



School Plan for Student Achievement (SPSA) Template

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

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|------------------------------|-----------------------------------|--|---------------------------|
| Colony Oak Elementary School | 39686506109284 | March 18, 2025 | April 7, 2025 |

Purpose and Description

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

Schoolwide Program

NA

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

The Colony Oak School Plan for Student Achievement is intended to serve as the plan for promoting improved instructional outcomes, student achievement, and a safe and supportive learning environment. The plan is written to support the eight state priorities, and is aligned with the school district Local Control Accountability Plan (LCAP). The district office personnel and the school site receive and use input from all educational partners in various ways including needs assessments, surveys, CAASPP scores, the California Dashboard and more. Based on this information, needs are summarized, goals created and plans developed.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Each school year, students, parents, and teachers provide input through the annual LCAP Survey. The site leadership team evaluates the survey each year and uses it to provide direction for improvements. Needs assessments are conducted at School Site Council meetings and English Language Advisory Council meetings. Goals for student learning opportunities are developed through this process, along with setting goals for the Single Plan for Student Achievement.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom observations occur daily across grades levels. In accordance with the Ripon Unified District Teacher Association contract, formal classroom observations are conducted throughout the year which includes four times per year for probationary teachers and two times per year for permanent status teachers during their evaluation year cycle. Teachers have the opportunity to observe each other in their classrooms, which helps them to improve practice and instructional delivery in the content areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Students in grades K-8 take district benchmark assessments which teachers use to guide their instruction.

English Learners receive designated and integrated English language development each day from classroom teachers. Bilingual paraprofessionals support teachers and students. Teachers and bilingual professionals use assessment data to plan and provide for instruction. Teachers set goals based on ELPAC assessment levels for English Learners in their classrooms.

All English Learners take the English Learner Proficiency Assessment for California (ELPAC).

Students in grades 3-8 take the California Assessment of Student Performance and Progress (CAASPP) in English Language Arts and Mathematics. Results from the assessment are reviewed to monitor individual student and grade level achievement. Results may be used to note strengths and weaknesses using the disaggregated data provided.

Students in grade 5 and 8 take the California Science Test (CAST).

For students in grades 3-8, the Renaissance Learning Enterprise version of Star Reading and Star Math Programs are used to monitor and assess student growth. Star Reading and Math tests are administered a minimum of 4 times per year and are used to monitor student growth. Students in grades K-3 are assessed using Aimsweb for purposes of progress monitoring and planning to modify instruction. Staff analyzes results of the above assessments. Benchmark Data is used to modify and improve the academic program and improve overall student achievement. We have a Student Data Review Team comprised of the Principal, Education Specialists, the school psychologist, speech therapist, counselor, and regular classroom teachers. The team may also include the Director of Student Services or nurse. The team uses member input and assessment results to identify and prioritize under-performing students' needs in an attempt to ensure that affected students receive a complete and coordinated program of instruction that includes necessary adaptations and/or modifications.

Site grade level meetings are held to review student data throughout the year and to make program modifications to ensure alignment with California State Standards (CSS). Teachers integrate necessary supplemental materials into the program to address CSS.

Teachers prepare and implement intervention plans for under-performing students based on assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Progress monitoring is done with the intent of adjusting instruction to meet the needs of our students as they work to acquire the knowledge and skills needed to help them reach grade level standards. District benchmarks are used four times a year to assess student progress toward meeting grade level standards. Grade level and/or grade span meetings are held to review student progress and make adjustments to instruction as needed. English Learners (EL) Standards Progress Monitoring folders are used to track progress toward English language proficiency. Teachers set goals for their EL students and use Ellevation Data Software and EL standards folders to monitor EL student progress towards standards mastery.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Under the ESSA, the NCLB highly qualified teacher requirements were eliminated and replaced with applicable State certification and licensure requirements.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers participated professional development focused on ELA writing standards, mathematics standards, and English Language Development standards. Teachers in grades K-3 received training in the implementation of the Heggerty ELA program, along with Learning Without Tears writing program. Teachers in grades 5-8 participated in EB Academics ELA training. Teachers have participated in training with math experts from the county office. Teachers attend conferences/workshops in math, science, technology, and ELA instructional strategies, as well in positive behavior intervention and support and Guided Language Acquisition Design (GLAD) strategies.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is determined by individual, site, and district needs. The purpose of the professional development activities is to build capacity among faculty and staff to improve student learning. Professional development plans are written at the district, site and individual teacher levels. New plans are written and submitted each year. All the plans have common threads and stem from the goals listed in the district plan (LCAP). Current areas of focus include continued alignment of instructional materials to the Common Core State Standards by developing common instructional practices to support student mastery of the CCSS. Technology is used as an instructional and professional tool. Formative assessment data will be used to identify instructional needs of all students, including; ELL, Hispanic, Socio-Economically Disadvantaged and Special Needs students in order to develop instructional practices/programs that will result in positive growth and close the growth gap when compared to the total student population. Site and district leaders support and encourage teachers to strengthen their curriculum, teaching strategies and student assessment practicum by attending staff development opportunities including cadres and collaboration days, workshops, in-services, classes and institutes. Both teachers and administrators are involved in training and all training is based on student developmental needs. District and site funding support this ongoing professional learning goal. Teachers are expected to be involved in the development of the site and district educational program in order to gauge its effectiveness on student achievement. Grade levels and/or grade spans meet to collaborate on standard based curriculum, share "best teaching practices", and review student benchmark assessments and performance to check growth, making adjustments as needed. Parents are made aware of standards requirements at each grade level at parent teacher conferences. Specific strategies are developed at that time to aid each student in the achievement of standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Mentors are provided for new teachers to welcome them to the district and assist with completion of the teacher's university-based induction program and the navigation of district expectations. Principals observe classroom lessons and provide feedback and guidance for improving instruction. Site grade level meetings and district grade level meetings and trainings offer opportunities for teachers to share and learn from each other.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus
- Develop common formative assessments
- Review student data and student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The focus of Ripon Unified School District's vision is to increase student achievement. All students receive curriculum and instruction aligned to CCSS. All students receive curriculum, instruction, and materials from programs and/or strategies shown to increase student achievement. Students who do not meet standards at their grade level will be offered intervention programs and/or supplemental instruction derived from programs, strategies, and skill training shown to increase student achievement. Plans are designed to address the student's area of need in order to meet state standards. Grades K-5 use a standardized report card. Grades 6-8 use letter grades in subject areas using an online grading program. Parents have access to student grades in "real" time through the Aeries portal.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes adhere to state recommendations.

California Department of Education recommended instructional minutes for core instruction in Reading and Language Arts:

- Kindergarten: 60 minutes
- Grades one through three: 2.5 hours
- Grades four through six: 2.0 hours
- Grades seven through eight: 1 to 2 hours

All students receive at least the daily instructional minutes recommended by the CDE in the area of Reading/Language Arts.

California Department of Education recommended instructional minutes for core instruction in Mathematics:

- Kindergarten: 30 minutes
- Grades one through six: 60 minutes
- Grades seven through eight: 50-60 minutes

All students receive at least the daily instructional minutes recommended by the CDE in the area of Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

During grade level meetings, Student Data Review Team meetings, Student Study Team meetings, and regular progress monitoring, teachers discuss grade level standards and student progress toward meeting the standards. Interventions for students with gaps are implemented when needed and progress is monitored on a regular basis. Students in the Response to Intervention Program are monitored every two weeks for progress.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Ripon Unified School District has adopted and purchased state approved instructional materials in ELA, mathematics, social studies, and science. Instructional materials are inventoried to ensure that the materials are available to all students. Standards based materials are used by teachers to supplement and enhance curriculum. Aimsweb, Star Enterprise, and CAASPP assessments are used and aligned with the CCSS. Common assessments are embedded in all State approved adoptions and the curriculum. State standards are addressed throughout the textbooks and the curriculum. Student self-assessment is built into all curricular areas. Parents receive copies of the Common Core State Standards at parent teacher conferences or at Back to School Night. Students are made aware of the standards they are expected to master in the classrooms through textbooks, posters, handbooks, and their teachers.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

K-5 teachers use McGraw Hill's "Wonders" reading program for core instruction in English Language Arts (ELA) as well as Heggerty and Learning Without Tears. In grades 6-8, the ELA program is McGraw Hill's Study Sync and EB Academics. My Math is the core math program used in grades K-2 and Math in Focus is the core math program for grades 3-8,. Desmos is used as a supplement in grades 6-8. Intervention materials include READ 180, Math 180, System 44, Horizons, Language for Learning and core curriculum supplemental materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services provided to enable our students to meet standards:

- Evidence-based educational practices to raise student achievement.
- Differentiated instruction to allow for additional time and support for students who are not meeting standards.
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely monitored and reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team.
- Student Study Teams ensure that a plan is developed so that underperforming students receive the resources and services needed.
- K-8 education specialists and K-8 classroom teachers provide strategic interventions to assist students in meeting standards.
- Counseling services are provided on campus.
- Interventions are provided during the school day whenever possible.

Evidence-based educational practices to raise student achievement

The following evidence based educational practices are used at Colony Oak Elementary to raise student achievement:

- A focus on teacher-student relationships.
- Opportunities for increased time and targeted instruction.
- Expert teachers monitor learning and provide feedback.
- Planned lessons invoke appropriate challenges, capitalize and build on students' confidence to attain learning intentions, and have learning intentions that are explicitly known by the students.
- Utilization of evidence based intervention programs.
- Differentiated instruction is provided for all students at all grade levels.
- STAR Enterprise Reading is available in grades 2-8.
- Students in grades K-3 participate in Tier 2 interventions. Aimsweb is used for assessing and planning to modify instruction.
- Students in grades 3-8 participate in the Renaissance Learning Enterprise. Star Reading and Star Math programs are used to monitor and assess student growth.
- Star Reading and Star Math assessments are administered a minimum of 4 times per year and will be used to monitor student growth.
- Teachers in grades K-8 continue participating in staff development to improve skills in best practices, checking for understanding, other teaching strategies, data disaggregation, peer collaboration, and other professional learning and community outreach techniques, to improve students achievement and close the achievement gap between all student subgroups. Current areas of focus include training in instructional strategies to support student mastery of the Common Core State Standards, integrating technology as an instructional and professional tool, using formative assessment data to identify instructional needs of all student groups in order to develop instructional practices that will result in positive growth and close the growth gap when they are compared to the general population.
- GLAD (Guided Language Acquisition & Design) is used to provide sheltered English instruction. It incorporates many research-based and highly effective instructional strategies.
- Culturally Responsive Teaching (CRT) is used to apply interactive and collaborative teaching methods, strategies, and ways of interacting that support culturally and linguistically diverse students.
- Teachers and the Administrator will continue to participate in data collection and disaggregation.
- Technology is integrated into the curriculum through the use of document readers, projectors, student and teacher iPads, student chrome books, educational software, computer lab, Promethean systems, and the Internet.
- Students produce a daily news program that is viewed in each classroom.
- Students participate in enrichments programs such as music, band, art, dance, and Spanish to allow for student exploration of interests.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

- *The School Site Council (SSC) has ongoing input into school programs. The SSC also obtains and considers the input of the school community. The SSC uses this information to assist in assessing the effectiveness of the school plan.
- *The Parent Faculty Committee (PFC) supports students' learning by providing financial support to assist under-achieving students i.e.: academic subscriptions, supplemental curriculum, iPads, Promethean Boards, STEAM materials and equipment, and field trips. PFC members contribute time and energy to fundraising, assisting teachers in the classrooms, and coordinating educational activities and family events.
- Parents may volunteer to assist with a wide variety of activities, including Red Ribbon Week, Kindness Week, field trips, academic subscriptions, school and classroom improvements, technology improvements, equipment, STEAM materials, equipment, activities, and book fairs.
- *Staff members and parents participate on various committees to ensure instructional programs are consistent with student needs and comply with district goals. These committees include the School Site Council (SSC), PFC, English Language Advisory Council (ELAC), and the site leadership team.
- *Parents and families are informed about schoolwide and classroom activities with emails, flyers, newsletters, emails, phone calls, Instagram, Facebook, Remind, and Intouch.
- *The English Learner's Advisory Committee (ELAC) provides input and support to EL students and programs. ELAC studies available data regarding the academic performance of the students. It assists in assessing the effectiveness of the EL school program and the School Plan for Student Achievement.
- *Students may participate in the Ripon After School Program (RAP) located at Colony Oak Elementary School.
- *The third grade classes participated in AgVenture, a San Joaquin County program that provides opportunities for student to learn about agriculture first hand through observation and experience.
- *Based on assessment data, students participate in Tier 2 and Tier 3 intervention programs in the appropriate learning center to help them raise their achievement and move them to grade level.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School site, district (Parent Advisory Committee and District English Learner Advisory Committee) and community stakeholder groups meet on a regular basis to provide input for the Local Control Accountability Plan (LCAP). Dates are posted on the district website. School Site Councils and English Learner Advisory Committees exist at all schools. Title I schools have additional meetings focused on their school-wide needs. All of these groups meet to plan, analyze data, and then, evaluate the implementation of such programs. All stakeholder input is considered and adjustments are made to site and district plans, as appropriate.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used at Title I sites to provide supplemental services for low performing students. Additional staff are provided with these funds as well as programs for the RTI. Summer School will be provided as a supplement. Title II is used to provide professional development and Title III provides funding for our English Learner Program. Through the LCAP, supplemental funds provide additional materials and services to unduplicated students. All students have access to RTI services if they need support beyond the general education classroom.

Fiscal support (EPC)

The school/district's funds are coordinated and allocated to align towards implementation of the LCAP and eight state priorities. These include... A. Conditions of Learning: Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1) Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2) Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7) Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. B. Pupil Outcomes: Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4) Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8) C. Engagement: Parental involvement: efforts to seek parent input in decision making at the district and each school site, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3) Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5) School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6) Essential Program Components (EPC)s in Reading Language Arts/English Language Development, mathematics and the Single Plan for Student Achievement (SPSA).

Educational Partner Involvement

How, when, and with whom did the 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 Administrator meets with the site leadership team, Student Council, School Site Council (SSC), the English Learner Advisory Committee (ELAC) periodically throughout the school year to review the effectiveness of the school's academic, social, MTSS, and English Learner programs. Goals are reviewed with educational partners throughout the year. Goals are reviewed with the site leadership team monthly and then shared during staff meetings.

Resource Inequities

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

Due to the socioeconomic status of the school community, Colony Oak does not qualify for federal funds. Therefore, the amount of personnel who can be hired to provide intervention is limited. Colony Oak has several new teachers in the primary grades which may be an indicator of inconsistent growth. ELA and Math trainings have been provided for all staff, along with the addition of the Heggerty Program in grades K-3.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|------------|------------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 48 | 39 | 43 |
| Grade 1 | 51 | 50 | 45 |
| Grade 2 | 46 | 49 | 49 |
| Grade3 | 50 | 43 | 52 |
| Grade 4 | 51 | 50 | 48 |
| Grade 5 | 50 | 50 | 58 |
| Grade 6 | 55 | 46 | 51 |
| Grade 7 | 65 | 54 | 44 |
| Grade 8 | 57 | 61 | 53 |
| Total Enrollment | 473 | 442 | 443 |

Conclusions based on this data:

1. Enrollment at Colony Oak Elementary has remained consistent over the past two years.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| English Learners | 48 | 35 | 29 | 11.5% | 10.1% | 6.5% |
| Fluent English Proficient (FEP) | 18 | 20 | 19 | 4.4% | 3.8% | 4.3% |
| Reclassified Fluent English Proficient (RFEP) | 10 | | | 7.7% | 2.1% | |

Conclusions based on this data:

1. English Learner enrollment at Colony Oak has been in a pattern of decline since the 21-22 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 48 | 45 | 53 | 47 | 44 | 53 | 47 | 44 | 53 | 97.9 | 97.8 | 100 |
| Grade 4 | 50 | 49 | 48 | 50 | 49 | 48 | 50 | 49 | 48 | 100.0 | 100.0 | 100 |
| Grade 5 | 48 | 51 | 54 | 48 | 49 | 54 | 48 | 49 | 54 | 100.0 | 96.1 | 100 |
| Grade 6 | 51 | 48 | 50 | 51 | 47 | 50 | 51 | 47 | 50 | 100.0 | 97.9 | 100 |
| Grade 7 | 58 | 53 | 44 | 55 | 52 | 44 | 55 | 52 | 44 | 94.8 | 98.1 | 100 |
| Grade 8 | 56 | 58 | 52 | 54 | 58 | 52 | 54 | 58 | 52 | 96.4 | 100.0 | 100 |
| All Grades | 311 | 304 | 301 | 305 | 299 | 301 | 305 | 299 | 301 | 98.1 | 98.4 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2430. | 2391. | 2425. | 25.53 | 11.36 | 32.08 | 31.91 | 22.73 | 24.53 | 19.15 | 27.27 | 13.21 | 23.40 | 38.64 | 30.19 |
| Grade 4 | 2452. | 2457. | 2459. | 18.00 | 24.49 | 18.75 | 26.00 | 20.41 | 27.08 | 32.00 | 22.45 | 29.17 | 24.00 | 32.65 | 25.00 |
| Grade 5 | 2519. | 2519. | 2501. | 16.67 | 20.41 | 25.93 | 45.83 | 28.57 | 24.07 | 22.92 | 34.69 | 22.22 | 14.58 | 16.33 | 27.78 |
| Grade 6 | 2542. | 2526. | 2550. | 15.69 | 12.77 | 16.00 | 47.06 | 31.91 | 48.00 | 21.57 | 31.91 | 26.00 | 15.69 | 23.40 | 10.00 |
| Grade 7 | 2567. | 2593. | 2583. | 18.18 | 23.08 | 25.00 | 40.00 | 55.77 | 38.64 | 23.64 | 15.38 | 27.27 | 18.18 | 5.77 | 9.09 |
| Grade 8 | 2576. | 2566. | 2601. | 14.81 | 15.52 | 26.92 | 37.04 | 41.38 | 46.15 | 29.63 | 25.86 | 13.46 | 18.52 | 17.24 | 13.46 |
| All Grades | N/A | N/A | N/A | 18.03 | 18.06 | 24.25 | 38.03 | 34.11 | 34.55 | 24.92 | 26.09 | 21.59 | 19.02 | 21.74 | 19.60 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 14.89 | 15.91 | 15.09 | 61.70 | 61.36 | 66.04 | 23.40 | 22.73 | 18.87 |
| Grade 4 | 14.00 | 16.33 | 16.67 | 66.00 | 67.35 | 72.92 | 20.00 | 16.33 | 10.42 |
| Grade 5 | 18.75 | 16.33 | 22.22 | 72.92 | 75.51 | 55.56 | 8.33 | 8.16 | 22.22 |
| Grade 6 | 17.65 | 14.89 | 14.00 | 64.71 | 57.45 | 72.00 | 17.65 | 27.66 | 14.00 |
| Grade 7 | 18.18 | 17.31 | 22.73 | 67.27 | 76.92 | 65.91 | 14.55 | 5.77 | 11.36 |
| Grade 8 | 11.11 | 15.52 | 25.00 | 68.52 | 58.62 | 59.62 | 20.37 | 25.86 | 15.38 |
| All Grades | 15.74 | 16.05 | 19.27 | 66.89 | 66.22 | 65.12 | 17.38 | 17.73 | 15.61 |

| Writing | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Producing clear and purposeful writing | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 19.15 | 0.00 | 30.19 | 55.32 | 54.55 | 39.62 | 25.53 | 45.45 | 30.19 |
| Grade 4 | 12.00 | 6.12 | 12.50 | 64.00 | 63.27 | 60.42 | 24.00 | 30.61 | 27.08 |
| Grade 5 | 31.25 | 24.49 | 20.37 | 56.25 | 63.27 | 61.11 | 12.50 | 12.24 | 18.52 |
| Grade 6 | 27.45 | 19.15 | 16.00 | 52.94 | 65.96 | 70.00 | 19.61 | 14.89 | 14.00 |
| Grade 7 | 23.64 | 34.62 | 45.45 | 61.82 | 57.69 | 45.45 | 14.55 | 7.69 | 9.09 |
| Grade 8 | 18.52 | 22.41 | 32.69 | 68.52 | 55.17 | 55.77 | 12.96 | 22.41 | 11.54 |
| All Grades | 21.97 | 18.39 | 25.91 | 60.00 | 59.87 | 55.48 | 18.03 | 21.74 | 18.60 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 14.89 | 6.82 | 9.43 | 72.34 | 70.45 | 77.36 | 12.77 | 22.73 | 13.21 |
| Grade 4 | 12.00 | 14.29 | 10.42 | 74.00 | 67.35 | 77.08 | 14.00 | 18.37 | 12.50 |
| Grade 5 | 6.25 | 14.29 | 12.96 | 83.33 | 77.55 | 75.93 | 10.42 | 8.16 | 11.11 |
| Grade 6 | 13.73 | 17.02 | 22.00 | 80.39 | 76.60 | 70.00 | 5.88 | 6.38 | 8.00 |
| Grade 7 | 20.00 | 15.38 | 9.09 | 74.55 | 73.08 | 79.55 | 5.45 | 11.54 | 11.36 |
| Grade 8 | 16.67 | 10.34 | 9.62 | 72.22 | 77.59 | 84.62 | 11.11 | 12.07 | 5.77 |
| All Grades | 14.10 | 13.04 | 12.29 | 76.07 | 73.91 | 77.41 | 9.84 | 13.04 | 10.30 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 19.15 | 6.82 | 11.32 | 68.09 | 70.45 | 66.04 | 12.77 | 22.73 | 22.64 |
| Grade 4 | 10.00 | 12.24 | 6.25 | 80.00 | 73.47 | 81.25 | 10.00 | 14.29 | 12.50 |
| Grade 5 | 4.17 | 14.29 | 16.67 | 77.08 | 73.47 | 70.37 | 18.75 | 12.24 | 12.96 |
| Grade 6 | 11.76 | 10.64 | 20.00 | 76.47 | 82.98 | 74.00 | 11.76 | 6.38 | 6.00 |
| Grade 7 | 16.36 | 34.62 | 25.00 | 65.45 | 57.69 | 65.91 | 18.18 | 7.69 | 9.09 |
| Grade 8 | 24.07 | 22.41 | 38.46 | 61.11 | 63.79 | 53.85 | 14.81 | 13.79 | 7.69 |
| All Grades | 14.43 | 17.39 | 19.60 | 71.15 | 69.90 | 68.44 | 14.43 | 12.71 | 11.96 |

Conclusions based on this data:

1. 100% of students enrolled participated in testing during the 23-24 school year.
2. 58.8% of students in all grades met or exceeded the standards in ELA for the 23-24 school year, compared to 52.17% in the 22-23 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|---------------------------|-------|-------|-------------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 48 | 45 | 53 | 47 | 45 | 53 | 47 | 45 | 53 | 97.9 | 100.0 | 100 |
| Grade 4 | 50 | 49 | 48 | 50 | 49 | 48 | 50 | 49 | 48 | 100.0 | 100.0 | 100 |
| Grade 5 | 48 | 51 | 54 | 48 | 50 | 54 | 48 | 50 | 54 | 100.0 | 98.0 | 100 |
| Grade 6 | 51 | 48 | 50 | 51 | 47 | 50 | 51 | 47 | 50 | 100.0 | 97.9 | 100 |
| Grade 7 | 58 | 53 | 44 | 55 | 52 | 44 | 55 | 52 | 44 | 94.8 | 98.1 | 100 |
| Grade 8 | 56 | 58 | 52 | 55 | 58 | 52 | 55 | 58 | 52 | 98.2 | 100.0 | 100 |
| All Grades | 311 | 304 | 301 | 306 | 301 | 301 | 306 | 301 | 301 | 98.4 | 99.0 | 100 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 2464. | 2418. | 2448. | 31.91 | 15.56 | 32.08 | 36.17 | 28.89 | 30.19 | 14.89 | 26.67 | 18.87 | 17.02 | 28.89 | 18.87 |
| Grade 4 | 2472. | 2469. | 2469. | 12.00 | 12.24 | 8.33 | 28.00 | 32.65 | 41.67 | 34.00 | 36.73 | 31.25 | 26.00 | 18.37 | 18.75 |
| Grade 5 | 2480. | 2506. | 2499. | 4.17 | 18.00 | 22.22 | 16.67 | 20.00 | 18.52 | 39.58 | 36.00 | 35.19 | 39.58 | 26.00 | 24.07 |
| Grade 6 | 2537. | 2525. | 2535. | 19.61 | 8.51 | 14.00 | 27.45 | 29.79 | 32.00 | 33.33 | 38.30 | 32.00 | 19.61 | 23.40 | 22.00 |
| Grade 7 | 2515. | 2581. | 2571. | 16.36 | 32.69 | 22.73 | 16.36 | 28.85 | 36.36 | 29.09 | 26.92 | 25.00 | 38.18 | 11.54 | 15.91 |
| Grade 8 | 2551. | 2542. | 2605. | 23.64 | 12.07 | 36.54 | 18.18 | 24.14 | 25.00 | 27.27 | 27.59 | 19.23 | 30.91 | 36.21 | 19.23 |
| All Grades | N/A | N/A | N/A | 17.97 | 16.61 | 22.92 | 23.53 | 27.24 | 30.23 | 29.74 | 31.89 | 26.91 | 28.76 | 24.25 | 19.93 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 36.17 | 24.44 | 18.87 | 44.68 | 48.89 | 58.49 | 19.15 | 26.67 | 22.64 |
| Grade 4 | 10.00 | 12.24 | 10.42 | 74.00 | 61.22 | 68.75 | 16.00 | 26.53 | 20.83 |
| Grade 5 | 12.50 | 18.00 | 12.96 | 54.17 | 58.00 | 59.26 | 33.33 | 24.00 | 27.78 |
| Grade 6 | 17.65 | 10.64 | 12.00 | 58.82 | 61.70 | 72.00 | 23.53 | 27.66 | 16.00 |
| Grade 7 | 14.55 | 32.69 | 22.73 | 50.91 | 55.77 | 63.64 | 34.55 | 11.54 | 13.64 |
| Grade 8 | 20.00 | 8.62 | 32.69 | 56.36 | 67.24 | 50.00 | 23.64 | 24.14 | 17.31 |
| All Grades | 18.30 | 17.61 | 18.27 | 56.54 | 59.14 | 61.79 | 25.16 | 23.26 | 19.93 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| Grade 3 | 27.66 | 11.11 | 26.42 | 61.70 | 57.78 | 56.60 | 10.64 | 31.11 | 16.98 |
| Grade 4 | 20.00 | 10.20 | 8.33 | 56.00 | 71.43 | 70.83 | 24.00 | 18.37 | 20.83 |
| Grade 5 | 2.08 | 14.00 | 12.96 | 77.08 | 76.00 | 62.96 | 20.83 | 10.00 | 24.07 |
| Grade 6 | 11.76 | 10.64 | 12.00 | 72.55 | 76.60 | 70.00 | 15.69 | 12.77 | 18.00 |
| Grade 7 | 16.36 | 15.38 | 13.64 | 60.00 | 71.15 | 81.82 | 23.64 | 13.46 | 4.55 |
| Grade 8 | 21.82 | 5.17 | 23.08 | 60.00 | 70.69 | 69.23 | 18.18 | 24.14 | 7.69 |
| All Grades | 16.67 | 10.96 | 16.28 | 64.38 | 70.76 | 68.11 | 18.95 | 18.27 | 15.61 |

Conclusions based on this data:

1. Overall achievement for all students in mathematics increased from 44% in 2022-2023 to 53% in 2023-2024. This is an increase of 9%.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|-------|-------|---------------|-------|-------|------------------|-------|-------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | 5 | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | 6 |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | 4 | 4 | * |
| 4 | * | * | * | * | * | * | * | * | * | 4 | 6 | 4 |
| 5 | * | * | * | * | * | * | * | * | * | * | 5 | 4 |
| 6 | * | * | * | * | * | * | * | * | * | 7 | 4 | * |
| 7 | * | * | * | * | * | * | * | * | * | 4 | 5 | * |
| 8 | * | * | * | * | * | * | * | * | * | 8 | * | * |
| All Grades | | | | | | | | | | 38 | 35 | 27 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 31.58 | 20.00 | 11.11 | 42.11 | 42.86 | 25.93 | 21.05 | 25.71 | 55.56 | 5.26 | 11.43 | 7.41 | 38 | 35 | 27 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 57.89 | 31.43 | 33.33 | 26.32 | 37.14 | 40.74 | 13.16 | 25.71 | 22.22 | 2.63 | 5.71 | 3.70 | 38 | 35 | 27 |

| 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 | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 21.05 | 11.43 | 0.00 | 34.21 | 28.57 | 22.22 | 26.32 | 37.14 | 44.44 | 18.42 | 22.86 | 33.33 | 38 | 35 | 27 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 18.42 | 22.86 | 22.22 | 76.32 | 68.57 | 70.37 | 5.26 | 8.57 | 7.41 | 38 | 35 | 27 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 71.05 | 40.00 | 37.04 | 23.68 | 48.57 | 51.85 | 5.26 | 11.43 | 11.11 | 38 | 35 | 27 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 21.05 | 11.43 | 3.70 | 57.89 | 62.86 | 55.56 | 21.05 | 25.71 | 40.74 | 38 | 35 | 27 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 | 21-22 | 22-23 | 23-24 |
| K | * | * | * | * | * | * | * | * | * | * | * | * |
| 1 | * | * | * | * | * | * | * | * | * | * | * | * |
| 2 | * | * | * | * | * | * | * | * | * | * | * | * |
| 3 | * | * | * | * | * | * | * | * | * | * | * | * |
| 4 | * | * | * | * | * | * | * | * | * | * | * | * |
| 5 | * | * | * | * | * | * | * | * | * | * | * | * |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| 7 | * | * | * | * | * | * | * | * | * | * | * | * |
| 8 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 18.42 | 28.57 | 7.41 | 63.16 | 48.57 | 62.96 | 18.42 | 22.86 | 29.63 | 38 | 35 | 27 |

Conclusions based on this data:

1. There has been a gradual decrease in the number of students each year for the last three years.
2. Just over half of our English Learners are scoring at Level 2.

School and Student Performance Data

Student Population

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

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

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

| 2023-24 Student Population | | | |
|--|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 443 | 17.4% | 6.5% | 0.5% |
| Total Number of Students enrolled in Colony Oak Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 29 | 6.5% |
| Foster Youth | 2 | 0.5% |
| Homeless | 6 | 1.4% |
| Socioeconomically Disadvantaged | 77 | 17.4% |
| Students with Disabilities | 57 | 12.9% |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2% |
| American Indian | 1 | 0.2% |
| Asian | 19 | 4.3% |
| Filipino | 4 | 0.9% |
| Hispanic | 135 | 30.5% |
| Two or More Races | 18 | 4.1% |
| Pacific Islander | 1 | 0.2% |
| White | 254 | 57.3% |

Conclusions based on this data:

1. 17.4% of Colony Oak students have been identified as socioeconomically disadvantaged, which is a drop from 24%.

2. 6.5% of Colony Oak students are English Learners.
3. The predominant ethnic groups are White at 57.3% and Hispanic at 30.5%.

School and Student Performance Data

Overall Performance

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

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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2024 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Green

Academic Engagement

Chronic Absenteeism



Blue

Conditions & Climate

Suspension Rate



Yellow

Mathematics



Green

English Learner Progress



No Performance Color

Conclusions based on this data:

1. Total math achievement at Colony Oak has increased and is high (Green).
2. Chronic absenteeism has improved at Colony Oak and is now blue, indicating highest performance.

School and Student Performance Data

Academic Performance English Language Arts

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

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Green</p> <p>11.5 points above standard</p> <p>Increased 8.0 points</p> <p>296 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>55.0 points below standard</p> <p>Maintained 1.4 points</p> <p>24 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>23.9 points below standard</p> <p>Maintained 1.3 points</p> <p>61 Students</p> |

| | | |
|---|--|---|
| <p>Students with Disabilities</p>  <p>Red</p> <p>77.6 points below standard</p> <p>Declined 4.7 points</p> <p>48 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>4.6 points above standard</p> <p>12 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>15.8 points below standard</p> <p>Increased 7.3 points</p> <p>83 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>17.2 points above standard</p> <p>11 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Green</p> <p>23.3 points above standard</p> <p>Increased 11.9 points</p> <p>182 Students</p> |

Conclusions based on this data:

- English Learners are 55 points below the standard but this is an improvement from last year. Raising English Learner scores will continue to be a priority at Colony Oak.
- All students scored 11.5 points above standard.

School and Student Performance Data

Academic Performance Mathematics

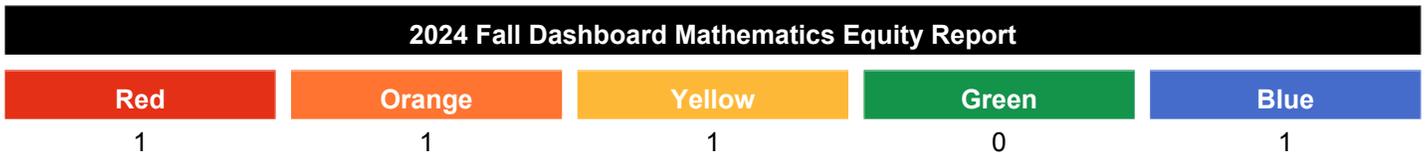
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Green</p> <p>2.6 points below standard</p> <p>Increased 11.0 points</p> <p>297 Students</p> | <p>English Learners</p> <p>No Performance Color</p> <p>50.8 points below standard</p> <p>Increased 26.0 points</p> <p>25 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>5 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>44.5 points below standard</p> <p>Maintained 1.4 points</p> <p>62 Students</p> |

| | | |
|--|--|--|
| <p>Students with Disabilities</p>  <p>Red</p> <p>100.2 points below standard</p> <p>Maintained 1.9 points</p> <p>48 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>16.2 points below standard</p> <p>12 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p> | <p>Hispanic</p>  <p>Yellow</p> <p>34.3 points below standard</p> <p>Increased 14.5 points</p> <p>84 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>2.8 points above standard</p> <p>11 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p> | <p>White</p>  <p>Blue</p> <p>12.6 points above standard</p> <p>Increased 15.0 points</p> <p>182 Students</p> |

Conclusions based on this data:

1. Students in the All Students category showed an 11 point increase during the 2023-2024 school year.
2. EL students had an overall increase in math of 26 points during the 2023-2024 school year.

School and Student Performance Data

Academic Performance English Learner Progress

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

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

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

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

| 2024 Fall Dashboard English Learner Progress Indicator | |
|--|--|
| English Learner Progress  No Performance Color 40.9% making progress. Number Students: 22 Students | Long-Term English Learner Progress  No Performance Color making progress. Number Students: 1 Student |

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

| 2024 Fall Dashboard Student English Language Acquisition Results | | | |
|--|---|--------------------------------|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 18.2% | 40.9% | 0% | 40.9% |

Conclusions based on this data:

- 41% of English Learners maintained or progressed at least one level toward English Learner Progress.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group | | |
|---|---|---|
| <p style="text-align: center;">All Students</p> <div style="text-align: center;">  Blue </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 4.2% Chronically Absent </div> <p style="text-align: center;">Declined 3.7</p> <p style="text-align: center;">452 Students</p> | <p style="text-align: center;">English Learners</p> <div style="text-align: center;">  Green </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 8.3% Chronically Absent </div> <p style="text-align: center;">Declined 6.3</p> <p style="text-align: center;">36 Students</p> | <p style="text-align: center;">Long-Term English Learners</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">6 Students</p> |
| <p style="text-align: center;">Foster Youth</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">2 Students</p> | <p style="text-align: center;">Homeless</p> <div style="text-align: center;">  No Performance Color </div> <p style="text-align: center;">Fewer than 11 students - data not displayed for privacy</p> <p style="text-align: center;">7 Students</p> | <p style="text-align: center;">Socioeconomically Disadvantaged</p> <div style="text-align: center;">  Yellow </div> <div style="background-color: #e6f2ff; padding: 5px; text-align: center;"> 13.2% Chronically Absent </div> <p style="text-align: center;">Declined 4</p> <p style="text-align: center;">106 Students</p> |

| | | |
|---|--|---|
| <p>Students with Disabilities</p>  <p>Blue</p> <p>1.5% Chronically Absent</p> <p>Declined 3.2</p> <p>67 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Maintained 0</p> <p>19 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Hispanic</p>  <p>Green</p> <p>7.1% Chronically Absent</p> <p>Declined 5.8</p> <p>141 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0% Chronically Absent</p> <p>Declined 8.3</p> <p>29 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>White</p>  <p>Green</p> <p>3.1% Chronically Absent</p> <p>Declined 2.6</p> <p>256 Students</p> |

Conclusions based on this data:

1. 4.2% of all students were chronically absent during the 2023-2024 school year which is an improvement over the 2022-2023 school year.
2. Attendance will continue to be monitored daily, along with ongoing verbal and written communication with parents. Incentives are provided to students who attend school regularly.

School and Student Performance Data

Conditions & Climate Suspension Rate

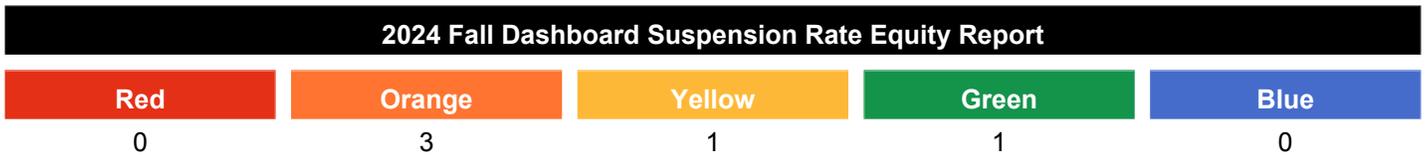
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p> <p>Yellow</p> <p>1.5% suspended at least one day</p> <p>Maintained 0%</p> <p>458 Students</p> | <p>English Learners</p> <p>Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7%</p> <p>37 Students</p> | <p>Long-Term English Learners</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>6 Students</p> |
| <p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>8 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 2%</p> <p>109 Students</p> |

| | | |
|--|---|---|
| <p>Students with Disabilities</p>  <p>Yellow</p> <p>3% suspended at least one day</p> <p>Maintained 0.1%</p> <p>67 Students</p> | <p>African American</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p>Asian</p>  <p>No Performance Color</p> <p>5.3% suspended at least one day</p> <p>Declined 2.4%</p> <p>19 Students</p> | <p>Filipino</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p> | <p>Hispanic</p>  <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 1.4%</p> <p>144 Students</p> |
| <p>Two or More Races</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>29 Students</p> | <p>Pacific Islander</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p> | <p>White</p>  <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 0.7%</p> <p>258 Students</p> |

Conclusions based on this data:

1. Suspension data shows that the suspension rate was maintained during the 2023-2024 school year.
2. Reducing suspensions will continue to be a priority at Colony Oak. We will continue to focus on our Character Strong program and use other means of correction when appropriate.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Empower all learners to have a growth and innovative mindset, ensuring students graduate college and/or career ready through CTE pathways. Provide access to a broad curriculum based on the Common Core State Standards (CCSS) by engaging students through effective instructional strategies.

Goal 1

In accordance with the Ripon Unified School District (RUSD) LCAP goal 1: Colony Oak Elementary students will improve overall ELA & Math performance as measured by overall percentage of students who have met or exceeded standards in the CAASPP accountability system.

Identified Need

A comparison of 2023 CAASPP performance data with 2024 CAASPP performance data shows an overall increase in student performance in English Language Arts. All students ELA: 58.80% met or exceeded standards which is a 3.63 point increase from the previous year.

A comparison of 2023 CAASPP performance data with 2024 CAASPP performance data shows an overall increase in student performance in Mathematics. All students Math: 53.15% met or exceeded standards which is a 9.3 point increase from the previous year.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| CAASPP scores | <p>Baseline Performance of all 3-8 grade students 2023: ELA scores: 55.17% met or exceeded Math scores: 43.85% met or exceeded</p> <p>Actual Outcome 2024 ELA: 58.80% MATH: 53.15%</p> | <p>2024 ELA increase of 2% in overall performance</p> <p>2024 Math increase of 2% in overall performance</p> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed on English Learners, students with disabilities, and students who are socioeconomically disadvantaged.

Strategy/Activity

Teachers will have the opportunity to participate in professional development by attending workshops or conferences targeting effective implementation of the Common Core State Standards in ELA and Math in mathematics in an effort to improve instruction and raise student achievement. Academic support and intervention will be provided in ELA and Math. After school tutoring will be provided for students who need support toward their goal of reaching grade level standards. All para professionals, including the bilingual para professional will provide additional classroom support for students.

Teachers will work with the site administrator to give input on professional development needs. Teachers will work with the site principal to develop schedules for interventions. Consistent communication and collaboration will occur between teachers and site principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed on English Learners, students with disabilities, and students who are socioeconomically disadvantaged.

Strategy/Activity

K-3 teachers will implement small group reading instruction that will include the Heggerty Curriculum. Response to Intervention (RTI) services will be developed and planned by teachers as they meet in grade level meetings to review student data: curriculum performance data, benchmarks, and CAASPP. As a result of teacher data review, students will be provided with Tier 1, Tier 2, or Tier 3 instruction. Tier 3 ELA instruction may include a Reading Intervention Class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed on English Learners, students with disabilities, and students who are socioeconomically disadvantaged.

Strategy/Activity

Teachers will implement the core curriculum in all academic areas. Ensure students have access to supplemental books and software licenses to support instruction aligned with Common Core standards and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups with emphasis placed on English Learners, students with disabilities, and students who are socioeconomically disadvantaged.

Strategy/Activity

District writing benchmarks will be used along with district scoring rubrics that are clearly aligned to CAASPP.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All student groups

Strategy/Activity

Enrichment programs will be developed for the site by grade levels and/or grade spans that include at least two STEAM components (Science, Technology, Engineering, Art & Math). Colony Oak Elementary School courses include Artist in School programs in art and dance across all grade levels and foreign language classes in addition hiring an Art teacher utilizing grant funding. Funding sources include Prop 28 (\$42,323 is on-going funding to be utilized to for the purchase of a teacher shared across the district) \$10,581 is Art Music and Instructional materials block grant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

| Amount(s) | Source(s) |
|-----------|-------------------|
| 10,000 | Learning Recovery |
| 10,581 | Proposition 28 |
| 42,323 | Proposition 28 |
| 5,000 | Learning Recovery |

Annual Review

SPSA Year Reviewed: 2024-25

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 deleted.

ANALYSIS

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

All 2023-2024 goals and strategies were implemented: after school tutoring for ELs, professional development in ELA and Mathematics, math training inside and outside of the classroom with the SJCOE math team, writing portfolio development for ELs, grade level meetings, and RTI services. Based upon district benchmark data and CAASPP scores, the goals and actions were effective. We are continuing to align small group reading instruction in the primary grades with the our RTI model and learning center support. We are providing short term reading intervention for our students in grades 1, 2, and 3. Our goal is to provide robust reading instruction in the primary grades so that students are prepared to achieve at a high level as they move into the higher grades.

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

The site had no major differences between the intended implementations and budgeted expenditures to implement the strategies and activities in goal 1.

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

Goal #1 for 2025-2026 will be similar to 2024-2025 with an emphasis on math instructional delivery along with continued professional development and training opportunities.



Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 2: MTSS

Extend a Multi-Tiered System of Supports (MTSS) that meets the social emotional needs of students across the district in order to accelerate the academic growth of all learners, including mental health services and culturally responsive teaching. Educational partners are involved in strengthening learning environments that are safe, effective, and engaging. Universal Design for Learning (UDL) is provided to engage and challenge students and meet individual needs.

Goal 2

In accordance with the Ripon Unified School District (RUSD) Multi Tiered System of Supports (MTSS) goal 2: Colony Oak Elementary will continue to implement and expand our MTSS.

Identified Need

Parent, teacher, and student referrals for anxiety and social supports indicate that there is a continued need for development of our MTSS program and our site based counseling services.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|---|---|
| Attendance and referral data. | <p>Baseline:</p> <p>2023: 1.5% Suspension Rate</p> <p>2023: 7.9% Chronic Absenteeism</p> <p>Actual:</p> <p>2024: 1.5% Suspension Rate</p> <p>2024: 4.2% Chronic Absenteeism</p> | <p>2025-2026: A continued decrease in both Suspension Rate and Chronic Absenteeism is expected.</p> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Mental Health Services: The Social, Academic and Emotional Behavior Risk Screener (SAEBRS) is an evidence-based tool which determines students needs and will be used to place students into tiers of services at their level for social emotional learning. Analyze universal screeners and state/local data to

identify trends and areas for improvement. All levels include various levels of mental health activities and services. Daily classroom recognitions, monthly recognition at assemblies, and schoolwide recognition on The Cougar News will be implemented with fidelity with all classroom recognizing safe, responsible, and respectful behaviors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

PBIS strategies will be implemented by all staff across all school environments. Students will make positive choices developing a safe and healthy life style. Daily support from school site counselor will be available in the form of social skills groups, classroom presentations, and 1:1 counseling services. Teachers will use character, behavior, and social emotional curriculum for character Education such as: PurposeFull People curriculum in grades K-5 and Character Strong in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Restorative Circles will be utilized as a strategy to address sensitive issues with students. The goal of these various practices is that fewer students will need targeted interventions and even fewer, intensive ones.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students.

Strategy/Activity

Chronic absenteeism will be addressed through personal daily outreach, recognition of good and improved attendance, including incentives, and engaging our community about the importance of daily attendance. The administrator will use the SARB and DARB process for students who are chronically absent, including students with excessive excused absences due to illness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

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 deleted.

ANALYSIS

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

Strategies and activities were implemented as planned. A school counselor serves Colony Oak Elementary students five days per week, full time. She visits classrooms regularly to deliver social skills lessons and address social and emotional issues that may arise. She meets with students for social and emotional concerns as well as or academic counseling. Implementation of our PBIS program has led to a decrease in referrals and suspensions. Character Strong and Purposeful People lessons are consistently provided to students. Monthly assemblies celebrate and honor students who are recognized for displaying the character traits that are the focus of each month. Student attendance is monitored closely in order to support students who struggle to attend school regularly. Chronic absenteeism and suspension rates have decreased at Colony Oak so the goals and strategies have been effective.

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

There were no major differences between the intended implementation and the strategies/activities to meet the 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.

School climate will continue to be a goal and will be adjusted with input from educational partners. Students will continue to be able to participate in lunch bunch activities with the school counselor, along with community building cooperative games with a focus on the monthly character trait during recess at the beginning of the month.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 3: Ensure English Learners' academic growth through the English Learner Development (ELD) standards utilizing the California English Learner Roadmap. Provide opportunities for English learners to benefit from their dual language advantages and share their assets with others.

Goal 3

English Learners will improve upon academic progress in ELA and in Math as measured by percentage of students that have met or exceeded standards in the CAASPP system.

Identified Need

English Learners are continuing to make progress toward the standards. English Learners increased 26 points in Math, and maintained 1.4 points in ELA. Although progress was maintained, there was no increase in ELA.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| CAASPP data | <p>Baseline: 2023 53.6 % are making progress toward English Language proficiency.</p> <p>Actual: 2024 81.8% maintained and increased one level toward English Language proficiency.</p> | <p>2025-2026 Overall increase of 2% in making progress in ELA and math for English Learners. Overall increase of 2% in students making progress toward English Language proficiency.</p> |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All English Learners, including those reclassified.

Strategy/Activity

Teachers may attend workshops/training on how to implement designated and integrated ELD lessons with fidelity or workshops on grade level ELD standards. Professional development in the areas of Accelerating student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students.

Strategy/Activity

Tailor instructional practices based on data insights to address diverse student needs. Allow teachers to collaborate regarding how to best support English Language Learners. School assemblies, classroom presentations, and school events will continue to celebrate and explore the cultural differences of all children as well as the benefits of biliteracy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity

Continue to fund after school tutoring for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s) Source(s)

1800

Title III

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity

Bilingual Instruction Aide/Family Liaison will work with English Learners in their classrooms individually or in small groups, as determined by student needs. The bilingual aide will support students' progress toward English proficiency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2024-25

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 deleted.

ANALYSIS

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

All of the strategies/activities were implemented including utilizing student progress monitoring folders, support from the bilingual instructional aide, and integrated and designated ELD classroom instruction. Classroom lessons celebrate diversity and cultural awareness. The CAASPP scores for English Learners in ELA and Mathematics tells us this goal and actions need to continue to remain a focus. We need to continue to build upon and strengthen the actions/strategies that are outlined in the school plan. In addition, we need to continue to develop and enhance our ELD program.

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

There were no major differences between the intended implementation and/or the budgeted expenditures.

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 goals and actions will be carried over to the 2025-2026 school year.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$0 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$0 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$69,704.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
| Title III | \$1,800.00 |

Subtotal of additional federal funds included for this school: \$1,800.00

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 (\$) |
|-------------------------|-----------------|
| Learning Recovery | \$15,000.00 |
| Proposition 28 | \$52,904.00 |

Subtotal of state or local funds included for this school: \$67,904.00

Total of federal, state, and/or local funds for this school: \$69,704.00

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
- 0 Secondary Students

| Name of Members | Role |
|--------------------|----------------------------|
| Kimberly Ott | Principal |
| Kimberley Maberry | Other School Staff |
| Jessica DeRuiter | Classroom Teacher |
| April Yoshimura | Classroom Teacher |
| Ken Tyhurst | Classroom Teacher |
| Stephanie Merchant | Parent or Community Member |
| Anupa Harvey | Parent or Community Member |
| Heather Dyk | Parent or Community Member |
| Crystal Wright | Parent or Community Member |
| Christine McDowell | Parent or Community Member |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 3/18/25.

Attested:



Principal, Kimberly Ott on 3/18/25



SSC Chairperson, Heather Dyk on 3/18/25

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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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

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

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

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

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

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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.

Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-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.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal 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.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal 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.]

Annual Review

In the following 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.

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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

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 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); and
 - 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; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <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/>

Developed by the California Department of Education, January 2019