macy will utilize intervention staff each five days a week to improve reading fluency and comprehension and math achievement with students referred by their teachers and identified as at risk students after an analysis of iReady and CAASPP data.	Students Identified as At-Risk	848.00 Title I 4000-4999: Books And Supplies Materials in support of Intervention Program 43,000 Title I 2000-2999: Classified Personnel Salaries Salary for Intervention teachers
2.4	During daily SOAR intervention time and under the direction of their teachers, all students will take part in weekly test-preparedness with teachers utilizing CAASPP FIAB's, Illuminate, released CAASPP testing questions, and teacher made practice tests.	All Students	0 None Specified None Specified No cost associated with this strategy
2.5	Implement a Master Schedule and MTSS systems that allow for 2 hours of ELA core instruction and 1 to 1.5 hours of math instruction daily (Tier 1), implementation of FOCUS 5 for in class targeted intervention (Tier 2), and pull-out for intervention students identified as at-risk by iReady and Smarter Balanced Assessments.	Tier 1 Support -All Students. Tier 2 Support-25%. Tier 3 Support-15%	
2.6	Principal will meet with all 3rd-6th grade students prior to the CAASPP to set performance goals and encourage excellent effort.	Tier 1 Support -All Students.	
2.7	Students who Meet or Exceed their goal will receive a STAR card that rewards exellent effort	Tier 1 Support -All Students.	500.00 Site Formula Funds

and performance. 6th grade students will receive recognition at the junior high school for their excellent efforts.

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Despite gains in the 21-22 school year on CAASPP testing, student achievement dropped in the 22-23 school year.

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

Moving forward, Macy students will be introduced to released testing questions and test practice activities (CAASPP FIABs, teacher made materials) on a weekly basis. Teacher focus will be standards based.

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.

Teachers will be provided with released test questions and will be trained on use of FIAB's.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Academic Excellence

By June 2025, 75% of students with disabilities will meet their annual expected growth outcomes in ELA and math as reported by iReady assessment, this subgroup will improve performance from Very Low (Red) to Low (Orange) as reported on the California Dashboard in both ELA and math, 75% of students in this subgroup will meet their Typical expected growth in iReady, additionally 100% of students in the SED subgroup will meet their annual expected growth outcomes in ELA and math as reported by iReady assessment, this subgroup will improve performance from Low (Orange) to Medium (Yellow) as reported on the California Dashboard in both ELA and math, and students in both subgroups will continue to improve their attendance rate by 5% as reported by local attendance data.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

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.

As identified by the Smarter Balanced assessment, 42.38% of all students Met or Exceeded the standard in ELA and 38.58% of students scored at the Met or Exceeded achievement level in the area of Math. This slightly higher than the state averages but lower than the District averages.

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
CAASP	5.8% of students with disabilities meet the standard in the area of ELA and 8.89% of students in this subgroup meet the standard in math on the Smarter Balanced assessment.	Students in this subgroup will demonstrate academic growth on the 2024 CAASPP assessment with 12% of students scoring in the Met or Exceeded achievement level in the area of ELA and 15% of the students in this subgroup will meet or exceed the standard in math.
CA Dashboard	California Dashboard status of Very Low (Red) for Students with Disabilities subgroup in both reading and math and Low (Orange) for the SED subgroup.	Students in this subgroup will score at the low (Orange) or medium (Yellow) level as reported on the 2024 California Dashboard for the areas of ELA and math.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	SOAR time will be used to provide additional instruction during the school day, SWD subgroup students are to be included in SOAR groupings where appropriate.	All Students	0 None Specified None Specified
3.2	Teachers will utilize the Focus 5 strategy to plan exemplary lessons that meet the needs of all students with specific focus on students in our lowest performing subgroups (SWD, SED)	Students identified by their teacher as At Risk after careful analysis of the 2024 CAASPP data and initial beginning of the year iReady assessment.	0 None Specified None Specified
3.3	Students will use the iReady instructional program with fidelity to help build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.	All Students	0 None Specified
3.4	Release time provided for teachers to observe other teachers to ensure that staff is implementing best practices for instruction. Each grade level can observe, then meet and plan for a full school day	All Students	2000 Site Formula Funds 2000-2999: Classified Personnel Salaries Cost of grade level substitutes for all grade levels so each grade level can observe, then meet and plan for a full school day

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Students in both the SED and SWD subgroups experienced a decline in scores as reported by CAASPP.

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

Teachers will use release time to observe and plan strategies to meet the needs of these two groups.

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.

By allowing teachers time to observe exemplary teachers and programs, students will benefit from improved planning and instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

School Culture

By August 2025, Macy will continue to cultivate a school culture that encourages positive feelings among staff and families through continued effective communication, and added opportunities for student enrichment and above grade level learning, offerings of tutoring and extra assistance where appropriate, as evidenced by 95% or higher on our LCAP parent survey in areas of culture and climate at the school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

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.

Review of the LCAP Parent Survey shows that while 91% of parents felt that Macy offers a strong academic program, only 73.5% of parents felt that Macy encourages high academic goals and 51.4% of parents felt that students were offered opportunities to work above grade level and for enrichment.

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
LCAP Survey	Review of the 2024 LCAP Parent Survey shows that 94.8% of parents surveyed believe that Macy provides a strong academic program for its students, and an increase of 12% to a total of 60.3% believe that Macy offers adequate opportunities for students to work above grade level where appropriate.	By August 2025, as seen in the LCAP surveys parents will have an overall more positive rating of the school and opportunities for student enrichment and above grade level learning
LCAP Survey	Parent comments and a PTA LCAP Review meeting led to discussion of the parent desire to have one common platform for home/school communication.	By August 2025, Macy will use schoolwide Class DOJO as its primary form of communication.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

4.1	School Messenger at least weekly while school in session to continue improved communication with families.	All Students	0 None Specified None Specified
4.2	All students in each classroom will be given the opportunity to complete enrichment activities, where appropriate, utilizing the outdoor learning space and the Macy Garden.	All Students	
4.3	Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.	All Students	0
4.4	All students in each classroom will be given the opportunity to complete a STEAM activity at least bi-monthly with at least one time monthly in the STEAM Lab.	All Students	1000 Site Formula Funds 4000-4999: Books And Supplies Cost for this strategy associated with materials to be purchased for STEAM lab activities

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Weekly communications efforts have improved parent information and engagement, however, parents still show concern regarding opportunities for above grade level instruction where appropriate.

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

Students showing proficiency on standards will be provided opportunities for enrichment.

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.

SOAR intervention groups will remain fluid to allow for students to move in and out of standards based groupings. This will allow for specific standards based opportunities and above grade level experiences where appropriate.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

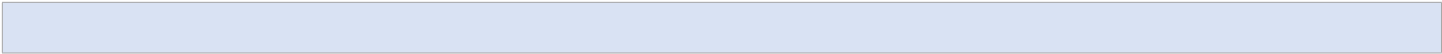
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 8

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 9

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

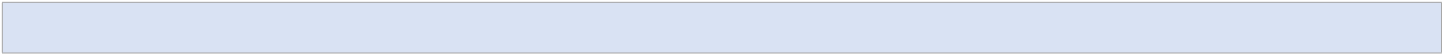
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Goals, Strategies, & Proposed Expenditures

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

Goal 10

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

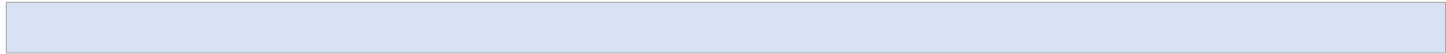
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$51,348.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$43,848.00

Subtotal of additional federal funds included for this school: \$43,848.00

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 (\$)
	\$0.00
LCFF	\$2,000.00
None Specified	\$0.00
Site Formula Funds	\$5,500.00

Subtotal of state or local funds included for this school: \$7,500.00

Total of federal, state, and/or local funds for this school: \$51,348.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF	2,000.00
None Specified	0.00
Site Formula Funds	5,500.00
Title I	43,848.00

Expenditures by Budget Reference

Budget Reference	Amount
	2,000.00
2000-2999: Classified Personnel Salaries	45,000.00
4000-4999: Books And Supplies	4,348.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
	LCFF	2,000.00
	None Specified	0.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,000.00

4000-4999: Books And Supplies	Site Formula Funds	3,500.00
2000-2999: Classified Personnel Salaries	Title I	43,000.00
4000-4999: Books And Supplies	Title I	848.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	4,000.00
Goal 2	44,348.00
Goal 3	2,000.00
Goal 4	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Enrique Aranda	Parent or Community Member
Amy Knierim	Parent or Community Member
Shannon Ladwig	Parent or Community Member
Shannon Hammer	Parent or Community Member
Chelsea Shrainer	Other School Staff
Christian Mangold	Classroom Teacher
Mary Shaw	Classroom Teacher
Patty Jacobsen	Principal
Michelle Valdez	Classroom Teacher
Daniel Gonzalez	Parent or Community Member
Carol Bernhard	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

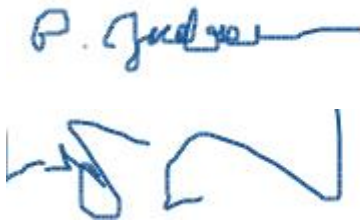
Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 4/29/2024.

Attested:



Principal, Patricia K. Jacobsen on 4/29/2024

SSC Chairperson, Chelsea Shrainer on 4/29/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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