School Year: **2024-25**

SPSA Plan Type

Schoolwide Program

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Paramount Elementary School	19642796011316	June 4, 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 Paramount Elementary School 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

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 to 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.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The SSC consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parents/community members. SSC meets a minimum of five times per year. They discuss and give input on the creation of the school's areas of need, goals, and action plans. 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.

Based on the California School Dashboard, Paramount Elementary performed in the orange performance category in English Language Arts (ELA) and English learner progress. Steps taken to address this area have been the implementation of a success coach who provides targeted intervention to students in a small pull out program to aide in closing the achievement gaps. Also, during school-wide Response to Intervention (RTI), one hour of instruction is provided specifically based on each individual students' needs. Students receive specific interventions to remedy any deficiencies.

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.

Based on the California School Dashboard, English learners and students with disabilities performed in the very low performance category in ELA. In mathematics, Hispanic, socioeconomically disadvantaged, and students with disabilities performed in the low performance category. During RTI, teachers utilize a variety of instructional strategies, programs, technology, and additional personnel, including a success coach, resource teacher, combo support teacher and instructional aides to support student academic achievement. Teachers have also received training from the math TOSA on the implementation of intervention during math time. Teachers are analyzing student data and developing action steps during PLC's each month. All students have access to I-Ready, a supplemental math and ELA program, that provides instruction at the students' individual academic level according to a diagnostic assessment.

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 2022-2023, 29.1% of all students were chronically absent. Measures taken to address this area include reaching out to families to help re-engage them in school by offering support. Students with low enrollment are referred to ACT, SARB and SART meetings. Students in school and on time daily are recognized monthly with Perfect Attendance certificates and brag tags. Classrooms with the highest percentage of students in class and on time daily are also recognized and rewarded monthly. Current attendance data shows that 25.7% of all students are chronically absent, while 74.3% of all students have moderate to good attendance, an improvement of 7% from the 2022-2023 school year.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
American Indian	%	%	0%		0	0
African American	0.5%	0.78%	1.11%	3	5	7
Asian	1.7%	1.24%	1.26%	11	8	8
Filipino	1.6%	0.47%	0.79%	10	3	5
Hispanic/Latino	93.6%	93.63%	93.21%	600	603	590
Pacific Islander	%	%	0%		0	0
White	1.9%	2.95%	2.84%	12	19	18
Multiple/No Response	0.6%	0.62%	0.32%	4	4	2
			Total Enrollment	641	644	633

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	109	110	112
Grade 1	95	99	73
Grade 2	103	97	95
Grade3	79	104	99
Grade 4	86	77	100
Grade 5	83	80	77
Grade 6	86	77	73
Grade 7			4
Total Enrollment	641	644	633

Conclusions based on this data:

1. At Paramount, total student enrollment slightly declined by 11 students.

2. For the 2022-2023 school year, there was a slight drop in enrollment in first, second, third, fifth, and sixth grades.

3. For the 2022-2023 school year, there was an increase in enrollment for grades kindergarten and fourth.

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)	134	166	163	20.9%	25.8%	25.8%
Fluent English Proficient (FEP)	107	91	73	16.7%	14.1%	11.5%
Reclassified Fluent English Proficient (RFEP)	12			9.0%		

Conclusions based on this data:

1. For the 2022-2023 school year, the percentage of English learners remained the same from the 2021-2022 school year.

2. Over the past three years, the percentage of student classified as Fluent English Proficient (FEP) has decreased 2.6%.

3. The percentage of students reclassified to FEP decreased 18.6% from 2019-2020 to 2020-2021. Paramount is still awaiting data from the 2021-2022 and 2022- 2023 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	80	106	99	0	105	97	0	105	97	0.0	99.1	98.0
Grade 4	88	76	95	0	76	94	0	76	94	0.0	100.0	98.9
Grade 5	84	78	76	0	78	74	0	78	74	0.0	100.0	97.4
Grade 6	87	82	75	0	77	73	0	77	73	0.0	93.9	97.3
All Grades	339	342	345	0	336	338	0	336	338	0.0	98.2	98.0

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		2390.	2394.		15.24	19.59		23.81	15.46		20.00	24.74		40.95	40.21
Grade 4		2435.	2428.		10.53	13.83		25.00	21.28		22.37	18.09		42.11	46.81
Grade 5		2432.	2451.		7.69	12.16		21.79	21.62		17.95	18.92		52.56	47.30
Grade 6		2515.	2480.		14.29	4.11		28.57	27.40		29.87	27.40		27.27	41.10
All Grades	N/A	N/A	N/A		12.20	13.02		24.70	21.01		22.32	22.19		40.77	43.79

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		7.62	12.37		63.81	59.79		28.57	27.84
Grade 4		11.84	11.70		64.47	58.51		23.68	29.79
Grade 5		7.69	6.76		61.54	59.46		30.77	33.78
Grade 6		14.29	5.48		59.74	52.05		25.97	42.47
All Grades		10.12	9.47		62.50	57.69		27.38	32.84

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		11.43	14.43		53.33	46.39		35.24	39.18
Grade 4		9.21	6.38		55.26	60.64		35.53	32.98
Grade 5		11.54	12.16		41.03	50.00		47.44	37.84
Grade 6		9.09	6.85		58.44	50.68		32.47	42.47
All Grades		10.42	10.06		52.08	52.07		37.50	37.87

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		9.52	11.34		65.71	69.07		24.76	19.59
Grade 4		5.26	3.19		84.21	84.04		10.53	12.77
Grade 5		3.85	5.41		71.79	71.62		24.36	22.97
Grade 6		11.69	10.96		79.22	72.60		9.09	16.44
All Grades		7.74	7.69		74.40	74.56		17.86	17.75

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		11.43	15.46		57.14	54.64		31.43	29.90
Grade 4		11.84	9.57		59.21	64.89		28.95	25.53
Grade 5		10.26	5.41		58.97	67.57		30.77	27.03
Grade 6		11.69	6.85		70.13	75.34		18.18	17.81
All Grades		11.31	9.76		61.01	64.79		27.68	25.44

Conclusions based on this data:

1. 37.87% of students scored below standard on writing.

2. Based on the data above, third grade has the highest percentage of students exceeding the standard for ELA at 19.59%

3. Based on the data above, sixth grade had the lowest ELA participation rate for the 2022-2023 school year at 97.3%

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	80	106	99	0	105	98	0	105	98	0.0	99.1	99.0
Grade 4	88	76	95	0	76	94	0	76	94	0.0	100.0	98.9
Grade 5	84	78	76	0	78	75	0	78	75	0.0	100.0	98.7
Grade 6	87	82	75	0	79	73	0	79	73	0.0	96.3	97.3
All Grades	339	342	345	0	338	340	0	338	340	0.0	98.8	98.6

* 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		2401.	2406.		17.14	13.27		24.76	26.53		17.14	19.39		40.95	40.82
Grade 4		2419.	2441.		6.58	15.96		14.47	13.83		27.63	31.91		51.32	38.30
Grade 5		2432.	2429.		3.85	4.00		6.41	13.33		29.49	17.33		60.26	65.33
Grade 6		2463.	2458.		10.13	8.22		6.33	10.96		37.97	28.77		45.57	52.05
All Grades	N/A	N/A	N/A		10.06	10.88		13.91	16.76		27.22	24.41		48.82	47.94

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		21.90	18.37		40.95	47.96		37.14	33.67
Grade 4		3.95	20.21		39.47	39.36		56.58	40.43
Grade 5		3.85	4.00		37.18	38.67		58.97	57.33
Grade 6		3.80	10.96		41.77	32.88		54.43	56.16
All Grades		9.47	14.12		39.94	40.29		50.59	45.59

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		16.19	16.33		44.76	43.88		39.05	39.80
Grade 4		9.21	13.83		40.79	43.62		50.00	42.55
Grade 5		0.00	2.67		50.00	48.00		50.00	49.33
Grade 6		11.39	4.11		51.90	49.32		36.71	46.58
All Grades		9.76	10.00		46.75	45.88		43.49	44.12

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		20.00	21.43		56.19	46.94		23.81	31.63
Grade 4		6.58	9.57		46.05	61.70		47.37	28.72
Grade 5		5.13	4.00		48.72	53.33		46.15	42.67
Grade 6		7.59	6.85		55.70	60.27		36.71	32.88
All Grades		10.65	11.18		52.07	55.29		37.28	33.53

Conclusions based on this data:

1. Based on the data above, concepts and procedures had the highest percentage of students who scored below standard at 45.59%.

2. Based on the data above, concepts and procedures had the highest percentage of students who scored above standard at 14.12%.

3. Based on the data above, sixth grade had the lowest math participation rate at 97.3%.

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	1428.8	1479.8	1471.2	1434.8	1473.5	1459.4	1414.5	1494.2	1498.5	31	32	28
1	1453.4	1442.9	1457.6	1465.9	1457.0	1463.2	1440.3	1428.2	1451.4	32	25	21
2	1450.0	1488.3	1475.8	1450.6	1494.5	1486.4	1449.0	1481.7	1464.7	29	25	23
3	1485.5	1480.4	1489.9	1487.2	1491.4	1493.8	1483.1	1468.9	1485.6	22	30	23
4	1470.7	1502.2	1504.1	1484.2	1498.9	1508.1	1456.7	1504.9	1499.8	15	19	24
5	*	1479.9	1511.7	*	1485.9	1512.5	*	1473.3	1510.5	10	16	17
6	1552.4	1461.1	1510.1	1567.9	1449.2	1519.3	1536.6	1472.8	1500.3	14	12	12
All Grades										153	159	148

	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	19.35	37.50	35.71	29.03	43.75	35.71	45.16	15.63	17.86	6.45	3.13	10.71	31	32	28
1	12.50	8.00	4.76	28.13	36.00	38.10	37.50	40.00	42.86	21.88	16.00	14.29	32	25	21
2	3.45	16.00	8.70	34.48	48.00	56.52	37.93	32.00	21.74	24.14	4.00	13.04	29	25	23
3	9.09	6.67	8.70	40.91	33.33	52.17	40.91	43.33	26.09	9.09	16.67	13.04	22	30	23
4	0.00	15.79	4.17	33.33	36.84	62.50	33.33	36.84	29.17	33.33	10.53	4.17	15	19	24
5	*	0.00	5.88	*	18.75	41.18	*	43.75	47.06	*	37.50	5.88	*	16	17
6	28.57	8.33	8.33	42.86	41.67	25.00	28.57	8.33	50.00	0.00	41.67	16.67	14	12	12
All Grades	11.76	15.09	12.16	32.68	37.74	45.95	38.56	32.08	31.08	16.99	15.09	10.81	153	159	148

	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	19.35	40.63	42.86	41.94	37.50	32.14	32.26	18.75	14.29	6.45	3.13	10.71	31	32	28
1	25.00	28.00	33.33	34.38	44.00	38.10	37.50	16.00	19.05	3.13	12.00	9.52	32	25	21
2	10.34	32.00	34.78	17.24	40.00	43.48	62.07	24.00	13.04	10.34	4.00	8.70	29	25	23
3	22.73	30.00	52.17	59.09	40.00	26.09	9.09	20.00	4.35	9.09	10.00	17.39	22	30	23
4	13.33	21.05	29.17	40.00	63.16	62.50	33.33	5.26	8.33	13.33	10.53	0.00	15	19	24
5	*	12.50	29.41	*	56.25	58.82	*	25.00	5.88	*	6.25	5.88	*	16	17
6	64.29	16.67	41.67	28.57	41.67	33.33	7.14	0.00	16.67	0.00	41.67	8.33	14	12	12
All Grades	22.88	28.30	37.84	37.25	44.65	41.89	32.03	16.98	11.49	7.84	10.06	8.78	153	159	148

	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	19.35	31.25	35.71	16.13	31.25	25.00	38.71	28.13	28.57	25.81	9.38	10.71	31	32	28
1	3.13	8.00	4.76	28.13	8.00	33.33	34.38	40.00	38.10	34.38	44.00	23.81	32	25	21
2	3.45	12.00	0.00	24.14	32.00	43.48	37.93	48.00	34.78	34.48	8.00	21.74	29	25	23
3	4.55	0.00	8.70	22.73	13.33	13.04	36.36	46.67	43.48	36.36	40.00	34.78	22	30	23
4	0.00	0.00	0.00	0.00	36.84	29.17	26.67	36.84	41.67	73.33	26.32	29.17	15	19	24
5	*	0.00	0.00	*	0.00	17.65	*	37.50	52.94	*	62.50	29.41	*	16	17
6	14.29	0.00	0.00	14.29	16.67	16.67	57.14	50.00	25.00	14.29	33.33	58.33	14	12	12
All Grades	7.19	9.43	8.78	18.95	20.75	26.35	39.22	40.25	37.84	34.64	29.56	27.03	153	159	148

	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	9.68	43.75	39.29	70.97	56.25	53.57	19.35	0.00	7.14	31	32	28
1	37.50	52.00	33.33	59.38	40.00	57.14	3.13	8.00	9.52	32	25	21
2	27.59	20.00	21.74	62.07	76.00	69.57	10.34	4.00	8.70	29	25	23
3	22.73	23.33	21.74	63.64	60.00	69.57	13.64	16.67	8.70	22	30	23
4	33.33	36.84	33.33	46.67	57.89	62.50	20.00	5.26	4.17	15	19	24
5	*	6.25	17.65	*	62.50	70.59	*	31.25	11.76	*	16	17
6	7.14	0.00	16.67	78.57	75.00	58.33	14.29	25.00	25.00	14	12	12
All Grades	22.88	29.56	27.70	63.40	59.75	62.84	13.73	10.69	9.46	153	159	148

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	32.26	28.13	21.43	58.06	65.63	71.43	9.68	6.25	7.14	31	32	28
1	18.75	12.00	33.33	75.00	76.00	52.38	6.25	12.00	14.29	32	25	21
2	6.90	48.00	52.17	68.97	48.00	39.13	24.14	4.00	8.70	29	25	23
3	45.45	53.33	60.87	45.45	36.67	21.74	9.09	10.00	17.39	22	30	23
4	26.67	31.58	41.67	66.67	57.89	58.33	6.67	10.53	0.00	15	19	24
5	*	37.50	76.47	*	56.25	17.65	*	6.25	5.88	*	16	17
6	92.86	33.33	41.67	7.14	25.00	58.33	0.00	41.67	0.00	14	12	12
All Grades	31.37	35.22	45.27	57.52	54.09	46.62	11.11	10.69	8.11	153	159	148

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	19.35	31.25	35.71	74.19	65.63	57.14	6.45	3.13	7.14	31	32	28
1	12.50	12.00	33.33	46.88	32.00	33.33	40.63	56.00	33.33	32	25	21
2	17.24	4.00	13.04	44.83	84.00	56.52	37.93	12.00	30.43	29	25	23
3	4.55	0.00	0.00	45.45	26.67	60.87	50.00	73.33	39.13	22	30	23
4	0.00	5.26	4.17	20.00	57.89	66.67	80.00	36.84	29.17	15	19	24
5	*	0.00	11.76	*	18.75	47.06	*	81.25	41.18	*	16	17
6	14.29	8.33	0.00	35.71	25.00	16.67	50.00	66.67	83.33	14	12	12
All Grades	12.42	10.06	15.54	47.71	47.17	51.35	39.87	42.77	33.11	153	159	148

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	32.26	59.38	57.14	22.58	25.00	25.00	45.16	15.63	17.86	31	32	28
1	3.13	4.00	4.76	65.63	88.00	76.19	31.25	8.00	19.05	32	25	21
2	6.90	24.00	8.70	51.72	68.00	82.61	41.38	8.00	8.70	29	25	23
3	18.18	0.00	13.04	72.73	83.33	78.26	9.09	16.67	8.70	22	30	23
4	0.00	10.53	4.17	40.00	68.42	70.83	60.00	21.05	25.00	15	19	24
5	*	6.25	0.00	*	56.25	76.47	*	37.50	23.53	*	16	17
6	14.29	0.00	0.00	78.57	66.67	83.33	7.14	33.33	16.67	14	12	12
All Grades	12.42	18.24	15.54	54.25	64.15	67.57	33.33	17.61	16.89	153	159	148

Conclusions based on this data:

1. Based on the data above, the domain with the highest percentage of students scoring at the beginning level was in reading at 33.11%.

2. Based on the data above, the domain with the highest percentage of students scoring at the well developed level was in speaking at 45.27%.

3. For the 2022-2023 school year, kindergarten had the highest percentage of students who scored overall language level 4 at 35.71%

School and Student Performance Data

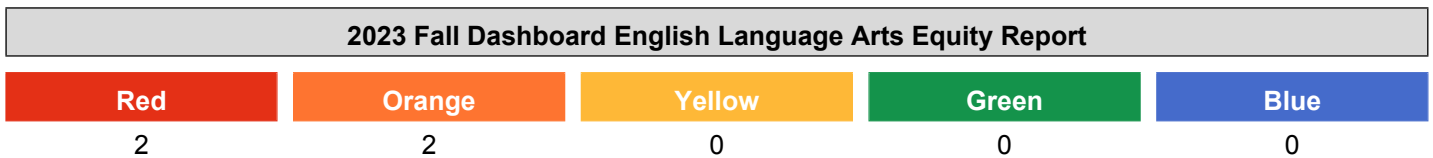## California School Dashboard
Student Population

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**
633	**86.4**	**25.8**	**0.2**
Total Number of Students enrolled in Paramount Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	163	25.8
Foster Youth	1	0.2
Homeless	31	4.9
Socioeconomically Disadvantaged	547	86.4
Students with Disabilities	76	12

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	7	1.1
Asian	8	1.3
Filipino	5	0.8
Hispanic	590	93.2
Two or More Races	2	0.3
White	18	2.8

Conclusions based on this data:

1. English learners make up the 25.8% of the student group.

2. Socioeconomically disadvantaged students make up the largest student group percentage at 86.4%.

3. The largest enrollment by race/ethnicity at Paramount is Hispanic at 93.2%.

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 Orange	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Yellow		
English Learner Progress Orange		

Conclusions based on this data:

1. Hispanic, socioeconomically disadvantaged and students with disabilities combined for 1% suspended at least one day, resulting in an indicator of high.

2. Overall, students scored 44.8 points below standard in ELA.

3. Overall, students scored 60.7 points below standard in mathematics.

School and Student Performance Data

Academic Performance
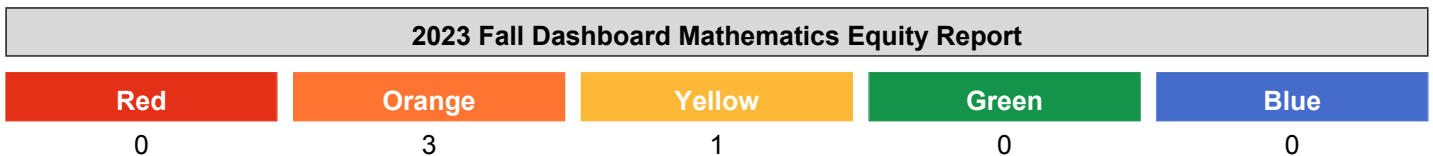### English Language Arts

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	2	0	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
Orange	Red	Less than 11 Students
44.8 points below standard	70.3 points below standard	0 Students
Decreased -6.4 points	Decreased -5.7 points	
330 Students	95 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
103.1 points below standard	Orange	Red
15 Students	45 points below standard	109.3 points below standard
	Decreased -8.5 points	Maintained +1.4 points
	289 Students	42 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 47.6 points below standard Decreased -7.3 points 308 Students	No Performance Color 0 Students	No Performance Color 0 Students	12.5 points below standard 13 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**
98.5 points below standard	13.4 points above standard	35.5 points below standard
Increased +11.7 points	Increased +3.4 points	Decreased -4.9 points
71 Students	24 Students	200 Students

Conclusions based on this data:

1. Students with disabilities scored 109.3 points below standard in ELA.

2. Reclassified English learners scored 13.4 points above standard in ELA.

3. Current English learners scored 98.5 points below standard in ELA.

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
0	3	1	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
60.7 points below standard	78.2 points below standard	
Increased +3.3 points	Increased +3 points	0 Students
330 Students	95 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
124.3 points below standard	Orange	Orange
15 Students	61.9 points below standard	125 points below standard
	Maintained +1.1 points	Increased Significantly +18.5 points
	289 Students	42 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	No Performance Color 0 Students	Less than 11 Students 4 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 63.7 points below standard Maintained +2.3 points 308 Students	No Performance Color 0 Students	No Performance Color 0 Students	6.5 points below standard 13 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**
102.8 points below standard	5.4 points below standard	52.4 points below standard
Increased +10.8 points	Increased Significantly +22.7 points	Increased +5.8 points
71 Students	24 Students	200 Students

Conclusions based on this data:

1. Students with disabilities scored 125 points below standard in mathematics.

2. Reclassified English learners scored 5.4 points below standard in mathematics.

3. Current English learners scored 102.8 points below standard in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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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
43.9% making progress towards English language proficiency
Number of EL Students: 114 Students
Performance Level: 2
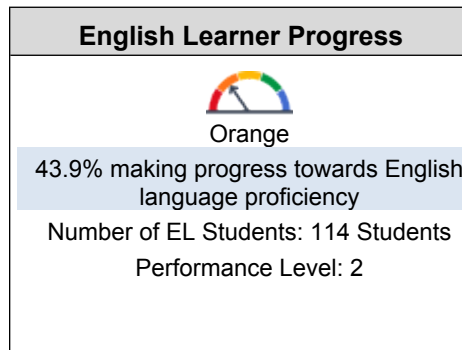
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
29	35	1	49

Conclusions based on this data:

1. 43.9 % of English learners made progress towards English language proficiency.

2. 43 % of English learners progressed at least one ELPI level.

3. 30.7% of English learners maintained ELPI level 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

Academic Engagement
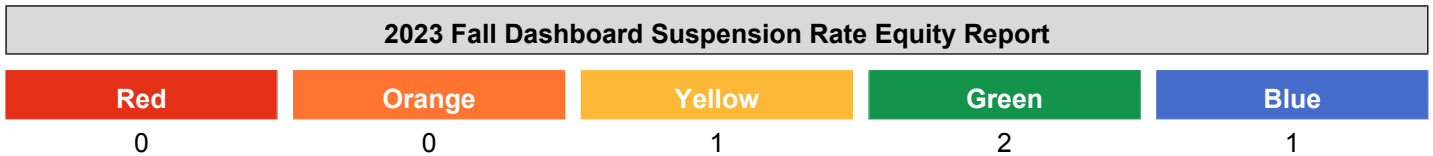### Chronic Absenteeism

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

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

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

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
Yellow	Yellow	Less than 11 Students
29.1% Chronically Absent	19.3% Chronically Absent	
Declined Significantly -8.3	Declined Significantly -14.4	2 Students
646 Students	171 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
42.9% Chronically Absent	Yellow	Orange
Declined -19.6	29.5% Chronically Absent	34.8% Chronically Absent
35 Students	Declined Significantly -7.8	Declined -15.2
	562 Students	89 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	Less than 11 Students
8 Students	0 Students	9 Students	5 Students

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Less than 11 Students	No Performance Color	21.1% Chronically Absent
29.7% Chronically Absent	5 Students	0 Students	Declined -28.9
Declined Significantly -7.1			19 Students
600 Students			

Conclusions based on this data:

1. 34.8 % of students with disabilities were chronically absent which is a decline of 15.2% resulting in an indicator of orange.

2. 29.7% of Hispanic students were chronically absent which is a decline of 7.1 resulting in an indicator of Medium.

3. In 2023, all student groups had a significant decline of 8.3% resulting in an indicator of medium or yellow for chronic absenteeism.

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	1	2	1

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	Yellow	Less than 11 Students
0.9% suspended at least one day	0.6% suspended at least one day	2 Students
Maintained -0.2	Increased 0.6	
658 Students	173 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
	Green	Blue
2.9% suspended at least one day	1% suspended at least one day	0% suspended at least one day
Increased 2.9	Maintained -0.1	Declined -1.3
35 Students	572 Students	92 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	No Performance Color 0 Students	Less than 11 Students 9 Students	Less than 11 Students 5 Students

Hispanic	Two or More Races	Pacific Islander	White
Green 1% suspended at least one day Maintained -0.2 612 Students	Less than 11 Students 5 Students	No Performance Color 0 Students	0% suspended at least one day Maintained 0 19 Students

Conclusions based on this data:

1. One percent of socioeconomically disadvantaged students were suspended at least one day resulting in a low indicator.

2. There were no students with disabilities suspended in 2022-2023, resulting in an indicator of highest performance.

3. Overall, 0.9% of all students were suspended at least one day resulting in an indicator in a positive indicator of low.

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 grade level proficiency in the following: CAASPP, interim and formative assessment tools, performance tasks, District benchmarks, running records, local reading assessments, and i-Ready.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready ELA Screener #3	Percentage of EL students in the Met or Exceeded category for ELA will increase by 3%	Percentage of EL students scoring in the Mid or Above grade level for ELA increased by 9% compared to diagnostic screener #1.
i-Ready ELA Screener #3	Percentage of students scoring in the Mid or Above grade level category for ELA will increase by 3%	Percentage of students scoring in the Mid or Above grade level for ELA increased by 15% compared to diagnostic screener #1.
i-Ready Math Screener #3	Percentage of students scoring in the Mid or Above grade level category for math will increase by 3%	Percentage of students scoring in the Mid or Above grade level for math increased by 12% compared to diagnostic screener #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.

During the 2023-2024 school year, teachers participated in monthly PLCs to look at student data. Based on the data, teachers created their groups for small group instruction, made instructional decisions, and identified effective routines that supports student achievement. In addition, students received instructional support from the success coach, instructional aides, and additional support staff contracted from outside agencies. Teachers also met monthly and participated in district wide math PLCs that focused on examining assessment data and planning for next steps.

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

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

For the 2024-2025 school year, teachers will participate in a year long professional development that is aligned to the science of reading as required by the California Department of Education.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, English learner's academic language development and achievement will increase as evidenced by these measures:
- Reclassification rate will increase
- Summative ELPAC test results will increase

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	The percentage of students reclassifying will increase by 3%	The percentage of EL students that reclassified in the 2023-2024 school year compared to the 2022-2023 school year increased by 7%.

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.

For the 2023-2024 school year, ELD instruction was provided using district-adopted, standards based ELD materials. Teachers also utilized materials that addressed the specific language needs of students based on their English levels. Instructional assistants supported EL students' access to core content through a variety of strategies.
Students were also identified for extended school programs such as after school tutoring and STEM.

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

There were no major differences.

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.

For the 2024-2025 school year, teachers will be introduced to Sobrato Early Academic Language (SEAL) strategies to support the development of language and vocabulary.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Goal 3

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Parent engagement and student and parent positive perception.

Goal 4

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CA Dashboard	Reduce the number of chronically absent students by 10% to be 29.1%	The percentage of chronically absent students decreased by 8% to 21.20%

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.

For the 2023-2024 school year, there was a big emphasis on eliminating chronic absenteeism. Our Title 1 community liaison worked with families to offer support and resources to help decrease their child's chronic absenteeism. Parents were offered self-help and mental health workshops throughout the school year as well as invited to ELAC and Coffee with the Principal meetings that focused on the importance of attendance. Students were also recognized monthly for their perfect attendance with certificates and perfect attendance brag tags. Classrooms with the best attendance for the month were also recognized with a perfect attendance trophy to display in their classroom and certificates.

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

There were no major differences.

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.

For the 2024-2025 school year, students that achieve perfect attendance for the month will be entered in a drawing to earn a picnic with their parents.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

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.

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

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

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 5% in ELA and Math proficiency as measured by the California Assessment of Student Performance and Progress (CAASPP) and by 15% on the iReady Diagnostic screener.

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.

> There is a need to provide targeted support and differentiation as students continue to recover from distance learning. Actions will target differentiated support through the use of technologies, online platforms, engagement strategies and intervention opportunities. Reading and comprehension will be a priority.

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
CAASPP ELA	17% of students Exceeded the Standard 18.7% of students Met the Standard 21.4%% of students Nearly Met the Standard 42.9% of students Did Not Meet the Standard	Percentage of students in the Met or Exceeded category for ELA will increase by 5%
CAASPP Mathematics	15.4 % of students Exceeded the Standard 19.2% of students Met the standard 26.4% of students Nearly Met the Standard 39% of students Did Not Meet the Standard	Percentage of students in the Met or Exceeded category for mathematics will Increase by 5%
i-Ready ELA Screener #3	23% of students scored Mid or Above Grade Level. 20% of students scored Early On Grade Level 34% of students scored One Grade Level Below 13% of students scored Two Grade Levels Below	Percentage of students scoring in the Mid or Above Grade Level category for ELA will increase by 15%

	10% of Students Scored Three or More Grade Levels Below	
i-Ready Math Screener #3	16% of students scored Mid or Above Grade Level 18% of students scored Early On Grade Level 45% of students scored One Grade Level Below 13% of students scored Two Grade Levels Below 8% of students scored Three or More Grade Levels Below	Percentage of students scoring in the Mid or Above Grade Level category for math will increase by 15%

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	Paramount Elementary will provide funds for professional development and professional learning collaboration as a means to improve student achievement. Monies will be allocated for additional hours for teachers to plan and collaborate around instruction and intervention. Additionally, monies will be set aside for subs, conferences and professional development to support continuous improvement. Resources will be purchased to support teachers with instruction and intervention.	All students	3000 Title I 1000-1999: Certificated Personnel Salaries Allocated monies for subs 3000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours to plan 5000 LCFF Supplemental 4000-4999: Books And Supplies Materials/supplies/resources 1800 LCFF Supplemental 3000-3999: Employee Benefits Benefits for additional hours to plan 1000 Title I 2000-2999: Classified Personnel Salaries Additional hours to support classified professional learning

				500 Title I 3000-3999: Employee Benefits Benefits for additional hours for classified employees
1.2	Paramount Elementary will allocate resources to support students with targeted and differentiated support. The resource teacher will support students for small group instruction. The intervention teacher will use data to provide additional targeted support for students in the area of reading and comprehension. Small groups of struggling students and ELs will receive targeted instruction to help them move towards grade-level proficiency in before and after school intervention using nonfiction and fiction reading material. RTI will be implemented and supported in all classrooms with the purchase of supplies and materials and technologies. Students will have access to supplemental instructional materials and computer software/hardware to enrich the adopted curriculum. Paramount Elementary will provide 45 minutes of additional interventions after school three times per week. Identified students will work with teachers in small groups to improve math basic skills.	Targeted students in need of intervention and support		86768 Title I 0001-0999: Unrestricted: Locally Defined Salary for resource teacher - 70% 26910 Title I 3000-3999: Employee Benefits Benefits for resource teacher - 70% 56369 Title I 1000-1999: Certificated Personnel Salaries Budgeted salary for 40% intervention teacher 13899 Title I 3000-3999: Employee Benefits Benefits for budgeted salary for 40% intervention teacher 1000 Title I 2000-2999: Classified Personnel Salaries Extra hours to support intervention 800 Title I 3000-3999: Employee Benefits Benefits for extra hours to support intervention 10000 Title I 4000-4999: Books And Supplies

				Materials , supplies, technologies
				10000 Title I 1000-1999: Certificated Personnel Salaries Additional hours for certificated to support intervention
				5000 Title I 3000-3999: Employee Benefits Benefits for additional hours for certificated to support intervention
				4150 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for certificated to support intervention
1.7	Paramount Elementary will provide an environment that welcomes families and students as a means to improve student engagement and achievement. The library aide will provide opportunities for students to check-out appropriate materials to help with fluency and comprehension. Additionally, the community liaison will involve and support families through translation, connecting families with resources and involving families as partners. Additionally, Paramount Elementary will allocate funds to engage and support families through workshops and conferences. Monies will be set aside for materials, supplies and resources. A central Parent Center will serve to strengthen the home-school connection.	All Students		17453 Title I 2000-2999: Classified Personnel Salaries Salary for library aide
				1540 Title I 3000-3999: Employee Benefits Benefits for library aide
				28360 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison
				10834 Title I 3000-3999: Employee Benefits Benefits for community liaison
				12000 Title I

				5800: Professional/Consulting Services And Operating Expenditures Workshops etc. for parent engagement 2000 Title I 4000-4999: Books And Supplies Materials and supplies to support parent/family engagement
1.9				

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, English learner's academic language development and achievement will increase as evidenced by these measures:
- Reclassification rate will increase
- Summative ELPAC test results will increase

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 (EL) 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.

There is a need to provide targeted support and differentiation for EL students to move them towards reclassification as they continue to recover from distance learning. Actions will target language acquisition and vocabulary development through the use of targeted instruction, online platforms, engagement strategies and extended day opportunities with a focus on listening, speaking, reading and writing. There is a need to reclassify all EL students by the end of 5th grade.

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
Summative ELPAC Results	12.16% of EL students scored Overall Performance Level 4 45.95% of EL students scored Overall Performance Level 3 31.08% of EL students scored Overall Performance Level 2 10.81 % of EL students scored Overall Performance Level 1	The percentage of EL students achieving Level 4 will increase by 3%
Reclassification Rate	10% of EL Students Reclassified	The percentage of students reclassifying will increase by 3%

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	As a means to support English learners and their academic achievement, monies will be allocated for professional development for certificated and classified employees, materials and supplies to support ELs and extra duty pay for professional learning and planning around EL needs. Professional learning will occur around academic language objectives, ELD standards and ELPAC blueprints.	English learners	5000 Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development allocation 2000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for teachers to plan around EL needs 1050 LCFF Supplemental 3000-3999: Employee Benefits Benefits for additional hours to plan around EL needs
1.2	Paramount Elementary will support EL's and their diverse needs through a number of research based strategies aligned with the English Learner Roadmap Principle 2. ELD instruction will be provided using district-adopted curriculum and standards based ELD materials. Supplementary materials will be provided to specific ELD groups according to on-going needs assessments. The materials utilized will address the specific language needs of students based on their English levels. Bilingual instructional assistants will support students with access to core content through a variety of strategies. Students will be identified for extended school programs such as before/after school tutoring for EL including students who are/or are potential LTELs. Teachers in collaboration with EL contacts will complete a Plan for Overcoming Academic Deficits (Catch Up Plan) for any English learners identified as not meeting the expected achievement during the annual evaluation process.	English learners	10000 Title I 4000-4999: Books And Supplies Materials/supplies/resources to support English learners 44723 Title I 2000-2999: Classified Personnel Salaries Salaries for three bilingual instructional aides 8988 Title I 3000-3999: Employee Benefits Benefits for salaries for three bilingual instructional aides. 10000 Title I 1000-1999: Certificated Personnel Salaries Additional hours for intervention and support 2000 Title I 3000-3999: Employee Benefits

				Benefits for additional hours for intervention and support 2000 Title I 2000-2999: Classified Personnel Salaries Additional hours for classified support 500 Title I 3000-3999: Employee Benefits Benefits for additional hours for classified support
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 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
1.1	We will provide opportunities for collaborative relationships supporting student success and partnerships with families and our community.		9144 Title I 5800: Professional/Consulting Services And Operating Expenditures
1.9			

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.

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.

Paramount entered Assisted Targeted Intervention Support (ATSI) due to very high chronic absenteeism in the subgroup of special education. However, many students have struggled with attendance problems as a direct result of the pandemic. Despite a reduction of chronic absenteeism and exiting ATSI, there is still a need to provide targeted support to students in order to reengage them in school, as well as address students' social emotional needs as they continue to recover from the effects of distance learning. Students will be provided with rewards for school attendance, communication will be sent home regularly to chronically absent students and staff members will engage in outreach efforts. Additionally, students will be provided with counseling supports on a referral basis.

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	Currently 20.00% of students are considered chronically absent.	Reduce the percentage of chronically absent students 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	Improve the rate of student attendance as measured by the California Dashboard with a focus in the sub group of special education.	SWD and students with chronic absenteeism	1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries 2000 LCFF Supplemental 4000-4999: Books And Supplies

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	$399,788.00
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	$379,788.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	$

Subtotal of additional federal funds included for this school: $379,788.00

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	$20,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	$

Subtotal of state or local funds included for this school: $20,000.00

Total of federal, state, and/or local funds for this school: $399,788.00

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	379,788.00	0.00
LCFF Supplemental	20,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	20,000.00
Title I	379,788.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	86,768.00
1000-1999: Certificated Personnel Salaries	88,519.00
2000-2999: Classified Personnel Salaries	95,536.00
3000-3999: Employee Benefits	73,821.00
4000-4999: Books And Supplies	29,000.00
5800: Professional/Consulting Services And Operating Expenditures	26,144.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	9,150.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	1,000.00
3000-3999: Employee Benefits	LCFF Supplemental	2,850.00
4000-4999: Books And Supplies	LCFF Supplemental	7,000.00

0001-0999: Unrestricted: Locally Defined	Title I	86,768.00
1000-1999: Certificated Personnel Salaries	Title I	79,369.00
2000-2999: Classified Personnel Salaries	Title I	94,536.00
3000-3999: Employee Benefits	Title I	70,971.00
4000-4999: Books And Supplies	Title I	22,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	26,144.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	301,383.00
Goal 2	86,261.00
Goal 4	9,144.00
Goal 5	3,000.00

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/

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