

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
Victor F. Hodge Elementary School	19642796011340	March 15, 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 Victor F. Hodge Elementary School for meeting ESSA’s planning requirements for the indicated SPSA Plan Type in alignment with the LCAP and other federal, state, and local programs.

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

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Plan Description

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

SPSA Plan Type

Schoolwide Program

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

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

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The school's plan is to innovate and enhance programs with their federally funded programs and align them with the priority goals under the state's Local Control Funding Formula (LCFF). Using various data points to identify areas of strength and need, we will work with all stakeholders to identify evidence-based strategies to increase achievement 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 Victor F. Hodge Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The SSC consists of the principal, elected members including three classroom teachers, one additional elected staff member, and five elected parents/community members. SSC meets a minimum of five times per year 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. 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.

In 2022-2023, third through sixth grade students received an overall performance indicator of orange, or low, on the California Dashboard in ELA. Students scored 46.6 points below standard with a decrease of 3.4 points from the 2021-2022 school year. Steps taken to address this area have been the implementation of success coaches who provide targeted intervention to students in a small pull out program to aide in closing the achievement gaps. Teachers have implemented What I Need (WIN) time during their day where they mix students according to performance on local assessments and provide intervention or enrichment at the students academic level for 45 minutes at least three times per week. All teachers are receiving ongoing training on implementing Sobrato Early Academic Language (SEAL) strategies. Teachers are analyzing student data and developing action steps during PLC's monthly. All students have access to iReady, a supplemental reading program that provides instruction at the student's individual academic level according to a reading diagnostic assessment.

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.

In 2022-2023, third through sixth grade students received an overall performance indicator of orange, or low, on the California Dashboard in math. Students scored 44.7 points below standard but maintained 1.5 points from the 2021-2022 school year. Steps taken to address this area have been the implementation of a combo support teacher hired to provide math instruction to students who are in a combination classroom. Teachers have received training from the Math TOSA on the implementation of intervention during math time. Teachers are analyzing student data and developing action steps during PLC's monthly. All students have access to iReady, a supplemental math program, that provides instruction at the students' individual academic level according to a math diagnostic assessment.

Other Needs

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

In 2022-2023, 31.2% of all students were chronically absent. Measures taken to address this area include reaching out to families to help re-engage them back into school by offering support. Chronically absent students are referred to ACT, SARB and SART meetings. Students in school and on time daily are recognized monthly during an awards assembly. Classrooms with the highest percentage of students in class and on time daily are also recognized and rewarded monthly. Current attendance data shows that 29.8% of all students are chronically absent, while 70.3% of all students have moderate to good attendance, an improvement of 13.3% from the 2022-2023 school year.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.3%	1.20%	1.48%	8	7	8
Asian	1.0%	1.03%	0.92%	6	6	5
Filipino	1.0%	0.69%	0.55%	6	4	3
Hispanic/Latino	89.7%	89.67%	90.76%	556	521	491
Pacific Islander	%	%	0%		0	0
White	5.7%	5.34%	4.44%	35	31	24
Multiple/No Response	1.0%	1.55%	1.29%	6	9	7
Total Enrollment				620	581	541

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	89	92	93
Grade 1	76	67	75
Grade 2	106	70	65
Grade3	92	99	69
Grade 4	85	85	88
Grade 5	91	78	80
Grade 6	81	90	71
Total Enrollment	620	581	541

Conclusions based on this data:

1. There was an decrease of 40 students in enrollment from the 2021-2022 school year to the 2022-2023 school year.
2. Out of 541 students enrolled in 2022-2023, 491 were Hispanic.
3. The slight decrease in enrollment is in line with the declining enrollment District-wide.

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)	151	148	147	24.4%	25.5%	27.2%
Fluent English Proficient (FEP)	96	86	73	15.5%	14.8%	13.5%
Reclassified Fluent English Proficient (RFEP)	14		23	9.3%		

Conclusions based on this data:

1. The average number of English learners over the last three school years is 25.43%.
2. The number of Fluent English Proficient (FEP) students has declined over the last three years.
3. Due to several factors, there was an decrease of reclassified students from the 2019-2020 school year to the 2021-2022 school year.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

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

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

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

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	92	96	70	0	96	70	0	96	70	0.0	100.0	100.0
Grade 4	86	79	87	0	79	87	0	79	87	0.0	100.0	100.0
Grade 5	93	77	81	0	74	80	0	74	80	0.0	96.1	98.8
Grade 6	81	89	72	0	88	68	0	88	68	0.0	98.9	94.4
All Grades	352	341	310	0	337	305	0	337	305	0.0	98.8	98.4

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		2370.	2382.		13.54	12.86		16.67	15.71		21.88	32.86		47.92	38.57
Grade 4		2423.	2396.		11.39	3.45		16.46	22.99		29.11	19.54		43.04	54.02
Grade 5		2468.	2468.		12.16	11.25		27.03	22.50		17.57	26.25		43.24	40.00
Grade 6		2502.	2500.		13.64	13.24		27.27	30.88		29.55	22.06		29.55	33.82
All Grades	N/A	N/A	N/A		12.76	9.84		21.66	22.95		24.63	24.92		40.95	42.30

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		8.33	7.14		54.17	62.86		37.50	30.00
Grade 4		12.66	5.75		63.29	62.07		24.05	32.18
Grade 5		16.22	13.75		55.41	63.75		28.38	22.50
Grade 6		14.77	14.71		55.68	48.53		29.55	36.76
All Grades		12.76	10.16		56.97	59.67		30.27	30.16

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		7.29	8.57		42.71	45.71		50.00	45.71
Grade 4		7.59	2.30		54.43	43.68		37.97	54.02
Grade 5		6.76	11.25		44.59	52.50		48.65	36.25
Grade 6		12.50	14.71		47.73	54.41		39.77	30.88
All Grades		8.61	8.85		47.18	48.85		44.21	42.30

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.38	11.43		68.75	80.00		21.88	8.57
Grade 4		11.39	5.75		63.29	74.71		25.32	19.54
Grade 5		2.70	7.50		79.73	75.00		17.57	17.50
Grade 6		13.64	10.29		70.45	69.12		15.91	20.59
All Grades		9.50	8.52		70.33	74.75		20.18	16.72

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		9.38	10.00		55.21	61.43		35.42	28.57
Grade 4		8.86	2.30		59.49	60.92		31.65	36.78
Grade 5		9.46	17.50		68.92	63.75		21.62	18.75
Grade 6		17.05	16.18		68.18	67.65		14.77	16.18
All Grades		11.28	11.15		62.61	63.28		26.11	25.57

Conclusions based on this data:

1. In the 2022-2023, 98.4% of all students participated in the SBAC ELA exam as compared to 98.8% in the 2021-2022 school year.
2. In the 2022-2023 school year, 22.95% of all students met standards in the overall achievement for ELA on the SBAC exam as compared to 21.66% in the 2021-2022 school year.
3. In the 2022-2023 school year, 9.84% of all students exceeded standards in the overall achievement on ELA.

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	92	96	70	0	96	70	0	96	70	0.0	100.0	100.0
Grade 4	86	78	87	0	78	87	0	78	87	0.0	100.0	100.0
Grade 5	93	77	81	0	75	81	0	75	81	0.0	97.4	100.0
Grade 6	81	89	72	0	88	70	0	88	70	0.0	98.9	97.2
All Grades	352	340	310	0	337	308	0	337	308	0.0	99.1	99.4

* 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		2392.	2397.		10.42	8.57		28.13	22.86		15.63	30.00		45.83	38.57
Grade 4		2463.	2430.		17.95	9.20		29.49	19.54		24.36	29.89		28.21	41.38
Grade 5		2480.	2485.		17.33	18.52		21.33	16.05		14.67	28.40		46.67	37.04
Grade 6		2476.	2497.		10.23	15.71		15.91	24.29		32.95	21.43		40.91	38.57
All Grades	N/A	N/A	N/A		13.65	12.99		23.74	20.45		21.96	27.60		40.65	38.96

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		14.58	15.71		46.88	42.86		38.54	41.43
Grade 4		29.49	13.79		41.03	44.83		29.49	41.38
Grade 5		21.33	17.28		29.33	48.15		49.33	34.57
Grade 6		7.95	17.14		47.73	42.86		44.32	40.00
All Grades		17.80	15.91		41.84	44.81		40.36	39.29

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.67	8.57		40.63	58.57		42.71	32.86
Grade 4		14.10	10.34		52.56	47.13		33.33	42.53
Grade 5		13.33	16.05		56.00	51.85		30.67	32.10
Grade 6		7.95	12.86		45.45	48.57		46.59	38.57
All Grades		13.06	12.01		48.07	51.30		38.87	36.69

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		12.50	8.57		53.13	67.14		34.38	24.29
Grade 4		21.79	8.05		47.44	54.02		30.77	37.93
Grade 5		9.33	12.35		60.00	58.02		30.67	29.63
Grade 6		12.50	15.71		57.95	57.14		29.55	27.14
All Grades		13.95	11.04		54.60	58.77		31.45	30.19

Conclusions based on this data:

1. 99.4% of students participated in the mathematics portion of SBAC in 2022-2023.
2. There was a 3.95% decrease of students meeting or exceeding standards in mathematics from the 2021-2022 school year to the 2022-2023 school year.
3. There was a decrease of 1.69% of students below standard from the 2021-2022 to the 2022-2023 school year.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.1	1428.8	1435.5	1432.8	1435.9	1449.1	1386.9	1412.0	1403.3	25	30	34
1	1442.4	1432.1	1443.3	1461.9	1455.5	1466.1	1422.4	1408.0	1419.9	20	17	19
2	1493.7	1513.4	1491.6	1504.2	1530.5	1509.0	1482.8	1495.9	1473.6	18	16	18
3	1497.8	1470.9	1482.3	1510.6	1479.5	1494.3	1484.5	1461.6	1469.8	32	15	12
4	1510.5	1502.1	1481.6	1508.4	1520.1	1492.5	1512.0	1483.5	1470.1	21	23	14
5	1509.3	1519.0	1514.0	1515.1	1531.1	1527.7	1503.1	1506.6	1499.8	20	14	21
6	1512.9	1509.6	*	1516.2	1517.7	*	1509.2	1501.0	*	18	14	10
All Grades										154	129	128

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	16.00	16.67	20.59	40.00	33.33	32.35	20.00	26.67	32.35	24.00	23.33	14.71	25	30	34
1	10.00	5.88	10.53	35.00	23.53	42.11	30.00	41.18	36.84	25.00	29.41	10.53	20	17	19
2	27.78	31.25	27.78	38.89	43.75	38.89	16.67	18.75	22.22	16.67	6.25	11.11	18	16	18
3	22.58	6.67	16.67	29.03	20.00	16.67	35.48	46.67	41.67	12.90	26.67	25.00	31	15	12
4	23.81	17.39	7.14	33.33	39.13	35.71	33.33	21.74	28.57	9.52	21.74	28.57	21	23	14
5	15.00	35.71	28.57	30.00	21.43	28.57	40.00	28.57	19.05	15.00	14.29	23.81	20	14	21
6	11.11	21.43	*	38.89	14.29	*	27.78	42.86	*	22.22	21.43	*	18	14	*
All Grades	18.30	18.60	20.31	34.64	29.46	33.59	29.41	31.01	28.13	17.65	20.93	17.97	153	129	128

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	24.00	26.67	23.53	36.00	26.67	41.18	16.00	30.00	26.47	24.00	16.67	8.82	25	30	34
1	25.00	17.65	31.58	50.00	41.18	47.37	15.00	17.65	15.79	10.00	23.53	5.26	20	17	19
2	44.44	75.00	50.00	22.22	12.50	27.78	5.56	12.50	16.67	27.78	0.00	5.56	18	16	18
3	51.61	20.00	33.33	25.81	46.67	33.33	16.13	13.33	25.00	6.45	20.00	8.33	31	15	12
4	42.86	52.17	50.00	38.10	30.43	21.43	9.52	13.04	7.14	9.52	4.35	21.43	21	23	14
5	40.00	50.00	47.62	35.00	35.71	28.57	15.00	7.14	4.76	10.00	7.14	19.05	20	14	21
6	22.22	35.71	*	50.00	35.71	*	11.11	21.43	*	16.67	7.14	*	18	14	*
All Grades	36.60	38.76	39.06	35.95	31.78	33.59	13.07	17.83	15.63	14.38	11.63	11.72	153	129	128

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	8.00	13.33	8.82	12.00	23.33	14.71	56.00	36.67	55.88	24.00	26.67	20.59	25	30	34
1	5.00	0.00	5.26	25.00	11.76	26.32	20.00	41.18	36.84	50.00	47.06	31.58	20	17	19
2	16.67	12.50	11.11	44.44	62.50	33.33	16.67	12.50	33.33	22.22	12.50	22.22	18	16	18
3	3.23	0.00	0.00	22.58	20.00	25.00	41.94	20.00	41.67	32.26	60.00	33.33	31	15	12
4	9.52	0.00	0.00	33.33	17.39	7.14	28.57	43.48	21.43	28.57	39.13	71.43	21	23	14
5	0.00	7.14	4.76	10.00	28.57	19.05	55.00	42.86	33.33	35.00	21.43	42.86	20	14	21
6	11.11	0.00	*	5.56	14.29	*	50.00	42.86	*	33.33	42.86	*	18	14	*
All Grades	7.19	5.43	6.25	21.57	24.81	21.09	39.22	34.88	39.84	32.03	34.88	32.81	153	129	128

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	20.00	30.00	29.41	68.00	46.67	55.88	12.00	23.33	14.71	25	30	34
1	30.00	29.41	47.37	55.00	64.71	47.37	15.00	5.88	5.26	20	17	19
2	44.44	62.50	50.00	27.78	37.50	44.44	27.78	0.00	5.56	18	16	18
3	38.71	33.33	25.00	45.16	46.67	50.00	16.13	20.00	25.00	31	15	12
4	47.62	60.87	28.57	38.10	30.43	50.00	14.29	8.70	21.43	21	23	14
5	10.00	21.43	28.57	70.00	64.29	47.62	20.00	14.29	23.81	20	14	21
6	22.22	0.00	*	61.11	78.57	*	16.67	21.43	*	18	14	*
All Grades	30.72	35.66	32.03	52.29	50.39	52.34	16.99	13.95	15.63	153	129	128

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	24.00	30.00	17.65	44.00	46.67	61.76	32.00	23.33	20.59	25	30	34
1	15.00	5.88	47.37	75.00	70.59	47.37	10.00	23.53	5.26	20	17	19
2	33.33	75.00	66.67	55.56	25.00	27.78	11.11	0.00	5.56	18	16	18
3	45.16	40.00	41.67	54.84	40.00	50.00	0.00	20.00	8.33	31	15	12
4	42.86	47.83	50.00	47.62	47.83	28.57	9.52	4.35	21.43	21	23	14
5	70.00	78.57	71.43	20.00	14.29	9.52	10.00	7.14	19.05	20	14	21
6	55.56	64.29	*	27.78	28.57	*	16.67	7.14	*	18	14	*
All Grades	40.52	45.74	48.44	47.06	41.09	36.72	12.42	13.18	14.84	153	129	128

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	4.00	16.67	11.76	72.00	66.67	76.47	24.00	16.67	11.76	25	30	34
1	20.00	5.88	10.53	25.00	41.18	47.37	55.00	52.94	42.11	20	17	19
2	44.44	62.50	33.33	38.89	25.00	38.89	16.67	12.50	27.78	18	16	18
3	6.45	0.00	0.00	45.16	26.67	41.67	48.39	73.33	58.33	31	15	12
4	9.52	0.00	0.00	61.90	47.83	35.71	28.57	52.17	64.29	21	23	14
5	10.00	7.14	9.52	50.00	64.29	42.86	40.00	28.57	47.62	20	14	21
6	11.11	0.00	*	27.78	21.43	*	61.11	78.57	*	18	14	*
All Grades	13.73	13.18	11.72	47.06	44.96	53.13	39.22	41.86	35.16	153	129	128

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	20.00	30.00	20.59	40.00	36.67	52.94	40.00	33.33	26.47	25	30	34
1	0.00	0.00	5.26	60.00	64.71	63.16	40.00	35.29	31.58	20	17	19
2	0.00	6.25	11.11	66.67	68.75	66.67	33.33	25.00	22.22	18	16	18
3	9.68	0.00	8.33	67.74	73.33	58.33	22.58	26.67	33.33	31	15	12
4	4.76	4.35	0.00	71.43	56.52	57.14	23.81	39.13	42.86	21	23	14
5	0.00	21.43	9.52	70.00	57.14	52.38	30.00	21.43	38.10	20	14	21
6	5.56	14.29	*	66.67	64.29	*	27.78	21.43	*	18	14	*
All Grades	6.54	12.40	11.72	62.75	57.36	57.03	30.72	30.23	31.25	153	129	128

Conclusions based on this data:

1. There was a total of 128 students who took the ELPAC in 2022-2023.

2. There was a 1.71% increase of 5th grade students scoring a level four overall in language from 2021-2022 to 2022-2023.
3. There was a 2.96% decrease in the number of students scoring a level one in overall language from 2021-2022 to 2022-2023.

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
541	78.6	27.2	0.6
Total Number of Students enrolled in Victor F. Hodge Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	147	27.2
Foster Youth	3	0.6
Homeless	10	1.8
Socioeconomically Disadvantaged	425	78.6
Students with Disabilities	78	14.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5
Asian	5	0.9
Filipino	3	0.6
Hispanic	491	90.8
Two or More Races	7	1.3
White	24	4.4

Conclusions based on this data:

1. Out of 541 total enrolled students, 90.8% are Hispanic.
2. 78.6% of our total enrollment are socioeconomically disadvantaged.

3. 27.2 % of our total enrollment are English learners.

School and Student Performance Data

Overall Performance

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Orange

Academic Engagement

Chronic Absenteeism



Yellow

Conditions & Climate

Suspension Rate



Green

Mathematics



Orange

English Learner Progress



Blue

Conclusions based on this data:

1. In 2022-2023, students scored 44.6 points below standard on the ELA portion of the SBAC.
2. In 2022-2023, students scored 44.7 points below standard on the math portion of the SBAC.
3. In 2022-2023, 56.2% of English learners progressed at least one English Learner Progress Indicator (ELPI).

School and Student Performance Data

Academic Performance English Language Arts

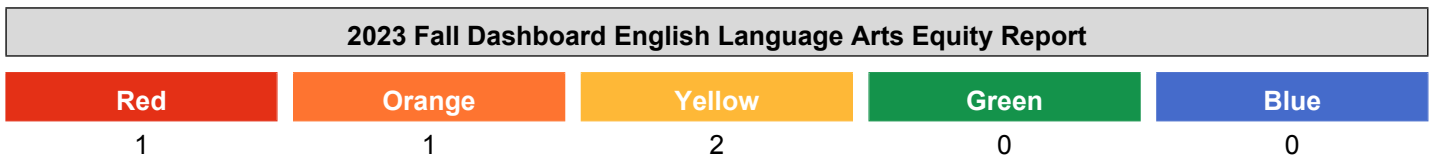
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This section provides number of student groups in each level.



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	 Yellow	 No Performance Color
46.6 points below standard	62.4 points below standard	0 Students
Decreased -3.4 points	Increased +13 points	
293 Students	96 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Red
4 Students	52.4 points below standard	139.9 points below standard
	Increased +3.5 points	Decreased -6.9 points
	247 Students	49 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50 points below standard Maintained -2.6 points 262 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	15.9 points below standard Decreased Significantly - 15.5 points 16 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
121.7 points below standard Increased +14.8 points 51 Students	4.7 points above standard Decreased -4.7 points 45 Students	44.7 points below standard Decreased -7.1 points 167 Students

Conclusions based on this data:

1. Third through sixth grade students scored in the low range on ELA with 46.6 points below standard.
2. Third through sixth grade English learner students scored very low on ELA with 62.4 points below standard.
3. Third through sixth grade Hispanic students scored in the low range on ELA with 50 points below standard.

School and Student Performance Data

Academic Performance Mathematics

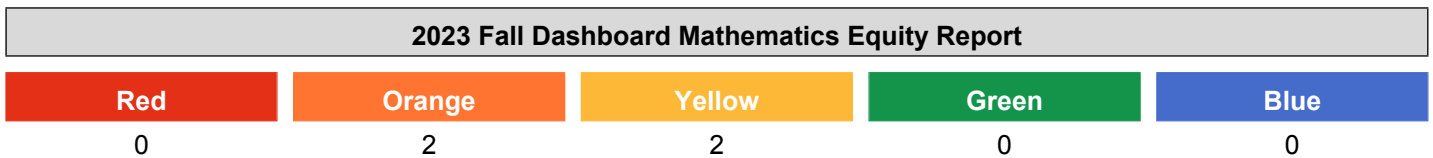
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Orange	 Yellow	 No Performance Color
44.7 points below standard Maintained +1.5 points	54.7 points below standard Increased +8.5 points	0 Students
293 Students	96 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 4 Students	 Yellow	 Orange
	51 points below standard Increased +5.8 points	146.6 points below standard Increased +6.2 points
	247 Students	49 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	 No Performance Color 0 Students	Less than 11 Students 2 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 50.6 points below standard Maintained +0.2 points 262 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	16.4 points above standard Increased Significantly +37.9 points 16 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
114.6 points below standard Decreased -4.3 points 51 Students	13.2 points above standard Increased +9.4 points 45 Students	47.5 points below standard Maintained -2.8 points 167 Students

Conclusions based on this data:

1. All third through sixth grade students scored in the low range in math on SBAC with 44.7 points below standard.
2. Third through sixth grade students with disabilities scored in the very low range in math on SBAC with 146.6 points below standard.
3. Third through sixth grade Hispanic students scored low in math on SBAC with 50.6 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

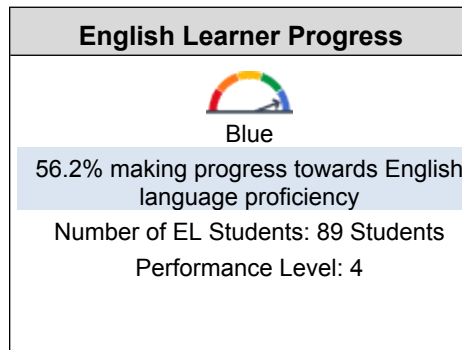
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
12	27	0	50

Conclusions based on this data:

1. Twelve students decreased one level on the ELPI in fall of 2023.
2. Twenty-seven students maintained their ELPI level in fall of 2023.
3. Fifty students progressed at least one ELPI level in fall of 2023.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Yellow 31.2% Chronically Absent Declined Significantly -8.2 558 Students	English Learners Yellow 32% Chronically Absent Declined Significantly -8.6 153 Students	Foster Youth Less than 11 Students 3 Students
Homeless 66.7% Chronically Absent 0 12 Students	Socioeconomically Disadvantaged Yellow 33.8% Chronically Absent Declined Significantly -7.5 435 Students	Students with Disabilities Orange 35.1% Chronically Absent Declined -24.9 94 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>Less than 11 Students</p> <p align="center">5 Students</p>	<p>Less than 11 Students</p> <p align="center">3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Yellow</p> <p align="center">32% Chronically Absent</p> <p align="center">Declined Significantly -7.9</p> <p align="center">503 Students</p>	<p align="center">16.7% Chronically Absent</p> <p align="center">Declined -16.7</p> <p align="center">12 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p align="center">29.6% Chronically Absent</p> <p align="center">Declined -9.1</p> <p align="center">27 Students</p>

Conclusions based on this data:

1. Out of 558 students, 31.2% are chronically absent.
2. 32% of chronically absent students are English learners.
3. 33.8% of chronically absent students are socioeconomically disadvantaged.

School and Student Performance Data

Conditions & Climate Suspension Rate

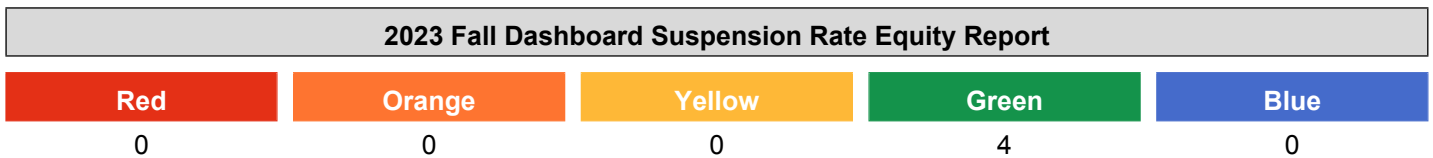
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 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>Green</p> <p>1.4% suspended at least one day</p> <p>Declined Significantly -2.8 566 Students</p>	<p>English Learners</p> <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined Significantly -1.3 157 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>8.3% suspended at least one day</p> <p>12 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>1.8% suspended at least one day</p> <p>Declined Significantly -2.7 440 Students</p>	<p>Students with Disabilities</p> <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined -3.1 94 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	 No Performance Color 0 Students	Less than 11 Students 6 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 1.6% suspended at least one day Declined Significantly -2.5 507 Students	0% suspended at least one day Declined -5.9 14 Students	 No Performance Color 0 Students	0% suspended at least one day Declined -3 28 Students

Conclusions based on this data:

1. Out of 566 students, 1.4% were suspended at least one day, resulting in an indicator of high.
2. There was a decline of 2.8% of students being suspended, resulting in an indicator of high.
3. 1.8% of students suspended at least one day were socioeconomically disadvantaged students, resulting in an indicator of high.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Language Arts and Math Progress

Goal 1

By June 2024, all students, including all significant subgroups will increase by 5% in ELA and Math as measured by the California Assessment of Student Performance and Progress (CAASPP) and by 15% on the iReady Diagnostic screener.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
SBAC Math	Grades 3-6 increase by 10 points to 36.3	Students increased by 1.6 points
iReady Diagnostic ELA	Reduce the number of at risk students by 5% to 25%	Number of at risk students is 20%
iReady Diagnostic Math	Reduce the number of at risk students by 5% to 17%	Number of at risk students is 27%

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

During the 2023-2024 school year teachers met monthly to participate in math related PLCs. At each PLC, teachers looked at the most current student data. Based on the data, teachers made instructional decisions that included small group instruction and re-teach or pre-teach opportunities for students. Moreover, teachers focused on student problem solving strategies. With support from the district Math TOSA, teachers were able to identify and implement math routines to support students. For language arts, students received grade level standards based instruction. Sobrato Early Academic Language (SEAL) strategies were implemented in all grade levels to support the development of language and vocabulary. Additionally, teachers worked with a success coach to implement what I need WIN time. Each grade level scheduled a block of time where all students received intervention at their instructional level with support from the classroom teacher, success coach, instructional aides and additional support staff in order to minimize the number of students in each group.

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

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

As a result of an increase in English Learners and socio economically disadvantaged households, Hodge Elementary will become a Title 1 school in the 2024-2025 school year. As a result there will be more actions and services tied to funding.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

English Learner Progress

Goal 2

By June 2024, English learner's academic language development and achievement will increase as evidenced by these measures:

- The reclassification rate will increase
- The number of long-term English Learners (LTELs) will decrease

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Summative ELPAC	Level 2 decrease by 3%	Goal was met with a decrease of 9.6%
Summative ELPAC	Level 3 increase by 3%	Goal was met with an increase of 13%
Summative ELPAC	Level 4 increase by 3%	Goal was met with an increase of 5.5%

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.

Kinder through third grade teachers participated in ongoing professional development on SEAL strategies that support language and vocabulary. Teachers incorporated their newly learned strategies during instruction and during integrated and designated ELD. Additionally, four teachers provided English Language Development support to second thru fifth grade students after school.

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

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

Again, with additional funds, Hodge will have fund to allocate actions.

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Parent engagement and student and parent positive perception.

Goal 4

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Annual Review

SPSA Year Reviewed: 2023-24

Subject

Learning Environment and School Climate

Goal 5

By June 2024, chronic absenteeism will reduce by 10% and suspension rates by 1.5%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Ca Dashboard	Reduce the number of chronically absent students by 10% to be 29.4% or less	There was a reduction in chronically absent students by 8.2%,

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.

There was a big emphasis on eliminating chronic absenteeism. Our Title 1 liaison worked closely with families of chronically absent students. Support and resources were offered to parents via personal phone calls that could help re-engage students in school. Students were recognized monthly for having perfect attendance during morning assemblies. Moreover, students with perfect weekly attendance were randomly selected and recognized during the school's morning announcements. Classrooms with the highest percentage of students in class daily were recognized and celebrated each month.

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

There was none.

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.

Hodge will continue with similar actions for the 2024-2025 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 Reading/Language Arts and Mathematics

By June 2025, all students, including all significant subgroups will increase by 5% in ELA and math proficiency as measured by the California Assessment of Student Performance and Progress (CAASPP) and by 15% on the iReady Diagnostic screener.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

There is a need to provide targeted support and differentiation to address student academic and language needs. Actions will target differentiated support through the use of technologies, online platforms, engagement strategies and intervention opportunities. Reading and comprehension will be a priority.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA	Grades 3-5 scored 46.6 points below standard	Grades 3-5 increase by 10 points to 36.6
SBAC Math	Grades 3-5 scored 44.7 points below standard	Grades 3-5 increase by 10 points to 34.7
iReady Diagnostic ELA	27% of all students scored tier 3 at risk	Reduce the number of at risk students by 5% to 22%
iReady Diagnostic Math	20% of all students scored tier 3 at risk	Reduce the number of at risk students by 5% to 15%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	As a means to support all students, Hodge will allocate funds for licenses and resources to support students at their level. A resource teacher and intervention teacher, provided by the District, will support with resources and student groupings for targeted support. A library aide will support students with reading and equitable access to reading texts.	Students in need of support and SWD students	1500 LCFF Supplemental 5000-5999: Services And Other Operating Expenditures Licenses for such programs as Mathseeds, Reading Eggs, etc.

			<p>1500 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies for additional certificated support</p>
			<p>85604 Title I 1000-1999: Certificated Personnel Salaries 70% of Resource Teacher</p>
			<p>32288 Title I 3000-3999: Employee Benefits 70% of Benefits for Resource Teacher</p>
			<p>39242 Title I 1000-1999: Certificated Personnel Salaries 40% of Intervention/Success Coach Teacher</p>
			<p>7135 Title I 3000-3999: Employee Benefits 40% of Benefits for Intervention/Success Coach Teacher</p>
			<p>2000 Title I 5000-5999: Services And Other Operating Expenditures Licenses for such programs as Mathseeds, Reading Eggs, Accelerated Reader, MyOn, Star etc.</p>
			<p>17035 Title I 2000-2999: Classified Personnel Salaries Library aide salary</p>
			<p>1615 Title I</p>

			3000-3999: Employee Benefits Library aide benefits
1.2	As a means to increase academic achievement for all students, Hodge will provide teachers with extra hours and substitute support for unit development, data analysis, and for the administration of one on one assessments to students.	All Students	3000 Title I 1000-1999: Certificated Personnel Salaries Extra Hours for Certificated Staff 1000 Title I 3000-3999: Employee Benefits Benefits for extra hours for certificated staff
1.3	In order to provide differentiated support to students as a means to increase student achievement, Hodge will allocate funds for an extended day tutoring program in math and reading (afterschool, homework clubs, etc.). Funds will be set aside for certificated and classified extra hours. Further, additional funds may support supplemental instructional materials and supplies.	Student in need of differentiated support	1000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Extra hours for certificated staff 300 LCFF Supplemental 3000-3999: Employee Benefits Benefits for extra hours for certificated staff 1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Extra hours for certificated staff 200 LCFF Supplemental 3000-3999: Employee Benefits Benefits for extra hours for classified staff 1000 LCFF Supplemental 4000-4999: Books And Supplies Materials and supplies

			<p>Title I 1000-1999: Certificated Personnel Salaries If carryover allows, funding for additional tutoring for students who need differentiated supports.</p> <p>Title I 3000-3999: Employee Benefits If carryover allows, benefits for extended day extra hours for certificated staff</p> <p>1500 Title I 2000-2999: Classified Personnel Salaries Extended day classified salary</p> <p>300 Title I 3000-3999: Employee Benefits Benefits for classified extended day salaries</p>
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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 & Reclassification

By June 2025, English learner's academic language development and achievement will increase as evidenced by the results on the English Language Proficiency Assessment for California (ELPAC) and the number of reclassified students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

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

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Summative ELPAC	Level 1- 17.97%	Level 1 decrease by 3%
Summative ELPAC	Level 2 - 28.2%	Level 2 decrease by 3%
Summative ELPAC	Level 3 - 33.59%	Level 3 increase by 3%
Summative ELPAC	Level 4 - 20.31%	Level 4 increase by 3%

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	As a means to provide differentiated and targeted language support to English learners, Hodge engages in the SEAL model which is funded by the District. In addition to first best instruction for our English learners, Hodge will provide supplementary support such as tutoring, small group intervention and other beyond the bell support as a means to support language learners. Two bilingual assistants	English learners	5000 LCFF Supplemental 1000-1999: Certificated Personnel Salaries Additional hours for certificated 4500

	will provide comprehensible language support to serve English learners.		<p>LCFF Supplemental 3000-3999: Employee Benefits Benefits for certificated hours</p> <p>1000 LCFF Supplemental 2000-2999: Classified Personnel Salaries Additional hours for classified</p> <p>2000 LCFF Supplemental 3000-3999: Employee Benefits Benefits for classified</p> <p>31031 Title I 2000-2999: Classified Personnel Salaries Additional Hours for certificated</p> <p>2943 Title I 3000-3999: Employee Benefits Benefits for certificated</p>
1.2	As a means to provide differentiated and targeted language support to English learners through the implementation of the SEAL program and English Language Development, during the day and with beyond the bell programs, Hodge will provide additional supplementary materials and supplies for students to support the implementation of SEAL and English Language Development and instruction during the day and with beyond the bell programs.	English learners	<p>600 LCFF Supplemental 4000-4999: Books And Supplies</p> <p>400 LCFF Supplemental 5800: Professional/Consulting Services And Operating Expenditures</p> <p>5278 Title I 4000-4999: Books And Supplies Supplemental materials and supplies</p>
1.3	As a means to provide differentiated and targeted language support to English learners through the implementation of the SEAL program and English	English learners	<p>7000 Title I</p>

	<p>Language Development, teachers will have extra hours and substitute support for SEAL unit development and for the administration of one on one assessments to students.</p>		<p>1000-1999: Certificated Personnel Salaries Additional hours for certificated</p> <p>3000 Title I 3000-3999: Employee Benefits Benefits for certificated hours</p> <p>11378 Title I 1000-1999: Certificated Personnel Salaries Substitute teacher salary</p>
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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, chronic absenteeism will reduce by 10% and suspension rates by 1.5% as measured on the California dashboard.

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.

There is a need to provide targeted support to students in order to reengage them in school, as well as address students' social emotional needs as they continue to recover from the effects of distance learning. Students will be provided with rewards for school attendance, communication will be sent home regularly to chronically absent students and staff members will engage in outreach efforts. Additionally, students will be provided with counseling supports on a referral basis. Hodge entered Assisted Targeted Support Intervention (ATSI) status for the 2023-2024 school year based on levels of chronic absenteeism for the white and special education sub groups.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Ca Dashboard	39.4% of all students are chronically absent	Reduce the number of chronically absent students by 10% to be 29.4% or less

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Improve the rate of students attendance as measured by the CA Dashboard with a focus on white and special education sub groups by providing outreach and supplemental materials to families and students. A Title 1 community liaison will support with chronic absenteeism and family engagement in an effort to reduce barriers to school and support student achievement.	All Students	5000 Title I 2000-2999: Classified Personnel Salaries Extra hours for classified personnel 2000 Title I 3000-3999: Employee Benefits

			<p>Classified extra hour benefits</p> <p>3000 Title I 4000-4999: Books And Supplies materials and supplies</p> <p>22,712 Title I 2000-2999: Classified Personnel Salaries Community liaison salary</p> <p>8330 Title I 3000-3999: Employee Benefits Community liaison benefits</p>
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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	\$315,391.00
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	\$295,391.00
rCalc_TotbyFSGrpFederal_50_FundSrc}	\$

Subtotal of additional federal funds included for this school: **\$295,391.00**

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF Supplemental	\$20,000.00
rCalc_TotbyFSGrpStateLocal_50_FundSrc}	\$

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

Total of federal, state, and/or local funds for this school: **\$315,391.00**

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
LCFF Supplemental	20,000.00	0.00
Title I	295,391.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental	20,000.00
Title I	295,391.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	152,224.00
2000-2999: Classified Personnel Salaries	79,278.00
3000-3999: Employee Benefits	65,611.00
4000-4999: Books And Supplies	14,378.00
5000-5999: Services And Other Operating Expenditures	3,500.00
5800: Professional/Consulting Services And Operating Expenditures	400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental	6,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental	2,000.00
3000-3999: Employee Benefits	LCFF Supplemental	7,000.00
4000-4999: Books And Supplies	LCFF Supplemental	3,100.00

5000-5999: Services And Other Operating Expenditures	LCFF Supplemental	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental	400.00
1000-1999: Certificated Personnel Salaries	Title I	146,224.00
2000-2999: Classified Personnel Salaries	Title I	77,278.00
3000-3999: Employee Benefits	Title I	58,611.00
4000-4999: Books And Supplies	Title I	11,278.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	197,219.00
Goal 2	74,130.00
Goal 4	3,000.00
Goal 5	41,042.00

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/>

Updated by the California Department of Education, October 2023