School Year: **2024-25**

SPSA Plan Type

Schoolwide Program

Additional Targeted Support and Improvement

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Charles H. Lee Elementary	19642796011233	May 21, 2024	

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

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

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

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

This plan is being used by Charles H. Lee Elementary for meeting ESSA's planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

Briefly describe your school's plan for effectively meeting the ESSA's planning requirements for:

SPSA Plan Type

Schoolwide Program

Additional Targeted Support and Improvement

in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need we will work with all stakeholders to identify evidence-based strategies to increase achievement for students not meeting academic standards.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b), and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LCFF.

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.

The Lee Elementary School SPSA is also used as the plan to meet the requirements for Additional Targeted Support and Intervention (ATSI).

Educational Partner Involvement

How, when, and with whom did your Charles H. Lee Elementary 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 SSC consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parents/community members. The SSC meets a minimum of five times per year to discuss and give input on the creation of the school's areas of need, goals, and action plan. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendations based on the data provided during the reviews.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI only.

The ESSA states that resource inequities may include a review of LEA and school-level budgets. Through the comprehensive needs analysis, the District reviews a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state, and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. California Dashboard shows the District met standard for appropriately assigned teachers and all students have access to their own copies of instructional materials.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Chronic Absenteeism for all students is 50.8%, an increase of 1.3%, resulting in an indicator of red. In addition, the Hispanic subgroup is 51.5% chronically absent, an increased of 1.4% and students with disabilities is 62.4%, an increase of 9.4%. This resulted in an indicator of red. The English learner subgroup is 41.2%, a decline of 2.1% and socioeconomically disadvantaged is 51.6%, a decline of 0.6%. Again, this resulted in an indicator of orange for both subgroups. The site met with staff and parents to discuss chronic absenteeism, the reason why Lee is an ATSI School, and our plan to reduce chronic absenteeism. Teachers partnered with office staff to make phone calls to parents of students with more than two absences in a row. The principal ordered brag tags for monthly student incentives. The community liaison partnered with District personnel and the principal to make home visits to students with chronic absences. Incentives were provided to classrooms and students to promote good attendance. Students were informed about the incentives during morning assemblies. Students with outstanding attendance for the month received a brag tag. The classroom with the best attendance percentage for the grade spans of TK/K, first-third, and fourth and fifth earned a popcorn party. Parents and families were informed of the student and classroom incentives for outstanding attendance through a flyer that was created and posted on our social media platforms and shared during Coffee with the Principal meetings and SSC meetings.

Academic performance in ELA for the English learner subgroup is 75 points below standard, a decline of 12 points which resulted in an indicator of red. Students with disabilities scored 142.1 points below standard, a decline of 10.4 points, resulting in an indicator of red. Academic performance in mathematics for students with disabilities subgroup is 172.1 points below standard. This is a decline of 8.2 points resulting in an indicator of red. English learner progress resulted in 47.9% of English learners making progress toward language proficiency. However, this was a decline of 4.9% from the previous year, yielding an orange indicator. The school will continue implementation of schoolwide intervention/enrichment program for all students, called What I Need (WIN) time, for 45 minutes daily in small group instruction. Teachers determined their students' WIN groups by using running records and iReady diagnostic results. Parents and families were informed about WIN time, its purpose, the focus, importance of daily attendance and protected time. WIN group placement was reviewed every six to eight weeks to measure and monitor progress. iReady diagnostic data was reviewed every trimester. Instructional aides, the resource teacher, the success coach, parent volunteers and APU student partners were incorporated into WIN Time for instructional support. The school also supported collaboration with consultant Nancy Akhavah, her coaching team, and an ELA TOSA during PLC time, using the book "At the Reading Table With Striving Readers: Achieving Equity by Scaffolding Skills and Strategies'" as a teaching resource. The success coach provided additional support to newcomer students and the combination support teacher provided additional support to students and teachers in a combination class.

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

The California Dashboard showed the following student groups with two or more performance levels below the "all student" performance: English Learners received a rating of red in ELA and Students with Disabilities received a rating of red in both ELA and Math.

Other Needs

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

In addition to the data from the California Dashboard, district diagnostic iReady data was collected by the LEA to measure pupil outcomes. The results of district diagnostic iReady assessment revealed the following data in the category of ELA: 48% of students met or exceeded standards in ELA, 29% of students were one grade level below standards and 22% of students were two or more grade levels below standards. The results of district diagnostic iReady assessment revealed the following data in the category of Math: 33% of students met or exceeded standards in Math, 43% of students were one grade level below standards and 24% of students were two or more grade levels below standards.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	0.3%	0.54%	0.27%	1	2	1
African American	1.7%	1.08%	2.39%	6	4	9
Asian	1.4%	2.17%	2.12%	5	8	8
Filipino	0.9%	0.54%	0.53%	3	2	2
Hispanic/Latino	89.6%	86.45%	86.21%	318	319	325
Pacific Islander	%	%	0%		0	0
White	4.8%	6.78%	6.1%	17	25	23
Multiple/No Response	1.1%	1.90%	2.12%	4	7	8
			Total Enrollment	355	369	377

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	59	68	92
Grade 1	34	60	45
Grade 2	52	38	53
Grade3	36	53	43
Grade 4	41	37	54
Grade 5	67	46	44
Grade 6	66	67	46
Total Enrollment	355	369	377

Conclusions based on this data:

1. The majority of student enrollment is Hispanic/Latino.

2. The total enrollment has increased over the last three years. The highest increase was in students from 2021-2022 through 2022-2023 in kindergarten.

3. The total enrollment in 2022-2023 was 377 students.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners (EL)	90	101	111	25.4%	27.4%	29.4%
Fluent English Proficient (FEP)	75	57	35	21.1%	15.4%	9.3%
Reclassified Fluent English Proficient (RFEP)	10			11.1%		

Conclusions based on this data:

1. Since 2020-2021, there has been an increase of English learners enrolled at Lee Elementary School.

2. There was a decrease in Fluent English Proficient (FEP) students from 2021-2022 to 2022-2023 by 22 students.

3. No Reclassified Fluent English Proficient (RFEP) students have been recorded since the 2020-2021 school year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	52	42	0	51	42	0	51	42	0.0	98.1	100.0
Grade 4	42	39	59	0	38	58	0	38	58	0.0	97.4	98.3
Grade 5	67	43	46	0	42	46	0	42	46	0.0	97.7	100.0
Grade 6	66	64	48	0	64	48	0	64	48	0.0	100.0	100.0
All Grades	210	198	195	0	195	194	0	195	194	0.0	98.5	99.5

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2356.	2344.		3.92	0.00		15.69	19.05		25.49	26.19		54.90	54.76
Grade 4		2389.	2415.		0.00	15.52		7.89	18.97		26.32	15.52		65.79	50.00
Grade 5		2462.	2418.		7.14	6.52		30.95	13.04		28.57	21.74		33.33	58.70
Grade 6		2479.	2507.		7.81	16.67		26.56	22.92		32.81	33.33		32.81	27.08
All Grades	N/A	N/A	N/A		5.13	10.31		21.03	18.56		28.72	23.71		45.13	47.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.96	2.38		62.75	54.76		35.29	42.86
Grade 4		2.63	13.79		60.53	55.17		36.84	31.03
Grade 5		11.90	6.52		64.29	47.83		23.81	45.65
Grade 6		7.81	8.33		54.69	47.92		37.50	43.75
All Grades		6.15	8.25		60.00	51.55		33.85	40.21

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		0.00	0.00		49.02	40.48		50.98	59.52
Grade 4		0.00	6.90		50.00	51.72		50.00	41.38
Grade 5		4.76	6.52		61.90	36.96		33.33	56.52
Grade 6		7.81	16.67		54.69	54.17		37.50	29.17
All Grades		3.59	7.73		53.85	46.39		42.56	45.88

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		7.84	4.76		56.86	66.67		35.29	28.57
Grade 4		0.00	6.90		78.95	68.97		21.05	24.14
Grade 5		7.14	4.35		78.57	60.87		14.29	34.78
Grade 6		3.13	12.50		76.56	68.75		20.31	18.75
All Grades		4.62	7.22		72.31	66.49		23.08	26.29

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		5.88	0.00		60.78	57.14		33.33	42.86
Grade 4		0.00	13.79		55.26	58.62		44.74	27.59
Grade 5		9.52	2.17		66.67	52.17		23.81	45.65
Grade 6		6.25	16.67		70.31	62.50		23.44	20.83
All Grades		5.64	8.76		64.10	57.73		30.26	33.51

Conclusions based on this data:

1. Overall achievement for all students meeting standard decreased by 2.47%

2. There was an increase in the percentage of students below standard in reading by 6.36%

3. There was an increase of 3.32% in students who were below standard in writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	35	52	42	0	51	42	0	51	42	0.0	98.1	100.0
Grade 4	42	39	59	0	39	59	0	39	59	0.0	100.0	100.0
Grade 5	67	43	46	0	42	46	0	42	42	0.0	97.7	100.0
Grade 6	66	64	48	0	64	48	0	64	42	0.0	100.0	100.0
All Grades	210	198	195	0	196	195	0	196	185	0.0	99.0	100.0

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2349.	2344.		0.00	0.00		23.53	21.43		13.73	11.90		62.75	66.67
Grade 4		2401.	2423.		2.56	11.86		15.38	13.56		20.51	33.90		61.54	40.68
Grade 5		2440.	2438.		2.38	4.76		7.14	9.52		33.33	33.33		57.14	52.38
Grade 6		2442.	2490.		4.69	14.29		9.38	7.14		28.13	40.48		57.81	38.10
All Grades	N/A	N/A	N/A		2.55	8.11		13.78	12.97		23.98	30.27		59.69	48.65

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	4.76		27.45	23.81		66.67	71.43
Grade 4		15.38	13.56		28.21	40.68		56.41	45.76
Grade 5		4.76	4.76		33.33	42.86		61.90	52.38
Grade 6		4.69	14.29		39.06	38.10		56.25	47.62
All Grades		7.14	9.73		32.65	36.76		60.20	53.51

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88	2.38		43.14	38.10		50.98	59.52
Grade 4		2.56	11.86		35.90	35.59		61.54	52.54
Grade 5		2.38	2.38		50.00	50.00		47.62	47.62
Grade 6		3.13	11.90		46.88	57.14		50.00	30.95
All Grades		3.57	7.57		44.39	44.32		52.04	48.11

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.84	4.76		58.82	52.38		33.33	42.86
Grade 4		2.56	10.17		43.59	52.54		53.85	37.29
Grade 5		2.38	0.00		59.52	64.29		38.10	35.71
Grade 6		3.13	9.52		59.38	66.67		37.50	23.81
All Grades		4.08	6.49		56.12	58.38		39.80	35.14

Conclusions based on this data:

1. Overall achievement for all students meeting standard increased by 4.75%

2. There was positive growth for fourth and fifth grade in the area of communicating reasoning.

3. The percentage of standard not met decreased by 11.04%

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.4	1443.2	1438.0	1427.2	1444.0	1438.9	1374.4	1441.3	1435.7	11	23	47
1	*	1398.0	1442.2	*	1412.5	1451.5	*	1383.1	1432.2	8	14	12
2	1440.3	*	1455.9	1455.7	*	1465.6	1424.6	*	1445.5	18	7	12
3	1473.7	1468.8	*	1480.5	1459.0	*	1466.2	1478.1	*	13	18	10
4	*	1490.3	1494.6	*	1493.2	1480.9	*	1486.5	1507.8	8	13	17
5	1491.5	*	1500.4	1493.5	*	1509.3	1489.1	*	1491.2	15	9	17
6	1507.9	1529.4	*	1514.2	1538.0	*	1500.9	1520.3	*	17	14	8
All Grades										90	98	123

	Overall Language Percentage of Students at Each Performance Level for All Students											
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	26.09	31.91	18.18	39.13	27.66	54.55	17.39	17.02	18.18	17.39	23.40	11	23	47
1	*	0.00	0.00	*	7.14	41.67	*	42.86	41.67	*	50.00	16.67	*	14	12
2	5.56	*	0.00	33.33	*	50.00	33.33	*	25.00	27.78	*	25.00	18	*	12
3	7.69	5.56	*	15.38	11.11	*	61.54	66.67	*	15.38	16.67	*	13	18	*
4	*	7.69	11.76	*	38.46	41.18	*	46.15	23.53	*	7.69	23.53	*	13	17
5	6.67	*	5.88	26.67	*	35.29	40.00	*	35.29	26.67	*	23.53	15	*	17
6	11.76	14.29	*	17.65	42.86	*	41.18	35.71	*	29.41	7.14	*	17	14	*
All Grades	8.89	12.24	17.07	25.56	30.61	34.96	41.11	39.80	26.83	24.44	17.35	21.14	90	98	123

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	17.39	29.79	27.27	52.17	25.53	45.45	17.39	19.15	18.18	13.04	25.53	11	23	47
1	*	7.14	8.33	*	21.43	33.33	*	42.86	58.33	*	28.57	0.00	*	14	12
2	11.11	*	8.33	22.22	*	41.67	55.56	*	41.67	11.11	*	8.33	18	*	12
3	7.69	5.56	*	53.85	33.33	*	30.77	50.00	*	7.69	11.11	*	13	18	*
4	*	15.38	23.53	*	76.92	47.06	*	0.00	5.88	*	7.69	23.53	*	13	17
5	13.33	*	23.53	53.33	*	52.94	13.33	*	23.53	20.00	*	0.00	15	*	17
6	17.65	28.57	*	58.82	57.14	*	17.65	7.14	*	5.88	7.14	*	17	14	*
All Grades	15.56	17.35	23.58	41.11	46.94	39.02	31.11	24.49	21.95	12.22	11.22	15.45	90	98	123

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	21.74	17.02	0.00	4.35	27.66	36.36	56.52	34.04	54.55	17.39	21.28	11	23	47
1	*	0.00	8.33	*	0.00	16.67	*	35.71	50.00	*	64.29	25.00	*	14	12
2	0.00	*	0.00	33.33	*	33.33	27.78	*	25.00	38.89	*	41.67	18	*	12
3	0.00	0.00	*	7.69	16.67	*	46.15	44.44	*	46.15	38.89	*	13	18	*
4	*	7.69	11.76	*	7.69	29.41	*	38.46	17.65	*	46.15	41.18	*	13	17
5	0.00	*	0.00	0.00	*	5.88	53.33	*	58.82	46.67	*	35.29	15	*	17
6	5.88	0.00	*	17.65	14.29	*	17.65	64.29	*	58.82	21.43	*	17	14	*
All Grades	2.22	8.16	8.94	17.78	12.24	24.39	34.44	45.92	37.40	45.56	33.67	29.27	90	98	123

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	21.74	38.30	72.73	69.57	42.55	18.18	8.70	19.15	11	23	47
1	*	14.29	16.67	*	64.29	83.33	*	21.43	0.00	*	14	12
2	5.56	*	8.33	83.33	*	91.67	11.11	*	0.00	18	*	12
3	15.38	22.22	*	69.23	66.67	*	15.38	11.11	*	13	18	*
4	*	53.85	29.41	*	38.46	47.06	*	7.69	23.53	*	13	17
5	6.67	*	17.65	80.00	*	82.35	13.33	*	0.00	15	*	17
6	11.76	14.29	*	70.59	85.71	*	17.65	0.00	*	17	14	*
All Grades	15.56	22.45	27.64	70.00	68.37	59.35	14.44	9.18	13.01	90	98	123

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.27	26.09	25.53	54.55	60.87	44.68	18.18	13.04	29.79	11	23	47
1	*	7.14	8.33	*	50.00	83.33	*	42.86	8.33	*	14	12
2	16.67	*	25.00	72.22	*	66.67	11.11	*	8.33	18	*	12
3	46.15	16.67	*	46.15	44.44	*	7.69	38.89	*	13	18	*
4	*	15.38	23.53	*	76.92	58.82	*	7.69	17.65	*	13	17
5	33.33	*	58.82	40.00	*	29.41	26.67	*	11.76	15	*	17
6	41.18	71.43	*	58.82	21.43	*	0.00	7.14	*	17	14	*
All Grades	33.33	31.63	30.08	54.44	48.98	52.03	12.22	19.39	17.89	90	98	123

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	26.09	21.28	63.64	56.52	55.32	27.27	17.39	23.40	11	23	47
1	*	0.00	8.33	*	14.29	58.33	*	85.71	33.33	*	14	12
2	0.00	*	0.00	61.11	*	58.33	38.89	*	41.67	18	*	12
3	0.00	0.00	*	46.15	50.00	*	53.85	50.00	*	13	18	*
4	*	0.00	17.65	*	38.46	47.06	*	61.54	35.29	*	13	17
5	6.67	*	0.00	40.00	*	52.94	53.33	*	47.06	15	*	17
6	5.88	0.00	*	29.41	42.86	*	64.71	57.14	*	17	14	*
All Grades	5.56	10.20	11.38	48.89	42.86	53.66	45.56	46.94	34.96	90	98	123

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	30.43	44.68	18.18	52.17	34.04	72.73	17.39	21.28	11	23	47
1	*	0.00	8.33	*	42.86	66.67	*	57.14	25.00	*	14	12
2	5.56	*	16.67	50.00	*	50.00	44.44	*	33.33	18	*	12
3	0.00	0.00	*	84.62	83.33	*	15.38	16.67	*	13	18	*
4	*	15.38	23.53	*	61.54	41.18	*	23.08	35.29	*	13	17
5	0.00	*	0.00	53.33	*	70.59	46.67	*	29.41	15	*	17
6	5.88	7.14	*	76.47	92.86	*	17.65	0.00	*	17	14	*
All Grades	3.33	13.27	25.20	61.11	65.31	49.59	35.56	21.43	25.20	90	98	123

Conclusions based on this data:

1. In the last two years, students at a level four increased.

2. Students at a level one increased by 3.79% from 2021-2022 to 2022-2023.

3. The highest percentage in the reading domain is 53.7% of students who score somewhat/moderately.

School and Student Performance Data

California School Dashboard
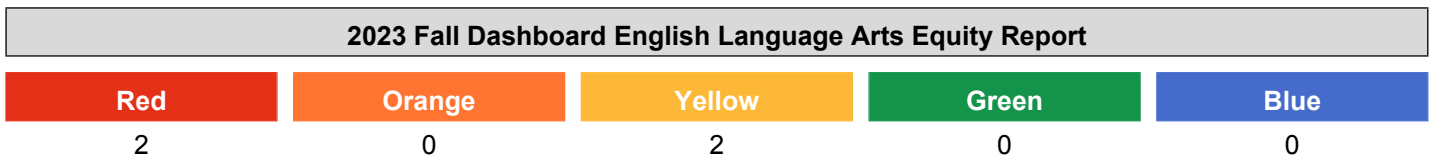## Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
377	**89.7**	**29.4**	**0.8**
Total Number of Students enrolled in Charles H. Lee Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	111	29.4
Foster Youth	3	0.8
Homeless	19	5
Socioeconomically Disadvantaged	338	89.7
Students with Disabilities	57	15.1

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.4
American Indian	1	0.3
Asian	8	2.1
Filipino	2	0.5
Hispanic	325	86.2
Two or More Races	8	2.1
White	23	6.1

Conclusions based on this data:

1. Lee has a significant population, 89.7%, of socioeconomically disadvantaged students.

2. 29.4% of Lee's enrollment are ELs.

3. 86.2% of the enrollment are Hispanic students.

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism is at 50.8%.

2. There is a need to improve in all academic indicators.

3. The suspension rate declined by 1.9% resulting in an indicator of green.

School and Student Performance Data

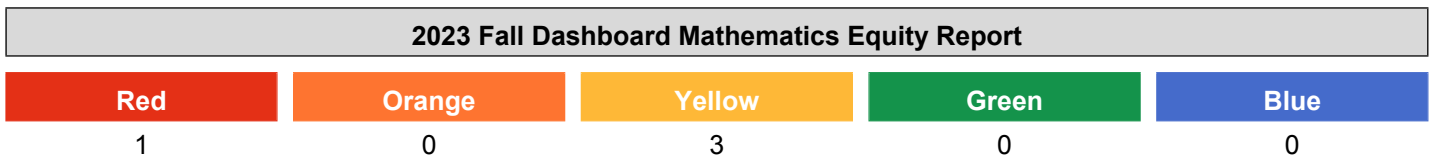## Academic Performance
English Language Arts

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	0	2	0	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Red	Less than 11 Students
54.7 points below standard	75 points below standard	
Increased +6.5 points	Decreased -12 points	1 Student
177 Students	55 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Red
	55 points below standard	142.1 points below standard
4 Students	Increased +5.3 points	Decreased -10.4 points
	163 Students	46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
4 Students	0 Students	5 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	Less than 11 Students
60.4 points below standard	5 Students	0 Students	10 Students
Increased +6 points			
150 Students			

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.9 points below standard	0.7 points above standard	60.8 points below standard
Increased +6.5 points	Maintained -2.1 points	Increased +11.3 points
41 Students	14 Students	102 Students

Conclusions based on this data:

1. Overall, all students were ranked as yellow on the dashboard for ELA performance with a score of 54.7 points below standard.

2. There was a decrease for ELs resulting in a rating of 75 points below standard.

3. Reclassified English learners scored 0.7 points above standard.

School and Student Performance Data

Academic Performance
Mathematics

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	0	3	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	Less than 11 Students
67 points below standard	81.2 points below standard	
Increased Significantly +25.7 points	Increased +11 points	1 Student
169 Students	54 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Yellow	Red
	69.4 points below standard	172.1 points below standard
4 Students	Increased Significantly +23.3 points	Decreased -8.2 points
	156 Students	46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 4 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 72.6 points below standard Increased Significantly +23.7 points 143 Students	Less than 11 Students 5 Students	No Performance Color 0 Students	Less than 11 Students 10 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
107 points below standard	24.9 points below standard	74 points below standard
Increased Significantly +25.7 points	Increased +7.4 points	Increased Significantly +28.7 points
41 Students	14 Students	96 Students

Conclusions based on this data:

1. Overall, all students were ranked as yellow on the dashboard for math performance with a score of 67 points below standard.

2. There was an increase for ELs as students scored 81.2 points below standard.

3. Students with disabilities scored 172.1 points below standard.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
47.9% making progress towards English language proficiency
Number of EL Students: 73 Students
Performance Level: 3
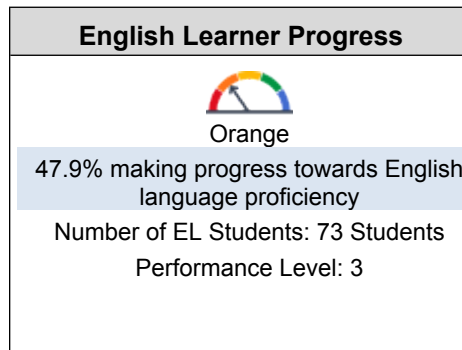
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
12	26	0	35

Conclusions based on this data:

1. Out of 73 EL students, 47.9% are making progress towards English language proficiency.

2. 26% of ELs maintained the ELPI Level 1, 2L, 2H, 3L, or 3H.

3. 12% of ELs decreased at least one ELPI level.

School and Student Performance Data
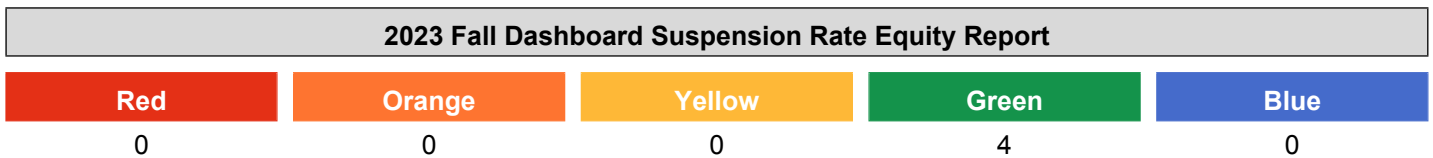
Academic Engagement
Chronic Absenteeism

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	**Orange**	**Yellow**	**Green**	**Blue**

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Red	Orange	Less than 11 Students
50.8% Chronically Absent	41.2% Chronically Absent	
Increased 1.3	Declined -2.1	7 Students
417 Students	136 Students	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
77.8% Chronically Absent	Orange	Red
Increased 2.8	51.6% Chronically Absent	62.4% Chronically Absent
18 Students	Declined -0.6	Increased 9.4
	374 Students	85 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 10 Students	Less than 11 Students 1 Student	Less than 11 Students 9 Students	Less than 11 Students 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Red 51.5% Chronically Absent Increased 1.4 361 Students	Less than 11 Students 9 Students	No Performance Color 0 Students	48% Chronically Absent Increased 4 25 Students

Conclusions based on this data:

1. Out of 417 students, 50.8% were chronically absent.

2. Out of 136 English learners, 41.2% were chronically absent.

3. Out of 85 students with disabilities, 62.4% were chronically absent.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	4	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Green	0% suspended at least one day
1.1% suspended at least one day	1.4% suspended at least one day	11 Students
Declined Significantly -1.9	Declined -2.1	
437 Students	141 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
4.8% suspended at least one day	Green	Green
Increased 4.8	1.3% suspended at least one day	1.1% suspended at least one day
21 Students	Declined Significantly -1.9	Declined -4.6
	390 Students	89 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students	Less than 11 Students	Less than 11 Students
	1 Student	9 Students	2 Students
11 Students			

Hispanic	Two or More Races	Pacific Islander	White
Green	0% suspended at least one day	No Performance Color	3.8% suspended at least one day
1.1% suspended at least one day	Declined -14.3	0 Students	Increased 3.8
Declined Significantly -1.9	11 Students		26 Students
377 Students			

Conclusions based on this data:

1. Out of 437 students, 1.1% were suspended at least one day resulting in an indicator of green.

2. The homeless subgroup had the highest suspension rate, with 4.8% suspended for at least one day.

3. Out of 377 Hispanic students, 1.1% were suspended at least one day.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, all students, including all significant subgroups, will increase scoring at or above level proficiency in the following: California Assessment of Student Performance and Progress (CAASPP), interim and formative assessment tools, performance tasks, district benchmarks, running records, and local reading assessments (iReady Diagnostic - Reading and Math)

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady ELA Diagnostic	Students meeting or exceeding standards will increase by 10%	48% of students met or exceeded standards, an increase of 10%
iReady ELA Diagnostic	Students in the not met range will decrease by 8%	29% of students scored in the not met range, a decrease of 1%
iReady Math Diagnostic	Students meeting or exceeding standards will increase by 10%	33% of students met or exceeded standards, an increase of 9%
iReady Math Diagnostic	Students in the not met range will decrease by 8%	43% of students scored in the not met range, an increase of 12%

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.

As measured by the California Dashboard, academic performance for all students increased by 6.5 points in English Language Arts (ELA) and increased by 25.7 points in mathematics. The site administered and analyzed running records, and foundational reading assessments to identify and target specific areas of need in reading for at-risk students. iReady diagnostic and reading inventory was utilized to guide in the formation of groups for schoolwide intervention/enrichment program WIN time. The intervention teacher and resource teacher worked with first through fifth grade students to target early intervention in reading and writing, including newcomer students. The school continued the WIN program targeting guided reading and small group instruction for kindergarten through fifth grade intervention and enrichment for all students as indicated on reading diagnostic and running records. Lee also utilized effective research-based instructional strategies that provided access to all learners schoolwide: collaborative practices, academic rigor, academic discourse, and language objectives for designated and integrated ELD. Staff were involved in PLCs to address instruction and student support using data from common formative assessments to guide instruction and to assist in forming groups. Professional development was led by Nancy Akhavan, including teacher consultations with Nancy Akhavan, Nichole Walsh and Gayle Frediani. Additional support and professional development was provided by Heidi Johnson, ELA/ELD TOSA. Teachers were provided release time for grade level collaboration to review data and intervention groups. Technology and/or digital programs for intervention, enrichment, and to enhance language

arts were purchased and utilized. Decodable readers and supplementary materials for WIN time were purchased.

Classroom teachers demonstrated fidelity to small group instruction. Technology resources (chrome books) were utilized to individualize instruction for students. Technology programs were also used to supplement instruction such as iReady, eSpark, Starfall, Epic, Prodigy, Reflex Math, MobyMax. The success coach and combo support teacher provided additional support and intervention to identified students in small groups. The resource teacher provided support and professional development to instructional aides. Instructional aides supported with small group instruction using the following: Words Their Way, the spelling inventory and sound walls. Hey Tutor provided intervention support to identified students. TK/Kindergarten students participated in ABC Camp before the beginning of the school year and afterschool tutoring was offered in the spring. There was consistent implementation of Everyday Mathematics program and a focus on counting collections in grades TK through third grade. Julie Mcgough, math TOSA, provided professional development. Technology equipment such as earphones and teacher voice amplifiers were purchased.

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

Money allocated to meet Goal 1 funded employee salaries for ABC Camp and afterschool tutoring. The number of staff members that participated in after school tutoring was more than what was originally anticipated. In retrospect, more resources should have been allocated towards personnel salaries, as well as for WIN consultation, and professional development. A difference in the budget expenditures needed to meet the articulated goal included the funding of an additional consultation day from the Akhavan Team.

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 changes that will be made for Goal 1 will consist of the following: funding will be set aside to provide teachers with substitutes for professional development, additional hours and collaborative planning time for teachers to PLC for WIN Time every six weeks after district diagnostic assessments such as: iReady Reading, Running Records, and Spelling Inventories. Additional monies will be set aside for materials/supplies/licenses or resources. In addition, after school tutoring will continue in order to provide intensive intervention for students who are at the basic and below basic levels. Monies will also be used to explore/purchase an alternate core curriculum for students with disabilities. These operating expenses can be found under operating expenditures and employee salaries for Strategy 1.1, 1.2, and 1.4.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, student academic achievement in ELD will increase by engaging in rigorous ELD instruction to address student language needs as measured by an increase in the number of students who reclassify and the decrease in the percent of students in the below basic range of the District Reading Inventory Assessment. Moving students from below basic to basic will increase our reclassification rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady ELA Diagnostic	Students in the not met range will decrease by 5%	Making progress towards English language proficiency declined 4.9%

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.

As measured by the California Dashboard, English learner progress declined by 4.9%, 47.9% of students are making progress towards English language proficiency. The site ensured that all EL students had designated and integrated ELD each day. The site used the TELL assessment and other assessments such as running records and formative data to monitor student progress. Lee provided additional opportunities for English learners as a means to support students in the areas of reading, writing, listening and speaking. The success coach (intervention teacher) and resource teacher worked with newcomer students in first through fifth grade to target early intervention in reading and writing. The success coach provided additional targeted support to newcomers daily with the focus of developing vocabulary and oral language. Two categorically funded bilingual assistants supported English learners with comprehensible input during instruction and during WIN time small group instruction. Staff were involved in PLCs to address instruction and student support using data from common formative assessments to guide instruction for specific focus English learners. Funds were allocated for additional hours for teachers to provide intervention through such means as homework club and after school tutoring. Further, monies were allocated for additional materials and supplies to support student access (books, licenses, etc.).

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

Professional development/TOSA Support in language functions and objectives for lesson planning did not occur, due to the focus on second year of WIN time implementation. Money allocated to meet Goal 2 funded employee salaries for ABC Camp and afterschool tutoring. The number of staff members that participated in after school tutoring was more than what was originally anticipated. In retrospect, more resources should have been allocated towards personnel salaries, as well as for

WIN consultation, and professional development. A difference in the budget expenditures needed to meet the articulated goal included the funding of an additional consultation day from the Akhavan Team.

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 changes that will be made for Goal 2 will consist of the following: funding will be set aside to provide teachers with substitutes for professional development in language function and objectives for lesson planning. Additional hours and collaborative planning time for teachers to PLC with the resource teacher and principal to discuss EL levels and progress. Additional monies will be set aside for materials/supplies/licenses or resources, explore/purchase a newcomer curriculum for second language learners. In addition, after school tutoring will continue in order to provide intensive intervention for students who are at the basic and below basic levels. These operating expenses can be found under operating expenditures and employee salaries for Strategy 2.1.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024, the learning environment and school climate will improve for all students as measured by a decrease in chronic absenteeism and suspension rates.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard chronic absenteeism	Reduce overall levels by at least 15%	Overall - 32.7% of students chronically absent, decrease of 18.1%

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.

As measured by the California Dashboard, the suspension rate declined by 1.9% resulting in an indicator of green. However, chronic absenteeism for all students was 50.8%, an increase of 1.3% resulting in an indicator of red. The site met with staff and parents to discuss chronic absenteeism, the reason why Lee is an ATSI School and our plan to reduce chronic absenteeism. Teachers partnered with office staff to make phone calls to parents of students with more than two absences in a row. The principal ordered brag tags for monthly student incentives. The community liaison partnered with District personnel and the principal to make home visits to students with chronic absences. Incentives were provided to classrooms and students to promote good attendance. Students were informed about the incentives during morning assemblies. Students with outstanding attendance for the month received a brag tag. The classroom with the best attendance percentage for the grade spans of TK/K, first-third, and fourth and fifth earned a popcorn party. Parents and families were informed of the student and classroom incentives for outstanding attendance through a flyer that was created and posted on our social media platforms and during Coffee with the Principal meetings and SSC meetings. In addition, implementation of school-wide events to motivate student attendance at school, such as Trunk or Treat, Halloween Parade, Holiday Program, Weekly Thursday Morning Assemblies, Family Events: Movie Night, Treat with your Sweet, etc., School Wide Awards Ceremonies, 5th-grade promotion, Community Schools Lunch club and parent workshops. In addition, bringing school-wide experiences such as the BMX Show, Environmental Defenders, EcoHero Show, Farmer's Market. These strategies yielded great effectiveness in reducing chronic absenteeism by 17.2%.

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

In reviewing the monies that were allocated to meet Goal five, all of the funding was allocated towards employee salaries. In planning the events to reduce chronic absenteeism, for the 2024-2025 academic school year, funding will be allocated for operating expenses and materials for annual community events.

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.

Changes that will be made for Goal five will be allocating operating expenses for yearly events to reduce chronic absenteeism for the 2024-2025 academic school year. Planned days for PBIS staff development days will be scheduled twice during the school year. These operating expenses can be found under operating expenditures and employee salaries for Strategy 5.1.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Proficiency in Reading/Language Arts and Mathematics
By June 2025, all students, including all significant subgroups, will increase by at least 5% at or above level proficiency in the following: California Assessment of Student Performance and Progress (CAASPP) and 10% in iReady Diagnostic - Reading and Math.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 1-AUSD will ensure growth and achievement for all students on California State Standards.

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

Lee Elementary entered Assisted Targeted Supports and Intervention (ATSI) based on the academic achievement rates of the special education subgroup in both English and math. Therefore, Lee will increase the number of students meeting or exceeding standards in ELA and Math and decrease the number of students at basic and below basic levels as measured by the iReady diagnostic assessments, as well as state assessments.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Diagnostic	48% of students at or above grade level	Students at or above grade level will increase by 10%
CAASPP Assessment in ELA	29% of students met or exceeded standards	Students meeting or exceeding standards will increase by 5%
iReady Math Diagnostic	33% of students at or above grade level	Students at or above grade level will increase by 10%
CAASPP Assessment in Math	21% of students scored in the not met range	Students meeting or exceeding standards will increase by 5%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	All students will receive instruction aligned to common core standards on a daily basis. As a means to support students, Lee will allocate funds for teachers to engage in professional development in addition to allocated funds for extra hours and sub release for PLC's, planning and professional development. The resource teacher will support	All students	300 Title I 4000-4999: Books And Supplies Materials and supplies to support PD

	teachers in these areas by providing data and support during this learning process.		2000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for teachers professional development/collaboration 300 Title I 5000-5999: Services And Other Operating Expenditures Printing of intervention/instructional materials 500 Title I 3000-3999: Employee Benefits Benefits for extra hours for teachers professional development/collaboration 85603 Title I 1000-1999: Certificated Personnel Salaries 70% of resource teacher salary 22553 Title I 3000-3999: Employee Benefits 70% of benefits for resource teacher 300 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development contracts
1.2	Monies will be allocated for materials, licenses, and supplies to support differentiation, small groups, and WIN Time (small group intervention time using programs such as Starfall, ExploreLearning, Scholastic, eSparklearning, etc. Teachers will diagnose struggling students and provide supplemental instruction through the use of focused instructional activities and materials. The success	All students	5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional development contracts, licenses

	coach and resource teacher will work with small groups to provide supplemental support. Funds will also be allocated for classified and certificated extra hours to provide students intervention and support (Camp ABC, before school, after school tutoring/homework club) using evidence-based programs and other supplementary materials. Students will have access to supplemental materials needed to enrich District adopted curriculum.		33230 Title I 1000-1999: Certificated Personnel Salaries Salary for intervention teacher (40%) 13199 Title I 3000-3999: Employee Benefits Benefits for intervention teacher (40%) 8000 Title I 1000-1999: Certificated Personnel Salaries Certificated extra hours 2000 Title I 3000-3999: Employee Benefits Benefits for certificated extra hours 2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Classified extra hours 500 LCFF Supplemental 3000-3999: Employee Benefits Benefits for classified extra hours 10000 Title I 4000-4999: Books And Supplies Materials and supplies to support WIN time, intervention and supports, technology programs and licenses
1.4	Lee will maintain open and continuous lines of communication between school, teachers and the community. Additional personnel will support parent engagement as a means to support student	All students	1000 Title I 2000-2999: Classified Personnel Salaries

	achievement. The community liaison will lead a parent center and support family engagement to strengthen home-school connections. They will work in conjunction with the community schools employees to wrap around their support of Lee families. The library aide will assist students with library resources and literacy support. Additional hours will be allocated for parent support though such activities as workshops and translation. Monies will be allocated for resources and supplies needed to involve and support families as a means to improve student achievement.			Classified extra hours 200 Title I 3000-3999: Employee Benefits Benefits for classified extra hours 16870 Title I 2000-2999: Classified Personnel Salaries Salary for library aide 1540 Title I 3000-3999: Employee Benefits Benefits for library aide 14811 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison 5552 Title I 3000-3999: Employee Benefits Benefits for community liaison 2000 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures Parent involvement activities 2254 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies to maintain two way communication with parents and teachers (communicator folders and student agendas)

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **English Learner Progress**
> By June 2025, achievement for all ELL students will increase by 5% as evidenced by reclassification rates and/or improvement on the iReady Reading Diagnostic, ELPAC, English Learner Progress.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> Goal 2- AUSD will meet the diverse needs of English learner students and accelerate the academic achievement and English proficiency through an assets-oriented, culturally responsive approach.

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

> Lee Elementary entered Assisted Targeted Supports and Intervention (ATSI) based on the academic achievement rate of the English learner subgroup in ELA. Therefore, Lee must increase the academic achievement rate of English learners. Academic performance in ELA for the English learner subgroup is 75 points below standard, a decline of 12 points which resulted in an indicator of red. English learner progress resulted in 47.9% of English learners making progress toward language proficiency. However, this was a decline of 4.9% from the previous year, yielding an orange indicator.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady ELA Diagnostic	48% of students met or exceeded standards	Increase percentage by 5%
ELPAC Overall Language Level 4	17.7% of students at Level four	Increase percentage by 5%
English Learner Progress (CA Dashboard)	47.9% making progress towards English language proficiency	Increase progress by 5%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Lee will provide additional opportunities for English learners as a means to support students in the areas of reading, writing, listening and speaking. Two categorically funded bilingual assistants will support English learners with comprehensible input during instruction. Monies will be set aside for additional hours for teachers and classified to provide intervention through such means as homework club,	English learners	8000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Certificated extra hours 2000

	after school tutoring, writing clinics etc. Further, monies will be allocated to additional materials and supplies to support student access (books, licenses, etc.).			LCFF Supplemental 3000-3999: Employee Benefits Benefits for certificated extra hours
				2000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Classified extra hours
				400 LCFF Supplemental 3000-3999: Employee Benefits Benefits for classified extra hours
				2000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies to support English learners
				34323 Title I 2000-2999: Classified Personnel Salaries Salary for two bilingual assistants
				7932 Title I 3000-3999: Employee Benefits Benefits for two bilingual assistants
				Title I 2000-2999: Classified Personnel Salaries Funds allocate toward third bilingual assistant if the budget can support it.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

College & Career Readiness

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 3- AUSD students will graduate and be prepared for college or post secondary opportunities.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Parent engagement and student and parent positive perception.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 4- AUSD will improve engagement by empowering families through relationships, collaboration, and partnerships within our community.

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

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3			

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Learning Environment and School Climate
By June 2025, the learning environment and school climate will improve for all students as measured by a decrease in chronic absenteeism and suspension rates.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

Goal 5- AUSD will ensure safe and restorative school climates.

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

Lee Elementary entered Assisted Targeted Supports and Intervention (ATSI) based on the chronic absenteeism rates of the special education subgroup. Additionally, as a direct result of the pandemic, all subgroups have very high chronic absenteeism rates. This is an issue that Lee will need to support as a collaborative school staff and community. Lee is in the second year of ATSI. Despite improvements this year, the chronic absenteeism rate is still very high.

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard chronic absenteeism	Overall - 32.7% of students chronically absent, decrease of 18.1%	Reduce overall levels by at least 10%

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Lee will create a reengagement plan for chronic absenteeism. Teachers will partner with community liaison to make phone calls and home visits to students with chronic absences. Funds will be allocated for additional hours for community liaison to provide targeted and differentiated support. Lee will host community events to motivate and engage students to attend school. Incentives will be provided to classrooms and students for attendance improvement.	Students with high levels of chronic absenteeism	1000 Title I 2000-2999: Classified Personnel Salaries Classified extra hours 200 Title I 3000-3999: Employee Benefits Benefits for classified extra hours

				1846 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies to provide incentives to classrooms/students for attendance improvement.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$289,413.00
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$264,413.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $264,413.00

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 ($)
LCFF Supplemental	$25,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $25,000.00

Total of federal, state, and/or local funds for this school: $289,413.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	264413	0.00
LCFF Supplemental	25000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	25,000.00
Title I	264,413.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	136,833.00
2000-2999: Classified Personnel Salaries	72,004.00
3000-3999: Employee Benefits	56,576.00
4000-4999: Books And Supplies	16,400.00
5000-5999: Services And Other Operating Expenditures	300.00
5800: Professional/Consulting Services And Operating Expenditures	7,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	10,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	4,000.00
3000-3999: Employee Benefits	LCFF Supplemental	2,900.00
4000-4999: Books And Supplies	LCFF Supplemental	6,100.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	126,833.00
2000-2999: Classified Personnel Salaries	Title I	68,004.00
3000-3999: Employee Benefits	Title I	53,676.00
4000-4999: Books And Supplies	Title I	10,300.00
5000-5999: Services And Other Operating Expenditures	Title I	300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	229,712.00
Goal 2	56,655.00
Goal 5	3,046.00

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

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

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table
Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

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

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

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

Annual Review

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

Goal Analysis

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

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

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

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

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

Budget Summary

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

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

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

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

Additional ATSI Planning Requirements:
Note: Federal funds for CSI shall not be used in schools eligible for ATSI.

Budget Summary Table

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

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:
- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

    Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: 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 (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp

- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp

- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp

- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf

- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

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

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

Updated by the California Department of Education, October 2023