

# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Bemis Elementary School	36678506036602	May1, 2024	June 26, 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 Bemis Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

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.

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# 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 Bemis Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

Purpose: The purpose of the school-wide plan (SWP) is to raise student achievement for all students, particularly for

Description: The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855. California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of under-served student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of under-served 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). LCFF provides schools and LEA's 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.

# School Goals

## LCAP GOALS

1. Achievement: All Rialto USD students will succeed at every grade level and graduate high school demonstrating readiness for higher education, career, and life in the 21st Century.
2. Rialto USD will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.
3. Rialto USD will create a positive, safe, and engaging learning environment that is student and parent centered.

## BEMIS STRATEGIC PLAN OBJECTIVES

Objective 1: Students will engage in rigorous learning and field experiences through goal setting to reach grade level proficiency in all subjects.

Objective 2: Students will participate in shared leadership roles to collaborate with families and build community partnerships to enhance academic opportunities.

Objective 3: Students will become self-aware by implementing social-emotional learning strategies.

## SPSA GOALS

1. All Bemis Elementary students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century by providing an integrated program that addresses student achievement needs and aligns with the school site Strategic Plan Objective #1: Students will engage in rigorous learning and field experiences through goal setting to reach grade level proficiency in all subjects. Great focus will be placed next year with the implementation of year 5 of Dual Language Immersion, SEL practices, and Tier I classroom interventions. Bemis's ultimate goal is for 100% of students to read at or above grade level in both reading and math. Bemis will continue to make progress towards this goal with each iReady diagnostic. Below are the students iReady data for the 2024-2025 school year. Bemis's ultimate goal is to reclassify all English Learners who started US schools since kindergarten before they leave for middle school. For the 2023-2024 school year, Bemis has reclassified 14 total students. Students are taking the ELPAC in March of 2024. Starting in the 2024-25 school year, Bemis will continue to offer the Summer ELPAC Academy program that will support ELs acquire the academic language they need to be successful and reclassify.

2. In order to have all students performing at or above grade level, they need highly qualified teachers teaching them. We will continue to support our teachers in their professional development, collaboration time, walkthroughs, and the staff needs survey.

3. Strong family engagement and collaborative school partnerships are indispensable pillars for fostering academic success among students. By nurturing these connections, we create a supportive ecosystem where students receive consistent encouragement, holistic guidance, and tailored resources, thereby empowering them to excel academically and reach their fullest potential.

#### SAFETY PLAN GOALS

1. Our school will implement a comprehensive safety enhancement program that will reduce safety incidents, increase visitor compliance with check-in procedures and improve staff readiness for emergency situations, as measured by monthly safety audits, visitor log reviews, and successful completion of three intruder drills.

To achieve this, we will:

- Add multilingual signage directing visitors to check-in locations and process.
- Review office referrals monthly, with a focus on bullying incidents, starting January 6, 2025.
- Add a new student check out sheet and visitor log daily for safety

2. Our goal is to strengthen our school's emergency preparedness and response capabilities through a multi-faceted approach that includes training, drills, resource management, and stakeholder engagement.

To achieve this, we will:

- Create a yearly meeting to review emergency responsibilities and procedures for designated school staff.
- Completion of training for admin and possible safety committee members in CERT (Community Emergency Response Team)
- Check emergency bin with food/water supplies every month when conducting fire drills to ensure food and water is edible.

#### BEMIS SMART GOALS

##### ELA TRI 1

By December 14, 2024, 70% of the 49 students in 3rd Grade that are performing 2 or more grade levels below will increase by 1 performance band level from red tier into the yellow tier in Reading.

##### ELA TRI 2

By February 28, 2025, Principal and Instructional Strategist will compile Grades 3-5 data to identify students that scored at " Nearly Met Standard" on their ELA Performance Task

##### ELA TRI 3

By May 29, 2025, K-5 Teachers will be trained in Nancy Fetzner Writing to increase writing proficiency at Bemis.

##### ELA ACHIEVEMENT GOAL- CAASPP

The Distance from Standard for ELA will increase by 30 points over the next three years. Bemis Elementary School has 48 out of 92 3rd Grade students that are performing performing 2 or more years below grade level in grades ELA in ELA as reflected in their iReady data.

##### MATH TRI 1

By May 29, 2025, K-5 Teachers will be trained in Nancy Fetzner Writing to increase writing proficiency at Bemis.

##### MATH TRI 2

By February 28, 2025, Teachers in Grades 3-5 will create a list of students that performed on their Math IAB at "Nearly Met Standard" in Numbers and Operations:Base Ten.

##### MATH TRI 3

By April 8, 2025, Principal will meet with African American Students in Grades 4-5 to review Math CAASPP and iReady scores and strategies that are in place to support them in school

#### MATH ACHIEVEMENT GOAL-CAASPP

The Distance from Standard for Math will increase by 20 points over the next three years. Bemis Elementary School has 49 of out of 81, 5th Grade students that are performing performing 2 or more years below grade level in Math as reflected in their iReady data.

#### SCI TRI 1

By December 2024, The Principal and Instructional Strategist will review CAST scores with teachers and Science Standards reviewed with all grade levels. Instructional Strategist create a Google Classroom with timelines for teachers to complete Science Fair Projects as well as modeling lessons for teachers in their classrooms. The Instructional Strategist will ensure that all Science Task are entered into Synergy by the due date on the assessment calendar.

#### SCI TRI 2

By February 28, 2025, Principal and Instructional Strategist will review CAST Science data to 5th Grade Teachers and compile a list of students who scored "Standard not Met" on their IAB. We will disseminate the list to teachers and create instructional strategies to support them.

#### SCI TRI 3

By May 10, 2025, Teachers will have all 5th Grade Students to complete a practice CAST IAB before the CAASPP.

#### SCIENCE ACHIEVEMENT GOAL- CAASPP

The Distance from Standard will decrease by 20 points over the next 3 years.

## Educational Partner Involvement

How, when, and with whom did Bemis 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

Bemis Elementary School actively engages families in the annual review of the school plan through various channels as part of their Educational Partner Involvement plan. These efforts include holding regular School Site Council meetings, where parents collaborate with school staff to discuss and evaluate the school's progress and goals. Additionally, the school fosters inclusivity by hosting English Language Advisory Council (ELAC) meetings, which specifically cater to families with English language learners, ensuring their voices are heard in the planning process.

Furthermore, Bemis Elementary recognizes the importance of cultural diversity and representation by establishing the African American Parent Advisory Council (AAPAC). This council provides a platform for African American families to share insights, concerns, and suggestions for enhancing the educational experience of their children.

Moreover, Bemis Elementary promotes open communication and transparency through Coffee with the Principal meetings. These informal gatherings are offered virtual and in person with Spanish Interpretation offer parents the opportunity to interact directly with the school principal, discuss matters of interest or concern, and provide valuable feedback on school initiatives and policies.

Overall, Bemis Elementary's approach to involving families in the annual review of the school plan demonstrates a commitment to collaboration, inclusivity, and community engagement, ultimately contributing to a more supportive and enriching educational environment for all stakeholders.

## 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.

On the 2024 California Dashboard, the overall performance for Bemis Elementary was in the red for English Language Arts and orange in mathematics.

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.

On the 2024 California Dashboard, the overall performance for Bemis Elementary for English learner progress was in the red category.

## Other Needs

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

Bemis Elementary acquires school needs data with teacher observations, district survey's, PBIS data, Panorama ED Surveys, teacher needs assessment, and professional development. This data is used to help guide our Goals.



# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Bemis 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	0.19%	0.18%	0.36%	1	1	2
African American	7.18%	6.17%	5.77%	37	34	32
Asian	0.39%	0.36%	0.18%	2	2	1
Filipino	%	0%	%		0	
Hispanic/Latino	88.16%	89.66%	88.11%	454	494	489
Pacific Islander	0.39%	0.36%	1.08%	2	2	6
White	1.55%	2%	3.06%	8	11	17
Multiple/No Response	2.14%	1.27%	1.44%	11	7	8
Total Enrollment				515	551	555

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	99	122	78
Grade 1	70	92	106
Grade 2	84	86	94
Grade3	81	86	82
Grade 4	81	87	80
Grade 5	100	78	91
Total Enrollment	515	551	555

#### Conclusions based on this data:

1. In conclusion, the analysis of Bemis Elementary School student enrollment reveals several notable trends over the past few academic years. From 2021 to 2024, the overall student enrollment increased from 515 to 555 students. This growth signifies a positive trajectory for the school, indicating its appeal and perhaps the effectiveness of its educational programs.
2. Compared to 2022 data to 2024, The number of African American student has slightly decreased and the number of White students has doubled with Hispanic numbers still leading as the majority student group on campus.

3. The number of kindergarten students in 2021- 2022 was 122 and decreased to 106, a drop of 16 students the following year.

# 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	122	137	126	17.90%	23.7%	22.7%
Fluent English Proficient (FEP)	55	39	39	13.00%	10.7%	7.0%
Reclassified Fluent English Proficient (RFEP)	11	11	15	9%	8%	11.9%

### Conclusions based on this data:

1. The total number of reclassified has increased from 11 to 15 in 2023 2024 school year.
2. The total number of ELs has declined from 137 in 2023 to 126 in 2024.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	84	87	78	83	85	78	83	85	100.0	98.8	97.7
Grade 4	82	87	85	82	86	82	82	86	82	100.0	98.9	96.5
Grade 5	98	78	101	98	76	101	98	76	101	100.0	97.4	100
All Grades	258	249	273	258	245	268	258	245	268	100.0	98.4	98.2

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2354.	2357.	2361.	11.54	12.05	11.76	6.41	8.43	14.12	19.23	26.51	22.35	62.82	53.01	51.76
Grade 4	2396.	2392.	2384.	9.76	9.30	6.10	13.41	8.14	10.98	18.29	20.93	21.95	58.54	61.63	60.98
Grade 5	2427.	2454.	2423.	3.06	11.84	5.94	15.31	22.37	13.86	24.49	19.74	22.77	57.14	46.05	57.43
All Grades	N/A	N/A	N/A	7.75	11.02	7.84	12.02	12.65	13.06	20.93	22.45	22.39	59.30	53.88	56.72

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.13	6.02	5.88	55.13	61.45	54.12	39.74	32.53	40.00
Grade 4	7.32	2.33	6.10	57.32	60.47	52.44	35.37	37.21	41.46
Grade 5	4.08	11.84	3.96	62.24	52.63	61.39	33.67	35.53	34.65
All Grades	5.43	6.53	5.22	58.53	58.37	56.34	36.05	35.10	38.43

<b>Writing</b> <b>Producing clear and purposeful writing</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	6.02	7.06	25.64	49.40	38.82	64.10	44.58	54.12
Grade 4	9.88	3.49	2.44	43.21	41.86	41.46	46.91	54.65	56.10
Grade 5	3.06	13.16	4.95	43.88	36.84	41.58	53.06	50.00	53.47
All Grades	7.39	7.35	4.85	38.13	42.86	40.67	54.47	49.80	54.48

<b>Listening</b> <b>Demonstrating effective communication skills</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.13	6.02	8.24	67.95	60.24	67.06	26.92	33.73	24.71
Grade 4	2.44	4.65	4.88	69.51	65.12	65.85	28.05	30.23	29.27
Grade 5	2.04	9.21	6.93	69.39	68.42	67.33	28.57	22.37	25.74
All Grades	3.10	6.53	6.72	68.99	64.49	66.79	27.91	28.98	26.49

<b>Research/Inquiry</b> <b>Investigating, analyzing, and presenting information</b>									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.26	6.02	7.06	50.00	49.40	52.94	39.74	44.58	40.00
Grade 4	6.10	5.81	2.44	50.00	65.12	58.54	43.90	29.07	39.02
Grade 5	4.08	10.53	4.95	60.20	64.47	62.38	35.71	25.00	32.67
All Grades	6.59	7.35	4.85	53.88	59.59	58.21	39.53	33.06	36.94

#### Conclusions based on this data:

1. Our goal is for 100% of students to be performing at or above grade level in ELA on the CAASPP. Unfortunately, we declined from 23% in 2023 to 21% in 2024.
2. With reading on the CAASPP, we had more students (62%) perform near or at grade level than below (38%) grade level.

# 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	78	84	87	78	82	84	78	82	84	100.0	97.6	96.6
Grade 4	82	87	85	81	86	82	81	86	82	98.8	98.9	96.5
Grade 5	98	78	101	97	76	101	97	76	101	99.0	97.4	100
All Grades	258	249	273	256	244	267	256	244	267	99.2	98.0	97.8

\* 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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2360.	2369.	2381.	3.85	7.32	8.33	16.67	13.41	19.05	14.10	26.83	22.62	65.38	52.44	50.00
Grade 4	2402.	2409.	2392.	3.70	4.65	6.10	22.22	15.12	6.10	18.52	29.07	23.17	55.56	51.16	64.63
Grade 5	2411.	2455.	2415.	1.03	11.84	3.96	3.09	9.21	8.91	25.77	36.84	20.79	70.10	42.11	66.34
All Grades	N/A	N/A	N/A	2.73	7.79	5.99	13.28	12.70	11.24	19.92	30.74	22.10	64.06	48.77	60.67

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	11.54	6.10	5.95	33.33	42.68	45.24	55.13	51.22	48.81
Grade 4	6.17	4.65	3.66	40.74	39.53	34.15	53.09	55.81	62.20
Grade 5	1.03	6.58	3.96	37.11	59.21	34.65	61.86	34.21	61.39
All Grades	5.86	5.74	4.49	37.11	46.72	37.83	57.03	47.54	57.68

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.13	7.32	9.52	46.15	50.00	52.38	48.72	42.68	38.10
Grade 4	8.64	2.33	3.66	43.21	55.81	51.22	48.15	41.86	45.12
Grade 5	3.09	7.89	1.98	51.55	59.21	52.48	45.36	32.89	45.54
All Grades	5.47	5.74	4.87	47.27	54.92	52.06	47.27	39.34	43.07

**Conclusions based on this data:**

1. Our goal at Bemis is for 100% of our students to be performing at grade level in math. Our overall scale score decreased from 21% in 2023 to 17% in 2024.

# School and Student Performance Data

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

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

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	1433.9	1448.7	1396.4	1444.4	1445.7	1401.7	1409.1	1455.5	1384.0	20	35	21
<b>1</b>	1438.8	1433.1	1425.5	1457.1	1455.3	1435.2	1420.2	1410.6	1415.3	19	16	30
<b>2</b>	1470.0	1474.6	1458.0	1469.3	1484.3	1468.3	1470.3	1464.5	1447.3	23	14	24
<b>3</b>	1478.3	1490.4	1460.7	1465.9	1497.6	1461.2	1490.2	1482.8	1459.6	19	21	15
<b>4</b>	1502.0	1493.9	1470.1	1507.5	1491.9	1461.1	1496.0	1495.5	1478.6	21	22	19
<b>5</b>	1536.5	1496.2	1486.1	1541.3	1491.9	1486.5	1530.9	1500.3	1485.2	11	17	26
<b>All Grades</b>										113	125	135

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.00	25.71	9.52	65.00	42.86	33.33	25.00	25.71	38.10	5.00	5.71	19.05	20	35	21
<b>1</b>	15.79	0.00	3.33	21.05	31.25	36.67	47.37	50.00	36.67	15.79	18.75	23.33	19	16	30
<b>2</b>	9.09	14.29	4.35	54.55	35.71	52.17	13.64	42.86	17.39	22.73	7.14	26.09	22	14	23
<b>3</b>	10.53	19.05	0.00	42.11	47.62	40.00	21.05	4.76	26.67	26.32	28.57	33.33	19	21	15
<b>4</b>	19.05	22.73	0.00	28.57	31.82	26.32	28.57	18.18	42.11	23.81	27.27	31.58	21	22	19
<b>5</b>	36.36	5.88	7.69	27.27	35.29	30.77	36.36	29.41	23.08	0.00	29.41	38.46	11	17	26
<b>All Grades</b>	14.29	16.80	4.48	41.07	38.40	36.57	27.68	26.40	30.60	16.96	18.40	28.36	112	125	134



<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	20.00	22.86	9.52	50.00	45.71	28.57	25.00	22.86	42.86	5.00	8.57	19.05	20	35	21
<b>1</b>	47.37	37.50	20.00	21.05	25.00	40.00	21.05	25.00	23.33	10.53	12.50	16.67	19	16	30
<b>2</b>	18.18	14.29	47.83	45.45	42.86	21.74	27.27	35.71	13.04	9.09	7.14	17.39	22	14	23
<b>3</b>	10.53	52.38	26.67	42.11	14.29	33.33	21.05	4.76	6.67	26.32	28.57	33.33	19	21	15
<b>4</b>	33.33	40.91	15.79	33.33	27.27	31.58	14.29	9.09	21.05	19.05	22.73	31.58	21	22	19
<b>5</b>	63.64	29.41	26.92	36.36	29.41	30.77	0.00	17.65	7.69	0.00	23.53	34.62	11	17	26
<b>All Grades</b>	29.46	32.80	24.63	38.39	32.00	31.34	19.64	18.40	19.40	12.50	16.80	24.63	112	125	134

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	5.00	20.00	9.52	50.00	37.14	19.05	35.00	34.29	57.14	10.00	8.57	14.29	20	35	21
<b>1</b>	10.53	0.00	6.67	26.32	12.50	13.33	21.05	50.00	30.00	42.11	37.50	50.00	19	16	30
<b>2</b>	4.55	0.00	0.00	50.00	35.71	43.48	13.64	50.00	30.43	31.82	14.29	26.09	22	14	23
<b>3</b>	10.53	4.76	0.00	21.05	19.05	0.00	42.11	47.62	46.67	26.32	28.57	53.33	19	21	15
<b>4</b>	0.00	9.09	0.00	28.57	22.73	10.53	33.33	22.73	36.84	38.10	45.45	52.63	21	22	19
<b>5</b>	9.09	0.00	0.00	36.36	17.65	11.54	36.36	41.18	38.46	18.18	41.18	50.00	11	17	26
<b>All Grades</b>	6.25	8.00	2.99	35.71	25.60	17.16	29.46	39.20	38.81	28.57	27.20	41.04	112	125	134

<b>Listening Domain</b> <b>Percentage of Students by Domain Performance Level for All Students</b>												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
<b>K</b>	25.00	14.29	4.76	70.00	80.00	57.14	5.00	5.71	38.10	20	35	21
<b>1</b>	21.05	43.75	30.00	68.42	50.00	50.00	10.53	6.25	20.00	19	16	30
<b>2</b>	13.64	21.43	30.43	72.73	71.43	56.52	13.64	7.14	13.04	22	14	23
<b>3</b>	26.32	33.33	13.33	57.89	38.10	60.00	15.79	28.57	26.67	19	21	15
<b>4</b>	38.10	40.91	31.58	38.10	45.45	42.11	23.81	13.64	26.32	21	22	19
<b>5</b>	0.00	5.88	11.54	100.00	82.35	61.54	0.00	11.76	26.92	11	17	26
<b>All Grades</b>	22.32	25.60	20.90	65.18	62.40	54.48	12.50	12.00	24.63	112	125	134

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	35.00	37.14	15.00	55.00	45.71	65.00	10.00	17.14	20.00	20	35	20
1	52.63	6.25	10.00	31.58	81.25	73.33	15.79	12.50	16.67	19	16	30
2	27.27	50.00	47.83	54.55	42.86	30.43	18.18	7.14	21.74	22	14	23
3	26.32	57.14	40.00	42.11	14.29	26.67	31.58	28.57	33.33	19	21	15
4	33.33	45.45	21.05	47.62	22.73	42.11	19.05	31.82	36.84	21	22	19
5	81.82	58.82	46.15	18.18	11.76	19.23	0.00	29.41	34.62	11	17	26
All Grades	39.29	42.40	29.32	43.75	36.00	44.36	16.96	21.60	26.32	112	125	133

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	20.00	10.00	70.00	74.29	75.00	10.00	5.71	15.00	20	35	20
1	26.32	12.50	13.33	31.58	50.00	26.67	42.11	37.50	60.00	19	16	30
2	4.55	7.14	0.00	63.64	71.43	69.57	31.82	21.43	30.43	22	14	23
3	5.26	4.76	0.00	63.16	57.14	53.33	31.58	38.10	46.67	19	21	15
4	4.76	13.64	0.00	57.14	45.45	47.37	38.10	40.91	52.63	21	22	19
5	9.09	5.88	0.00	54.55	47.06	46.15	36.36	47.06	53.85	11	17	26
All Grades	11.61	12.00	4.51	57.14	59.20	51.13	31.25	28.80	44.36	112	125	133

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	20.00	48.57	23.81	65.00	34.29	57.14	15.00	17.14	19.05	20	35	21
1	0.00	0.00	3.45	68.42	75.00	62.07	31.58	25.00	34.48	19	16	29
2	13.64	7.14	8.70	59.09	71.43	65.22	27.27	21.43	26.09	22	14	23
3	10.53	9.52	0.00	63.16	61.90	53.33	26.32	28.57	46.67	19	21	15
4	14.29	13.64	0.00	61.90	40.91	68.42	23.81	45.45	31.58	21	22	19
5	18.18	5.88	0.00	81.82	64.71	61.54	0.00	29.41	38.46	11	17	26
All Grades	12.50	19.20	6.02	65.18	53.60	61.65	22.32	27.20	32.33	112	125	133

#### Conclusions based on this data:

1. From the 2024 school year, the highest percentage of level 4's are in kindergarten. This tells us that if they are performing at a level 4 within their first year of school, maybe we need to reconsider the reclassification criteria for our kindergarten students and maybe these are examples of students placed into the program who really don't need the program nor to be labeled an EL.

2. Across all domains (Reading , Writing, Listening, Speaking), the highest number of scores are in the two category, "Somewhat / Moderately Developed" Specific strategies need to be used to help push these student into the 3 score, "Well Developed" to increase our scores.

# School and Student Performance Data

## Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
555	89.5%	22.7%	1.3%
Total Number of Students enrolled in Bemis 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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	22.7%
Foster Youth	7	1.3%
Homeless	34	6.1%
Socioeconomically Disadvantaged	497	89.5%
Students with Disabilities	71	12.8%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	32	5.8%
American Indian	2	0.4%
Asian	1	0.2%
Filipino	0	0.0%
Hispanic	489	88.1%
Two or More Races	8	1.4%
Pacific Islander	6	1.1%
White	17	3.1%

### Conclusions based on this data:

1. Bemis is a predominately Hispanic school with a total of 489 or 88% of the student body population.

2. Bemis has a homeless population has decreased from 10% to 6%.
3. Bemis' socioeconomically disadvantage percent increased from 88% to 89% in 2024 school year.

# School and Student Performance Data

## Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



### 2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Red</p></div>	<div>Chronic Absenteeism</div> <div><p>Orange</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Orange</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

### Conclusions based on this data:

1. Bemis' English Learners are in the RED for the 2024 school year. This will need to be an area of focus moving forward.
2. Bemis' suspension rate increased from green to BLUE for the 2024 school year. This is a reflection of a positive school culture and effective PBIS norms.

3. ELA decreased to RED and there is already a plan in place to increase in for the 2025 school year.

# School and Student Performance Data

## Academic Performance English Language Arts

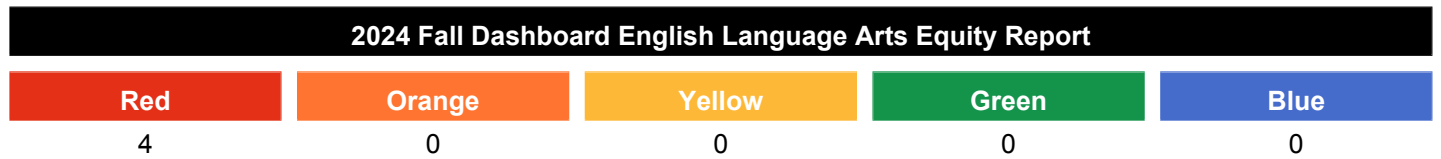
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>72.6 points below standard</div> <div>Declined 8.0 points</div> <div>240 Students</div>	<div>English Learners</div> <div> Red</div> <div>89.0 points below standard</div> <div>Declined 26.6 points</div> <div>69 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>112.0 points below standard</div> <div>Declined 23.6 points</div> <div>16 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>78.4 points below standard</div> <div>Declined 10.5 points</div> <div>218 Students</div>



<b>Students with Disabilities</b>  Red 148.3 points below standard Declined 18.5 points 43 Students	<b>African American</b>  No Performance Color Less than 11 Students 8 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Red 74.1 points below standard Declined 8.7 points 221 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color Less than 11 Students 5 Students

#### Conclusions based on this data:

1. In 2024, out of the 240 total students who took the CAASPP, 43 are students with disabilities. This is 18% of the student population. Both categories scored in the red.

# School and Student Performance Data

## Academic Performance Mathematics

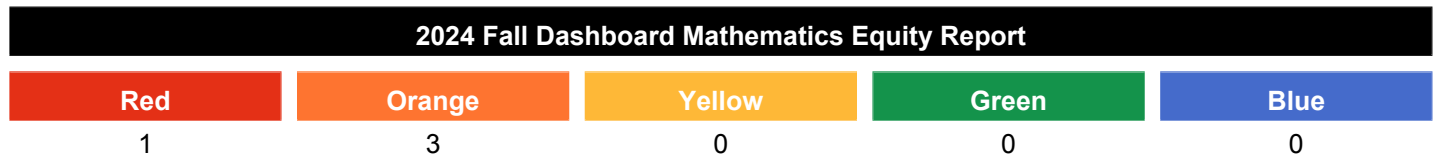
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California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







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












This section provides number of student groups in each level.



This section provides 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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Orange</div> <div>83.2 points below standard</div> <div>Declined 13.9 points</div> <div>240 Students</div>	<div>English Learners</div> <div></div> <div>Orange</div> <div>94.2 points below standard</div> <div>Declined 32.3 points</div> <div>70 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>98.6 points below standard</div> <div>Declined 6.1 points</div> <div>17 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Orange</div> <div>89.4 points below standard</div> <div>Declined 20.0 points</div> <div>218 Students</div>

<b>Students with Disabilities</b>  Red 144.7 points below standard Declined 28.2 points 42 Students	<b>African American</b>  No Performance Color Less than 11 Students 8 Students	<b>American Indian</b>  No Performance Color 0 Students
<b>Asian</b>  No Performance Color 0 Students	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Orange 84.5 points below standard Declined 16.7 points 221 Students
<b>Two or More Races</b>  No Performance Color Less than 11 Students 4 Students	<b>Pacific Islander</b>  No Performance Color Less than 11 Students 2 Students	<b>White</b>  No Performance Color Less than 11 Students 5 Students

**Conclusions based on this data:**

1. Students with disabilities scored in the red in math.
2. Students with disabilities comprise 18% of the total population. The total score for ALL students was orange for math.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2024 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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
28% making progress.	making progress.
Number Students: 100 Students	Number Students: 0 Students

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.

2024 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
27%	45%	0%	28%

### Conclusions based on this data:

1. The 2024 Fall Dashboard English Learner Progress Indicator shows that our English Learners are in the red and only 28% are making progress.
2. The 2024 Fall Dashboard English Learner Progress Indicator shows that our 28% English Learners progressed one level, 27% decreased one level, and 45% stayed at the same level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2024 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>25% Chronically Absent</div> <div>Declined 0.9</div> <div>619 Students</div>	<div>English Learners</div> <div> Red</div> <div>26.2% Chronically Absent</div> <div>Increased 1.3</div> <div>149 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>7.1% Chronically Absent</div> <div>Declined 17.9</div> <div>14 Students</div>	<div>Homeless</div> <div> Orange</div> <div>34.6% Chronically Absent</div> <div>Declined 7.7</div> <div>52 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>26.4% Chronically Absent</div> <div>Declined 1.3</div> <div>553 Students</div>

<b>Students with Disabilities</b>  Orange 25% Chronically Absent Declined 1.4 100 Students	<b>African American</b>  Orange 27% Chronically Absent Declined 1.5 37 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Orange 25.4% Chronically Absent Declined 0.5 547 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	<b>White</b>  No Performance Color 16.7% Chronically Absent Declined 19.7 18 Students

**Conclusions based on this data:**

1. All subgroups at Bemis (Foster, Homeless, English Learners, Socioeconomically Disadvantaged, and Students with Disabilities) have a high rate of chronic absenteeism according to the 2024 Fall Dashboard Chronic Absenteeism.
2. Why is the enrollment screen showing we had 555 students in the 2024 school year and the chronic absenteeism page is showing we have 619?

# School and Student Performance Data

## Conditions & Climate Suspension Rate

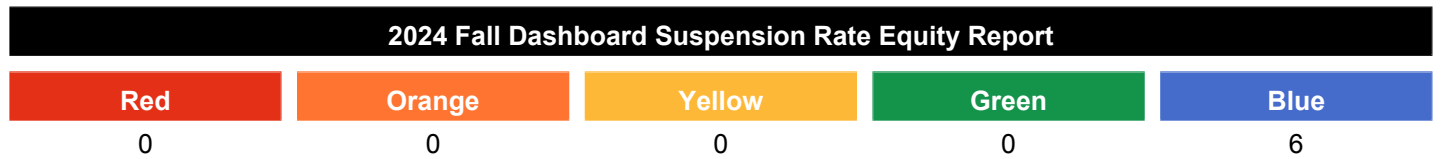
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.9%</div> <div>640 Students</div>	<div>English Learners</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>154 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0% suspended at least one day</div> <div>Declined 14.3%</div> <div>19 Students</div>	<div>Homeless</div> <div> Blue</div> <div>0% suspended at least one day</div> <div>Declined 1.2%</div> <div>55 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>0.3% suspended at least one day</div> <div>Declined 0.9%</div> <div>572 Students</div>

<b>Students with Disabilities</b>  Blue 0% suspended at least one day Declined 1.3% 104 Students	<b>African American</b>  Blue 0% suspended at least one day Declined 5% 42 Students	<b>American Indian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students
<b>Asian</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	<b>Filipino</b>  No Performance Color 0 Students	<b>Hispanic</b>  Blue 0.4% suspended at least one day Declined 0.6% 561 Students
<b>Two or More Races</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 9 Students	<b>Pacific Islander</b>  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	<b>White</b>  No Performance Color 0% suspended at least one day Maintained 0% 18 Students

#### Conclusions based on this data:

1. Bemis has made improvement on lowering suspension rate across the board, especially with our African American Youth.



# 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.

#### PUPIL OUTCOMES

All Bemis Elementary students will succeed at every grade level demonstrating readiness for higher education, career, and life in the 21st Century by providing an integrated program that addresses student achievement needs and aligns with the school site Strategic Plan Objective #1: Students will engage in rigorous learning and field experiences through goal setting to reach grade level proficiency in all subjects. Great focus will be placed next year with the implementation of year 5 of Dual Language Immersion, SEL practices, and Tier I classroom interventions.

Bemis's ultimate goal is for 100% of students to read at or above grade level in both reading and math. Bemis will continue to make progress towards this goal with each iReady diagnostic. Below are the students iReady data for the 2024-2025 school year.

#### READING at or above Grade Level:

All Students: F=16%, W= 28%, S=36%

African American students: F=12%, W= 24%, S= 36%

English Learner students: F=7%, W=11%, S=25%

Students with Disabilities: F=3%, W=6%, S=10%

#### MATH:

All Students: F=4%, W=14%, S=32%

African American students: F=3%, W=12%, S=32%

English Learner students: F=0%, W=2%, S=20%

Students with Disabilities: F=0%, W=3%, S=8%

Bemis's ultimate goal is to reclassify all English Learners who started US schools since kindergarten before they leave for middle school. For the 2024-2025 school year, Bemis has reclassified 5 total students and we are sending 19 5th graders who did not reclassify to the middle schools. Starting in the 2025-26 school year, Bemis will continue to offer the Summer ELPAC Academy program that will support ELs acquire the academic language they need to be successful and reclassify, implement the PLC's using the new PLC Template, and revise our ELD blocks school-wide to make sure ELD is happening with rigor to support our EL students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Achievement - Every student will succeed at grade level and graduate high school proficient in literacy and numeracy, while being future ready for higher education, career, and life.

### 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.

We need students to be performing at or above grade level. This will take teacher training, better attendance, vacancies filled, and support from home.

### 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
iReady Reading Diagnostic	This is the percent of students at or above grade level as of Spring 2025 reading diagnostic: All Students: 16% African American students: 12% English Learner students: 7% Students with Disabilities: 3%	This WILL BE the percent of students at or above grade level by Spring diagnostic of 2026: All Students: 38% (36%) African American students: 34% (36%) English Learner students: 22% (25%) Students with Disabilities: 12% (10%)
iReady Math Diagnostic	This is the percent of students at or above grade level as of Spring 2025 math diagnostic: All Students: 4% African American students: 3% English Learner students: 0% Students with Disabilities: 0%	This WILL BE the percent of students at or above grade level by Spring diagnostic of 2026: All Students: 28% (32%) African American students: 24% (32%) English Learner students: 22% (20%) Students with Disabilities: 13% (8%)
Reclassification Rate	2024-2025: 5 students reclassified, 15 upcoming 5th Grade ELs	2025-2026: Reclassify all outgoing 5th grade students who have been here since kindergarten and reclassify any other EL level 4 students. This should push our reclassification numbers up in the 20s.

## 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	1.1 To address the high demand and increase of technology-based instructional programs since online learning during the pandemic and state online testing, Bemis will provide equitable access to technology with computer accessories and necessary software/online programs to support all students.	All Students who are at-risk of failing and are not making adequate progress, including African American, English Learners and Students with special needs.	27,000 Title I 4000-4999: Books And Supplies Online Supplemental instructional support (iReady instruction, Lexia, i-Excel, SIPPS, Discovery Sciences, Nearpos, Skies, Go Guardian, and other online programs).
1.2	1.2 Scholars will be provided study trips and instructional presentations that provide learning opportunities outside of the traditional instructional setting, that will enhance standards-based learning and enrich students experiences both culturally and academically.	Gen Ed Students, African American, English Learners and Students with special needs.	2,000 Title I 5000-5999: Services And Other Operating Expenditures Entrance or participation fees for study trips: each grade will be give the opportunity to participate in a virtual or in-person study trip. 1,200.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures Study Trips for our English Learners.

<b>1.3</b>	1.3 To address students who are not meeting grade-level standards, Professional Learning Communities will be implemented school-wide. The PLCs will focus on analyzing data and creating formative assessments that will help identify small group targeted instruction with rotating blocks. Funds will be set aside for PLC training, PLC Leads extra duty time, and other PLC related necessities.	All Students who are are not making adequate progress, including African American, English Learners and Students with special needs.	14,000 Title I 1000-1999: Certificated Personnel Salaries
<b>1.4</b>	1.4 ELPAC assessments will be administered initially and annually to determine student language proficiency levels and is necessary to reclassify students. The results of this assessment will be used to guide placement decisions for students and the level of scaffolds and supports needed for instruction at the beginning of the school year.	English Learners	3,000 EL Supplemental 1000-1999: Certificated Personnel Salaries To pay for substitutes to cover ELPAC administrators 1,500 EL Supplemental 1000-1999: Certificated Personnel Salaries To pay teachers extra duty to give ELPAC during after school program or during Step-Up 1,980 EL Supplemental 4000-4999: Books And Supplies Supplemental supplies to support English Language Development for English Learners and to promote EL Awareness Week
<b>1.5</b>	1.5 To support students meeting CCSS standards, science general supplies will be available to support students meeting grade-level science standards.	All Students	2,000.00 Title I 4000-4999: Books And Supplies Supplemental supplies for the Discovery Science Curriculum
<b>1.6</b>	1.6 To support literacy growth, a new program called, "Read to Succeed: School-Wide Literacy Growth Through Accelerated Reader" will be implemented and we will use Title I for incentives, lunch with the principal, lunch competitions, and recognitions.	All Students	2,000 Title I 5000-5999: Services And Other Operating Expenditures Lunch with principal, incentives, supplies for lunch competitions, and recognition materials like medals, certificates, etc.
<b>1.7</b>	1.7 Bemis Elementary school is launching a comprehensive technology literacy program using Typing.com to equip students with essential keyboarding and digital skills for the 21st century. This initiative will foster foundational competencies in typing, digital citizenship, and basic coding, all through engaging, grade-appropriate lessons and games	All Students, All Subgroups	3,000 Title I 5000-5999: Services And Other Operating Expenditures Lunch with principal, incentives, supplies for lunch competitions, and recognition materials like medals, certificates, etc.

<b>1.8</b>	1.8 Reclassification of 5th grade ELs who have been here since Kindergarten will be the focus of Bemis and will require family meetings and release time of our SELF	English Learners	1,380.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures Snacks for ELAC meetings to inform parents of the ELPAC and Reclassification 1,000 Title I 1000-1999: Certificated Personnel Salaries Sub coverage for SELF to work with EL Reclassification, parent meetings, OPTEL assessments, and teacher training
<b>1.16</b>			

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Some of the strategies were no longer being used so we have made some revisions in order to align to our articulated goal.

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

We did not spend all the monies allocated from our title I budget to implement the strategies to meet the articulated goal. Specifically

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.

Due to funding constraints, we eliminated the Intervention Strategist position and are reconsidering the Leader in Me Program for our SEL component based on teacher needs survey.

# 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.

#### CONDITIONS FOR LEARNING

In order to have all students performing at or above grade level, they need highly qualified teachers teaching them. We will continue to support our teachers in their professional development, collaboration time, walkthroughs, and the staff needs survey.

With principal's approval in advance, Certificated staff will attend professional development opportunities both inside and outside of the district to improve instructional practices in self-identified areas of improvement in core content during the next school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Conditions of Learning - We will ensure all students are provided with access and opportunities to support learning with highly qualified teachers and professional learning communities that promote a culture of continuous improvement for student achievement.

### 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.

Educators require comprehensive professional development and training initiatives to enhance their efficacy in pedagogy and ensure the achievement of all students at grade level. It is imperative for teachers to diligently submit weekly lesson plans within their instructional folders, while impact grade level teams must similarly contribute their meeting minutes to these repositories. Furthermore, educators stand to benefit from the integration of Social-Emotional Learning (SEL) practices into their professional development endeavors.

### 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
iReady Diagnostic in reading	This is the percent of students at or above grade level as of Spring 2025 reading diagnostic: All Students: 16% African American students: 12% English Learner students: 7% Students with Disabilities: 3%	This WILL BE the percent of students at or above grade level by Spring diagnostic of 2026: All Students: 38% (36%) African American students: 34% (36%) English Learner students: 22% (25%) Students with Disabilities: 12% (10%)
iReady Diagnostic in math	This is the percent of students at or above grade level as of Spring 2025 math diagnostic: All Students: 4% African American students: 3% English Learner students: 0% Students with Disabilities: 0%	This WILL BE the percent of students at or above grade level by Spring diagnostic of 2026: All Students: 28% (32%) African American students: 24% (32%) English Learner students: 22% (20%) Students with Disabilities: 13% (8%)

## 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	<p>2.1 Professional Development plan will be created based on student needs, as identified through data analysis , SPSA goals, and teacher needs survey. Areas of focus will include:</p> <ul style="list-style-type: none"> <li>*Develop the capacity of our support staff</li> <li>*Support for teachers to improve literacy instruction and intervention practices</li> <li>*District provided professional development</li> <li>*Develop the capacity of teachers to provide appropriate supports to students with disabilities within an inclusive learning environment</li> <li>*Develop teacher's cultural proficiency to meet the diverse needs of Bemis's student demographics</li> <li>*Support for students in mathematics and numeracy and future ready</li> <li>*Professional Development to support teachers in effective implementation of SEL instruction and practices.</li> <li>*Professional Development for de escalation of student behavior and Standards Based Grading.</li> </ul>	ALL SUBGROUPS	<p>5,000 Title I 5000-5999: Services And Other Operating Expenditures Data Collection System: Panorama Ed 12,000 Title I 1000-1999: Certificated Personnel Salaries Extra Duty 2,000 Title I 2000-2999: Classified Personnel Salaries Extra Duty 6,000 Title I 1000-1999: Certificated Personnel Salaries Substitute Release Time during the school day 12,000 Title I 4000-4999: Books And Supplies Supplemental instructional materials needed to access standards identified in Professional Learning Communities, Nancy Fetzner, CAASPP Deep Dive, Standards Plus, and other items related to this strategy.</p>
2.2	<p>2.2 CAASPP Deep Dive data analysis and goal setting including on-going training to include:</p> <ul style="list-style-type: none"> <li>*Instructional practices that have been most effective in supporting literacy development.</li> <li>*The integration of assessment data into classroom instruction.</li> <li>*DOK alignment to the standards</li> <li>*Areas for growth as we continue our work this year</li> <li>*The alignment of curriculum with CAASPP standards.</li> <li>*Instructional practices that support student success on these assessments.</li> <li>*Data-informed instruction using interim and formative assessments.</li> <li>*DOK levels 2 &amp; 3 as a priority throughout the day</li> </ul>	ALL SUBGROUPS	<p>7,000.00 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to provide coverage during the regular school day in order to create collaboration opportunities 600.00 Title I 3000-3999: Employee Benefits Benefits</p>
2.3	<p>2.3 Professional development resources may be purchased with a pre-approved purchase order and made available to teachers and other staff</p>	ALL SUBGROUPS	<p>4,000 Title I</p>

	members to learn new instructional and student engagement strategies.		4000-4999: Books And Supplies Professional development resources with a pre-approved PO
<b>2.4</b>	2.4 Teachers and Admin will attend professional development in order to better support English Learners both in designated and integrated ELD strategies.	English Learners	2,000 EL Supplemental 5000-5999: Services And Other Operating Expenditures Registration fee to attend conferences related to EL and DLI 2,000 EL Supplemental 5000-5999: Services And Other Operating Expenditures Travel, food, and lodging cost for instructional staff who supports EL students to attend EL and DLI conferences
<b>2.5</b>	2.5 Administrators and TOSA shall attend professional development conferences to support growth in school leadership, instructional leadership, and culturally-relevant practices	ALL SUBGROUPS	2,700 Title I 5000-5999: Services And Other Operating Expenditures Registration fee for the leadership conferences like ACSA, CAASA, ASCD, or other related leadership conferences. 4,500 Title I 5000-5999: Services And Other Operating Expenditures Travel and lodging fee for admin to attend Leadership conferences
<b>2.6</b>	2.6 Project Clerk will provide support with processing documents for professional development, Title I Parent Involvement, and Title I Programs	ALL SUBGROUPS	37,007 Title I 2000-2999: Classified Personnel Salaries Project Clerk Salary
<b>2.7</b>	2.7 Goal-setting and data review sessions will be conducted collaboratively between administrators and individual teachers to analyze student data, reflect on instructional practices, and establish targeted objectives for the upcoming academic year	ALL Students (Gen Ed, students with special needs, African American, English Learners).	3,000 Title I 1000-1999: Certificated Personnel Salaries Substitute teachers to provide coverage during the regular school day in order to create collaboration opportunities
<b>2.8</b>			
<b>2.13</b>			



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# Annual Review

**SPSA Year Reviewed: 2024-25**

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.

The effectiveness of the proposed strategies will be evident in the student data from iReady and CAASPP. We expect our data to continue to improve.

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

For goal 2, there is a good balance between the intended implementation and what we have budgeted using our Title I funds.

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

The changes of this goal will be more focused on specific areas of teacher training like the CAASPP Deep Dive, and reflective of the needs from the teacher needs survey.



# 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.

#### ENGAGEMENT

Strong family engagement and collaborative school partnerships are indispensable pillars for fostering academic success among students. By nurturing these connections, we create a supportive ecosystem where students receive consistent encouragement, holistic guidance, and tailored resources, thereby empowering them to excel academically and reach their fullest potential.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Pupil Engagement - We will create a positive, safe, and engaging learning environment that is student and family centered.

### 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.

Some areas that need significant improvement based on our Dashboard and local data are family outreach programs like a Newcomer Program , parental involvement opportunities, academic support resources, feedback mechanisms, open communication channels, and community partnerships

### 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
Attendance Data Discipline Referrals Sign In Sheets from parent engagement opportunities	Chronic absences are at an average of 29%. Synergy major referrals from Aug-Mar On average, 1-5 parents are showing up to workshops	Chronic absences will decrease by 10%. Synergy major referrals will decrease by 10% The percentage of parent engagement at school sponsored workshops and surveys will increase to 15-20.

### 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	3.1 To increase student engagement, attendance, and decrease discipline incidents, MTSS will be fully implemented at (tier 1, tier 2, tier 3) and Leader In Me Program- or a program similar. Materials, resources, professional development,	ALL Students, All SUBGROUPS	5,000 Title I 5800: Professional/Consulting Services And Operating Expenditures

	staff collaboration, contracted services, acknowledgement system, student and parent survey systems, and web based applications will be purchased/acquired to help support MTSS implementation throughout the school day.		Leader in Me or similar program 1,000 Title I 1000-1999: Certificated Personnel Salaries Extra duty hours for classified staff 3,000.00 Title I 5000-5999: Services And Other Operating Expenditures Data Collection System: Panorama
<b>3.3</b>	3.2 Increase attendance with an attendance incentive program. Attendance data will be shared with staff and parents. SART meetings will be held to support parents. Lunch with the principal and parents also.	All student/all sub groups	2,000 Title I 4000-4999: Books And Supplies Incentives for attendance for CAASPP, daily attendance, across the school, by grade level and by classroom. 2,200 Title I 5000-5999: Services And Other Operating Expenditures Family lunch with principal, snacks and refreshments.
<b>3.4</b>	3.3 Increase family involvement with Coffee with the Principal. ELAC, SSC, and AAPAC parent meetings. Meetings will help educate Families of school-wide operations, academic and social emotional support for their children, including technology trainings as requested by families.	All students/all subgroups	1,271 Title I 5000-5999: Services And Other Operating Expenditures Yum Yum, Grocery Outlet, Walmart, Amazon
<b>3.5</b>	3.4 Family engagement workshops to build community such as but not limited to: EL awareness, EL Reclassification, College-Ready, academic support at home, SEL, and technology needs.	All students/all subgroups	2,000 Title I 5700-5799: Transfers Of Direct Costs Posters and banners, certificates, rewards, printed materials from Printshop 500.00 Title I 4000-4999: Books And Supplies Materials and supplies for incentives to encourage parent participation 500.00 EL Supplemental 5000-5999: Services And Other Operating Expenditures Snacks for EL Parent Workshops 400.00 Title I 2000-2999: Classified Personnel Salaries Baby Sitting for parent workshops

			1,000.00 Title I 5000-5999: Services And Other Operating Expenditures Food for parent engagement meetings
<b>3.6</b>	3.6 To increase student engagement, attendance, and decrease discipline incidents, Bemis will continue with the implementation of Leader In Me (LIM) as an evidenced-based, comprehensive improvement model. LIM will empower students with the leadership and life skills they need to thrive in the 21st century. Professional development will be provided through virtual workshops for the development in the LIM principles and practices of leadership, culture, and academics. An LIM consultant will work with the site Leadership Team to advance in the implementation process. The yearly Membership ensures access to the regional meetings, coaching, and LIM website resources for “On Demand” workshop modules, student, and instructional resources.	ALL STUDENTS/ALL SUBGROUPS	500.00 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Resource books, videos, and handbooks, Writing board (Mobil) 2,000.00 Title I 1000-1999: Certificated Personnel Salaries Substitutes for the leadership team/lighthouse team to collaborate. 1,000 Title I 4000-4999: Books And Supplies materials and supplies
<b>3.7</b>	3.7 Parent Volunteer Program. Parent trainings, polo t-shirts, badges, and recognitions.	All students, all sub groups	1,000 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Polo's for parent volunteers (blank) 942 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Snacks for parent trainings, badges, certificates
<b>3.15</b>			

## Annual Review

### SPSA Year Reviewed: 2024-25

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.

Will be completed end of the current academic school year, before the SPSA is due end of May 2025

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

Will be completed end of the current academic school year, before the SPSA is due end of May 2025

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.

Will be completed end of the current academic school year, before the SPSA is due end of May 2025

# 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	\$166,594.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$184,180.00
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	\$168,178.00
Title I Part A: Parent Involvement	\$2,442.00

Subtotal of additional federal funds included for this school: \$170,620.00

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 (\$)
EL Supplemental	\$13,560.00

Subtotal of state or local funds included for this school: \$13,560.00

Total of federal, state, and/or local funds for this school: \$184,180.00

# Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	168,178	0.00
EL Supplemental	13,560	0.00
Title I Part A: Parent Involvement	2,442	0.00

## Expenditures by Funding Source

Funding Source	Amount
EL Supplemental	13,560.00
Title I	168,178.00
Title I Part A: Parent Involvement	2,442.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	50,500.00
2000-2999: Classified Personnel Salaries	39,407.00
3000-3999: Employee Benefits	600.00
4000-4999: Books And Supplies	51,980.00
5000-5999: Services And Other Operating Expenditures	34,693.00
5700-5799: Transfers Of Direct Costs	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	EL Supplemental	4,500.00

4000-4999: Books And Supplies	EL Supplemental	1,980.00
5000-5999: Services And Other Operating Expenditures	EL Supplemental	7,080.00
1000-1999: Certificated Personnel Salaries	Title I	46,000.00
2000-2999: Classified Personnel Salaries	Title I	39,407.00
3000-3999: Employee Benefits	Title I	600.00
4000-4999: Books And Supplies	Title I	48,500.00
5000-5999: Services And Other Operating Expenditures	Title I	26,671.00
5700-5799: Transfers Of Direct Costs	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	942.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	60,060.00
Goal 2	99,807.00
Goal 3	24,313.00

# 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
- 5 Parent or Community Members

Name of Members	Role
Monte Stewart	Principal
Cynthia Magdaleno	Classroom Teacher
Celeste Kertesz	Classroom Teacher
Asha Compton-Sendrey	Other School Staff
Aida Mota	Parent or Community Member
Evelyn Palacios	Parent or Community Member
VACANT	Parent or Community Member
Vacant	Parent or Community Member
Jacqueline Castellon	Parent or Community Member
Juan Rosas-Alfaro	Classroom Teacher

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
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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 May 2nd, 2024.

Attested:

Principal, Monte Stewart, Ed.D. on April 22, 2025
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SSC Chairperson, Jacqueline Castellano on April 22, 2025
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# 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](mailto: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](mailto: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](mailto: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