

School Year: 2023-24



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ferndale Elementary School	12753746007843	1/16/24	2/28/24

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

The purpose of this plan is to gather and analyze students data regarding attendance, ELA and Math Scores, and Discipline to improve the outcomes for all of our students.

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Single Plan for Student Achievement (SPSA) is a plan of action to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA. Ferndale Elementary School aligns itself with the district goals found in the Local Control Accountability Plan

(LCAP). At Ferndale Elementary, we utilize the Appetegy, school website, classroom and school newsletters, and personal contact to ensure that all families are informed and supported.

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# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Throughout the year, a variety of surveys and meetings are used to collect stakeholder input. These include a district LCAP survey, a site based survey for families and meetings with staff/families/community members. Input is also taken during leadership and staff meetings related to programs, student data, and budget decisions. As a result, Ferndale Elementary has adopted the following school goals, related actions, and expenditures to raise academic performance, and improve social-emotional outcomes for all students.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

This year all 20 certificated teachers were observed in their classroom and met with Mrs. Carmesin for a post-observation meeting. Regular, unannounced, informal observations are made throughout campus by site administration. In summary, these observations show a deep commitment on the part of Ferndale Elementary academic achievement, focused on early literacy development. The classrooms are warm and welcoming to all students. Positive, proactive behavioral support is on display and clear, high expectations of students are clearly posted in developmentally appropriate ways.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Ferndale Elementary uses NWEA, an assessment that measures growth and proficiency in TK-8th grade in Math and ELA.

These scores are utilized by staff to achieve the following:

1. Measure every student's achievement toward grade level expectations,
2. To inform classroom instruction to meet the needs of all students,
3. To inform our intervention staff and specialized academic instructors in providing research-based best practices and individualized support,
4. To inform families of their child's progress in meeting state standards.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet bi-weekly in grade-level teams to review the following agenda:

What Second Step Curriculum have you tried in your class and how is it going?

What are your thoughts and feedback on the Math Corners and/or Science curriculum you may be piloting?

How has data informed your instruction?

What is working well in your class? Where can you use additional support?

Teachers meet 3-4 times a year in grade level teams to review quantitative data for school-wide data days to evaluate the growth of students and outline their targeted instruction.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teaching staff at Ferndale Elementary meet the following highly qualified teaching requirements:

1. Possess a bachelor's degree
2. Hold a valid teaching credential or the appropriate waiver
3. Demonstrated core academic subject matter competence

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff are fully credentialed and appropriately assigned. Staff are provided regular opportunities to collaborate in grade level teams in the use of SBE-adopted instructional materials. Staff are provided access to Instructional Coaching at the district level in addition to regular professional learning opportunities at the site, district, county, state, and national level.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the California teaching standards and our local accountability performance measures. Staff are able to self select their instructional needs to create professional learning communities that are relevant to their passion.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Ferndale Elementary school has a part-time instructional coach and teaching assistants.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher's collaborate with their grade level. We have our school divided into three grade-levels, Tk-3rd/4th-6th/7th-8th, each grade level group has a grade-level chair who organizes their bi-weekly meetings and services as a coordinator for concerns.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Curriculum, instruction, and materials are aligned to California Content standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Ferndale Elementary school exceeds the required 54,000 minimum daily instructional minute requirement. Daily schedules are developed to align with recommended instructional minutes for ELA and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The FES grade-level team meets regularly with site administration to develop and revise the master schedule to ensure students have access to needed interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Standards-based instructional materials are available to 100% of FES students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All teachers utilize standards-aligned instructional materials, including intervention materials.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The following services are provided by the regular program to ensure underperforming students meet standards:

- \*Differentiation of Instruction
- \*Student Success Teams
- \*Classroom Instructional Aides
- \*Reading Intervention Services
- \*Friendship Groups, Short-term behavior support

Evidence-based educational practices to raise student achievement

The following Evidence-based educational practices to raise student achievement are in use at FES:

- \*Positive Behavioral Interventions and Supports
- \*NWEA reading assessment to guide RtI in early literacy
- \*100% Standards-Based, State adopted curriculum

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In addition to support mentioned above, FES is supported by the Ferndale Elementary School Parent Teacher Organization which both provides family/community generated funding and community building events.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

The FES School Site Council includes parents, teachers, classified staff, and administration in the planning, implementation, and evaluation of all ConApp programs.

## Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services funded by categorical funds to support underperforming students include:

- \*Maintaining appropriate class sizes
- \*Classroom Instructional Aide support
- \*Intervention programs utilizing research-based materials and assessments
- \*Social-Emotional educational materials and support



## Fiscal support (EPC)

Not applicable as no budget item exceeded 10% revision.

## Educational Partner Involvement

How, when, and with whom did the 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

FES sought input from staff during staff meetings and grade-level team meetings. The school sought input and decision-making from the School Site Council during the school year. Input from families was also gathered from parent input at parent club meetings, school board meetings, and through the LCAP surveys. This plan is updated to support the goals of FES.

## Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Through our stakeholder meetings the School Site Council has identified that our greatest area of need is increasing our math and ELA achievement scores.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	7.0%	5.60%	5.52%	21	19	19
African American	0.7%	0.59%	0.58%	2	2	2
Asian	%	0.29%	0%		1	0
Filipino	%	%	0.58%		0	2
Hispanic/Latino	22.3%	21.53%	20.64%	67	73	71
Pacific Islander	%	%	0%		0	0
White	67.7%	69.91%	70.64%	203	237	243
Multiple/No Response	2.0%	2.06%	2.03%	6	7	7
	<b>Total Enrollment</b>			300	339	344

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	37	43	38
Grade 1	33	37	40
Grade 2	29	36	32
Grade3	31	31	40
Grade 4	37	36	33
Grade 5	32	36	35
Grade 6	39	44	37
Grade 7	25	43	45
Grade 8	37	32	44
<b>Total Enrollment</b>	300	339	344

### Conclusions based on this data:

1. Ferndale Elementary school continues to see an increase in enrollment.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	25	23	23	8.3%	6.8%	6.7%
Fluent English Proficient (FEP)	25	24	23	8.3%	7.1%	6.7%
Reclassified Fluent English Proficient (RFEP)	5			20.0%		

### Conclusions based on this data:

1. FES will continue to assess and monitor students' English proficiency.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31	31	41	31	30	41	31	29	41	100.0	96.8	100.0
Grade 4	39	38	30	38	38	30	37	38	30	97.4	100.0	100.0
Grade 5	33	35	35	33	35	35	33	35	35	100.0	100.0	100.0
Grade 6	38	48	40	37	45	40	37	45	40	97.4	93.8	100.0
Grade 7	28	42	45	27	42	45	27	42	45	96.4	100.0	100.0
Grade 8	37	32	46	36	32	41	36	32	41	97.3	100.0	89.1
All Grades	206	226	237	202	222	232	201	221	232	98.1	98.2	97.9

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2404.	2432.	2432.	16.13	20.69	26.83	12.90	27.59	19.51	38.71	34.48	31.71	32.26	17.24	21.95
Grade 4	2445.	2422.	2464.	8.11	7.89	20.00	27.03	10.53	26.67	35.14	31.58	23.33	29.73	50.00	30.00
Grade 5	2481.	2463.	2468.	9.09	11.43	11.43	30.30	28.57	28.57	36.36	20.00	17.14	24.24	40.00	42.86
Grade 6	2506.	2544.	2534.	0.00	17.78	22.50	32.43	37.78	32.50	48.65	24.44	17.50	18.92	20.00	27.50
Grade 7	2552.	2559.	2548.	18.52	9.52	13.33	25.93	42.86	35.56	40.74	35.71	24.44	14.81	11.90	26.67
Grade 8	2556.	2550.	2515.	8.33	12.50	4.88	38.89	31.25	26.83	36.11	28.13	31.71	16.67	28.13	36.59
All Grades	N/A	N/A	N/A	9.45	13.12	16.38	28.36	30.32	28.45	39.30	28.96	24.57	22.89	27.60	30.60

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	19.35	*	29.27	58.06	*	58.54	22.58	*	12.20
Grade 4	0.00	5.26	20.00	86.49	52.63	56.67	13.51	42.11	23.33
Grade 5	18.18	14.29	17.14	60.61	62.86	62.86	21.21	22.86	20.00
Grade 6	5.41	22.22	22.50	59.46	60.00	50.00	35.14	17.78	27.50
Grade 7	*	7.14	22.22	*	66.67	57.78	*	26.19	20.00
Grade 8	11.11	9.38	4.88	77.78	56.25	63.41	11.11	34.38	31.71
All Grades	10.45	12.67	19.40	68.16	61.09	58.19	21.39	26.24	22.41

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.23	*	7.32	67.74	*	65.85	29.03	*	26.83
<b>Grade 4</b>	5.56	5.26	20.00	69.44	68.42	60.00	25.00	26.32	20.00
<b>Grade 5</b>	18.75	14.29	5.71	50.00	51.43	62.86	31.25	34.29	31.43
<b>Grade 6</b>	5.41	22.22	20.00	64.86	51.11	52.50	29.73	26.67	27.50
<b>Grade 7</b>	*	16.67	20.00	*	78.57	51.11	*	4.76	28.89
<b>Grade 8</b>	8.33	15.63	7.32	69.44	68.75	53.66	22.22	15.63	39.02
<b>All Grades</b>	10.55	14.48	13.36	64.82	64.71	57.33	24.62	20.81	29.31

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	6.45	*	4.88	77.42	*	75.61	16.13	*	19.51
<b>Grade 4</b>	13.51	2.63	0.00	72.97	89.47	90.00	13.51	7.89	10.00
<b>Grade 5</b>	9.09	8.57	8.57	75.76	68.57	77.14	15.15	22.86	14.29
<b>Grade 6</b>	5.41	20.00	15.00	86.49	64.44	72.50	8.11	15.56	12.50
<b>Grade 7</b>	*	14.29	11.11	*	76.19	73.33	*	9.52	15.56
<b>Grade 8</b>	2.78	28.13	4.88	88.89	65.63	73.17	8.33	6.25	21.95
<b>All Grades</b>	8.46	13.57	7.76	80.60	73.30	76.29	10.95	13.12	15.95

<b>Research/Inquiry</b>									
<b>Investigating, analyzing, and presenting information</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	12.90	*	17.07	67.74	*	70.73	19.35	*	12.20
<b>Grade 4</b>	13.51	7.89	13.33	70.27	73.68	73.33	16.22	18.42	13.33
<b>Grade 5</b>	3.03	11.43	8.57	78.79	60.00	62.86	18.18	28.57	28.57
<b>Grade 6</b>	16.22	22.22	20.00	72.97	68.89	75.00	10.81	8.89	5.00
<b>Grade 7</b>	*	21.43	22.22	*	61.90	60.00	*	16.67	17.78
<b>Grade 8</b>	22.22	15.63	12.20	66.67	68.75	68.29	11.11	15.63	19.51
<b>All Grades</b>	13.43	18.10	15.95	73.13	65.61	68.10	13.43	16.29	15.95

**Conclusions based on this data:**

1. FES ELA goal for 2023 is 50% of students have met or exceeded the standard for ELA.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	31	31	41	31	30	41	31	30	41	100.0	96.8	100.0
Grade 4	39	38	30	38	38	30	38	38	30	97.4	100.0	100.0
Grade 5	33	35	35	33	34	35	33	34	35	100.0	97.1	100.0
Grade 6	38	48	40	37	46	40	37	46	40	97.4	95.8	100.0
Grade 7	28	42	45	27	42	44	27	42	44	96.4	100.0	97.8
Grade 8	37	32	46	36	32	42	36	32	42	97.3	100.0	91.3
All Grades	206	226	237	202	222	232	202	222	232	98.1	98.2	97.9

\* 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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2402.	2432.	2427.	6.45	20.00	21.95	22.58	30.00	19.51	29.03	26.67	29.27	41.94	23.33	29.27
Grade 4	2447.	2448.	2484.	7.89	7.89	20.00	31.58	28.95	30.00	26.32	31.58	33.33	34.21	31.58	16.67
Grade 5	2460.	2478.	2496.	9.09	8.82	8.57	9.09	23.53	31.43	36.36	32.35	25.71	45.45	35.29	34.29
Grade 6	2492.	2528.	2515.	2.70	17.39	12.50	13.51	23.91	25.00	51.35	36.96	40.00	32.43	21.74	22.50
Grade 7	2549.	2546.	2559.	11.11	11.90	27.27	22.22	23.81	22.73	51.85	45.24	27.27	14.81	19.05	22.73
Grade 8	2528.	2540.	2537.	2.78	15.63	9.52	22.22	15.63	19.05	44.44	37.50	30.95	30.56	31.25	40.48
All Grades	N/A	N/A	N/A	6.44	13.51	16.81	20.30	24.32	24.14	39.60	35.59	31.03	33.66	26.58	28.02

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	6.45	30.00	21.95	51.61	50.00	51.22	41.94	20.00	26.83
Grade 4	23.68	13.16	30.00	36.84	55.26	46.67	39.47	31.58	23.33
Grade 5	6.06	14.71	22.86	51.52	44.12	48.57	42.42	41.18	28.57
Grade 6	8.11	15.22	15.00	59.46	63.04	52.50	32.43	21.74	32.50
Grade 7	*	14.29	18.18	*	66.67	56.82	*	19.05	25.00
Grade 8	0.00	12.50	11.90	72.22	50.00	64.29	27.78	37.50	23.81
All Grades	9.90	16.22	19.40	55.94	55.86	53.88	34.16	27.93	26.72

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.23	30.00	26.83	61.29	46.67	46.34	35.48	23.33	26.83
<b>Grade 4</b>	7.89	13.16	26.67	63.16	50.00	46.67	28.95	36.84	26.67
<b>Grade 5</b>	12.12	11.76	11.43	54.55	58.82	60.00	33.33	29.41	28.57
<b>Grade 6</b>	2.70	10.87	5.00	62.16	60.87	67.50	35.14	28.26	27.50
<b>Grade 7</b>	*	14.29	31.82	*	64.29	45.45	*	21.43	22.73
<b>Grade 8</b>	8.33	15.63	16.67	58.33	56.25	47.62	33.33	28.13	35.71
<b>All Grades</b>	6.44	15.32	19.83	62.87	56.76	52.16	30.69	27.93	28.02

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	22.58	30.00	17.07	61.29	63.33	65.85	16.13	6.67	17.07
<b>Grade 4</b>	10.53	13.16	23.33	65.79	55.26	53.33	23.68	31.58	23.33
<b>Grade 5</b>	9.09	2.94	5.71	63.64	70.59	65.71	27.27	26.47	28.57
<b>Grade 6</b>	0.00	17.39	15.00	81.08	65.22	62.50	18.92	17.39	22.50
<b>Grade 7</b>	*	14.29	20.45	*	69.05	63.64	*	16.67	15.91
<b>Grade 8</b>	8.33	9.38	4.76	72.22	81.25	69.05	19.44	9.38	26.19
<b>All Grades</b>	9.90	14.41	14.22	71.29	67.12	63.79	18.81	18.47	21.98

**Conclusions based on this data:**

1. Our 2023 goal is for 45% of students to meet or exceed the standard for math.

# School and Student Performance Data

## 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	*	*	*	*	*	*	*	*	*	6	4	*
1	*	*	*	*	*	*	*	*	*	4	5	4
2	*	*	*	*	*	*	*	*	*	*	*	4
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		4	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades										25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
All Grades	4.00	0.00	33.33	56.00	52.17	53.33	32.00	39.13	13.33	8.00	8.70	0.00	25	23	15



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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	40.00	30.43	60.00	44.00	56.52	26.67	8.00	8.70	13.33	8.00	4.35	0.00	25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*		*	*	
<b>All Grades</b>	0.00	0.00	33.33	12.00	26.09	26.67	60.00	43.48	33.33	28.00	30.43	6.67	25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	20.00	34.78	33.33	68.00	65.22	60.00	12.00	0.00	6.67	25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	48.00	47.83	73.33	48.00	47.83	26.67	4.00	4.35	0.00	25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	8.00	4.35	33.33	52.00	43.48	53.33	40.00	52.17	13.33	25	23	15

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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*		*	*		*	*		*	*	
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*		*	*		*	*		*	*	
All Grades	0.00	21.74	33.33	76.00	73.91	66.67	24.00	4.35	0.00	25	23	15

**Conclusions based on this data:**

1. We need to make sure we continue to disaggregate sub groups when analyzing our student data during data days.

# School and Student Performance Data

## 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
<b>344</b>	<b>49.1</b>	<b>6.7</b>	<b>0.3</b>
Total Number of Students enrolled in Ferndale 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	23	6.7
Foster Youth	1	0.3
Homeless	1	0.3
Socioeconomically Disadvantaged	169	49.1
Students with Disabilities	57	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.6
American Indian	19	5.5
Filipino	2	0.6
Hispanic	71	20.6
Two or More Races	7	2
White	243	70.6

### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Overall Performance





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



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Yellow	<b>Chronic Absenteeism</b>  Orange	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Green		

#### Conclusions based on this data:

1. English Language Arts and Math continue to be focus areas for improvement.
2. We are focused on reducing our chronic absenteeism.

# School and Student Performance Data

## Academic Performance English Language Arts

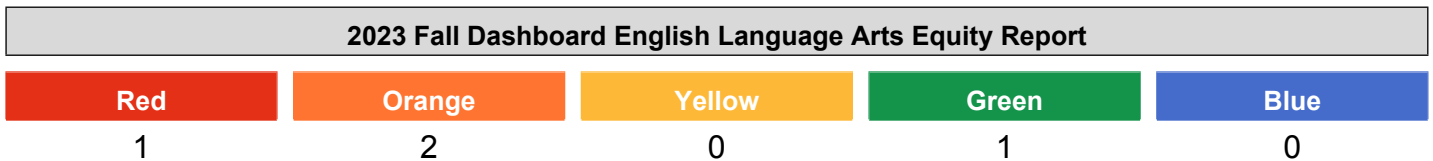
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Yellow 14.5 points below standard Increased +4.7 points 226 Students	<b>English Learners</b> 71.5 points below standard Decreased Significantly -25.5 points 19 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 44.5 points below standard Decreased -11.5 points 120 Students	<b>Students with Disabilities</b>  Red 93.5 points below standard Decreased -10.1 points 44 Students

### 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	36.6 points below standard 14 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 43.9 points below standard Decreased -5.9 points  46 Students	Less than 11 Students  6 Students	Less than 11 Students  0 Students	 Green 4 points below standard Increased +8.8 points  157 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
Less than 11 Students  6 Students	93.9 points below standard 14 Students	8.4 points below standard Increased +8.9 points  191 Students

**Conclusions based on this data:**

1. Staff uses NWEA to assess students in ELA and math and target instruction. They collaborate during data days.

# School and Student Performance Data

## Academic Performance Mathematics

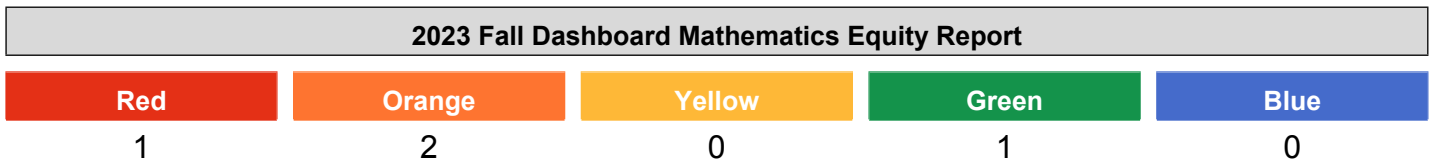
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This section provides number of student groups in each level.






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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Green 22.4 points below standard Increased +13.1 points 226 Students	<b>English Learners</b> 84.5 points below standard Decreased Significantly -17.8 points 20 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Orange 47 points below standard Maintained -0.9 points 121 Students	<b>Students with Disabilities</b>  Red 105.4 points below standard Decreased Significantly -15.5 points 44 Students



### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students  2 Students	32.1 points below standard 14 Students	 No Performance Color 0 Students	Less than 11 Students  2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 65.3 points below standard Decreased -10.6 points  47 Students	Less than 11 Students  6 Students	Less than 11 Students  0 Students	 Green 10.5 points below standard Increased Significantly +17.9 points  156 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
Less than 11 Students  6 Students	94.8 points below standard 14 Students	13.8 points below standard Increased Significantly +17.7 points  190 Students

**Conclusions based on this data:**

1. Staff uses NWEA to assess students in ELA and math and target instruction. They collaborate during data days.

# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
66.7 points above standard making progress towards English language proficiency
Number of EL Students: 15 Students Performance Level: No Performance Level

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
3	2	0	9

#### Conclusions based on this data:

1. Staff uses NWEA to assess students in ELA and math and target instruction. They collaborate during data days.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

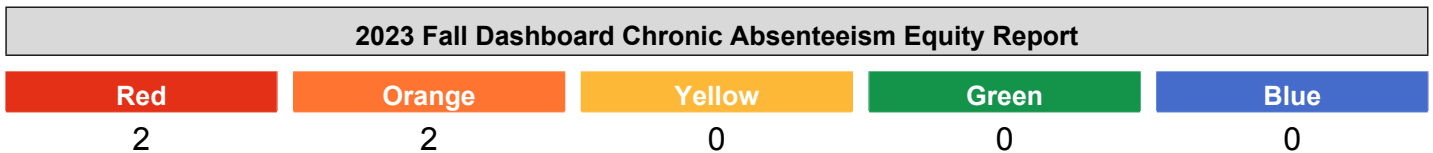
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Orange</p> <p>20.9% Chronically Absent</p> <p>Declined -1.3</p> <p>354 Students</p>	<p><b>English Learners</b></p> <p>21.7% Chronically Absent</p> <p>Declined -5.2</p> <p>23 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>2 Students</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>2 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Red</p> <p>29.6% Chronically Absent</p> <p>Maintained 0.3</p> <p>186 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>27.8% Chronically Absent</p> <p>Declined -6.4</p> <p>72 Students</p>

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students</p> <p align="center">2 Students</p>	<p align="center">30% Chronically Absent</p> <p align="center">Declined -29.1</p> <p align="center">20 Students</p>	<p align="center"></p> <p align="center">No Performance Color</p> <p align="center">0 Students</p>	<p>Less than 11 Students</p> <p align="center">2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p align="center">Red</p> <p align="center">26.4% Chronically Absent</p> <p align="center">Increased 2.8</p> <p align="center">72 Students</p>	<p>Less than 11 Students</p> <p align="center">7 Students</p>	<p>Less than 11 Students</p> <p align="center">1 Student</p>	<p align="center"></p> <p align="center">Orange</p> <p align="center">19.6% Chronically Absent</p> <p align="center">Increased 1.4</p> <p align="center">250 Students</p>

**Conclusions based on this data:**

1. Students with Disabilities and students who are Socioeconomically Disadvantaged show higher rates of Chronic Absenteeism.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

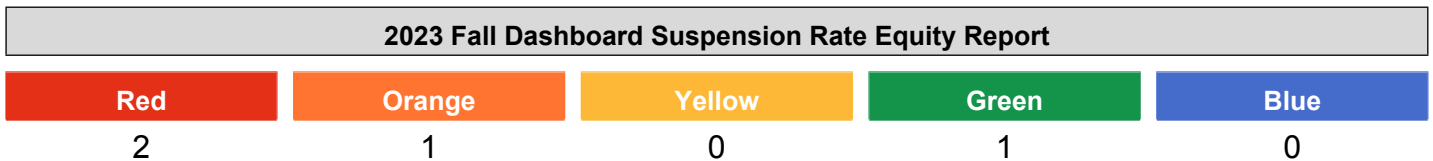
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b>  Red 5.3% suspended at least one day Increased Significantly 2.6 359 Students	<b>English Learners</b> 0% suspended at least one day Declined -3.8 25 Students	<b>Foster Youth</b> Less than 11 Students 2 Students
<b>Homeless</b> Less than 11 Students 2 Students	<b>Socioeconomically Disadvantaged</b>  Red 7.9% suspended at least one day Increased Significantly 3.5 190 Students	<b>Students with Disabilities</b>  Green 2.7% suspended at least one day Declined -1.2 73 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 2 Students</p>	<p>15% suspended at least one day</p> <p>Increased 5.9 20 Students</p>	<p align="center"></p> <p>No Performance Color 0 Students</p>	<p>Less than 11 Students 2 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"></p> <p>Red</p> <p>6.8% suspended at least one day</p> <p>Increased 2.6 74 Students</p>	<p>Less than 11 Students 7 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"></p> <p>Orange</p> <p>3.6% suspended at least one day</p> <p>Increased 1.6 253 Students</p>

**Conclusions based on this data:**

1. Area of Concern: High socioeconomically disadvantaged suspension rate.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Academic Achievement

## LEA/LCAP Goal

Support the academic progress and achievement of all students.

## Goal 1

Math Goal: FES students will be flexible with numbers and operations by using higher order thinking skills and multiple methods of solving math problems. Students will be able to reason the validity of an answer.

ELA Goal: FES students will demonstrate growth towards ELA proficiency through reading informational and non-informational text, writing, and research through rigorous curriculum.

## Identified Need

Increase the math and English language arts proficiency of Students in TK-8th grade.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
NWEA-TK-2nd grade	NA	50% of students will score in the 60th percentile or above in math and ELA. 10% of students will show growth from Approaching proficiency.
Math CAASPP- 3rd-8th grade	37.83%	45% met or exceeded standard for math.
ELA CAASPP- 3rd-8th grade	43.63%	50% met or exceeded standard for ELA.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

TK-2nd grade (NWEA)  
3rd-8th grade (CAASPP)

## Strategy/Activity

1. TK-2nd grade will participate in taking the NWEA assessment a minimum of two times a year to assess whether they have met their goal.
2. TK-8th grade teachers will participate in three to four data days where they analyze their data and select specific strategies to target their instruction.
3. 3rd-8th grade teachers will participate in CAASPP interim assessments as well as NWEA assessments to gauge whether students are on track to meet their goals.
4. All students identified as having need for intervention will have access to intervention supports in both reading and mathematics.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

Amount(s)	Source(s)
140523.00	Title I Instructional Aides
110781.00	Local Categorical Math Intervention

## Annual Review

### SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Ferndale Elementary school teachers provide direct, explicit reading instruction every single day. They are supported by their instructional aides to help with group size and provide one on one support for students based off need.

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

A major piece of the intended implementation of this goal is providing differentiated instruction to students based off their need. While we provide explicit and direct instruction daily, an area of growth would be to provide differentiated instruction daily to meet students at their academic level and support their growth.



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 major change for this goal will be to increase our level of differentiated instruction to students during Language Arts instruction while continuing to use our knowledge gained from LETRS and our instructional aids to support students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 2

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 3

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and 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.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$140523.00
Total Federal Funds Provided to the School from the LEA for CSI	\$110781.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$251,304.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. 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	\$140,523.00

Subtotal of additional federal funds included for this school: **\$140,523.00**

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 (\$)
Local Categorical	\$110,781.00

Subtotal of state or local funds included for this school: **\$110,781.00**

Total of federal, state, and/or local funds for this school: **\$251,304.00**

# 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
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## Expenditures by Funding Source

Funding Source	Amount
Local Categorical	110,781.00
Title I	140,523.00

## Expenditures by Budget Reference

Budget Reference	Amount
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## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Local Categorical	110,781.00
	Title I	140,523.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	251,304.00

# 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
- 1 Other School Staff
- 4 Parent or Community Members
- 0 Secondary Students

## **Name of Members**

## **Role**

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**

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 1/16/24.

Attested:

Principal, Danielle Carmesin on

SSC Chairperson, Brandi Zanone on

# 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 process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

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 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 65001, 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: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

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

## **Educational Partner Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. 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 Stakeholder 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.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

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

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

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.

## Goal

State the goal. 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 one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

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

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## 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 California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal 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.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and 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 TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

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 Education Code, 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.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal 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.]*

## **Annual Review**

In the following 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.

## 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. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or 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.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and 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 CSI, TSI, and 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 and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria 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.*

## Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: 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 federal funds for CSI should complete the Budget Summary 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.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

# 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 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); and
      - 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; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - 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 local educational agency (may include funds allocated via the ConApp, federal funds for CSI, 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: S 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 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement 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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (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 (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (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/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (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 (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.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned 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" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

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

## **Additional Targeted Support and Improvement**

A school identified 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 (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 Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified 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.

## Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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