

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
Henry Dalton Elementary	19642796011274	June 3, 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 Henry Dalton Elementary for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	12
California School Dashboard	16
Annual Review	28
Goal 1.....	28
Goal 2.....	30
Goal 5.....	32
Goals, Strategies, & Proposed Expenditures.....	33
Goal 1.....	33
Goal 2.....	37
Goal 5.....	40
Budget Summary	42
Budget Summary	42
Other Federal, State, and Local Funds	42
Budgeted Funds and Expenditures in this Plan.....	43
Funds Budgeted to the School by Funding Source.....	43
Expenditures by Funding Source	43
Expenditures by Budget Reference	43
Expenditures by Budget Reference and Funding Source	43
Expenditures by Goal.....	44
Instructions.....	45
Appendix A: Plan Requirements	52
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	55
Appendix C: Select State and Federal Programs	58

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 Henry Dalton Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

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

At this time, Dalton will need to continue to address the needs of our English learners.

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.

Our state indicator for our English Language Arts (ELA) SBAC scores shows that they are 100.7 points below standard, maintaining -2.6 points growth.

Other Needs

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

Other needs to be identified include our English learners and our socioeconomically disadvantaged students.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	2.1%	2.85%	2.19%	7	10	8
Asian	2.7%	3.13%	3.55%	9	11	13
Filipino	1.5%	1.42%	1.09%	5	5	4
Hispanic/Latino	86.5%	84.90%	87.16%	289	298	319
Pacific Islander	%	%	0%		0	0
White	2.4%	3.13%	2.73%	8	11	10
Multiple/No Response	0.9%	1.14%	1.09%	3	4	4
Total Enrollment				334	351	366

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	61	69	73
Grade 1	44	51	44
Grade 2	48	42	52
Grade3	47	46	43
Grade 4	45	50	51
Grade 5	46	47	51
Grade 6	43	46	51
Grade 7			1
Total Enrollment	334	351	366

Conclusions based on this data:

1. Dalton has had an increase in student enrollment of 17% over the past three years.
2. There was a high increase in enrollment at all grade levels, averaging about 5 students per grade.
3. Dalton's student group has increased an average of 7%.

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)	70	94	108	21.0%	26.8%	29.5%
Fluent English Proficient (FEP)	61	48	33	18.3%	13.7%	9.0%
Reclassified Fluent English Proficient (RFEP)	12			17.1%		

Conclusions based on this data:

1. The EL population has increased by 8% in the last three years.
2. The fluent English proficient population has decreased by 9% during the last three years.
3. The Reclassified Fluent English Proficient (RFEP) population has decreased, but data is not yet complete for the last two years.

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	48	46	43	0	46	43	0	46	43	0.0	100.0	100.0
Grade 4	47	50	52	0	48	48	0	48	48	0.0	96.0	92.3
Grade 5	47	48	52	0	47	50	0	47	50	0.0	97.9	96.2
Grade 6	42	43	51	0	43	50	0	43	50	0.0	100.0	98.0
All Grades	184	187	198	0	184	191	0	184	191	0.0	98.4	96.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2361.	2391.		8.70	6.98		15.22	27.91		21.74	27.91		54.35	37.21
Grade 4		2441.	2423.		14.58	10.42		20.83	16.67		25.00	25.00		39.58	47.92
Grade 5		2469.	2469.		6.38	14.00		36.17	22.00		10.64	30.00		46.81	34.00
Grade 6		2490.	2483.		4.65	4.00		25.58	26.00		39.53	36.00		30.23	34.00
All Grades	N/A	N/A	N/A		8.70	8.90		24.46	23.04		23.91	29.84		42.93	38.22

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		10.87	2.33		54.35	65.12		34.78	32.56
Grade 4		12.50	8.33		62.50	60.42		25.00	31.25
Grade 5		8.51	14.00		63.83	64.00		27.66	22.00
Grade 6		4.65	2.00		60.47	48.00		34.88	50.00
All Grades		9.24	6.81		60.33	59.16		30.43	34.03

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		6.52	9.30		47.83	60.47		45.65	30.23
Grade 4		12.50	4.17		62.50	56.25		25.00	39.58
Grade 5		4.26	10.00		55.32	58.00		40.43	32.00
Grade 6		6.98	8.00		53.49	44.00		39.53	48.00
All Grades		7.61	7.85		54.89	54.45		37.50	37.70

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		15.22	9.30		58.70	83.72		26.09	6.98
Grade 4		10.42	16.67		68.75	72.92		20.83	10.42
Grade 5		8.51	10.00		68.09	82.00		23.40	8.00
Grade 6		4.65	6.00		76.74	82.00		18.60	12.00
All Grades		9.78	10.47		67.93	80.10		22.28	9.42

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		4.35	4.65		58.70	62.79		36.96	32.56
Grade 4		12.50	6.25		64.58	72.92		22.92	20.83
Grade 5		6.38	14.00		76.60	62.00		17.02	24.00
Grade 6		9.30	10.00		76.74	66.00		13.95	24.00
All Grades		8.15	8.90		69.02	65.97		22.83	25.13

Conclusions based on this data:

1. Dalton students scoring 'above standard' has increased, especially in the upper grades.
2. Dalton students who are 'below standard' has been steadily decreasing over the last three years.
3. The percentage of students 'at or near standard' in research/inquiry increased.

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	48	46	43	0	45	43	0	45	43	0.0	97.8	100.0
Grade 4	47	50	52	0	48	52	0	48	52	0.0	96.0	100.0
Grade 5	47	48	52	0	48	52	0	48	52	0.0	100.0	100.0
Grade 6	42	43	51	0	43	51	0	43	51	0.0	100.0	100.0
All Grades	184	187	198	0	184	198	0	184	198	0.0	98.4	100.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2384.	2396.		13.33	18.60		15.56	20.93		20.00	18.60		51.11	41.86
Grade 4		2461.	2445.		12.50	11.54		18.75	13.46		43.75	32.69		25.00	42.31
Grade 5		2449.	2469.		6.25	11.54		16.67	9.62		18.75	28.85		58.33	50.00
Grade 6		2455.	2464.		0.00	11.76		11.63	7.84		34.88	23.53		53.49	56.86
All Grades	N/A	N/A	N/A		8.15	13.13		15.76	12.63		29.35	26.26		46.74	47.98

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		13.33	18.60		37.78	37.21		48.89	44.19
Grade 4		18.75	15.38		52.08	42.31		29.17	42.31
Grade 5		6.25	9.62		35.42	44.23		58.33	46.15
Grade 6		4.65	7.84		44.19	45.10		51.16	47.06
All Grades		10.87	12.63		42.39	42.42		46.74	44.95

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		8.89	13.95		57.78	44.19		33.33	41.86
Grade 4		12.50	13.46		64.58	50.00		22.92	36.54
Grade 5		6.25	11.54		45.83	55.77		47.92	32.69
Grade 6		0.00	5.88		41.86	39.22		58.14	54.90
All Grades		7.07	11.11		52.72	47.47		40.22	41.41

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		11.11	18.60		48.89	51.16		40.00	30.23
Grade 4		18.75	9.62		62.50	61.54		18.75	28.85
Grade 5		8.33	11.54		54.17	59.62		37.50	28.85
Grade 6		4.65	7.84		60.47	52.94		34.88	39.22
All Grades		10.87	11.62		56.52	56.57		32.61	31.82

Conclusions based on this data:

1. The percentage of students who were tested in all grades for the 2022-2023 school year was 100%.
2. The percentage of students who scored 'above grade level' in problem solving and modeling/data analysis in all grades increased by 4%.
3. The overall achievement for all students who exceeded the standards increased by 5%.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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	1441.4	1433.6	1431.0	1460.5	1450.6	1436.4	1397.0	1393.4	1418.0	21	17	14
1	1438.5	1454.8	1428.8	1458.1	1468.9	1449.4	1418.4	1440.2	1407.5	11	18	12
2	1466.5	1480.8	1491.5	1469.7	1497.7	1504.7	1462.8	1463.5	1477.7	17	12	17
3	1485.3	1494.0	*	1510.2	1512.4	*	1460.0	1475.1	*	11	17	6
4	1517.9	*	1495.0	1529.0	*	1499.5	1506.3	*	1490.0	15	10	22
5	*	1523.2	1515.2	*	1523.1	1522.3	*	1522.6	1507.4	5	16	13
6	*	*	1537.8	*	*	1541.0	*	*	1534.1	7	6	14
All Grades										87	96	98

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	23.81	17.65	14.29	47.62	47.06	42.86	28.57	17.65	21.43	0.00	17.65	21.43	21	17	14
1	0.00	0.00	8.33	45.45	61.11	16.67	27.27	27.78	33.33	27.27	11.11	41.67	11	18	12
2	5.88	16.67	11.76	35.29	41.67	52.94	41.18	33.33	29.41	17.65	8.33	5.88	17	12	17
3	9.09	5.88	*	18.18	52.94	*	63.64	29.41	*	9.09	11.76	*	11	17	*
4	6.67	*	18.18	66.67	*	36.36	26.67	*	18.18	0.00	*	27.27	15	*	22
5	*	25.00	15.38	*	37.50	46.15	*	31.25	30.77	*	6.25	7.69	*	16	13
6	*	*	14.29	*	*	50.00	*	*	21.43	*	*	14.29	*	*	14
All Grades	9.20	11.46	13.27	45.98	50.00	40.82	33.33	29.17	27.55	11.49	9.38	18.37	87	96	98

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	33.33	17.65	21.43	61.90	52.94	28.57	4.76	29.41	42.86	0.00	0.00	7.14	21	17	14
1	18.18	22.22	8.33	45.45	55.56	41.67	9.09	16.67	41.67	27.27	5.56	8.33	11	18	12
2	17.65	33.33	35.29	41.18	33.33	41.18	29.41	33.33	23.53	11.76	0.00	0.00	17	12	17
3	27.27	41.18	*	72.73	41.18	*	0.00	11.76	*	0.00	5.88	*	11	17	*
4	60.00	*	40.91	40.00	*	27.27	0.00	*	9.09	0.00	*	22.73	15	*	22
5	*	37.50	46.15	*	50.00	30.77	*	6.25	7.69	*	6.25	15.38	*	16	13
6	*	*	35.71	*	*	35.71	*	*	14.29	*	*	14.29	*	*	14
All Grades	32.18	32.29	32.65	50.57	47.92	33.67	9.20	16.67	22.45	8.05	3.13	11.22	87	96	98

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	19.05	5.88	14.29	19.05	35.29	21.43	47.62	23.53	35.71	14.29	35.29	28.57	21	17	14
1	0.00	5.56	0.00	27.27	38.89	16.67	45.45	27.78	33.33	27.27	27.78	50.00	11	18	12
2	5.88	8.33	5.88	23.53	25.00	35.29	41.18	33.33	47.06	29.41	33.33	11.76	17	12	17
3	0.00	0.00	*	9.09	11.76	*	27.27	47.06	*	63.64	41.18	*	11	17	*
4	6.67	*	0.00	6.67	*	22.73	66.67	*	40.91	20.00	*	36.36	15	*	22
5	*	6.25	0.00	*	31.25	7.69	*	43.75	76.92	*	18.75	15.38	*	16	13
6	*	*	7.14	*	*	28.57	*	*	35.71	*	*	28.57	*	*	14
All Grades	8.05	4.17	4.08	18.39	28.13	21.43	44.83	36.46	44.90	28.74	31.25	29.59	87	96	98

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	28.57	23.53	21.43	71.43	76.47	71.43	0.00	0.00	7.14	21	17	14
1	27.27	33.33	25.00	45.45	61.11	58.33	27.27	5.56	16.67	11	18	12
2	17.65	33.33	35.29	70.59	58.33	64.71	11.76	8.33	0.00	17	12	17
3	27.27	47.06	*	72.73	35.29	*	0.00	17.65	*	11	17	*
4	73.33	*	36.36	26.67	*	50.00	0.00	*	13.64	15	*	22
5	*	31.25	38.46	*	62.50	53.85	*	6.25	7.69	*	16	13
6	*	*	28.57	*	*	57.14	*	*	14.29	*	*	14
All Grades	33.33	33.33	30.61	58.62	60.42	60.20	8.05	6.25	9.18	87	96	98

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	28.57	23.53	21.43	66.67	76.47	64.29	4.76	0.00	14.29	21	17	14
1	27.27	5.56	8.33	72.73	88.89	66.67	0.00	5.56	25.00	11	18	12
2	11.76	25.00	58.82	70.59	66.67	41.18	17.65	8.33	0.00	17	12	17
3	36.36	76.47	*	63.64	17.65	*	0.00	5.88	*	11	17	*
4	73.33	*	45.45	26.67	*	31.82	0.00	*	22.73	15	*	22
5	*	56.25	69.23	*	31.25	15.38	*	12.50	15.38	*	16	13
6	*	*	42.86	*	*	42.86	*	*	14.29	*	*	14
All Grades	37.93	38.54	41.84	54.02	55.21	43.88	8.05	6.25	14.29	87	96	98

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	4.76	17.65	14.29	95.24	58.82	71.43	0.00	23.53	14.29	21	17	14
1	0.00	11.11	0.00	72.73	50.00	41.67	27.27	38.89	58.33	11	18	12
2	5.88	0.00	11.76	47.06	75.00	70.59	47.06	25.00	17.65	17	12	17
3	0.00	0.00	*	9.09	47.06	*	90.91	52.94	*	11	17	*
4	6.67	*	0.00	60.00	*	54.55	33.33	*	45.45	15	*	22
5	*	0.00	0.00	*	75.00	69.23	*	25.00	30.77	*	16	13
6	*	*	14.29	*	*	50.00	*	*	35.71	*	*	14
All Grades	5.75	6.25	6.12	57.47	56.25	59.18	36.78	37.50	34.69	87	96	98

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	33.33	35.29	35.71	38.10	29.41	28.57	28.57	35.29	35.71	21	17	14
1	0.00	0.00	0.00	63.64	88.89	50.00	36.36	11.11	50.00	11	18	12
2	17.65	8.33	11.76	52.94	66.67	82.35	29.41	25.00	5.88	17	12	17
3	9.09	0.00	*	54.55	82.35	*	36.36	17.65	*	11	17	*
4	6.67	*	9.09	80.00	*	63.64	13.33	*	27.27	15	*	22
5	*	31.25	7.69	*	62.50	84.62	*	6.25	7.69	*	16	13
6	*	*	21.43	*	*	71.43	*	*	7.14	*	*	14
All Grades	13.79	13.54	13.27	57.47	67.71	65.31	28.74	18.75	21.43	87	96	98

Conclusions based on this data:

1. The overall language of students scoring a four steadily increased in all grade levels.

2. Dalton's number of students taking the ELPAC has increased over the last three years.
3. The oral language of students scoring a four showed little change over the three years.

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
366	79.8	29.5	1.1
Total Number of Students enrolled in Henry Dalton Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	108	29.5
Foster Youth	4	1.1
Homeless	8	2.2
Socioeconomically Disadvantaged	292	79.8
Students with Disabilities	41	11.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.2
Asian	13	3.6
Filipino	4	1.1
Hispanic	319	87.2
Two or More Races	4	1.1
White	10	2.7

Conclusions based on this data:

1. Dalton's 2022-2023 total enrollment was 366.
2. Dalton 2022-2023 English learner population was 29.5%.

-
-
3. The majority of students at Dalton self-identified ethnically as Hispanic.

School and Student Performance Data

Overall Performance

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

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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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic absenteeism has decreased at Dalton from over 44% in 2022 to 26% in 2023.
2. Dalton's English learners are making progresses of 45.9%.
3. Dalton's Math SBAC scores increased by 4.3 points in the 2023 school year.

School and Student Performance Data

Academic Performance English Language Arts

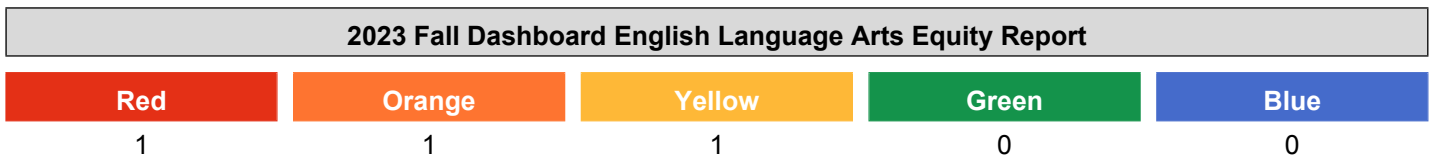
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange	 Red	Less than 11 Students
40.7 points below standard	71.3 points below standard	1 Student
Maintained -0.1 points	Decreased -5.9 points	
184 Students	62 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	76.9 points below standard
2 Students	47.7 points below standard	Increased Significantly +20.6 points
	Increased +3.7 points	29 Students
	163 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 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 45.1 points below standard Maintained +1.1 points 163 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
100.7 points below standard Maintained -2.6 points 46 Students	13.1 points above standard Increased +11.7 points 16 Students	31.2 points below standard Decreased -5.4 points 104 Students

Conclusions based on this data:

- Dalton's English learner's SBAC scores were 71.3 points below standard.
- Dalton's students who are socioeconomically disadvantaged increased their SBAC scores by 3.7 points.
- Students who have reclassified perform at 13.1 points above average.

School and Student Performance Data

Academic Performance Mathematics

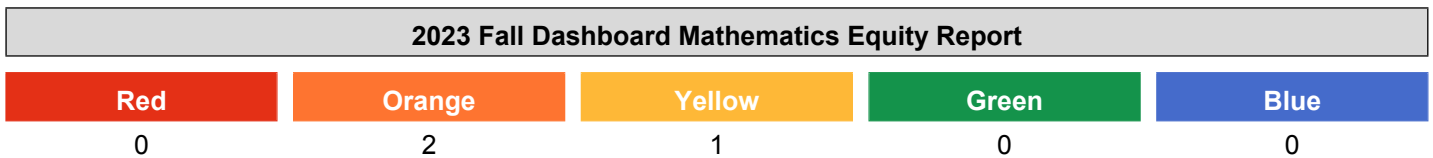
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 54.7 points below standard Increased +4.3 points 184 Students	<p>English Learners</p>  Orange 80.2 points below standard Decreased -5.1 points 62 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Orange 62.2 points below standard Maintained +2.3 points 163 Students	<p>Students with Disabilities</p> <p>92.5 points below standard</p> <p>Increased Significantly +22.8 points</p> <p>29 Students</p>

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 7 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 58.2 points below standard Increased +3 points 163 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	Less than 11 Students 3 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
102.5 points below standard Maintained -2.5 points 46 Students	16.1 points below standard Increased +8 points 16 Students	46.8 points below standard Maintained -2.5 points 104 Students

Conclusions based on this data:

1. All Dalton students performed 54.7 points below standard, but increased by 4.3 points.
2. Dalton's reclassified English learners increased SBAC scores by 8 points.
3. Dalton's Hispanic population increased SBAC scores by 3 points.

School and Student Performance Data

Academic Performance English Learner Progress

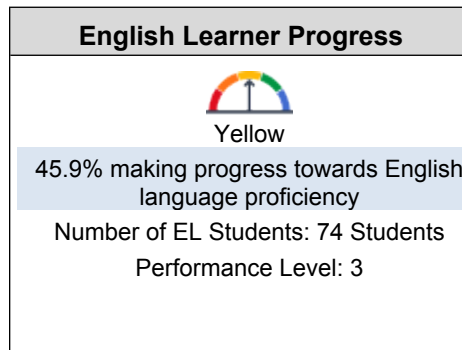
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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
17	23	1	33

Conclusions based on this data:

1. Dalton's English learner progress is 45.9 points above standards.
2. Dalton tested 74 English learners in the 2022-2023 school year.
3. Twenty-three students maintained their ELPI levels.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

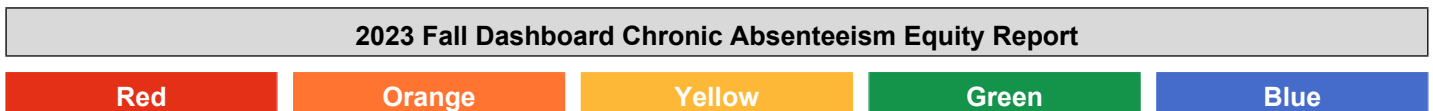
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



This section provides 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 26% Chronically Absent Declined Significantly -18.6 377 Students	 Yellow 16.4% Chronically Absent Declined -22.1 110 Students	Less than 11 Students 4 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 9 Students	 Yellow 26.3% Chronically Absent Declined Significantly -20.7 304 Students	 Orange 33.3% Chronically Absent Declined -8.7 51 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">8 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">6.3% Chronically Absent</p> <p align="center">Declined -16.8</p> <p align="center">16 Students</p>	<p>Less than 11 Students</p> <p align="center">4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">26.4% Chronically Absent</p> <p align="center">Declined Significantly -18.5</p> <p align="center">322 Students</p>	<p align="center">11.8% Chronically Absent</p> <p align="center">Declined -38.2</p> <p align="center">17 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">10 Students</p>

Conclusions based on this data:

1. Chronic absenteeism has significantly declined at Dalton to 26% for the 2022-2023 school year.
2. Socioeconomically disadvantaged students with chronic absenteeism has declined significantly by 20.7 points.
3. English learners have the lowest chronic absenteeism rate in comparison to other sub groups.

School and Student Performance Data

Conditions & Climate Suspension Rate

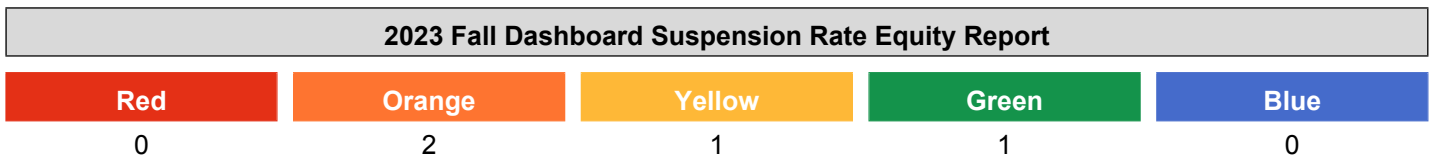
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>1.3% suspended at least one day</p> <p>Increased 0.5 386 Students</p>	<p>English Learners</p> <p>Green</p> <p>0.9% suspended at least one day</p> <p>Maintained -0.1 113 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>0% suspended at least one day</p> <p>11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>1.6% suspended at least one day</p> <p>Increased 1 310 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>3.8% suspended at least one day</p> <p>Declined -1.9 52 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p align="center">11 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0 16 Students</p>	<p align="center">Less than 11 Students 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Orange</p> <p>1.5% suspended at least one day</p> <p align="center">Increased 0.6 328 Students</p>	<p>0% suspended at least one day</p> <p align="center">Maintained 0 17 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">Less than 11 Students 10 Students</p>

Conclusions based on this data:

1. Dalton's suspension rates are 2.2% lower than the state average.
2. Out of Dalton's 328 students identified as Hispanic, 1.5% were suspended.
3. Students with disabilities remain the highest rate of suspension in comparison to the general population and all subgroups.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, students who have met or exceeded academic proficiency in District Annual Assessments in ELA/literacy and mathematics, including all subgroups, will increase by 3 percentage points.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA and math district benchmarks	<p>District ELA Assessment B</p> <ul style="list-style-type: none">1 Met or Exceeded 34.1%2 Met or Exceeded 61.2%3 Met or Exceeded 37.9%4 Met or Exceeded 37%5 Met or Exceeded 32.4% <p>District Math Assessment B</p> <ul style="list-style-type: none">K Met or Exceeded 59%1 Met or Exceeded 50.1%2 Met or Exceeded 59%3 Met or Exceeded 8%4 Met or Exceeded 38.3%5 Met or Exceeded 58%	<p>District ELA Assessment B</p> <ul style="list-style-type: none">1 Met or Exceeded 31.3%2 Met or Exceeded 65%3 Met or Exceeded 10.9%4 Met or Exceeded 17.8%5 Met or Exceeded 36.7% <p>District Math Assessment B Counting Collections & Problem Solving</p> <ul style="list-style-type: none">K Met or Exceeded no % data available1 Met or Exceeded no % data available2 Met or Exceeded no % data available <p>Performance Task & Problem Solving (N/A)</p> <ul style="list-style-type: none">3 Met or Exceeded 31.7%4 Met or Exceeded 34.8%5 Met or Exceeded 13.3%

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.

The overall implementation for our ELA goal included our grade level daily forty minute Universal Design for Learning (UDL) called PRIDE time. This occurs five days a week. Additionally, we implemented our monthly sixty minute grade level PLC that focused on writing. The overall effectiveness was evident in grades two and five because we exceeded our target of 3%, demonstrating 4% growth. The overall implementation for our math benchmarks included our grade level daily forty minute math intervention five days a week and our monthly PLC that focused on

math data. The overall effectiveness was a challenge to analyze because benchmark data for the 2023-2024 school year was analyzed differently for Kindergarten, first grade and second grade students as compared to past district benchmarks.

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

One major difference between the intended implementation and budgeted expenditures was in Goal 1 Strategy 2. Allocated funds will include collaboration time for staff to utilize data to reflect on student progress, plan interventions and strategically plan instruction. This goal was intended to be allocated for teacher pull-out PLCs. Our personnel expenditure included pull-out PLC time for teachers, during school hours about three times per year. Due to monthly PLCs that was provided by the District, there was little need for the expenditures for personnel to meet during school hours.

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

The first change that will be made to this goal will be to decrease expenditures in pull-out teacher PLCs. The change will be found in our certificated personnel salaries. The next change will be the data tool we use measure our math growth. The change will be found in our annual measurable outcomes in the metric/indicator.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, English learners who have met or exceeded academic proficiency in District Annual Assessments in English Language Arts/Literacy and Mathematics, including all subgroups, will increase by three percentage points.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
District ELA and Math Benchmarks A and B	District ELA Assessment B 1 Met or Exceeded 11% 2 Met or Exceeded 85% 3 Met or Exceeded 3% 4 Met or Exceeded 8% 5 Met or Exceeded 10.7% District Math Assessment B K Met or Exceeded 60% 1 Met or Exceeded 3% 2 Met or Exceeded 3% 3 Met or Exceeded 3% 4 Met or Exceeded 23% 5 Met or Exceeded 41%	District ELA Assessment B 1 Met or Exceeded 16.7% 2 Met or Exceeded 25% 3 Met or Exceeded 0% 4 Met or Exceeded 12.5% 5 Met or Exceeded 0% District Math Assessment B PT 1 Met or Exceeded no % data available 2 Met or Exceeded no % data available 3 Met or Exceeded 7.1% 4 Met or Exceeded 11.1% 5 Met or Exceeded 0%

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.

The overall implementation for our English learner goal included our ELA grade level daily forty minute Universal Design for Learning (UDL) called PRIDE time. This occurs five days a week. During this time, ELs received push in support from one of our bilingual aides and a second bilingual aid who works with newcomers for forty minutes. The overall implementation for our PRIDE time resulted in first and fourth graders who exceeded our target of 3%. Additionally, we implemented our monthly sixty minute grade level math PLC with a focus on targeted ELs. The overall effectiveness was evident in third graders who also exceeded our target of 3% with a 4% growth. The overall effectiveness for ELA was not reflected in the benchmark, but in our iReady diagnostic data, running records, and Renaissance reading program. The overall effectiveness for math was a challenge to analyze because benchmark data for the 2023-2024 school year was

analyzed differently for Kindergarten, first grade, and second grade students as compared to past District benchmarks.

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

One major difference between the intended implementation and budgeted expenditures was in Goal 2 Strategy 1: Provide teachers with research-based professional development to support staff in addressing the needs of newcomers, EL's, Long Term English Learners (LTELs) and RFEP students. This goal was intended extra hours for teacher pull-out PLCs. Our personnel expenditure included pull-out PLC time for teachers, during school hours about three times per year. Due to monthly PLCs that was provided by the District with a focus on ELs, there was little need for the expenditures in personnel to meet during school hours.

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

The first change that will be made to this goal will be including Sobrato Early Academic Language (SEAL) strategies as Dalton will be a SEAL school. Dalton will change will change the metrics for how Dalton measures the goal

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024, 10 percent of Dalton students will reduce in chronic absenteeism and the number of special education students who receive suspensions will be reduced by 50 percent.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Aeries Analytics Chronic Absenteeism report	By June 1, 2024, 17.3% or fewer students will be chronically absent and the percent of students who are suspended and in special education will be reduced by 50%.	As of May, 2024, 22.10% of students were chronically absent. This was a decrease of 5.2% from 27.3 %. During the 2023-2024 school year, only 1 student was suspended, and they were not in special education.

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.

The overall implementation of the strategies/activities for chronic absenteeism included being proactive and running both weekly and monthly attendance reports to identify possible students and trends and implementing a monthly school wide attendance incentive. The strategy/activities also included parent involvement through administration performing home visits, sending attendance warning letters, informing parents about attendance polices in our monthly parent newsletter, school communication through the District communication portal, parent meetings at our District Attendance Review team (DART) and our Student Attendance and Review Team (SART).

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

Dalton implemented the strategies later in the year and were unable to spend all allocated funds.

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.

There will be little change to this goal. The plan will be implemented immediately for the 2023-2024 school year.

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 ELA and Mathematics

By June 2025, students who have met or exceeded academic proficiency in District Annual Assessments in ELA/literacy and mathematics, including all subgroups, will increase by four percentage points.

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.

The District annual assessment data shows that the majority of Dalton students score 'standard nearly met' or 'standard not met' in math.

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
District Assessment B in ELA and Math (performance task & problem solving)	District ELA Assessment B 1 Met or Exceeded 31.3% 2 Met or Exceeded 65% 3 Met or Exceeded 10.9% 4 Met or Exceeded 17.8% 5 Met or Exceeded 36.7% District Math Assessment B Counting Collections & Problem Solving K Met or Exceeded no % data available 1 Met or Exceeded no % data available 2 Met or Exceeded no % data available Performance Task & Problem Solving (N/A) 3 Met or Exceeded 31.7% 4 Met or Exceeded 34.8% 5 Met or Exceeded 13.3% *This does not represent K-2 due to Counting Collections	District ELA Assessment B 1 Met or Exceeded 35.1% 2 Met or Exceeded 69.2% 3 Met or Exceeded 14.9% 4 Met or Exceeded 21.8% 5 Met or Exceeded 39.7% District Math Assessment B Counting Collections & Problem Solving K Met or Exceeded no % data available 1 Met or Exceeded no % data available 2 Met or Exceeded no % data available Performance Task & Problem Solving (N/A) 3 Met or Exceeded 35.7% 4 Met or Exceeded 38.8% 5 Met or Exceeded 17.3% *This does not represent K-2 due to Counting Collections

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 provide supplemental support to students in need of targeted support and intervention, Dalton will allocate funds for books, materials, licenses, technologies and supplies to support intervention strategies during and after school to ensure that academic performance in reading and math increase. Reading and math intervention will be provided during and after school. Kindergarten orientation will be provided on the first day of school to support the transition for incoming students. A partially funded intervention teacher will provide daily intervention to students in both reading and math.	All students	12000 Title I 5000-5999: Services And Other Operating Expenditures Licenses (Ex. Renaissance, Scholastic, Brain Pop) 3841 Title I 4000-4999: Books And Supplies Materials and supplies for intervention 4287 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies for intervention (ex: agendas) 30295 Title I 1000-1999: Certificated Personnel Salaries 25% of intervention teacher Salary 11395 Title I 3000-3999: Employee Benefits 25% of Intervention Teacher Salary
1.2	Provide research-based professional development for staff and parents to support intervention, collaborative practices, academic discourse, cognitive rigor, productive struggle and differentiating learning for students in reading and math. A resource teacher will provide support in the areas of professional development, review of data, serving as the test coordinator in addition to serving students with differentiated needs. Allocated funds will include collaboration time for staff to utilize data to reflect on student progress, plan interventions and strategically plan instruction. It will also include, subscriptions, consultants, technology, the provision	All students	1920 Title I 1000-1999: Certificated Personnel Salaries Subs (16 certificated staff at \$150 per day x 1 day) 42802 Title I 1000-1999: Certificated Personnel Salaries 35% of Salary for resource teacher

	of subs, additional hours, materials, supplies, licenses or other resources.		14921 Title I 3000-3999: Employee Benefits Benefits for resource teacher salary
1.3	In an effort to engage the community and leverage parent involvement as a means to increase student achievement, Dalton will allocate funds for a library aide and community liaison. The community liaison will provide resources, support and partnerships for families to support their children in school. Similarly, the library aide will provide differentiated reading materials to students to support academic achievement. Funds will be set aside for extra hours to aide with access to language arts and math programs and support during and after school. Funding will also be provided for materials and supplies.	All students	16652 Title I 2000-2999: Classified Personnel Salaries Salary for community liaison 1540 Title I 3000-3999: Employee Benefits Benefits for community liaison 14380 Title I 2000-2999: Classified Personnel Salaries Salary for library aide 1330 Title I 3000-3999: Employee Benefits Benefits for library aide 1125 Title I 2000-2999: Classified Personnel Salaries Extra hours for classified (library aide at 20 hours and community liaison at 25 hours for \$25 per hour) 31 Title I 3000-3999: Employee Benefits Benefits for extra hours for classified (library aide and community liaison)
1.6			

1.7			
1.14			

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 learners who have met or exceeded academic proficiency in District annual assessments in ELA and mathematics, including all subgroups, will increase by four percentage points.

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.

District annual assessment data shows that the majority of Dalton English learners score below proficient in English and 'standard not met' in ELA and Math.

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
District Assessment B	District ELA Assessment B 1 Met or Exceeded 16.7% 2 Met or Exceeded 25% 3 Met or Exceeded 0% 4 Met or Exceeded 12.5% 5 Met or Exceeded 0% District Math Assessment B PT 1 Met or Exceeded no % data available 2 Met or Exceeded no % data available 3 Met or Exceeded 7.1% 4 Met or Exceeded 11.1% 5 Met or Exceeded 0% *This does not represent K-2 Counting Collections	District ELA Assessment B 1 Met or Exceeded 20.7% 2 Met or Exceeded 29% 3 Met or Exceeded 4% 4 Met or Exceeded 16.5% 5 Met or Exceeded 4% District Math Assessment B PT 1 Met or Exceeded no % data available 2 Met or Exceeded no % data available 3 Met or Exceeded 11.1% 4 Met or Exceeded 15.1% 5 Met or Exceeded 4%

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

<p>1.1</p>	<p>Provide teachers with research based professional development to support staff in addressing the needs of newcomers, English learners, Long Term English Learners (LTELs) and Reclassified Fluent English Proficient students through SEAL training and strategies. Include collaboration time for staff to utilize data to reflect on student progress, plan interventions and strategically plan instruction. Teachers will be provided time and technology support in order to integrate ELD assessment results into data reflection and inform instructional planning and collaboration. Funds utilized will include the provision of subs, additional hours, materials, supplies, licenses or resources.</p>	<p>EL Students</p>	<p>2912 Title I 1000-1999: Certificated Personnel Salaries Extra hours for 16 certificated staff at \$52 x 3.5 hours</p> <p>117 Title I 3000-3999: Employee Benefits</p> <p>1200 Title I 1000-1999: Certificated Personnel Salaries Substitutes to provide additional time for collaboration for 16 certificated staff x \$150 per 1/2 day or 3.5 hours</p>
<p>1.2</p>	<p>Provide supplemental materials and supports to increase literacy and math achievement of EL's.</p>	<p>EL students</p>	<p>2000 Title I 4000-4999: Books And Supplies Materials and supplies</p>
<p>1.3</p>	<p>Implement research-based practices to provide targeted intervention during and after school for ELs, LTELs and newcomers. Funds will be allocated for bilingual instructional assistants and extra hours for staff to provide intervention during and after school to support comprehensible input and access to curriculum and ensure that academic performance and reclassification rates increase. Provide extended learning time for LTELs starting at fourth grade who are at risk. Identified English learners will attend after school tutoring and an intervention teacher will be provided. Funds utilized will include the provision of subs, additional hours, materials, supplies, licenses or resources.</p>	<p>EL Students</p>	<p>4287 LCFF Supplemental 4000-4999: Books And Supplies Variety of classroom and library books for student use</p> <p>34469 Title I 2000-2999: Classified Personnel Salaries Bilingual instructional aides</p> <p>12782 Title I 3000-3999: Employee Benefits Bilingual instructional aide benefits</p> <p>1764 Title I 2000-2999: Classified Personnel Salaries</p>

			<p>Extra hours for Classified to support intervention (4 hours per month x 9 months times 2 classified staff)</p> <p>36 Title I 3000-3999: Employee Benefits Bilingual instructional aide benefits for extra hours</p> <p>Title I 4000-4999: Books And Supplies Materials and supplies (if carryover allows)</p>
1.4	Parent education opportunities will be provided to support the academic achievement of EL students. Funds utilized will include the provision of subs, additional hours, technology, materials, supplies, licenses or resources.	EL Students	<p>125 Title I 2000-2999: Classified Personnel Salaries Additional hours for Classified to support parent involvement (\$25 x 5 hours per year)</p> <p>Title I 4000-4999: Books And Supplies Materials and supplies (if carryover allows)</p> <p>Title I 1000-1999: Certificated Personnel Salaries Provide substitutes to release teachers to support parent education if carryover allows</p>

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, Dalton students will reduce in chronic absenteeism by 4% and the number of special education students who receive suspensions will be reduced by 75%.

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.

As we recover from the pandemic, Dalton must address the sharp increase in chronic absenteeism. According to the 2023 California Dashboard, Dalton has a rate of 26% in chronic absenteeism. As of May 2024, 24.7% of Dalton's students are chronically absent.

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
Aeries Analytics Chronic Absenteeism report California Dashboard	As of May 2024, 24.20% of students were chronically absent. During the 2023-2024 school year, 0% of students who were suspended were in special education.	By June 1, 2025, 20.20% of students will be chronically absent and the percent of students who are suspended and in special education will be reduced by 75%.

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	Dalton will develop a multi-tiered plan for outreach and education for parents to decrease the rate of chronic absenteeism and tardies. A comprehensive response will include professional development and communications with parents through phone calls and home visits.	Students who are chronically absent	613 LCFF Supplemental 2000-2999: Classified Personnel Salaries Additional hours for outreach (25 hours per year) 13 LCFF Supplemental 3000-3999: Employee Benefits

			Additional hours for outreach 800 LCFF Supplemental 4000-4999: Books And Supplies Materials/Supplies for attendance (i.e brag tags)
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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	\$217,637.00
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	\$207,637.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: \$207,637.00

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	\$10,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

Subtotal of state or local funds included for this school: \$10,000.00

Total of federal, state, and/or local funds for this school: \$217,637.00

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	207,637.00	0.00
LCFF Supplemental	10,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	10,000.00
Title I	207,637.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	79,129.00
2000-2999: Classified Personnel Salaries	69,128.00
3000-3999: Employee Benefits	42,165.00
4000-4999: Books And Supplies	15,215.00
5000-5999: Services And Other Operating Expenditures	12,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Supplemental	613.00
3000-3999: Employee Benefits	LCFF Supplemental	13.00
4000-4999: Books And Supplies	LCFF Supplemental	9,374.00
1000-1999: Certificated Personnel Salaries	Title I	79,129.00
2000-2999: Classified Personnel Salaries	Title I	68,515.00

3000-3999: Employee Benefits	Title I	42,152.00
4000-4999: Books And Supplies	Title I	5,841.00
5000-5999: Services And Other Operating Expenditures	Title I	12,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	156,519.00
Goal 2	59,692.00
Goal 5	1,426.00

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

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix 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 (*Sections: 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 (*Sections: 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 (*Sections: 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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