



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ellis Elementary School	CA	September 19, 2024	October 24, 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 Ellis Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- These student groups were identified as needing additional support:

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

Table of Contents

SPSA Title Page	1
Table of Contents.....	2
Plan Description.....	3
Educational Partner Involvement.....	3
Resource Inequities	3
Comprehensive Needs Assessment Components	4
California School Dashboard (Dashboard) Indicators.....	4
Other Needs.....	4
School and Student Performance Data	5
Student Enrollment.....	5
CAASPP Results.....	8
ELPAC Results	13
California School Dashboard	17
Overall Performance	19
Goals, Strategies, & Proposed Expenditures.....	30
Goal 1.....	30
Goal 2.....	34
Goal 3.....	40
Goal 4.....	44
Budget Summary	48
Budget Summary	48
Other Federal, State, and Local Funds	48
Budgeted Funds and Expenditures in this Plan.....	49
Funds Budgeted to the School by Funding Source.....	49
Expenditures by Funding Source	49
Expenditures by Budget Reference	49
Expenditures by Budget Reference and Funding Source	49
Expenditures by Goal.....	49
School Site Council Membership	51
Recommendations and Assurances	52
Instructions.....	53
Appendix A: Plan Requirements	60
Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements	63
Appendix C: Select State and Federal Programs	66

Plan Description

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

This plan is being used by Ellis Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Additional Targeted Support and Improvement

These student groups were identified as needing additional support:

This plan is closely aligned with our district LCAP. Goals 1-4 are based directly on LCAP & Strategic plan goals.

Educational Partner Involvement

How, when, and with whom did Ellis 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 School Site Council reviewed portions of the existing SPSA at meetings throughout the year and gave input on each goal area in preparation for the annual update. The School Site Council also reviewed for the District's Local Control and Accountability Plan (LCAP) to help inform the goals, actions, and strategies in the 2024-25 School Plan for Student Achievement (SPSA). This meeting was held on 5/30/2024.

In addition, the ELAC reviewed elements of the plan at a meeting held on March 15, 2024. Parents present at those meetings had the opportunity to give input on the SPSA as it relates to English Learners. Administrators will share an update on those goals at the November 15, 2024 meeting and solicited input and feedback on the proposed goals and actions.

The school site Leadership Team provided input on the school goals at its meeting on May 6, 2024. Administrators shared an update on those goals at the May 8, 2024 staff meeting and solicited input on the proposed goals for the next year. The complete plan is available to all staff members in print and online in a variety of locations.

A summary of school goals from the current SPSA is included in the Staff Handbook, which is updated annually. Administrators shared an update on those goals at the August 21, 2024 staff meeting and solicited input on the proposed goals for the next year at the staff meeting on October 4, 2024. The school site Leadership Team provided additional input at its meeting on September 9, 2024. The complete plan is available to all staff members in print and online in a variety of locations.

As we implement these goals, all community partners are committed to developing lifelong learners by providing an exemplary education in a welcoming, joy-filled community where each person feels safe, valued, and prepared to contribute to an ever-changing world.

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.

There are no identified resource inequities.

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.

Ellis Elementary was in the red indicator area for Chronic Absenteeism for all students. English Learners and Hispanic students represented the largest subgroups with the highest percentages of Chronic Absenteeism.

As we reviewed the 2023- 2024 school year attendance data we noticed a large number of students who were traveling during the school year, taking extended vacations, or returning to their home countries to complete Visas. Additionally, we brought several students through the SARB process.

We attempted to build relationships with our Hispanic English Learner families by partnering them with our Outreach Assistant to find resources and engage with the school. Additionally, the Principal and School Social Worker did several home visits with students who were chronically absent.

We believe we can decrease the percentage of students who are chronically absent by improving our attendance management systems, meeting with parents more frequently and creating incentives for students. We also believe we need to communicate about Short Term Study Opportunities for families who need to travel during the school year.

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 the English Language Arts indicator, four student groups scored two performance levels below 'all student' performance. These student groups were English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic students.

The steps taken to address these areas in 2023- 2024 was the continued implementation of a site wide pull out reading intervention program through a Direct Students Services Teacher on Special Assignment. This teacher provided strategic support in identified areas of needs to address learning needs. Instructional coaching focused on providing in class interventions and monthly data team meetings focused on progress monitoring and discovering instructional strategies to address gaps in reading, writing and phonics. Ellis conducted regular reviews of student performance for our target student groups during data team meetings and Language Review Team meetings. These groups identified areas of need and next steps to support students.

In the Math indicator, three student groups scored two performance levels below 'all student' performance. They were English Learners, Students with Disabilities and Hispanic students. During the 2023- 2024 school year a new math curriculum was implemented, to support alignment of math instructional practices, and a clearer scope and sequence. Ellis conducted regular reviews of student performance for our target student groups during data team meetings and Language Review Team meetings. These groups identified areas of need and next steps to support students.

Other Needs

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

Based on our local assessment data, we believe that continuing to incorporate and expand Culturally Responsive Teaching and Social Emotional supports will also benefit target student groups. To support monitoring of student progress toward these goals, we will use the Panorama Survey data.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ellis 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.77%	0.43%	0.40%	5	3	3
African American	2.78%	1.87%	1.19%	18	13	9
Asian	38.02%	38.71%	36.68%	246	269	278
Filipino	4.64%	4.03%	3.83%	30	28	29
Hispanic/Latino	32.30%	35.11%	38.39%	209	244	291
Pacific Islander	0.77%	0.72%	0.26%	5	5	2
White	13.76%	12.52%	12.53%	89	87	95
Multiple/No Response	6.49%	6.62%	6.73%	42	46	51
Total Enrollment				647	695	758

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Transitional Kindergarten	21	20	57
Kindergarten	132	136	113
Grade 1	108	117	117
Grade 2	108	115	119
Grade 3	107	119	117
Grade 4	101	115	118
Grade 5	91	93	117
Total Enrollment	647	695	758

Conclusions based on this data:

1. The enrollment at Ellis Elementary has increased over the last two years from 647 students to 758 students.
2. The Hispanic/Latino enrollment student group is now the largest student group with 290 students, increasing 6%. This can be attributed to an increase of students arriving to the US predominantly from Colombia and other South American countries.

3. While the enrollment of most student groups have remained relatively stable, the Hispanic student group has increased 6% over the last two years.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	246	273	300	38%	38.0%	39.6%
Fluent English Proficient (FEP)	78	79	82	12%	11%	10%
Reclassified Fluent English Proficient (RFEP)	53	55	48	8%	7.8%	6%

Conclusions based on this data:

1. The number of English Learners enrolled at Ellis Elementary School has been relatively consistent over the past two years.
2. The number of Initially Fluent English Proficient students enrolled at Ellis Elementary School has decreased by 2% over the last two years.
3. Reclassification rates are a challenging measurement to demonstrate English Learner progress since reclassification changes the total number of English Learners. Different measures are used for tracking overall English Learner progress in Goal #4.

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 Scores			% of Enrolled 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
Grade 3	108	113	120	0	108	115	0	108	115	0.0	95.6	95.8
Grade 4	101	98	119	0	97	112	0	97	112	0.0	99.0	94.1
Grade 5	91	88	95	0	84	90	0	84	90	0.0	95.5	94.7
All Grades	300	299	334	0	289	317	0	289	317	0.0	96.7	94.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2457.	2448.		42.59	36.52		23.15	22.61		15.74	18.26		18.52	22.61
Grade 4		2465.	2485.		31.96	36.61		18.56	27.68		15.46	12.50		34.02	23.21
Grade 5		2526.	2499.		29.76	27.78		30.95	25.56		17.86	16.67		21.43	30.00
All Grades	N/A	N/A	N/A		35.29	34.07		23.88	25.24		16.26	15.77		24.57	24.92

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		25.93	23.48		60.19	57.39		13.89	19.13
Grade 4		26.80	23.21		48.45	61.61		24.74	15.18
Grade 5		26.19	18.89		58.33	60.00		15.48	21.11
All Grades		26.30	22.08		55.71	59.62		17.99	18.30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		32.41	27.83		51.85	52.17		15.74	20.00
Grade 4		26.80	28.57		42.27	51.79		30.93	19.64
Grade 5		29.76	30.00		53.57	45.56		16.67	24.44
All Grades		29.76	28.71		49.13	50.16		21.11	21.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		13.89	13.91		75.93	72.17		10.19	13.91
Grade 4		14.43	10.71		69.07	71.43		16.49	17.86
Grade 5		15.48	16.67		71.43	58.89		13.10	24.44
All Grades		14.53	13.56		72.32	68.14		13.15	18.30

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		27.78	29.57		56.48	52.17		15.74	18.26
Grade 4		25.77	20.54		50.52	69.64		23.71	9.82
Grade 5		22.62	18.89		59.52	60.00		17.86	21.11
All Grades		25.61	23.34		55.36	60.57		19.03	16.09

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Students show strength in Listening and Research/Inquiry, which is supported by the Units of Study in Reading and Writing curriculum.
2. The writing subtest has the lowest proficiency rates of the four subtests. Ellis will adopt the Units of Study in Writing in grades K-5 to address this need.
3. 5th grade students were the lowest performing cohort in overall achievement in the 22-23 testing year. Data teams will closely monitor progress students performing below the 30th percentile to address some of these learning gaps.

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 Scores			% of Enrolled 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
Grade 3	108	113	120	0	113	119	0	113	119	0.0	100.0	99.2
Grade 4	101	98	119	0	98	118	0	98	118	0.0	100.0	99.2
Grade 5	91	88	95	0	87	95	0	87	95	0.0	98.9	100.0
All Grades	300	299	334	0	298	332	0	298	332	0.0	99.7	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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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		2433.	2442.		24.78	28.57		28.32	26.05		21.24	21.85		25.66	23.53
Grade 4		2466.	2483.		26.53	27.97		18.37	24.58		22.45	26.27		32.65	21.19
Grade 5		2488.	2471.		17.24	21.05		11.49	10.53		31.03	21.05		40.23	47.37
All Grades	N/A	N/A	N/A		23.15	26.20		20.13	21.08		24.50	23.19		32.21	29.52

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		27.43	32.77		46.90	40.34		25.66	26.89
Grade 4		31.63	27.12		36.73	49.15		31.63	23.73
Grade 5		13.79	15.79		45.98	35.79		40.23	48.42
All Grades		24.83	25.90		43.29	42.17		31.88	31.93

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		29.20	34.45		43.36	42.02		27.43	23.53
Grade 4		24.49	27.97		36.73	44.92		38.78	27.12
Grade 5		16.09	22.11		56.32	38.95		27.59	38.95
All Grades		23.83	28.61		44.97	42.17		31.21	29.22

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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		31.86	27.73		52.21	61.34		15.93	10.92
Grade 4		24.49	29.66		43.88	50.85		31.63	19.49
Grade 5		18.39	14.74		50.57	53.68		31.03	31.58
All Grades		25.50	24.70		48.99	55.42		25.50	19.88

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Ellis students' strongest subtests were Communicating Reason and Problem Solving.
2. Ellis students' lowest subtest was Concepts and Procedures.
3. All students have shown growth in academic achievement in mathematics from 21-22 to 22-23.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1448.9	1431.2	1411.2	1453.0	1431.7	1416.3	1439.3	1430.0	1399.0	66	61	66
1	1486.4	1444.3	1415.6	1492.4	1450.1	1416.5	1480.0	1437.9	1414.1	71	42	52
2	1513.3	1474.9	1452.0	1512.2	1473.3	1443.0	1513.9	1476.1	1460.4	37	49	47
3	1479.4	1489.3	1491.9	1483.4	1493.8	1494.0	1474.8	1484.4	1489.4	49	34	54
4	1524.4	1501.6	1502.8	1529.0	1508.7	1505.4	1519.3	1494.0	1499.7	38	39	35
5	1545.8	1527.7	1508.4	1551.3	1525.5	1508.5	1540.0	1529.5	1507.9	33	29	39
All Grades										294	254	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.79	22.95	13.64	28.79	37.70	31.82	27.27	24.59	28.79	15.15	14.75	25.76	66	61	66
1	23.94	14.29	7.69	47.89	28.57	25.00	21.13	28.57	28.85	7.04	28.57	38.46	71	42	52
2	32.43	14.29	6.38	40.54	57.14	38.30	27.03	12.24	23.40	0.00	16.33	31.91	37	49	47
3	16.33	23.53	20.37	28.57	32.35	40.74	30.61	26.47	20.37	24.49	17.65	18.52	49	34	54
4	31.58	12.82	25.71	42.11	43.59	20.00	15.79	25.64	34.29	10.53	17.95	20.00	38	39	35
5	36.36	24.14	28.21	39.39	31.03	17.95	12.12	37.93	28.21	12.12	6.90	25.64	33	29	39
All Grades	27.21	18.50	16.04	37.76	39.37	30.03	23.13	24.80	26.96	11.90	17.32	26.96	294	254	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	27.27	26.23	19.70	34.85	37.70	31.82	27.27	22.95	25.76	10.61	13.11	22.73	66	61	66
1	49.30	26.19	13.46	25.35	26.19	23.08	18.31	35.71	32.69	7.04	11.90	30.77	71	42	52
2	51.35	26.53	10.64	35.14	44.90	40.43	8.11	18.37	21.28	5.41	10.20	27.66	37	49	47
3	28.57	38.24	48.15	38.78	32.35	27.78	16.33	17.65	3.70	16.33	11.76	20.37	49	34	54
4	52.63	41.03	42.86	39.47	35.90	31.43	2.63	12.82	5.71	5.26	10.26	20.00	38	39	35
5	54.55	44.83	33.33	30.30	41.38	38.46	0.00	3.45	12.82	15.15	10.34	15.38	33	29	39
All Grades	42.18	32.28	26.96	33.33	36.61	31.74	14.63	19.69	18.09	9.86	11.42	23.21	294	254	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	28.79	16.39	10.61	25.76	27.87	27.27	28.79	37.70	27.27	16.67	18.03	34.85	66	61	66
1	12.68	19.05	5.77	56.34	21.43	13.46	18.31	7.14	32.69	12.68	52.38	48.08	71	42	52
2	18.92	4.08	4.26	54.05	67.35	31.91	16.22	6.12	27.66	10.81	22.45	36.17	37	49	47
3	8.16	2.94	9.26	16.33	38.24	29.63	42.86	23.53	29.63	32.65	35.29	31.48	49	34	54
4	7.89	2.56	14.29	39.47	17.95	22.86	31.58	46.15	22.86	21.05	33.33	40.00	38	39	35
5	21.21	3.45	5.13	15.15	27.59	20.51	45.45	62.07	35.90	18.18	6.90	38.46	33	29	39
All Grades	16.67	9.06	8.19	35.71	34.25	24.57	29.25	28.74	29.35	18.37	27.95	37.88	294	254	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	37.88	29.51	13.64	50.00	57.38	62.12	12.12	13.11	24.24	66	61	66
1	52.11	42.86	21.15	43.66	50.00	50.00	4.23	7.14	28.85	71	42	52
2	40.54	26.53	12.77	54.05	63.27	72.34	5.41	10.20	14.89	37	49	47
3	22.45	35.29	35.19	59.18	50.00	48.15	18.37	14.71	16.67	49	34	54
4	42.11	46.15	34.29	47.37	41.03	45.71	10.53	12.82	20.00	38	39	35
5	36.36	24.14	28.21	51.52	65.52	48.72	12.12	10.34	23.08	33	29	39
All Grades	39.46	33.86	23.21	50.34	54.72	55.29	10.20	11.42	21.50	294	254	293

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.73	18.03	18.46	56.06	65.57	56.92	21.21	16.39	24.62	66	61	65
1	39.44	14.29	15.38	54.93	64.29	53.85	5.63	21.43	30.77	71	42	52
2	48.65	26.53	27.66	45.95	61.22	42.55	5.41	12.24	29.79	37	49	47
3	44.90	58.82	55.56	38.78	26.47	25.93	16.33	14.71	18.52	49	34	54
4	73.68	33.33	45.71	21.05	56.41	34.29	5.26	10.26	20.00	38	39	35
5	78.79	72.41	60.53	12.12	17.24	23.68	9.09	10.34	15.79	33	29	38
All Grades	46.60	33.07	35.05	42.18	52.36	41.24	11.22	14.57	23.71	294	254	291

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	15.15	19.67	12.31	68.18	59.02	58.46	16.67	21.31	29.23	66	61	65
1	36.62	30.95	11.54	50.70	21.43	32.69	12.68	47.62	55.77	71	42	52
2	37.84	18.37	14.89	51.35	59.18	51.06	10.81	22.45	34.04	37	49	47
3	8.16	2.94	7.41	48.98	55.88	55.56	42.86	41.18	37.04	49	34	54
4	15.79	0.00	11.76	60.53	64.10	47.06	23.68	35.90	41.18	38	39	34
5	21.21	13.79	7.89	57.58	72.41	47.37	21.21	13.79	44.74	33	29	38
All Grades	22.79	15.35	11.03	56.46	54.72	49.31	20.75	29.92	39.66	294	254	290

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	48.48	44.26	40.91	28.79	36.07	25.76	22.73	19.67	33.33	66	61	66
1	14.08	4.76	3.85	71.83	57.14	51.92	14.08	38.10	44.23	71	42	52
2	32.43	30.61	14.89	54.05	46.94	55.32	13.51	22.45	29.79	37	49	47
3	10.20	14.71	14.81	55.10	61.76	61.11	34.69	23.53	24.07	49	34	54
4	21.05	5.13	22.86	65.79	64.10	42.86	13.16	30.77	34.29	38	39	35
5	18.18	20.69	13.89	66.67	68.97	50.00	15.15	10.34	36.11	33	29	36
All Grades	24.83	22.44	19.66	55.78	53.15	46.90	19.39	24.41	33.45	294	254	290

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students scoring Beginning increased across all domains from 20-21 to 22-23, which is reflective of the significant increase of Newcomers to Ellis.
2. Ellis English Learners performed better in Listening and Speaking than Reading and Writing.
3. The percentage of students scoring Well Developed on the Reading and Writing domains decreased from 20-21 to 22-23, which is reflective of the significant increase of Newcomers to Ellis.

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
695	32.2	39.3	
Total Number of Students enrolled in Ellis 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	273	39.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	224	32.2
Students with Disabilities	54	7.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.9
American Indian	3	0.4
Asian	269	38.7
Filipino	28	4
Hispanic	244	35.1
Two or More Races	46	6.6
Pacific Islander	5	0.7
White	87	12.5

Conclusions based on this data:

1. Asian students are the largest student ethnic group.
2. The socioeconomically disadvantaged student group has been increasing.
3. English Learners are the largest student group.

School and Student Performance Data

Overall Performance






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

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

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Based on these data, Ellis Elementary School needs to identify and address the contributing factors that have led to a red indicator for Chronic Absenteeism.
2. English Learner progress has remained in the green indicator, indicating that English Learners are showing at least one ELPI level of growth.

3. English Language Arts and Mathematics has remained in the green indicator, indicating the all students are maintaining progress in these academic areas.

School and Student Performance Data

Academic Performance English Language Arts

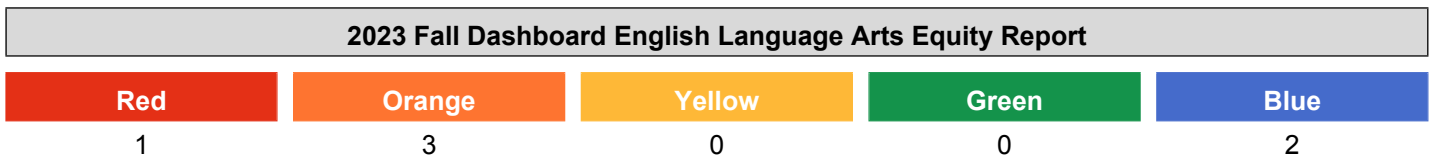
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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






This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>10.8 points above standard</p> <p>Maintained -2.8 points</p> <p>305 Students</p>	<p>English Learners</p>  <p>Orange</p> <p>13.1 points below standard</p> <p>Decreased -10.2 points</p> <p>166 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>39.5 points below standard</p> <p>Decreased -14.2 points</p> <p>125 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>99.1 points below standard</p> <p>Decreased -12.6 points</p> <p>39 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Blue 67.4 points above standard Maintained +1.2 points 100 Students	29.2 points below standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 51.6 points below standard Decreased -10 points 119 Students	57.5 points above standard Increased +8.3 points 19 Students	Less than 11 Students 3 Students	 Blue 54.7 points above standard Increased +14.6 points 45 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
90.9 points below standard Maintained -2.6 points 76 Students	52.6 points above standard Decreased Significantly -15.6 points 90 Students	17.6 points above standard Maintained -0.8 points 97 Students

Conclusions based on this data:

- English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities sub groups are performing below the all student groups.
- Asian and White students are performing at a higher level than the overall student groups.
- English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities sub groups demonstrated a decrease in academic performance in ELA.

School and Student Performance Data

Academic Performance Mathematics

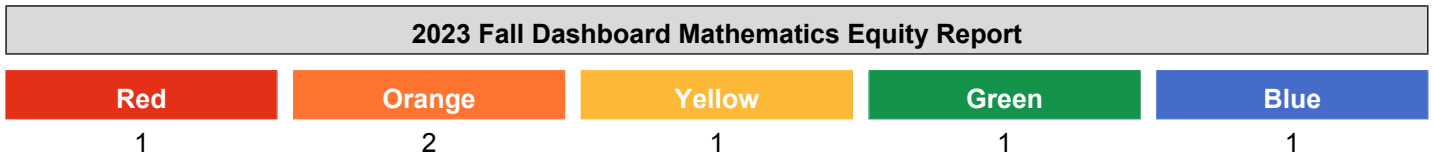
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 10.2 points below standard Increased +4.8 points 304 Students	English Learners  Orange 33.9 points below standard Maintained -0.7 points 165 Students	Foster Youth Less than 11 Students 1 Student
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Yellow 58.1 points below standard Increased Significantly +17 points 125 Students	Students with Disabilities  Red 112.5 points below standard Decreased Significantly -29.6 points 39 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 5 Students	Less than 11 Students 1 Student	 Blue 57.1 points above standard Increased +11.7 points 99 Students	26.2 points below standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 81.6 points below standard Maintained -0.1 points 119 Students	50 points above standard Increased Significantly +20 points 19 Students	Less than 11 Students 3 Students	 Green 20.5 points above standard Increased +10.8 points 45 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
94 points below standard Increased +3.7 points 76 Students	17.4 points above standard Decreased -3.1 points 89 Students	2.6 points below standard Increased +4.6 points 97 Students

Conclusions based on this data:

1. English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities sub groups are performing below the all student groups.
2. Students with Disabilities have decreased their points from standard.
3. Socioeconomically Disadvantaged students demonstrated an increase in their academic performance in math.

School and Student Performance Data

Academic Performance English Learner Progress

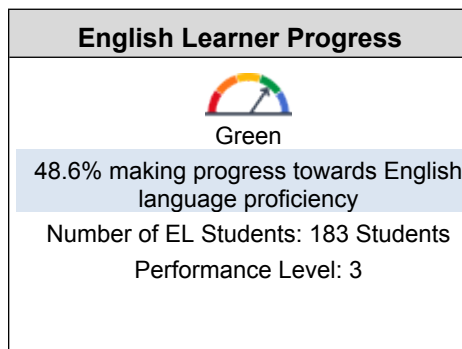
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

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
32	62	0	89

Conclusions based on this data:

1. English Learners are making consistent progress towards English Proficiency.
2. The majority of English Learners maintained ELPI levels.
3. 32 students decreased one ELPI level, this year two teachers will pilot an ELD curriculum to increase language proficiency levels of English Learners.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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







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 Red 24.2% Chronically Absent Increased Significantly 10 748 Students	English Learners Red 27.1% Chronically Absent Increased Significantly 13.1 310 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Red 25.1% Chronically Absent Increased Significantly 6.5 279 Students	Students with Disabilities Red 28.2% Chronically Absent Increased 11.5 78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>35.7% Chronically Absent</p> <p>Increased 25.2</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Red</p> <p>24.6% Chronically Absent</p> <p>Increased Significantly 11.5</p> <p>284 Students</p>	<p>14.3% Chronically Absent</p> <p>Declined -5.1</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Red</p> <p>30.3% Chronically Absent</p> <p>Increased Significantly 13.4</p> <p>274 Students</p>	<p></p> <p>Yellow</p> <p>10.6% Chronically Absent</p> <p>Declined -3.9</p> <p>47 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p></p> <p>Orange</p> <p>14.1% Chronically Absent</p> <p>Increased 6.6</p> <p>92 Students</p>

Conclusions based on this data:

1. All student groups had an increase of Chronic Absenteeism.
2. English Learners and Hispanic student have the largest increase in Chronic Absenteeism (an increase of 13.1% for English Learners and 13.4% for Hispanic Students).
3. Other groups saw significant increases (including students from Socioeconomically Disadvantaged homes and Asian Students).

School and Student Performance Data

Conditions & Climate Suspension Rate

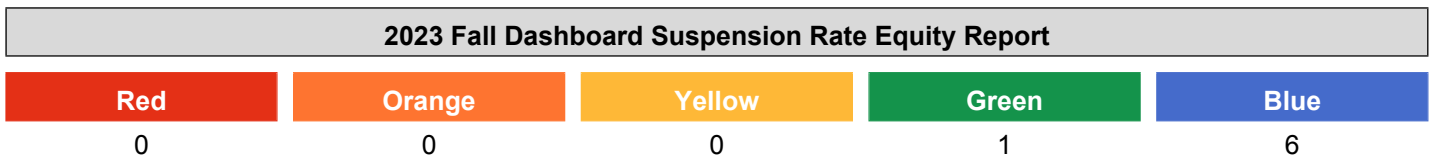
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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





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







This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Blue 0.3% suspended at least one day Maintained 0 769 Students	English Learners  Blue 0% suspended at least one day Declined -0.7 318 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Blue 0.4% suspended at least one day Maintained -0.1 285 Students	Students with Disabilities  Blue 0% suspended at least one day Declined -1.7 78 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -5.3</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p align="center"> Green</p> <p>0.3% suspended at least one day</p> <p>Increased 0.3</p> <p>296 Students</p>	<p>3.6% suspended at least one day</p> <p>Increased 3.6</p> <p>28 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined -0.4</p> <p>280 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>48 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0</p> <p>94 Students</p>

Conclusions based on this data:

1. Ellis Elementary continued to maintain low suspension rates across all student subgroups.
2. Though low, Socioeconomically Disadvantaged students maintained a similar suspension rate to prior years (thus have room to improve).
3. Though a small one, there was a minor increase in suspension rates for Asian students in this data, worth monitoring.

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.

Mathematics

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade level, will make more than one year of growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Students achieve mastery of core content areas.

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.

Based on the California Dashboard, Hispanic students, English Learners and Students with Disabilities have proficiency rates that are significantly lower than our "All Students" group in Mathematics. Our local NWEA data showed gains that were greater than the state assessments. Our team will need to identify what differences exist between the local assessments and state assessments that could be contributing to this discrepancy. In addition, our teachers will benefit from continued support in developing English Language Development strategies and culturally responsive teaching strategies.

The percentage of 3rd- 5th grade students scoring proficient on the CAASPP Smarter Balanced Math Assessment is lower across all grade levels when compared with CAASPP Smarter Balanced Math Assessment, with an average of 49% of students proficient or higher. In addition, 22% of our English Learner students were proficient on the CAASPP Smarter Balanced Math Assessment. Scores for English Learners on the NWEA Growth Report were also significantly lower than those of their English speaking peers, further supporting the need for math professional development. Despite this, our Hispanic and English Learner students did show significant growth in their NWEA and CAASPP Smarter Balanced Math Assessment when compared to all students, making over 7% growth on CAASPP and 13% on NWEA. Since academic discourse is a way to further deepen one's content knowledge and explain mathematical thinking, teachers identified a need to focus on open-ended math tasks with a "low floor, high ceiling" that incorporate and encourage discourse with specific language functions identified for students. We will use Sunnyvale School District's Vision for Math to determine next steps with specific actions and strategies. Ellis has a history of student attrition which can attribute to achievement discrepancies.

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
NWEA Math Map Growth	The Fall Benchmark NWEA Math Map results for Kindergarten averaged 59% proficient in mathematics for all students.	We will increase Kindergarten NWEA Math results for all students to 64% on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth	2023- 2024 Trimester 2 NWEA Math Map Growth results for 1st- 5th grade averaged 54% proficient in mathematics for all students.	We will increase 1st-5th grade NWEA Math results for all students to 60% on the Winter Benchmark Assessment of the 2024-2025 school year.

NWEA Math Map Growth	The Fall Benchmark NWEA Math Map results for Kindergarten averaged 38 % proficient in mathematics for Hispanic students.	We will increase Kindergarten NWEA Math results for Hispanic students to 43% on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth	2023- 2024 Trimester 2 NWEA Math Map Growth results for 1st- 5th grade Hispanic Students averaged 24% proficient.	We will increase 1st-5th grade NWEA Math results for Hispanic students to 29%.
NWEA Math Map Growth	2023- 2024 Trimester 2 NWEA Math Map Growth results for 1st- 5th grade Students with Disabilities averaged 13% proficient.	We will increase 1st-5th NWEA Math results for all Students with Disabilities to 16% on the Winter Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 51.2% proficient in mathematics for all students.	We will increase 3rd-5th grade math proficiency for all students to 57% based on the Fall 2025 CAASPP results.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 23.6% proficient in mathematics for Hispanic students.	We will increase 3rd-5th grade math proficiency for Hispanic students to 29% based on the Fall 2025 CAASPP results.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 40% proficient in mathematics for Students with Disabilities.	We will increase 3rd-5th grade math proficiency for Students with Disabilities to 45% based on the Fall 2025 CAASPP results.

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	TK teachers, paraeducators, and administrators will implement the new TK program aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching and planning time.	All students	1500 LCAP Transition Kindergarten Materials
1.2	Teachers will implement the Illustrative Math K-5 curriculum as a core curriculum	All students	
1.3	K-5 teachers and administrators will engage in professional development, including coaching and planning time, on Illustrative Mathematics curriculum and best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	
1.4	The Instructional Coaches will support all teachers in a coaching cycle centered on implementation of the Illustrative Math curriculum and best practices for math instruction based on best pedagogical practices aligned with SSD's Vision for Math and best instructional practices to improve students' mathematical understanding and learning.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	
1.5	Administrators and the Instructional Coach will monitor implementation of culturally responsive	All students, with a focus on English Learners,	

	teaching and learning in math via frequent classroom visits and teacher feedback using the Ready for Rigor observation tool from Culturally Responsive Teaching and the Brain by Zaretta Hammond and the SSD Vision for Math.	Hispanic students and Students with Disabilities	
1.6	Staff Development Day and Teacher Learning Day (TLD) agendas will focus on the implementation of Illustrative Mathematics curriculum and best pedagogical practices aligned with the District's Vision for Math.	All students with a focus on English Learners, Hispanic students and Students with Disabilities	
1.7	Before/after school data informed math tutorials will be offered to specifically identified, non proficient, 2nd-5th grade students	3rd-5th grade students, with a focus on English Learners, Hispanic students and Students with Disabilities	5,000 Title I
1.8	K- 5 teachers will engage in math professional development in the form of coaching cycles (lesson planning, lesson study, curriculum mapping, co-teaching, and release time) led by the Instructional Coach focused on developing mathematical practices and strategies for all students.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	
1.9	Teachers will work collaboratively to achieve better results for the students they serve through regularly scheduled, data informed inquiry cycles. Teachers and administrators will analyze student data, develop specific instructional nexts steps and collaboratively plan lessons and assessments to address the needs of students. Grade level leads will plan and facilitate data team meetings with the support of administration and coaches.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	12,800 LCAP Level 2 stipend for 8 grade level leads
1.10	Teachers will consult with their data teams to identify strategies and resources to support the needs of their students. Progress will be monitored through local formative and benchmark assessments. When students are not making adequate progress, teachers can request consultation through the MTSS team, who can support with further recommendations.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	3200 LCAP Level 2 stipend for 2 site MTSS leads
1.11	Para educators will push into every classroom, K-5, for 30 minutes, twice per week to provide opportunities for teachers to pull small groups for intervention support.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	
1.12	Teachers will be provided with two release days annually to collaboratively plan instructional units, analyze student work and provide professional development in the area of mathematics.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	14000 LCAP
1.13	Ellis will provide consumable materials to enhance the learning of all students in the area of mathematics. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools etc.	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	35,000 Unrestricted
1.14	Summer School will be offered to students to continue to engage them in learning over the summer and minimize summer learning loss	All students, with a focus on English Learners, Hispanic students and Students with Disabilities	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

During the 2023-2024 school year, we introduced the Illustrative Math curriculum site wide. Our Kinder, 4th and 5th grade teachers began implementation two years prior. To support teachers in their implementation, frequent professional development opportunities were provided to support the curriculum adoption and coaching was provided to all teachers to support implementation. All teachers continued engaging in data teams through 'progress talks' to analyze student progress and determine instructional next steps.

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

As a school, there was an intention to develop strong data teams focused on analyzing student progress to improve outcomes. However, a need for stronger guidance on how to effectively run data team meetings was needed. Teachers reported too much time out of class with minimal results.

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

For the 2024-2025 school year, progress talks have been restructured into focused data teams with dedicated times to meet 2-3 times per month. There will be a clear roll out of data teams, with structured support and guidance. The site instructional leadership team (administrators and coaches) will support grade level data team meeting facilitation until grade level leads are equipped to effectively facilitate data team meetings on their own. We are also increasing the budgeted amount for teacher planning, with a focus on grade level alignment to ensure all students are accessing content equitably.

The Kindergarten NWEA Math Map Assessment is a new assessment for Kindergarten classrooms in Sunnyvale and at Ellis for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrations.

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 Language Arts

Students will make at least one year growth if they are currently at or above grade level. Students who are not yet at grade-level will make more than one-year of growth.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4: Students achieve mastery of core content areas.

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.

Based on the California Dashboard, English Learners, Socioeconomically Disadvantaged, Hispanic and Student with Disabilities have proficiency rates that are significantly lower than out "All Students" group in English Language Arts.

Ellis did not make the CAASPP goal for 2024. The percentage of 3rd- 5th grade students scoring proficient or higher on the CAASPP Smarter Balanced ELA Assessment was 58%. This is a relatively similar overall proficiency as the 2023 CAASPP Smarter Balanced ELA Assessment. Our ELA scores for English Learners decreased significantly, despite efforts with instructional coaching, a full-time Outreach Assistant and Bilingual Para educator. Ellis continued to receive a high number of Newcomers, which may have contributed to a decline in EL scores in this subgroup. Hispanic students had a very small increase in NWEA scores, they were the only subgroup to show growth in NWEA or CAASPP.

Ellis will continue focusing on developing a deeper understanding of instructional and intervention best practices across all grade levels, with English Learnings, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities as the target group. Focus areas include phonemic awareness, phonics and foundational skills, and small group instruction. Ellis teachers TK-2nd grade will adopt Really Great Reading this year in order to support these focus areas. We will use the Sunnyvale School District's Vision for Literacy document to determine next steps with specific actions and strategies.

Ellis has a history of student attrition which can attribute to achievement discrepancies. In the 2023-2024 school year, 47 students left Ellis by the end of Trimester 2 and 110 more students enrolled by the end of Trimester 2.

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
NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA Reading Map Growth results for third to fifth grade students averaged 47% proficient in reading for all students	We will increase third to fifth grade NWEA MAP Growth Reading results for all students to 55% proficient on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA Reading Map Growth results for third to fifth grade students averaged 23% proficient in reading for Hispanic students	We will increase third to fifth grade NWEA MAP Growth Reading results for Hispanic students to 28% proficient on the Winter Benchmark Assessment of the 2024-2025 school year.

NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA Reading Map Growth results for third to fifth grade students averaged 30% proficient in reading for Socioeconomically Disadvantaged students.	We will increase third to fifth grade NWEA MAP Growth Reading results for Socioeconomically Disadvantaged students to 35% proficient on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA Reading Map Growth results for third to fifth grade students averaged 16% proficient in reading for Students with Disabilities.	We will increase third to fifth grade NWEA MAP Growth Reading results for Students with Disabilities to ___% proficient on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Map Reading Fluency	0% of Kindergarten students placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	50% of Kindergarten students will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
NWEA Map Reading Fluency	14% of first grade students placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	60% of first grade students will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
NWEA Map Reading Fluency	42% of second grade students placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	75% of second grade students will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
NWEA Map Reading Fluency	4% of Hispanic students in Kindergarten through second grade placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	60% of Hispanic students in Kindergarten through second grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
NWEA Map Reading Fluency	13% of socioeconomically disadvantaged students in Kindergarten through second grade placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	50% of socioeconomically disadvantaged students in Kindergarten through second grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
NWEA Map Reading Fluency	12% of Students with Disabilities in Kindergarten through second grade placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	40% of Students with Disabilities in Kindergarten through second grade will place in the Oral Reading component during the Winter 2024 administration of the NWEA Oral Reading Fluency Assessment.
CAASPP Smarter Balanced ELA Assessment	Preliminary Fall 20204 CAASPP ELA results for all third - fifth grade students averaged 58% proficient for all students.	We will increase third - fifth grade CAASPP ELA results for all students to 61% proficient or higher on the Fall 2025 Assessment.
CAASPP Smarter Balanced ELA Assessment	Preliminary Fall 20204 CAASPP ELA results for all third - fifth grade students averaged 33% proficient for Hispanic students.	We will increase third - fifth grade CAASPP ELA results for all students to 36% proficient or higher on the Fall 2025 Assessment.
CAASPP Smarter Balanced ELA Assessment	Preliminary Fall 20204 CAASPP ELA results for all third - fifth grade students averaged 21% proficient for English Learner students.	We will increase third - fifth grade CAASPP ELA results for English Learner students to 24% proficient or higher on the Fall 2025 Assessment.

CAASPP Smarter Balanced ELA Assessment	Preliminary Fall 20204 CAASPP ELA results for all third - fifth grade students averaged 30% proficient for Socioeconomically Disadvantaged students.	We will increase third - fifth grade CAASPP ELA results for English Learner students to 33% proficient or higher on the Fall 2025 Assessment.
CAASPP Smarter Balanced ELA Assessment	Preliminary Fall 20204 CAASPP ELA results for all third - fifth grade students averaged 16% proficient for Students with Disabilities.	We will increase third - fifth grade CAASPP ELA results for Students with Disabilities to 21% proficient or higher on the Fall 2025 Assessment.

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
2.1	TK teachers, paraeducators, and administrators will implement the new TK program aligned with the California Department of Education's (CDE's) Universal Pre-K (UPK) model. Ongoing professional development will be provided, which will include coaching and planning time.	All students	
2.2	Teachers will utilize appropriate resources and instructional strategies to provide literacy instruction that is targeted to students' assessed learning needs and aligned to the California Common Core Standards. TK through Second grade teachers will utilize the Really Great Ready curriculum to provide foundational phonics instruction. Kindergarten through fifth grade teachers will utilize the Units of Study in Reading and Writing curriculum and all components to support reading, writing and comprehension. For students in third to fifth grade who need phonics instruction, teachers will use UFLI instructional materials and age appropriate decodables to meet their instructional needs.	All students	2500 LCAP RGR support materials
2.3	The Instructional Coaches will support all students in a coaching cycle centered on the implementation of Really Great Reading, Reading and Writing Units of Study and UFLI curriculums and best practices for language arts instruction based on best pedagogical practices aligned with SSD's Vision for Language Arts.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.4	Teachers will work collaboratively to achieve better results for the students they serve through regularly scheduled, data informed inquiry cycles. Teachers and administrators will analyze student data, develop specific instructional next steps and collaboratively plan lessons and assessments to address the needs of students. Grade level leads will plan and facilitate data team meetings with the support of administration and coaches.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.5	Teachers will consult with their data teams to identify strategies and resources to support the needs of their students. Progress will be monitored through local formative and benchmark assessments. When students are not making	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and	

	adequate progress, teachers can request consultation through the MTSS team, who can support with further recommendations.	Students with Disabilities.	
2.6	The school will implement grade level Intervention blocks for teachers to provide daily intervention to identified students. Para educators will push into every classroom, K-5, for 30 minutes, twice per week to provide opportunities for teachers to pull small groups for intervention support.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.7	Teachers will be provided with two release days annually to collaboratively plan instructional units, analyze student work, and receive professional development in the area of language arts.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	14,000 LCAP Substitute teachers for collaborative planning and professional development
2.8	K-5th grades will implement new Units of Study in Writing. In turn the grade level leads will collaborate with the instructional coaches and the grade level team to implement the Units.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.9	K-5 teachers will receive continued training on components of Reading and Writing Workshop through coaching cycles with the site Instructional Coaches.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.10	K-5 teachers and administrators will engage in professional development to support the implementation of the core curriculum and best pedagogical practices aligned with SSD's Vision for Literacy to improve students' literacy skills. Some of the areas planned for this year are phonics instruction, decodable texts and small group instruction.	All students, with a lens on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	
2.11	Ellis will purchase books to significantly increase the amount of Spanish texts available to Spanish speaking ELs	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	3000 Title I
2.12	Replace and update books within the library to reflect diversity, promote high engagement, and highlight culturally relevant reading material for students.	All students	15000 LCAP
2.13	Teachers will be provided with two release days annually to collaboratively analyze student work, plan Intervention small groups, and determine next steps.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	14,000 LCAP Substitute teachers for collaborative planning and professional development

2.14	Before/after school data informed reading tutorials will be offered to specifically identified, non proficient, K-5th grade students	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	7500 Title I
2.15	Provide access to supplemental reading materials to support individualized learning needs of students. Some examples may include: RAZ-Kids, Decodables, Scholastic etc.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	5000 LCAP
2.16	Ellis will provide consumable materials to enhance the learning of all students in the area of English Language Arts. This will include learning essentials for students to use to complete and organize their work. This includes, but is not limited to: paper, folders, writing tools etc.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	35000 Unrestricted
2.17	Ellis will provide organizational materials to special education classrooms to enhance the learning of students in the area of English Language Arts. This will include items such as furniture and other materials that will allow teachers to organize materials to provide small group instruction and targeted supports.	All students, with a focus on English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities.	2000 LCAP

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Ellis K-2 teachers continued using the Units of Study in Reading, Writing and Phonics and monitored student progress using CORE Phonics. They also used the Jump Rope Readers decodable texts. 3rd-5th grade teachers were trained to use the UFLI curriculum and participated in coaching cycles to become more familiar with the program. We provided ten days of release time dedicated to small group instruction supported by Teachers College Staff Developers. 3rd-5th teachers learned a specific strategy called "Rally, Try, Try" in which they taught students specific reading strategies to improve their comprehension skills. Teachers were pushed to learn the strategies and then implement immediately with feedback and coaching. K-2nd grade teachers focused their small group professional development on phonics skills based on the needs from their CORE Phonics assessment results. As a result, teachers felt equipped to implement small group instruction in their classrooms, but it was not done regularly by all.

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

As mentioned in Goal 1, our Data Teams needed more consistent structure and strong facilitation to launch effectively.

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.

We did not see the desired growth in our CORE Phonics data, so TK-2nd grade teachers will adopt Really Great Reading to support phonics instruction. We will continue using decodable texts to support student learning of Phonics. As mentioned in Goal 1, our Data Teams will be redesigned to provide more consistency and modeling of how a data team should be facilitated.

Based on assessment results, Ellis will move from a pull out intervention model to a push in model. In this model, push in paraeducators and coaches will provide support for students who are approaching or on grade level in order to provide the teacher with additional time to provide targeted instruction for students below grade level needing intervention. We will build on the skills teachers learned last year through our partnership with Teachers College. After a five year partnership, we have decided not to move forward with our Teachers College partnership. Our teachers are now capable of provided small group instruction because of the previous years professional development and our coaches are capable of supporting in this area.

The NWEA Map Reading Fluency assessment is a new assessment for K-2 classrooms in Sunnyvale and at Ellis for the 2024-2025 school year. We will be using this year's data collection to set a baseline and determine goals for future administrators.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

Social-Emotional Learning and Student Engagement

Every student will experience a sense of belonging, trusting relationships with teachers and staff, and access to timely supports. Every student will be an active partner in their learning process, share ownership for achieving their learning goals, and contribute meaningfully in their school and community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 1: Students Experience Inclusive and Nurturing Environments
- Goal 3: Students demonstrate responsibility for learning.

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.

59% of students indicated they felt a sense of belonging at school. This leaves a large number of students who do not feel a high sense of belonging at school and identifies a need for social emotional learning at supports at Ellis. Additionally, Ellis has had an increase in students immigrating to the area who have experienced trauma in their travels. This has been captured in the number of students who have cited feeling sad outside of school. We have identified the need for supports in the social emotional learning of our students and for outside resources for their families.

Ellis has a high rate of chronic absenteeism among all student groups, but it is particularly high for Hispanic, English Learners and Students with Disabilities.

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
Panorama Survey- Sense of Belonging	During the Spring Panorama survey, the percentage of students in grades three to five who responded favorably to the measure 'Sense of Belonging' was 59%.	The percentage of students in grades three to five who responded favorably to the measure 'Sense of Belonging' in the Spring of 2025 by 5%.
California Dashboard Chronic Absenteeism indicator	In 2023, 24% of students at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism to 19%.
California Dashboard Chronic Absenteeism indicator	In 2023, 27% of English Learner students at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism of English Learner students to 22%.
California Dashboard Chronic Absenteeism indicator	In 2023, 25% of Socioeconomically Disadvantaged students at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism of Socioeconomically Disadvantaged students to 20%.

California Dashboard Chronic Absenteeism indicator	In 2023, 28% of Students with Disabilities at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism of Students with Disabilities to 23%.
California Dashboard Chronic Absenteeism indicator	In 2023, 25% of Asian students at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism of Asian students to 20%.
California Dashboard Chronic Absenteeism indicator	In 2023, 30% of Hispanic students at Ellis were reported to have chronic absenteeism	In 2024, we will reduce the rate of chronic absenteeism of Hispanic students to 25%.

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
3.1	We will utilize Positive Behavior Intervention and Supports (PBIS) school wide with a focus on restorative practices. School-Wide Information Systems (SWIS) data system will be used to track and analyze behavior and to develop appropriate interventions. Ellis staff will consistently reinforce positive behavior in all spaces on campus. In addition, our PBIS team will meet monthly to analyze school behavior data, plan support, and review overall trends across campus. School expectations will be reset after each school /holiday break through school assemblies. This will include, but is not limited to, team meetings, assemblies, and incentives. They will also participate in ongoing training, and work with staff to implement clear behavior protocols, and resources for Social Emotional learning such as Calming Corners, Zones of Regulation, Responsive Classroom, and Second Step.	All students	2000 LCAP incentives, materials, books
3.2	Materials will be purchased for the School Social Worker to host a 'lunch bunch' where students who do not feel included can spend time at recess and lunch playing games, coloring, drawing and experience being in a supportive, safe and inclusive environment.	All students	500 LCAP
3.3	Playworks Coach will teach all students interactive games during class game time, provide supervision of Junior Coaches, and organize interactive games during morning and lunch recesses. This will include, but is not limited to updating equipment to teach new games to students during recess. In addition, teachers will access equipment to implement P.E. in K-3 classrooms.	All students	2650 LCAP \$50/classroom, \$1500 Playworks
3.4	Project Cornerstone will continue to provide in class lessons, read alouds, and activities to develop assets in students throughout the year.	All students	
3.5	Teachers and students will focus on monthly character traits, and students will receive recognition aligned with monthly traits during regular schoolwide award presentations.	All students	N/A

3.6	<p>The school attendance team (Assistant Principal, Administrative Assistant I, Social Worker and Teacher) will educate and support staff in using School Attendance Review Team (SART) process to identify and support students exhibiting at-risk attendance patterns, support parents, and connect with district level MTSS/SARB supports as needed.</p> <p>Student attendance and engagement will be monitored weekly. Administrators, social worker, and teachers will support students and families who struggle with attendance by developing and monitoring attendance plans. Students struggling with attendance will be recognized for reaching attendance goals and provided incentives for goals that are met.</p>	All students	<p>1000 LCAP</p> <p>incentives for students</p>
3.7	Ellis will offer an after school musical or music performance for students	All students with a focus on English Learners	<p>10,000 Music and Arts Grant</p> <p>Prop 28 AMS</p>
3.8	Continuing with the Tier model, Tier 1 MTSS team and Administrative Team will coordinate Academic, Behavioral, SEL, and Attendance Tier 1 in classroom supports. Tier 2 and Tier 3 Multi-Tiered Systems of Support Teams (MTSS) will continue to monitor student progress and coordinate interventions across the resources available at the site.	All students	
3.9	Ellis will provide professional development that focuses on restorative practices and behavior strategies across the campus to ensure an inclusive and nurturing environment, including: calming corners, Morning Meetings and Closing Circles.	All students	<p>2000 LCAP</p> <p>Resources for calming areas</p>
3.10	TK Teachers will hold Family DRDP conferences twice per year in order to share development growth, set goals and connect with families.	All TK students	<p>3000 LCAP</p> <p>Release days for teachers</p>
3.11	Childcare will be provided for families that need to attend meetings an/or parent only events.	All students with a focus on Socioeconomically Disadvantaged and English Learner students.	1500 Title I
3.12	Family events will be planned throughout the year to foster family engagement (Family reading nights, Math nights, STEAM nights)	All students	2500 Title I
3.13	The family community will complete a needs assessment at the beginning of the year so that the school community can target specific needs.	All students with a focus on Socioeconomically Disadvantaged and English Learner students.	
3.14	TK and Kindergarten students will attend a meet and greet before school begins to help them feel safe and less anxious on the first day of school. This will give families, including their students, time to meet administrators, support staff, other students and all 8 TK/Kindergarten teachers.	TK and Kindergarten students	3750 LCAP

3.15	Two teacher leaders will oversee Student Leadership to facilitate leadership opportunities across campus and to foster student voice	4th and 5th grade students	3000 LCAP Teacher stipends, materials for students
3.17	Students will provide input into a variety of school activities. (Ex: After-school clubs, Student Council, leadership rallies, student volunteers, etc.)	All students	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Despite efforts from the school attendance team, Ellis had a Chronic absenteeism rate of 24%. This is in part due to many of our families taking extended vacations to visit their home countries or renew visas. Teachers built safe and nurturing classroom communities that engaged students in learning and worked to build partnerships with families. The principal and school social worker did several home visits to students who were chronically absent.

The Ellis CARE (Care and Respect at Ellis) Team had a strong focus on positive behavior intervention and supports (PBIS). We launched new Ellis agreements that were more explicit around expected behaviors. The team provided teachers with slide decks at various times throughout the year to implement routines and refocus behaviors after breaks and holidays. Due to construction changes, routines and procedures were changed and shifted throughout the year, which provided some confusion for students. All students ate lunch outside for the year because of lack of a cafeteria space, which made for a chaotic environment that made it difficult to reinforce positive behaviors.

The hours of our School Outreach Assistant were increased to full time (8 hours per day) and she worked tirelessly to bring resources to parents, and reached out to our Hispanic English Learner families to engage them with the school. As a result, this subgroup had increased attendance at ELAC meetings and school activities. We also held our first Spanish only parenting class in many years called 'The Parent Project' where our families learned about US schools and how to partner with us. Twenty families graduated from this program.

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

Our attendance team intended to hold weekly attendance meetings, but due to staffing issues and leaves, they were not held regularly and some families did not have the contact made that was needed. This year, the new Assistant Principal will work to create a clear system for managing attendance meetings and work with the attendance team to support students and families. We will place greater emphasis on short term independent study and educate families about chronic absenteeism.

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

The Ellis Attendance team will meet regularly (at least every two weeks) to review attendance and reach out to families with the support of our Outreach Assistant. The team will also provide teachers with guidance and steps to help engage families in order to improve student attendance.

In this goal area, 'all students' are indicated in strategies supporting chronic absenteeism because this is an area where all students and subgroups are included.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

English Learners

English Learners will receive personalized academic and non-academic assistance necessary to grow at a pace that closes opportunity, language and achievement gaps.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

- Goal 2: Students receive equitable opportunities for growth
- Goal 4: Students achieve mastery of core content areas.

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 clear discrepancy in the performance of EL students compared to their EO peers. Additionally, Ellis has had an influx of Newcomers join the school who need support in learning English. Approximately 120 Newcomers joined the Ellis community in the 2023-2024 school year.

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
NWEA Map Reading Fluency	0% of English Learners in Kindergarten through second grade placed in the Oral Reading Fluency component during the Fall 2024 administration of the NWEA Map Reading Fluency Assessment.	25% of English Learners in Kindergarten through second grade students will place in the Oral Reading component during the Winter 2024 administration
NWEA Map Reading Growth	2023-2024 Trimester 2 NWEA Reading Map Growth results for third to fifth grade students averaged 10% proficient in reading for English Learners.	We will increase third to fifth grade NWEA MAP Growth Reading results for English Learners to 15% proficient on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth Assessment	The Fall Benchmark NWEA Math Map results for Kindergarten averaged 49% in mathematics for English Learner students.	We will increase Kindergarten English Learner NWEA Math results to 54% for all students on the Winter Benchmark Assessment of the 2024-2025 school year.
NWEA Math Map Growth Assessment	The Fall Benchmark NWEA Math Map results for 1st-5th grade averaged 27% in mathematics for English Learner students.	We will increase 1st-5th grade English Learner NWEA Math results to 32% for all students on the Winter Benchmark Assessment of the 2024-2025 school year.
CAASPP Smarter Balanced Math Assessment	The preliminary Fall 2024 CAASPP results averaged 20% proficient. in mathematics for English Learners.	We will increase 3rd-5th grade math proficiency to 25% for the English

		Learner student group based on Fall 2025 CAASPP results.
CAASPP Smarter Balanced ELA Assessment	The preliminary Fall 2024 CAASPP results averaged 21% proficient in ELA for English Learners.	We will increase 3rd-5th grade ELA proficiency to 26% for the English Learner student group based on Fall 2025 CAASPP results.
English Learner Progress Indicator	The Fall 2023 English Learner Progress Indicator was 48.6% of students demonstrating at least one level of progress toward English Language Proficiency, according to the 2023 CA Dashboard	We will increase the percent of students demonstrating at least one level of progress toward English Language Proficiency by 3% based on the Fall 2024 ELPI.

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
4.1	We will administer the English Learner Proficiency Assessment of California (ELPAC) and use results as one piece of data for placement in ELD instruction for English Learners in kindergarten through fifth grade. These data will also be used in conjunction with local assessment data to determine eligibility for reclassification	All English Learners	2000 LCAP Supplies, extra work agreements for testers
4.2	Formative and summative assessment data will be used to monitor progress of English Learners, including Newcomers, those at risk of becoming Long Term English Learners (LTELs) and Reclassified Fluent English Proficient students (RFEP) through English Learner Progress Monitoring (ELPM.)	All English Learners	
4.3	Teachers will consistently plan, communicate, and implement learning and language goals focused on language function and application of listening, speaking, reading, and writing.	All English Learners	
4.4	Students will participate in learning excursions, enrichment opportunities, and/or assemblies that enrich English Language Development (ELD.) (Ex: Field Trips, Assemblies.)	All students, with a lens on EL Students	
4.5	Professional development and collaboration will be provided around Designated ELD (dELD) and Integrated ELD (iELD.) Ongoing coaching and implementation of best practices for multilingual learners via dELD and iELD will continue with a focus on classroom observations and feedback by the administrators. Follow up coaching cycles with the Instructional Coach will ensure implementation.	All EL Students	
4.6	Newcomer EL students will participate in Benchmark Hello, Lexia English curriculum, and receive small group support from the Bilingual Paraeducator in order to develop their English skills.	All EL students, with a focus on Newcomers	5000 LCAP
4.7	Ellis will provide additional support to students that are at risk of becoming long-term English Learners, through progress monitoring, professional	All EL Students	3000 LCAP

	<p>development and additional family education to help families understand how they can support their child at home.</p> <p>Ellis will conduct language review team meetings with a focus on reclassification and skill building for students.</p>		Release time for ELPM meetings
4.9	Bilingual para will support newcomer students directly with small group instruction using Benchmark Hello curriculum, focused on learning basic English skills.	All EL students, with a focus on newcomers	
4.10	New Teacher Project (NTP) Walkthroughs- Site leadership team including the Principal, AP, and Instructional Coach will partner with another school site's leadership team to focus on culturally responsive teaching practices in the classroom. Time will be spent calibrating, reflecting, and practicing coaching to support teachers and students growth and learning.	All students with a lens on ELs	
4.11	There will be a continued focus on representing diverse groups through diversity walls, cultural celebrations, and professional development around using culturally responsive texts in all TK-5th grade classrooms.	All students, with a lens on English Learners	500 LCAP
4.12	The School Outreach Assistant and Principal will facilitate an English Learner parent group. This group will consist of EL families that will help the administration gather information and understand how to meet the needs of our EL families.	All English Learners	2500 Title I
4.13	The School Outreach Assistant will plan and coordinate parenting classes to support family engagement and parenting skills of our Newcomer families.	All English Learners with a focus on Newcomers	1200 Title I Part A: Parent Involvement
4.14	Bilingual para will support English Learners with Extended Learning opportunities in English Language Development	English Learners, with a focus on Newcomers	
4.15	We will provide language intervention to support students who are not yet meeting grade level standards in mathematics and/or reading, with priority given to students who are socioeconomically disadvantaged or English Learners. Intervention will be provided through after school tutorials and/or small group instruction.	All English Learners	
4.16	We will offer after school learning opportunities through Kids Learning After School (KLAS) with priority given to students based on grant funding requirements.	All English Learners	

Annual Review

SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Parent engagement for our English Learner families has been a focus for Ellis since the end of the pandemic and through construction. This year our School Outreach Position increased from 4 hours per day to 8. This allowed us to increase our efforts to get families on campus to attend a variety of school events such as ELAC, PTA events, Back to School Night, Open House and parenting classes. Parents receive emails and personalized phone calls inviting them to events. Our Outreach Assistant also held a Newcomer parent support group where she met with families of students who were new to the country for open dialogue about what their needs were and how they can actively engage in the school.

Our teachers participated in the regular monitoring of English Learner Progress Monitoring meetings to discuss student progress and set goals. Instructional coaching was provided to all teachers to support designated and integrated English Language Development. We continued to support our Newcomers through Lexia English and small group instruction led by the Bilingual paraeducator.

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

No major differences were identified.

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.

Newcomer Curriculum and ELD Curriculum pilots will be new English Learner supports for this school year. We will be working to expand our after school offerings to provide enrichment opportunities for our English Learners.

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	\$65,430.15
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$215,600.00
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	\$22,000.00
Title I Part A: Parent Involvement	\$1,200.00

Subtotal of additional federal funds included for this school: **\$23,200.00**

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 (\$)
LCAP	\$112,400.00
Music and Arts Grant	\$10,000.00
Unrestricted	\$70,000.00

Subtotal of state or local funds included for this school: **\$192,400.00**

Total of federal, state, and/or local funds for this school: **\$215,600.00**

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
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
LCAP	112,400.00
Music and Arts Grant	10,000.00
Title I	22,000.00
Title I Part A: Parent Involvement	1,200.00
Unrestricted	70,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	90,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCAP	112,400.00
	Music and Arts Grant	10,000.00
	Title I	22,000.00
	Title I Part A: Parent Involvement	1,200.00
	Unrestricted	70,000.00

Expenditures by Goal

Goal Number	Total Expenditures
-------------	--------------------

Goal 1	71,500.00
Goal 2	98,000.00
Goal 3	31,900.00
Goal 4	14,200.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 4 Parent or Community Members

Name of Members	Role
Jaclyn Cerna	Classroom Teacher
Anthony Lin	Parent or Community Member
Geeta Gollakota	Parent or Community Member
Hemamalini Sundaresan	Parent or Community Member
Cristina Decali	Classroom Teacher
Stephanie Fischer	Principal
Laura Smith	Classroom Teacher
Vipin Viswan	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 19, 2024.

Attested:

	Principal, Stephanie Fischer on 9/26/2024
	SSC Chairperson, Anthony Lin on 9/26/2024

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