



School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|-------------------------------|-----------------------------------|--|---------------------------|
| Shore Acres Elementary School | 07-61754-6004295 | January 16, 2025 | |

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

Schoolwide Program

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

Schoolwide Program

The Shore Acres Vision and Mission are centered around a Two-Way Dual Language and AVID focus. Our primary objectives are to prepare our students for college, career, and community readiness while implementing a culturally sustaining pedagogy and actively involving parents and the community in student support. To achieve this, the Shore Acres staff is committed to delivering an equitable and high-quality education through comprehensive AVID implementation, a TK-5 Two-Way Dual Language Program, and access to full-day TK and Kindergarten. We also prioritize social justice instruction, technology accessibility, and high-quality teaching aligned with the Common Core State Standards for both Language Arts and math. Furthermore, we place great emphasis on providing our staff with ongoing professional development opportunities to ensure a high-quality, culturally responsive environment. In addition, we engage parents and community members through various avenues, including monthly ELAC meetings, community circles, School Site Council meetings, a developing Family-Faculty Club, parent-teacher conferences, Back to School Night, and Open House.

Educational Partner Involvement

How, when, and with whom did Shore Acres 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

Shore Acres follows an inclusive leadership and development model. Meetings were held to allow stakeholders to contribute to the development of the school's SPSA. This included staff meetings, School Site Council, and ELAC attended by teachers, staff, and community members. These meetings provided opportunities for stakeholders to discuss, identify areas, and provide input for the development of the SPSA.

Resource Inequities

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

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

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.

Shore Acres has three areas within the "Orange" or "Red" performance categories: English Learner Progress, English Language Arts, and 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.

The California School Dashboard does not show any subgroup performing two or more levels below the "all-student" performance at Shore Acres Elementary.

Other Needs

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

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Shore Acres 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 | 0.24% | 0% | % | 1 | 0 | |
| African American | 1.94% | 1.22% | 2.02% | 8 | 5 | 8 |
| Asian | 0.97% | 1.22% | 0.76% | 4 | 5 | 3 |
| Filipino | 0.48% | 0.73% | 0.76% | 2 | 3 | 3 |
| Hispanic/Latino | 88.62% | 90.22% | 92.17% | 366 | 369 | 365 |
| Pacific Islander | 0.24% | 0% | % | 1 | 0 | |
| White | 1.45% | 2.44% | 3.03% | 6 | 10 | 12 |
| Multiple/No Response | 0.97% | 0.98% | 0.51% | 4 | 4 | 2 |
| Total Enrollment | | | | 413 | 409 | 396 |

Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| Kindergarten | 56 | 82 | 51 |
| Grade 1 | 61 | 58 | 72 |
| Grade 2 | 89 | 54 | 55 |
| Grade3 | 64 | 83 | 52 |
| Grade 4 | 70 | 60 | 85 |
| Grade 5 | 73 | 72 | 60 |
| Total Enrollment | 413 | 409 | 396 |

Conclusions based on this data:

1. Our student enrollment reflects the community we serve.
2. Enrollment at Shore Acres has experienced a period of decline, but it has recently shown signs of improvement.
3. Shore Acres serves a large percentage of Spanish-speaking English Learners.

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 | 267 | 271 | 263 | 50.9% | 64.6% | 66.4% |
| Fluent English Proficient (FEP) | 45 | 29 | 31 | 13.6% | 10.9% | 7.8% |
| Reclassified Fluent English Proficient (RFEP) | 4 | 10 | 15 | 0.9% | 4% | 5% |

Conclusions based on this data:

1. The number of English learners has decreased from the '22-'23 to the '23-'24 academic year.
2. The percentage of reclassified English learners has increased.
3. The number of Fluent English Proficient students has decreased.

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 | 63 | 83 | 54 | 62 | 82 | 54 | 62 | 82 | 54 | 98.4 | 98.8 | 100 |
| Grade 4 | 75 | 60 | 85 | 74 | 60 | 79 | 74 | 60 | 79 | 98.7 | 100.0 | 92.9 |
| Grade 5 | 71 | 72 | 60 | 71 | 67 | 59 | 71 | 67 | 59 | 100.0 | 93.1 | 98.3 |
| All Grades | 209 | 215 | 199 | 207 | 209 | 192 | 207 | 209 | 192 | 99.0 | 97.2 | 96.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard 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 | 2311. | 2298. | 2294. | 3.23 | 2.44 | 1.85 | 3.23 | 1.22 | 3.70 | 16.13 | 15.85 | 12.96 | 77.42 | 80.49 | 81.48 |
| Grade 4 | 2347. | 2376. | 2334. | 1.35 | 3.33 | 3.80 | 5.41 | 6.67 | 5.06 | 10.81 | 20.00 | 11.39 | 82.43 | 70.00 | 79.75 |
| Grade 5 | 2393. | 2401. | 2384. | 5.63 | 5.97 | 3.39 | 8.45 | 10.45 | 3.39 | 15.49 | 17.91 | 15.25 | 70.42 | 65.67 | 77.97 |
| All Grades | N/A | N/A | N/A | 3.38 | 3.83 | 3.13 | 5.80 | 5.74 | 4.17 | 14.01 | 17.70 | 13.02 | 76.81 | 72.73 | 79.69 |

| 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 | 6.45 | 1.22 | 5.56 | 37.10 | 43.90 | 46.30 | 56.45 | 54.88 | 48.15 |
| Grade 4 | 1.35 | 3.33 | 7.59 | 45.95 | 53.33 | 40.51 | 52.70 | 43.33 | 51.90 |
| Grade 5 | 1.41 | 6.06 | 1.69 | 47.89 | 48.48 | 52.54 | 50.70 | 45.45 | 45.76 |
| All Grades | 2.90 | 3.37 | 5.21 | 43.96 | 48.08 | 45.83 | 53.14 | 48.56 | 48.96 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 | 1.64 | 1.22 | 1.89 | 24.59 | 20.73 | 15.09 | 73.77 | 78.05 | 83.02 |
| Grade 4 | 1.35 | 0.00 | 1.28 | 18.92 | 45.76 | 16.67 | 79.73 | 54.24 | 82.05 |
| Grade 5 | 2.82 | 1.54 | 3.39 | 30.99 | 32.31 | 30.51 | 66.20 | 66.15 | 66.10 |
| All Grades | 1.94 | 0.97 | 2.11 | 24.76 | 31.55 | 20.53 | 73.30 | 67.48 | 77.37 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 | 1.61 | 0.00 | 0.00 | 53.23 | 51.22 | 57.41 | 45.16 | 48.78 | 42.59 |
| Grade 4 | 0.00 | 0.00 | 1.27 | 60.81 | 71.67 | 50.63 | 39.19 | 28.33 | 48.10 |
| Grade 5 | 7.04 | 7.58 | 3.39 | 57.75 | 60.61 | 62.71 | 35.21 | 31.82 | 33.90 |
| All Grades | 2.90 | 2.40 | 1.56 | 57.49 | 60.10 | 56.25 | 39.61 | 37.50 | 42.19 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| 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 | 0.00 | 1.22 | 1.85 | 46.77 | 36.59 | 35.19 | 53.23 | 62.20 | 62.96 |
| Grade 4 | 2.70 | 3.33 | 5.06 | 58.11 | 65.00 | 50.63 | 39.19 | 31.67 | 44.30 |
| Grade 5 | 8.45 | 6.06 | 3.39 | 36.62 | 46.97 | 42.37 | 54.93 | 46.97 | 54.24 |
| All Grades | 3.86 | 3.37 | 3.65 | 47.34 | 48.08 | 43.75 | 48.79 | 48.56 | 52.60 |

Conclusions based on this data:

1. There was an increase in the percentage of standards met from 2022-2023 to 2023-2024.
2. Data shows that writing is the area with the lowest performance.
3. The percentages of students standard in research/inquiry have decreased over the three school years.

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 | 63 | 83 | 54 | 61 | 83 | 53 | 61 | 83 | 53 | 96.8 | 100.0 | 98.1 |
| Grade 4 | 75 | 60 | 85 | 74 | 60 | 82 | 73 | 60 | 82 | 98.7 | 100.0 | 96.5 |
| Grade 5 | 71 | 72 | 60 | 71 | 69 | 59 | 71 | 69 | 59 | 100.0 | 95.8 | 98.3 |
| All Grades | 209 | 215 | 199 | 206 | 212 | 194 | 205 | 212 | 194 | 98.6 | 98.6 | 97.5 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|---------------------|-------|-------|----------------|-------|-------|-----------------------|-------|-------|--------------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard 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 | 2330. | 2328. | 2309. | 3.28 | 2.41 | 0.00 | 1.64 | 8.43 | 5.66 | 14.75 | 19.28 | 18.87 | 80.33 | 69.88 | 75.47 |
| Grade 4 | 2361. | 2376. | 2372. | 2.74 | 1.67 | 2.44 | 4.11 | 8.33 | 4.88 | 17.81 | 16.67 | 26.83 | 75.34 | 73.33 | 65.85 |
| Grade 5 | 2379. | 2383. | 2370. | 1.41 | 1.45 | 3.39 | 7.04 | 1.45 | 0.00 | 11.27 | 15.94 | 8.47 | 80.28 | 81.16 | 88.14 |
| All Grades | N/A | N/A | N/A | 2.44 | 1.89 | 2.06 | 4.39 | 6.13 | 3.61 | 14.63 | 17.45 | 19.07 | 78.54 | 74.53 | 75.26 |

| 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 | 1.64 | 6.02 | 3.77 | 19.67 | 26.51 | 24.53 | 78.69 | 67.47 | 71.70 |
| Grade 4 | 1.37 | 3.33 | 4.88 | 27.40 | 26.67 | 29.27 | 71.23 | 70.00 | 65.85 |
| Grade 5 | 2.82 | 1.47 | 3.39 | 29.58 | 20.59 | 22.03 | 67.61 | 77.94 | 74.58 |
| All Grades | 1.95 | 3.79 | 4.12 | 25.85 | 24.64 | 25.77 | 72.20 | 71.56 | 70.10 |

| 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 | 3.28 | 2.41 | 0.00 | 37.70 | 36.14 | 41.51 | 59.02 | 61.45 | 58.49 |
| Grade 4 | 2.74 | 1.67 | 4.88 | 38.36 | 43.33 | 37.80 | 58.90 | 55.00 | 57.32 |
| Grade 5 | 2.82 | 0.00 | 1.69 | 30.99 | 37.68 | 32.20 | 66.20 | 62.32 | 66.10 |
| All Grades | 2.93 | 1.42 | 2.58 | 35.61 | 38.68 | 37.11 | 61.46 | 59.91 | 60.31 |

Conclusions based on this data:

1. Across most grade levels, the percentage of students performing "at" or "near standard" has shown a slight improvement from the 2021-2022 academic year to the 2023-2024.
2. Although there was a large participation rate and some progress, a large proportion of students are performing below grade level.
3. Problem-solving and data modeling/analysis are the skills that present the most significant challenges for our students.

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 |
| K | 1415.1 | 1394.8 | 1369.4 | 1427.3 | 1400.9 | 1382.0 | 1386.2 | 1380.7 | 1339.7 | 37 | 57 | 55 |
| 1 | 1404.1 | 1398.3 | 1379.5 | 1439.8 | 1423.0 | 1395.0 | 1367.8 | 1373.1 | 1363.5 | 43 | 40 | 53 |
| 2 | 1438.5 | 1408.8 | 1426.5 | 1462.8 | 1454.6 | 1433.9 | 1413.6 | 1362.5 | 1418.5 | 52 | 42 | 40 |
| 3 | 1481.5 | 1475.8 | 1453.4 | 1494.2 | 1484.6 | 1463.4 | 1468.2 | 1466.5 | 1442.8 | 41 | 51 | 40 |
| 4 | 1488.7 | 1505.8 | 1491.5 | 1500.4 | 1506.3 | 1498.3 | 1476.5 | 1504.8 | 1484.1 | 52 | 39 | 51 |
| 5 | 1499.7 | 1513.8 | 1527.9 | 1507.0 | 1522.4 | 1546.6 | 1491.8 | 1504.8 | 1508.7 | 44 | 45 | 35 |
| All Grades | | | | | | | | | | 269 | 274 | 274 |

| 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 |
| K | 8.11 | 15.79 | 3.64 | 24.32 | 21.05 | 23.64 | 54.05 | 35.09 | 32.73 | 13.51 | 28.07 | 40.00 | 37 | 57 | 55 |
| 1 | 2.33 | 2.50 | 3.77 | 13.95 | 12.50 | 9.43 | 27.91 | 32.50 | 32.08 | 55.81 | 52.50 | 54.72 | 43 | 40 | 53 |
| 2 | 0.00 | 4.76 | 2.50 | 36.54 | 21.43 | 25.00 | 30.77 | 19.05 | 37.50 | 32.69 | 54.76 | 35.00 | 52 | 42 | 40 |
| 3 | 2.44 | 5.88 | 2.50 | 43.90 | 33.33 | 22.50 | 39.02 | 35.29 | 30.00 | 14.63 | 25.49 | 45.00 | 41 | 51 | 40 |
| 4 | 15.38 | 15.38 | 15.69 | 36.54 | 38.46 | 29.41 | 21.15 | 30.77 | 33.33 | 26.92 | 15.38 | 21.57 | 52 | 39 | 51 |
| 5 | 9.09 | 22.22 | 25.71 | 22.73 | 26.67 | 31.43 | 40.91 | 28.89 | 28.57 | 27.27 | 22.22 | 14.29 | 44 | 45 | 35 |
| All Grades | 6.32 | 11.31 | 8.39 | 30.11 | 25.55 | 22.99 | 34.57 | 30.66 | 32.48 | 29.00 | 32.48 | 36.13 | 269 | 274 | 274 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 |
| K | 13.51 | 21.05 | 5.45 | 27.03 | 19.30 | 27.27 | 51.35 | 28.07 | 27.27 | 8.11 | 31.58 | 40.00 | 37 | 57 | 55 |
| 1 | 6.98 | 2.50 | 11.32 | 32.56 | 45.00 | 24.53 | 44.19 | 30.00 | 28.30 | 16.28 | 22.50 | 35.85 | 43 | 40 | 53 |
| 2 | 19.23 | 4.76 | 12.50 | 32.69 | 42.86 | 42.50 | 36.54 | 40.48 | 22.50 | 11.54 | 11.90 | 22.50 | 52 | 42 | 40 |
| 3 | 31.71 | 27.45 | 15.00 | 48.78 | 39.22 | 35.00 | 9.76 | 15.69 | 30.00 | 9.76 | 17.65 | 20.00 | 41 | 51 | 40 |
| 4 | 44.23 | 46.15 | 37.25 | 25.00 | 30.77 | 33.33 | 11.54 | 12.82 | 13.73 | 19.23 | 10.26 | 15.69 | 52 | 39 | 51 |
| 5 | 25.00 | 37.78 | 48.57 | 52.27 | 40.00 | 40.00 | 13.64 | 11.11 | 2.86 | 9.09 | 11.11 | 8.57 | 44 | 45 | 35 |
| All Grades | 24.16 | 23.36 | 20.44 | 36.06 | 35.40 | 32.85 | 27.14 | 22.99 | 21.53 | 12.64 | 18.25 | 25.18 | 269 | 274 | 274 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 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 |
| K | 8.11 | 7.02 | 0.00 | 2.70 | 15.79 | 7.27 | 54.05 | 49.12 | 52.73 | 35.14 | 28.07 | 40.00 | 37 | 57 | 55 |
| 1 | 0.00 | 2.50 | 3.77 | 16.28 | 10.00 | 9.43 | 9.30 | 7.50 | 11.32 | 74.42 | 80.00 | 75.47 | 43 | 40 | 53 |
| 2 | 0.00 | 4.76 | 0.00 | 21.15 | 14.29 | 17.50 | 30.77 | 14.29 | 35.00 | 48.08 | 66.67 | 47.50 | 52 | 42 | 40 |
| 3 | 0.00 | 0.00 | 2.50 | 7.32 | 15.69 | 2.50 | 58.54 | 35.29 | 35.00 | 34.15 | 49.02 | 60.00 | 41 | 51 | 40 |
| 4 | 1.92 | 7.69 | 1.96 | 17.31 | 25.64 | 21.57 | 30.77 | 35.90 | 39.22 | 50.00 | 30.77 | 37.25 | 52 | 39 | 51 |
| 5 | 2.27 | 4.44 | 5.71 | 6.82 | 13.33 | 22.86 | 43.18 | 48.89 | 42.86 | 47.73 | 33.33 | 28.57 | 44 | 45 | 35 |
| All Grades | 1.86 | 4.38 | 2.19 | 12.64 | 15.69 | 13.14 | 36.80 | 33.21 | 35.77 | 48.70 | 46.72 | 48.91 | 269 | 274 | 274 |

| Listening 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 | 16.22 | 22.81 | 9.09 | 78.38 | 59.65 | 65.45 | 5.41 | 17.54 | 25.45 | 37 | 57 | 55 |
| 1 | 23.26 | 15.00 | 22.64 | 67.44 | 67.50 | 49.06 | 9.30 | 17.50 | 28.30 | 43 | 40 | 53 |
| 2 | 19.23 | 19.05 | 22.50 | 65.38 | 71.43 | 60.00 | 15.38 | 9.52 | 17.50 | 52 | 42 | 40 |
| 3 | 36.59 | 19.61 | 10.00 | 48.78 | 56.86 | 57.50 | 14.63 | 23.53 | 32.50 | 41 | 51 | 40 |
| 4 | 48.08 | 35.90 | 33.33 | 34.62 | 51.28 | 52.94 | 17.31 | 12.82 | 13.73 | 52 | 39 | 51 |
| 5 | 11.36 | 40.00 | 25.71 | 77.27 | 48.89 | 68.57 | 11.36 | 11.11 | 5.71 | 44 | 45 | 35 |
| All Grades | 26.39 | 25.18 | 20.44 | 60.97 | 59.12 | 58.39 | 12.64 | 15.69 | 21.17 | 269 | 274 | 274 |

| 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 | 8.11 | 17.54 | 9.09 | 70.27 | 43.86 | 45.45 | 21.62 | 38.60 | 45.45 | 37 | 57 | 55 |
| 1 | 6.98 | 7.50 | 5.66 | 69.77 | 67.50 | 49.06 | 23.26 | 25.00 | 45.28 | 43 | 40 | 53 |
| 2 | 32.69 | 14.29 | 7.50 | 51.92 | 69.05 | 70.00 | 15.38 | 16.67 | 22.50 | 52 | 42 | 40 |
| 3 | 46.34 | 37.25 | 35.00 | 43.90 | 50.98 | 37.50 | 9.76 | 11.76 | 27.50 | 41 | 51 | 40 |
| 4 | 44.23 | 38.46 | 43.14 | 38.46 | 51.28 | 39.22 | 17.31 | 10.26 | 17.65 | 52 | 39 | 51 |
| 5 | 50.00 | 51.11 | 80.00 | 29.55 | 35.56 | 11.43 | 20.45 | 13.33 | 8.57 | 44 | 45 | 35 |
| All Grades | 32.34 | 27.74 | 27.37 | 49.81 | 52.19 | 43.07 | 17.84 | 20.07 | 29.56 | 269 | 274 | 274 |

| 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 | 8.11 | 7.02 | 0.00 | 67.57 | 75.44 | 60.00 | 24.32 | 17.54 | 40.00 | 37 | 57 | 55 |
| 1 | 9.30 | 7.50 | 3.77 | 11.63 | 10.00 | 18.87 | 79.07 | 82.50 | 77.36 | 43 | 40 | 53 |
| 2 | 0.00 | 7.14 | 0.00 | 59.62 | 28.57 | 57.50 | 40.38 | 64.29 | 42.50 | 52 | 42 | 40 |
| 3 | 0.00 | 0.00 | 5.00 | 36.59 | 45.10 | 27.50 | 63.41 | 54.90 | 67.50 | 41 | 51 | 40 |
| 4 | 5.77 | 12.82 | 1.96 | 38.46 | 53.85 | 45.10 | 55.77 | 33.33 | 52.94 | 52 | 39 | 51 |
| 5 | 6.82 | 8.89 | 8.57 | 34.09 | 60.00 | 48.57 | 59.09 | 31.11 | 42.86 | 44 | 45 | 35 |
| All Grades | 4.83 | 6.93 | 2.92 | 41.26 | 47.45 | 42.70 | 53.90 | 45.62 | 54.38 | 269 | 274 | 274 |

| 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 | 8.11 | 22.81 | 10.91 | 48.65 | 47.37 | 43.64 | 43.24 | 29.82 | 45.45 | 37 | 57 | 55 |
| 1 | 0.00 | 2.50 | 1.89 | 34.88 | 40.00 | 35.85 | 65.12 | 57.50 | 62.26 | 43 | 40 | 53 |
| 2 | 3.85 | 4.76 | 2.50 | 42.31 | 33.33 | 42.50 | 53.85 | 61.90 | 55.00 | 52 | 42 | 40 |
| 3 | 0.00 | 0.00 | 0.00 | 78.05 | 66.67 | 42.50 | 21.95 | 33.33 | 57.50 | 41 | 51 | 40 |
| 4 | 5.77 | 10.26 | 9.80 | 51.92 | 61.54 | 66.67 | 42.31 | 28.21 | 23.53 | 52 | 39 | 51 |
| 5 | 4.55 | 11.11 | 14.29 | 63.64 | 53.33 | 60.00 | 31.82 | 35.56 | 25.71 | 44 | 45 | 35 |
| All Grades | 3.72 | 9.12 | 6.57 | 52.79 | 50.73 | 48.18 | 43.49 | 40.15 | 45.26 | 269 | 274 | 274 |

Conclusions based on this data:

1. There appears to be a trend of improvement in overall language performance as students progress to higher grades.
2. Written language proficiency appears to be an area that requires additional intervention.

School and Student Performance Data

California School Dashboard Student Population

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

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

This section provides information about the school's student population.

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 409 | 72.4 | 66.3 | 0.2 |
| Total Number of Students enrolled in Shore Acres Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 271 | 66.3 |
| Foster Youth | 1 | 0.2 |
| Homeless | 4 | 1 |
| Socioeconomically Disadvantaged | 296 | 72.4 |
| Students with Disabilities | 65 | 15.9 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 5 | 1.2 |
| Asian | 5 | 1.2 |
| Filipino | 3 | 0.7 |
| Hispanic | 369 | 90.2 |
| Two or More Races | 4 | 1 |
| White | 10 | 2.4 |

Conclusions based on this data:

1. A majority of Shore Acres students are socioeconomically disadvantaged (72.4%) and English Learners (66.3%).
2. 15.9% of students are students with disabilities; a higher percentage than the average of 10-12%.

3. African American students, a small but significant population, have decreased over time, currently comprising 1.2%. Conversely, the percentage of Hispanic/Latino students has grown to 90.2%.

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

- 2023-2024 English Language Arts data showed that Shore Acres scored within the lowest performance band (red).
- 2023-2024 Data shows improvement in chronic absenteeism from orange to yellow.
- 2023-2024 math remained an area of growth coming in the orange band.

School and Student Performance Data

Academic Performance English Language Arts

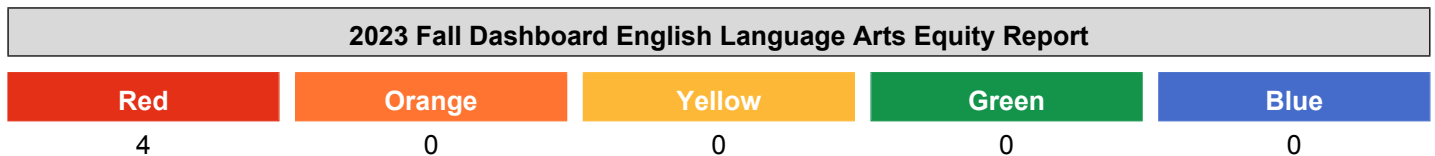
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| All Students Red 111.4 points below standard Maintained +2.2 points 196 Students | English Learners Red 111.8 points below standard Maintained -2.5 points 137 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 3 Students | Socioeconomically Disadvantaged Red 113.7 points below standard Maintained +1.9 points 139 Students | Students with Disabilities Red 140 points below standard Maintained +0.2 points 42 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 6 Students |  No Performance Color 0 Students | Less than 11 Students 3 Students | Less than 11 Students 1 Student |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 108.2 points below standard Maintained -2.3 points 172 Students | Less than 11 Students 4 Students |  No Performance Color 0 Students | Less than 11 Students 7 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 125.6 points below standard Increased +7.7 points 121 Students | 7.6 points below standard Decreased -11.8 points 16 Students | 133.6 points below standard Increased +10.5 points 48 Students |

Conclusions based on this data:

1. Based on older data: The school performance falls on four red indicators.
2. Based on older data: English Learners scored 125.6 points below standard, but notably increased their performance by +7.7 points.
3. Based on older data: While some groups, like current English Learners and English-only students, showed improvements, the overall performance remains below the standard for most groups.

School and Student Performance Data

Academic Performance Mathematics

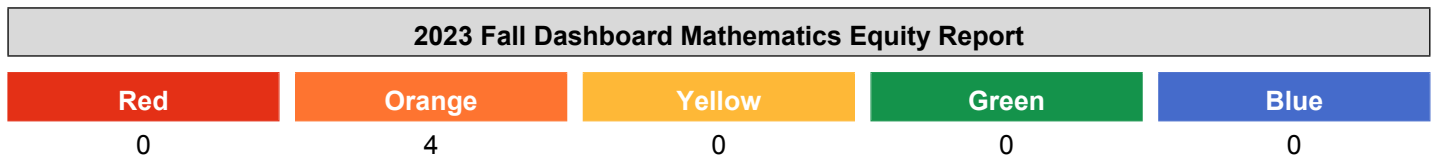
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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 Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| All Students  Orange 117.7 points below standard Increased +6.4 points 199 Students | English Learners  Orange 118 points below standard Increased +5.1 points 139 Students | Foster Youth Less than 11 Students 1 Student |
| Homeless Less than 11 Students 3 Students | Socioeconomically Disadvantaged  Orange 118.1 points below standard Increased +7.4 points 141 Students | Students with Disabilities  Orange 165.4 points below standard Increased +7.7 points 42 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| Less than 11 Students 6 Students |  No Performance Color 0 Students | Less than 11 Students 3 Students | Less than 11 Students 1 Student |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 111.1 points below standard Increased +9.3 points 174 Students | Less than 11 Students 4 Students |  No Performance Color 0 Students | Less than 11 Students 7 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 128.8 points below standard Increased +13.3 points 123 Students | 35.3 points below standard Maintained -1.4 points 16 Students | 141.4 points below standard Maintained -0.3 points 49 Students |

Conclusions based on this data:

1. Based on older data, the school performance falls within two red and two orange indicators.
2. Based on older data, the students maintained a below standard rating.
3. Based on older data, English Learners performance level increased modestly but continues to be below standards.

School and Student Performance Data

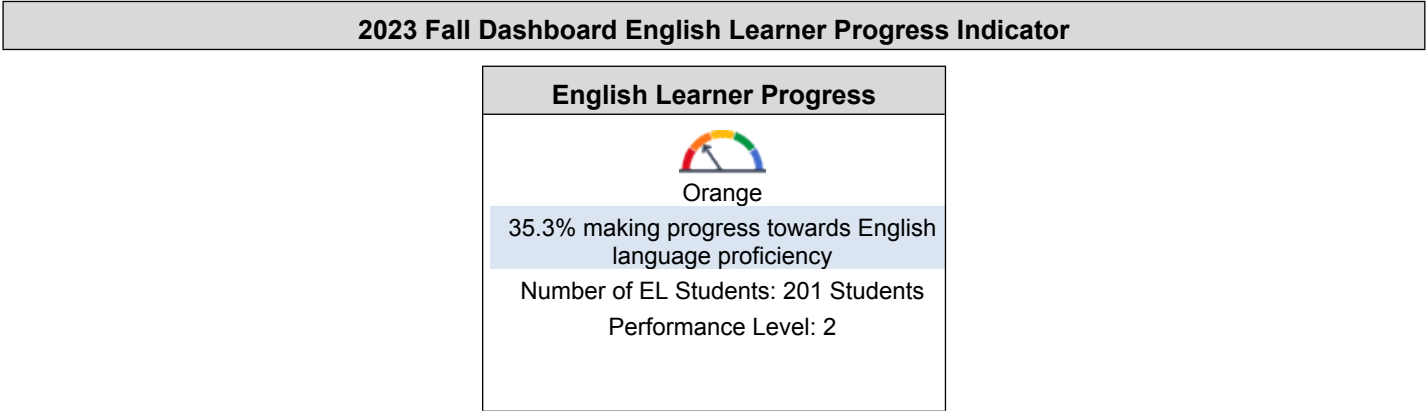
Academic Performance English Learner Progress

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



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2023 Fall Dashboard Student English Language Acquisition Results | | | |
|--|--|-------------------------|------------------------------------|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 51 | 79 | 6 | 65 |

Conclusions based on this data:

- 35.3% of English Learners are making progress towards English language proficiency.
- This presents a significant opportunity to enhance instructional and intervention practices to improve student reclassification rates.
- The majority of students are maintaining their proficiency levels, indicating stability but also suggesting the need for targeted interventions to encourage further progress.

School and Student Performance Data

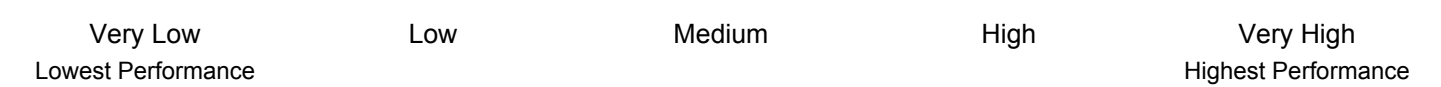
Academic Performance College/Career Report

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

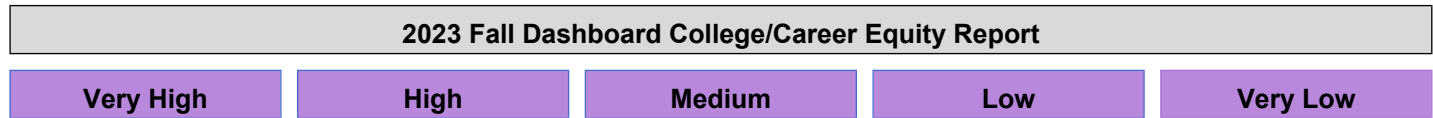
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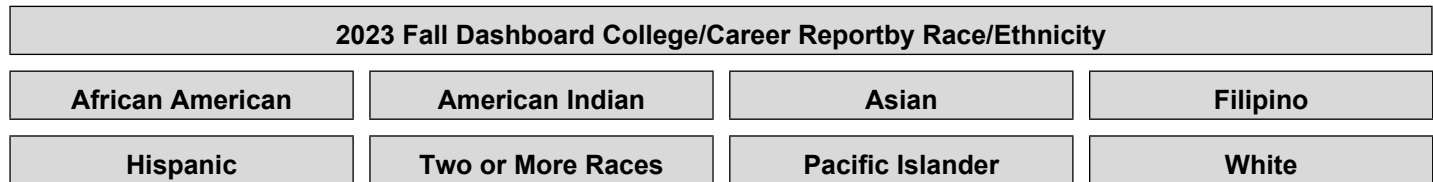
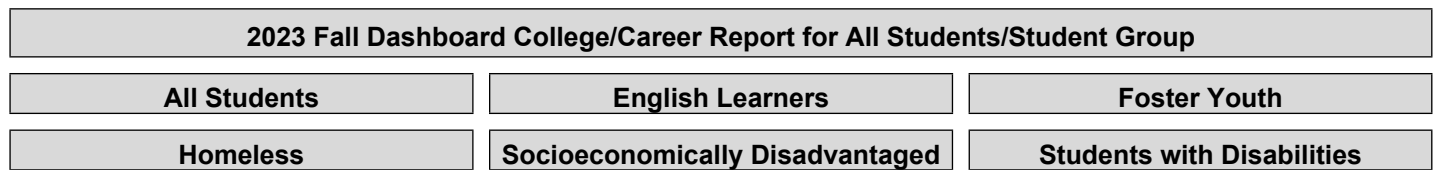
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



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.



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students



Yellow

41.2% Chronically Absent

Declined Significantly -5.4

430 Students

English Learners



Yellow

37.2% Chronically Absent

Declined Significantly -4.6

290 Students

Foster Youth

Less than 11 Students

4 Students

Homeless

66.7% Chronically Absent

Declined -9.8

12 Students

Socioeconomically Disadvantaged



Yellow

40.1% Chronically Absent

Declined Significantly -7.1

319 Students

Students with Disabilities






Orange

42.3% Chronically Absent

Declined -12.7

78 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
| <p>72.7% Chronically Absent</p> <p>0</p> <p>11 Students</p> |  <p>No Performance Color</p> <p>0 Students</p> | <p>Less than 11 Students</p> <p>6 Students</p> | <p>Less than 11 Students</p> <p>3 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <p>Yellow</p> <p>40.2% Chronically Absent</p> <p>Declined Significantly -5.3</p> <p>386 Students</p> | <p>36.4% Chronically Absent</p> <p>Declined -9.8</p> <p>11 Students</p> |  <p>No Performance Color</p> <p>0 Students</p> | <p>46.2% Chronically Absent</p> <p>0</p> <p>13 Students</p> |

Conclusions based on this data:

1. The attendance for the school student groups scored within three yellow indicators and one orange.
2. Absenteeism decreased for the Hispanic subgroup by -5.3, moving from orange to yellow.
3. Students with disabilities, despite being in the orange indicator category, demonstrate a notable improvement in academic engagement.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

Red Orange Yellow Green Blue

Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Not applicable to TK-5 grade span.

School and Student Performance Data

Conditions & Climate Suspension Rate

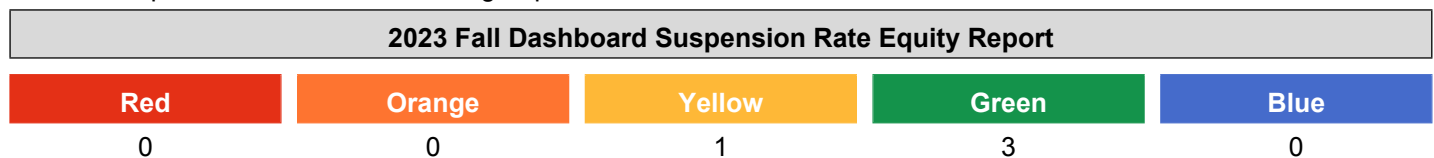
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|--|
| All Students Green 1.8% suspended at least one day Declined Significantly -1.4 447 Students | English Learners Green 1.7% suspended at least one day Declined Significantly -1.1 298 Students | Foster Youth Less than 11 Students 4 Students |
| Homeless 15.4% suspended at least one day Increased 9.5 13 Students | Socioeconomically Disadvantaged Green 2.1% suspended at least one day Declined Significantly -1.6 333 Students | Students with Disabilities Yellow 3.6% suspended at least one day Declined -5.1 83 Students |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|--|
| <p>7.1% suspended at least one day</p> <p>14 Students</p> |  <p>No Performance Color</p> <p>0 Students</p> | <p>Less than 11 Students</p> <p>6 Students</p> | <p>Less than 11 Students</p> <p>3 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
|  <p>Green</p> <p>1.3% suspended at least one day</p> <p>Declined -0.8</p> <p>396 Students</p> | <p>0% suspended at least one day</p> <p>Declined -14.3</p> <p>12 Students</p> | <p>Less than 11 Students</p> <p>1 Student</p> | <p>13.3% suspended at least one day</p> <p>15 Students</p> |

Conclusions based on this data:

1. School suspension for three student group is in the green indicator and one in the orange.
2. All student groups with a color indicator experienced a decline in suspensions.
3. Overall, the conditions and climate have significantly improved.

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.

Goal 1

All students will receive a high quality education in a safe and welcoming environment with rigorous high expectations, effective use of technology, and instruction in grade level California State Standards to prepare them for college, career, and community.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will receive a high quality education in a safe and welcoming environment with equitable high expectations, access to technology, and instruction in the California State Standards that prepare them for college and/or career.

Identified Need

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

There is an ongoing need to strengthen grade level instruction of the California State Standards, access to strategic integration and effective use of technology, to prepare all students for college and career readiness. Staff and parents have reported there is a need to work together to provide all students a rigorous and culturally rich academic program promoting social-justice and social-emotional learning, as well as college and career readiness in a safe, respectful and equitable environment.

7% of students scored "met" or "exceeded" standards on the 2023 ELA CAASPP.

6% of students scored "met" or "exceeded" standards on the 2023 Math CAASPP.

66.3% of the student population is English Learners and receive ELD support

15.9% of student population receive Special Education Services.

5% of English Learners attained a Reclassified Fluent English Proficient status.

Currently, there are Chromebooks available for all TK through fifth grade students.

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 |
|---|---|---|
| 2023 CAASPP ELA and Math for Grades 3-5th | <p>Baseline: CAASPP ELA Overall, Grades 3-5: -132 points distance from standard; 7% of students met or exceeded standard</p> <p>Baseline: CAASPP Math Overall: -130 points distance from standard; 6% of students met or exceeded standard</p> <p>English Learners: CAASPP ELA Overall: -156 points distance from standard; 0% of students met or exceeded standard CAASPP Math Overall: -142 points distance from standard; 0% of students met or exceeded standard</p> <p>Low Income: CAASPP ELA Overall: -132 points distance from standard; 4% of students met or exceeded standard CAASPP Math Overall: -119 points distance from standard; 3% of students met or exceeded standard</p> <p>Special Education: CAASPP ELA Overall: -180 points distance from standard; 0% of students met or exceeded standard CAASPP Math Overall: -180 points distance from standard; 0% of students met or exceeded standard</p> | <p>Overall - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -122 and increase % of students meeting or exceeding standard to 9% increase/decrease CAASPP Math distance from a level 3 to -120 and increase % of students meeting or exceeding standard to 8%</p> <p>English Learners - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -146 and increase % of students meeting or exceeding standard to 2% increase/decrease CAASPP Math distance from a level 3 to -132 and increase % of students meeting or exceeding standard to 2%</p> <p>Low Income - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -122 and increase % of students meeting or exceeding standard to 6% increase/decrease CAASPP Math distance from a level 3 to -109 and increase % of students meeting or exceeding standard to 5%</p> <p>Special Education - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -170 and increase % of students meeting or exceeding standard to 2% increase/decrease CAASPP Math distance from a level 3 to -170 and increase % of students meeting or exceeding standard to 2%</p> |
| Reading and Math K-5 | <p>mClass DIBELS Reading: Baseline: 16% of students in Grades K-2 scored at Met Standard or Above Standard on the fall benchmark.</p> <p>iReady Math Diagnostic: Baseline: 4% of students in Grades 1-2 scored at Met Standard or Above Standard on the fall benchmark.</p> <p>Grades 3-5 Math Benchmark Baseline: 0% of students in Grades 3-5 scored at Met Standard or Above Standard on the fall math benchmark.</p> | <p>Increase the % of students in Grades K-2 scoring at Met Standard or Above Standard to 20% on the spring assessment.</p> <p>Increase the percentage of Grades 1-2 students performing at the Met Standard or Above Standard on the spring iReady math benchmark from 4% to 8%.</p> <p>Increase the percentage of students in Grades 3-5 performing at the Met Standard or Above Standard on the spring math benchmark from 0% to 5%.</p> |

| | | |
|--|--|---|
| Redesignated Fluent English Proficient | Reclassification data: In 2023-24, 15 students (5% of total English Learners) were reclassified. | English Learners Increase from 5% to 10% of the number of students redesignated as English proficient. |
|--|--|---|

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 Utilize CCSS aligned materials and supplies or additional supplemental resources that support CCSS, ELA, SLA, Math, differentiation, and reclassification efforts (including NGSS, computer software and hardware, curriculum materials, EL support resources.) Provide appropriate core and ancillary resources in Spanish for Dual Language classes and teachers to support students in becoming biliterate, bilingual, and bicultural. | All Students | 1,000.00 Title I (3070) 4000 - 4999 Books and Supplies CC aligned books, materials and supplies 455.72 LCFF Supplemental 4000 - 4999 Books and Supplies CC aligned manipulatives and supplements 5,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies CC books, materials and supplies, including online resources |
| 1.2 | 1.2 Increase student and staff access to and the utilization of technology tools to increase student achievement and productivity. | All Students | 1500.00 LCFF Supplemental 4000 - 4999 Books and Supplies Purchase technology hardware to address student learning needs such as student headphones, noise canceling headphones, amplification system, etc. |
| 1.3 | 1.3 Continue to implement, strengthen, and monitor MTSS: Multi Tiered System of Support for students in need of academic, behavioral and social emotional interventions. (e.g. Positive Behavior Intervention and Support (PBIS), Behavior Expectation Matrix, social emotional learning) to increase the engagement and attendance of at-risk student groups. | All Students | 3,300.00 LCFF Supplemental 4000 - 4999 Books and Supplies Materials and supplies to support implementing, strengthening, and monitoring MTSS: PBIS system including Shark Shack rewards, social emotional learning materials 1,000.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Consulting services to provide rewards assemblies and/or |

| | | | |
|------------|--|---|--|
| | | | activities as part of PBIS system. 82,000.00 LCFF Supplemental 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Fund .5 FTE of a Vice Principal |
| 1.4 | 1.4 Continue to recognize and celebrate students demonstrating academic and behavioral improvement, biliteracy success, reclassification certification. | All Students English Learners | 2,000.00 LCFF Supplemental 4000 - 4999 Books and Supplies Awards, certificates and experiential learning incentives for students |
| 1.5 | 1.5 Provide supplemental academic support to students through after school tutoring/intervention | All Students | 5,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Extra pay for teachers to provide after school tutoring/intervention 2,000 LCFF Supplemental 4000 - 4999 Books and Supplies Books, materials and supplies |
| 1.6 | 1.6 Support the needs of Newcomers, English Learners, and English Learners at risk of becoming Long Term English Learners by providing rigorous designated and integrated ELD instruction, and monitor EL achievement and progress towards reclassification. | English Learners Redesignated Fluent English Proficient | 11,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) .10 ELD Support Teacher 11,000.00 Site Discretionary 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) .10 ELD Support Teacher High interest reading materials, primary languages, variety of levels for classroom and school libraries (district grant funded) 5,000.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Targeted professional development/conferences: CAFE, EL, ATDLE, etc |
| 1.7 | 1.12 Increase student opportunities and access to field trips and experiential learning, with the goal of | All Students | 6,624.72 Title I (3070) |

| | | | |
|------------|---|--------------|--|
| | meeting and expanding on Common Core State Standards. | | 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Funding for student field trips 15,875.28 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Funding for student field trips 7,400.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Contracted services with Growing Healthy Kids to provide garden education aligned with NGSS |
| 1.8 | 1.8 Implement and integrate Advanced Via Individual Determination (AVID) elements/goals to provide student access to college/career readiness. | All Students | 5800 Professional/Consulting Services and Operating Expenditures Professional Development/ conferences (i.e. AVID); funded with Educator Effectiveness grant 1,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time and/or extra pay for teachers to plan school-wide professional development and collaborate 6,000.00 Title I (3070) 4000 - 4999 Books and Supplies Materials and supplies to meet AVID site goals |
| 1.9 | 1.10 Support and maintain facilities to provide a safe, clean and productive environment to support student learning and improve attendance of at-promise student groups. | All Students | 1,000.00 Site Discretionary 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Materials needed for campus beautification efforts 2,369.00 LCFF Supplemental 4000 - 4999 Books and Supplies Material needed to implement school safety plan (emergency supplies) 25,000.00 |

| | | | |
|--|--|--|---|
| | | | LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional School Supervision during School hours to ensure safety and student learning 5,000.00 Title I (3070) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Additional School Supervision during School hours to ensure safety and student learning |
|--|--|--|---|

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

New goal; effectiveness will be monitored.

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

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

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.

Goal 2

A high-quality, culturally proficient, and responsive staff will create a safe and engaging instruction respectful of all students' backgrounds to ensure they are college and career ready.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

High quality, culturally proficient, and responsive staff will provide engaging instruction respectful of all students' backgrounds to ensure they are college and/or career ready.

Identified Need

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

There is an ongoing need to strengthen grade level instruction of the California State Standards, access to strategic integration and effective use of technology, to prepare all students for college and career readiness. Staff and parents have reported there is a need to work together to provide all students a rigorous and culturally rich academic program promoting social-justice and social-emotional learning, as well as college and career readiness in a safe, respectful and equitable environment.

7% of students scored "met" or "exceeded" standards on the 2023 ELA CAASPP.

6% of students scored "met" or "exceeded" standards on the 2023 Math CAASPP.

66.3% of the student population is English Learners and receive ELD support

15.9% of student population receive Special Education Services.

5% of English Learners attained a Reclassified Fluent English Proficient status.

Currently, there are Chromebooks available for all TK through fifth grade students.

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 |
|--|---|---|
| <p>ELA and Math for Grades 3-5th</p> <p>2020-2021 CAASPP</p> | <p>Baseline: CAASPP ELA Overall, Grades 3-5: -132 points distance from standard; 7% of students met or exceeded standard</p> <p>Baseline: CAASPP Math Overall: -130 points distance from standard; 6% of students met or exceeded standard</p> <p>English Learners: CAASPP ELA Overall: -156 points distance from standard; 0% of students met or exceeded standard CAASPP Math Overall: -142 points distance from standard; 0% of students met or exceeded standard</p> <p>Low Income: CAASPP ELA Overall: -132 points distance from standard; 4% of students met or exceeded standard CAASPP Math Overall: -119 points distance from standard; 3% of students met or exceeded standard</p> <p>Special Education: CAASPP ELA Overall: -180 points distance from standard; 0% of students met or exceeded standard CAASPP Math Overall: -180 points distance from standard; 0% of students met or exceeded standard</p> | <p>Overall - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -122 and increase % of students meeting or exceeding standard to 9% increase/decrease CAASPP Math distance from a level 3 to -120 and increase % of students meeting or exceeding standard to 8%</p> <p>English Learners - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -146 and increase % of students meeting or exceeding standard to 2% increase/decrease CAASPP Math distance from a level 3 to -132 and increase % of students meeting or exceeding standard to 2%</p> <p>Low Income - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -122 and increase % of students meeting or exceeding standard to 6% increase/decrease CAASPP Math distance from a level 3 to -109 and increase % of students meeting or exceeding standard to 5%</p> <p>Special Education - Grades 3 - 5 Increase/decrease CAASPP ELA distance from a level 3 to -170 and increase % of students meeting or exceeding standard to 2% increase/decrease CAASPP Math distance from a level 3 to -170 and increase % of students meeting or exceeding standard to 2%</p> |
| Reading, Math K-5 | iReady Diagnostic | <p>Increase the % of students in Grades K-2 scoring at Met Standard or Above Standard to 20% on the spring assessment.</p> <p>Increase the percentage of Grades 1-2 students performing at the Met Standard or Above Standard on the spring iReady math benchmark from 4% to 8%.</p> <p>Increase the percentage of students in Grades 3-5 performing at the Met Standard or Above Standard on the spring math benchmark from 0% to 5%.</p> |
| Redesignated Fluent English Proficient | Reclassification data | English Learners |

| | | |
|--|--|---|
| | | Increase from 5% to 10% of the number of students redesignated as English proficient. |
|--|--|---|

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 | 2.1 Provide certificated and classified staff members training and professional development to continue implementing the CA Standards in all content areas (project based learning, units of study, AVID strategies (academic and social support), strategies to support ELs and Dual Language students (GLAD/SEAL), the use of performance tasks, and differentiating instruction), behavior goals, and parent/ community engagement. | All Students English Learners | 1,000.00 Title I (3070) 5800 Professional/Consulting Services and Operating Expenditures Professional development/ conferences and PLC - certificated and classified |
| 2.2 | 2.2 Collaboration time (release time for PLC) allows teachers and staff to focus on integrating California Standards into lesson planning and instruction. During this time, they will analyze formative and summative data using a common data protocol. This process supports lesson planning and dual-language instruction, helping educators make effective instructional decisions. | All Students | 17,100.00 LCFF Supplemental 5800 Professional/Consulting Services and Operating Expenditures Grade Level PLC Collaboration |
| 2.3 | 2.3 Provide site-based coaching, instructional modeling, and support for teachers and staff to implement the CA Standards (i.e. classroom visits, grade level and program mentoring and PLC collaboration). | All Students | 1,800.00 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Release time for Instructional Rounds (funded through Educator Effectiveness grant) |

Annual Review

SPSA Year Reviewed: 2023-24

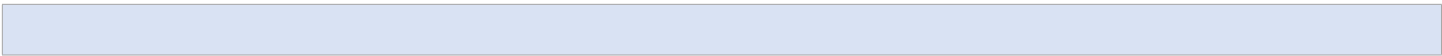
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



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.

Goal 3

Parents, families and the community will be informed, engaged and empowered as collaborative partners to support student learner outcomes.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parents, family and community will be informed, engaged and empowered as partners with Mt. Diablo Unified to support student learning.

Identified Need

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

Continue increasing communication and developing partnerships between school, parents/guardians, and community groups. Opportunities for parents/guardians to network and collaborate in interest-based groups to support their child's learning. Staff and parents have reported there is a need to work together to provide all students a rigorous and culturally rich academic program promoting social-justice and social-emotional learning, as well as college and career readiness in a safe, respectful and equitable environment.

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 TK-5 | 2024 Chronic absenteeism school data (CA Dashboard) Overall: 34.4% Students with Disabilities: 33.8% English Learners: 33% Hispanic: 34.1% Socioeconomically disadvantaged: 37% | Decrease chronic absenteeism rate to 30% or less overall and for student groups |

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 Strengthen the partnership between school, parents/guardians, and community groups by providing a parent room. A parent liaison will be a | All Students | 77,000.00 Title I (3070) |

| | | | |
|------------|---|----------------------------------|---|
| | resource to parents who come in to school office or who call with questions, to help increase communications between staff/school and parents/community members. | | 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Services Assistant (parent liaison) .80FTE 1,173.00 Title I Parent Engagement (3068) 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Community Services Assistant (parent liaison) .80FTE |
| 3.2 | 3.2 Actively recruit parents/families to participate in site and district level decision-making advisory groups (i.e. School Site Council, English Learner Advisory Committee (ELAC), Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC). | All Students English Learners | 500.00 LCFF Supplemental 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Childcare for onsite meetings |
| 3.3 | 3.3 Increase outreach to families to ensure they have access to an equitable and engaging school experience where they feel valued and supported. This includes hosting family nights that are both cultural and academic based. | All Students | 1,000.00 Title I (3070) 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) Teacher planning and hosting of school wide family events that are both cultural and academic. 500.00 Title I (3070) 4000 - 4999 Books and Supplies Light refreshments for parent meetings (ex: Coffee with the Principal) |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

Equity Focal Scholars

Focal scholars, specifically EL, Foster Youth, and students experiencing homelessness will experience culturally sustaining practices and instruction, high rigorous expectations, equitable educational outcomes, within an educational environment that builds trust and inclusive partnerships and collaboration amongst students, staff, families, and community leaders.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Focus scholars, specifically Black/African American students, Foster Youth, and students experiencing homelessness will experience culturally responsive practices and instruction, high expectations, equal access to educational opportunities, within an educational environment that builds trust and inclusive partnerships between the students, families and staff.

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.

EL Students made up 66.3% percent of the Shore Acres school community during the 2023-2024 SY. 5% of English Learners attained a Reclassified Fluent English Proficient status. Black/African American students made up 3%. These 11 students represent an important part of the students we serve.

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 |
|------------------|-------------------------|------------------|
| | | |

Strategies/Activities

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

| Strategy/Activity # | Description | Students to be Served | Proposed Expenditures |
|---------------------|--|---|--|
| | | | |
| 4.1 | 3.5: Implementation of Emerging Fluently Bilingual Plans- Increase outreach to the families of Dual Language/English Learners to ensure they have access to an equitable and engaging school experience where they feel valued and supported and are informed and understand the reclassification process and requirements as described in the MDUSD English Learner Master Plan | English Learners Redesignated Fluent English Proficient | 1,000 LCFF Supplemental 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) Child Care for SSC, ELAC mtgs. 500 LCFF Supplemental 4000 - 4999 Books and Supplies |

| | | | |
|------------|--|--|--|
| | | | Materials and supplies for parent training and informational |
| 4.2 | 4.2 Provide additional staff support to ensure that learners become emerging biliterate students | Other Subgroups English to Spanish Learners | 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) Bilingual Instructional assistant (district funded) |

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

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 |
|------------------|-------------------------|------------------|
| | | |

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 |
|-------------------------|-------------|-----------------------|-----------------------|
| | | | |

Annual Review

SPSA Year Reviewed: 2023-24

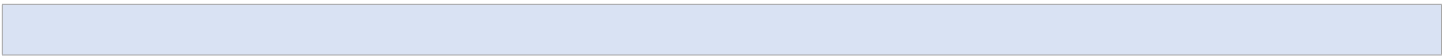
Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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



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 | \$117,297.72 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$302,097.72 |
| 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 (3070) | \$116,124.72 |
| Title I Parent Engagement (3068) | \$1,173.00 |

Subtotal of additional federal funds included for this school: \$117,297.72

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 (\$) |
|-------------------------|-----------------|
| | |
| | \$1,800.00 |
| LCFF Supplemental | \$171,000.00 |
| Site Discretionary | \$12,000.00 |

Subtotal of state or local funds included for this school: \$184,800.00

Total of federal, state, and/or local funds for this school: \$302,097.72

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 |
|----------------------------------|------------|-----------|
| Site Discretionary | 43,560 | 31,560.00 |
| LCFF Supplemental | 171,000 | 0.00 |
| Title I Parent Engagement (3068) | 1,173 | 0.00 |
| Title I (3070) | 116,124.72 | 0.00 |
| Title I Carryover | 0.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------------|------------|
| | 1,800.00 |
| LCFF Supplemental | 171,000.00 |
| Site Discretionary | 12,000.00 |
| Title I (3070) | 116,124.72 |
| Title I Parent Engagement (3068) | 1,173.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|------------|
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | 112,800.00 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | 108,673.00 |
| 4000 - 4999 Books and Supplies | 24,624.72 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | 24,500.00 |
| 5800 Professional/Consulting Services and Operating Expenditures | 31,500.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------|----------|
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | | 1,800.00 |

| | | |
|---|----------------------------------|-----------|
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | LCFF Supplemental | 82,000.00 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | LCFF Supplemental | 25,500.00 |
| 4000 - 4999 Books and Supplies | LCFF Supplemental | 17,124.72 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | LCFF Supplemental | 16,875.28 |
| 5800 Professional/Consulting Services and Operating Expenditures | LCFF Supplemental | 29,500.00 |
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | Site Discretionary | 11,000.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Site Discretionary | 1,000.00 |
| 1000 - 1999 Certificated Personnel Salaries (Includes 3000-3999 Benefits) | Title I (3070) | 18,000.00 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | Title I (3070) | 82,000.00 |
| 4000 - 4999 Books and Supplies | Title I (3070) | 7,500.00 |
| 5000 - 5999 Services and Other Operating Expenditures (Excludes other 5000 series listed below) | Title I (3070) | 6,624.72 |
| 5800 Professional/Consulting Services and Operating Expenditures | Title I (3070) | 2,000.00 |
| 2000 - 2999 Classified Personnel Salaries (Includes 3000-3999 Benefits) | Title I Parent Engagement (3068) | 1,173.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 200,524.72 |
| Goal 2 | 19,900.00 |
| Goal 3 | 80,173.00 |
| Goal 4 | 1,500.00 |

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
- 0 Secondary Students

| Name of Members | Role |
|---------------------------|----------------------------|
| Maria Veronica Ruiz Lopez | Parent or Community Member |
| María Barajas | Parent or Community Member |
| David Martínez | Parent or Community Member |
| Jennifer Ramírez | Parent or Community Member |
| Fernanda Zepeda | Parent or Community Member |
| Lourdes Hernandez | Classroom Teacher |
| Lorena Murillo | Classroom Teacher |
| Denise Nunally | Classroom Teacher |
| Evelin Delgadillo Mojica | Other School Staff |
| Lisamarie Gascot Reyes | Principal |

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




Recommendations and Assurances

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

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

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

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



| Signature | Committee or Advisory Group Name |
|---|---|
|  | English Learner Advisory Committee |
|  | Special Education Advisory Committee |
|  | District/School Liaison Team for schools in Program Improvement |

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

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

This SPSA was adopted by the SSC at a public meeting on 1/16/2025.

Attested:

| | |
|---|--|
|  | Principal, Lisamarie Gascot Reyes on 1/16/25 |
|  | SSC Chairperson, Lorena Murillo on 1/16/25 |

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC Section 64001[a]* as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC Section 52062[a]* as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <https://www.cde.ca.gov/fg/aa/co/>
- ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>
- Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Updated by the California Department of Education, October 2023

Shore Acres Elementary School

2024-2025

Mission:

The Shore Acres community works together to provide all students a rigorous and culturally rich academic program promoting social-justice and social-emotional learning, as well as college and career readiness in a safe, respectful and equitable environment.

La comunidad de Shore Acres trabaja en conjunto para proporcionar a todos los estudiantes un programa culturalmente académico y riguroso que promueve la justicia social y el aprendizaje social y emocional, y la preparación universitaria y profesional en un ambiente seguro, respetuoso y equitativo.

All Means All

| | MDUSD Multi-Tiered System of Support | | |
|---------------|--|---|--|
| | Inclusive Academic Instruction | Inclusive Behavior Instruction | Inclusive Social-Emotional Instruction |
| Tier I | -Student access to an engaging and inclusive learning environment and academic, behavior and social emotional practices, standards, and instruction -School Based Team to develop, monitor, and assess through a Cycle of Inquiry (COI) process, -Universal screening and benchmark assessment 3x a year, -Pre-referral interventions, -Professional development and collaboration time for staff, -Student voice, -Engagement with parents/community | | |
| Tier I | <ul style="list-style-type: none"> • Biliteracy <ul style="list-style-type: none"> ○ ELA-Use of Wonders, Science of Reading Informed strategies ○ SLA-Use of Maravillas, Science of Reading Informed Strategies • ELD <ul style="list-style-type: none"> ○ 30 minutes each day, explicit instructions with SDAIE and GLAD strategies, Partner Talks, vocabulary development • Math <ul style="list-style-type: none"> ○ Non-Curricular Math Tasks leading to Curricular Math Tasks using Building Thinking Classrooms Strategies. • AVID <ul style="list-style-type: none"> ○ 2 Note-Taking strategies ○ 1 Collaborative Conversation strategy ○ Use of AVID binders ○ College Field Trips for each grade level • Social Justice Curriculum <ul style="list-style-type: none"> ○ 30 minutes weekly using Social Justice Standards, Learning for Justice | <ul style="list-style-type: none"> • Explicit Student Behavior Instruction <ul style="list-style-type: none"> ○ Fall, winter, and spring review of school-wide behavior expectations <ul style="list-style-type: none"> ■ Week of Welcome ■ Shark Shape Up ■ Spring Check-in ○ Daily review of school and classroom expectations <ul style="list-style-type: none"> ■ School rules posted in every classroom ■ Pledge of Respect select mornings • Positive Reinforcements: <ul style="list-style-type: none"> ○ Dojo Points ○ Shark Bites ○ Super Sharks ○ Shark Shack- ○ Shark Fins-50 ○ Student of the Month Assemblies • Parent Communication <ul style="list-style-type: none"> ○ ClassDojo • School Culture <ul style="list-style-type: none"> ○ Spirit Days | <ul style="list-style-type: none"> • Community Circles <ul style="list-style-type: none"> ○ SEL Slides • Calm Corner • Work-It-Out Station • Peacemaker Program • Peace path • Social Justice and Diversity Lessons • Culturally Sustaining Heritage Months <ul style="list-style-type: none"> ○ Black History Month Lessons, Women's History Month, Hispanic HistoryMonth, Indigenous Peoples' Empowerment, Asian Pacific Islander Month |

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|-----------------|---|--|---|
| | | | |
| Tier II | -Coordinated Care Team and identified interventions and support monitored every 4-6 weeks | | |
| Tier II | <ul style="list-style-type: none"> ● Small Group Intervention-Data Informed Instruction <ul style="list-style-type: none"> ○ Assessment Alignment and Fidelity across all grade levels ○ 6-8 Weeks of data describing interventions and student progress towards an academic goal* ● Enrichment/Intervention Support Teacher 1x a week ● CARE referrals <ul style="list-style-type: none"> ○ Parent meetings/conferences ○ Pre Intervention Referral in to Aeries ● Diablo Assistance League <ul style="list-style-type: none"> ○ Reading Intervention: 1:1 | <ul style="list-style-type: none"> ● Counselor Directed Interventions <ul style="list-style-type: none"> ○ Shark Shack Helpers ○ Counselor Intervention ○ Restorative Circles ○ Check-in/ check-out ○ ● Teacher Directed Interventions <ul style="list-style-type: none"> ○ Modified Seating ○ Student-Teacher Conference ○ Parent Conference ○ Behavior Chart ○ Pre-Intervention data ○ CARE Referrals ○ Buddy Class ○ Check-ins | <ul style="list-style-type: none"> ● Counselor Directed Interventions <ul style="list-style-type: none"> ○ The Cove-Counselor Room is open to students during recess. ○ Counselor Check in Intervention ● Teacher Directed Interventions <ul style="list-style-type: none"> ○ Brain Breaks ○ Use of fidgets or tools to calm down ○ Calm Corner ○ Seating Accommodation ○ Social Justice Curriculum Lessons |
| Tier III | -Student Success Team and possible assessment for Section 504 Plan or Special Education, multi-agency collaboration (wrap-around services) | | |
| Tier III | <ul style="list-style-type: none"> ● Enrichment/Intervention Support Teacher 1x a week <ul style="list-style-type: none"> ○ 6-8 week cycles ● CARE referral <ul style="list-style-type: none"> ○ SST Meetings ○ Resource Teacher / Push in ○ Counseling services ○ 504/IEP ○ SPED Evaluations ○ School Psychologist ○ ● Modified work level and language accommodations ● Modified seating ● Small Group Instruction ● After-school intervention | <ul style="list-style-type: none"> ● Family-Teacher-Admin Meeting ● Grade Level Meeting ● Parent In-Class Support ● CARE referral <ul style="list-style-type: none"> ○ SST / 504 ○ Behavior Intervention Plan ○ Behavior Tech Support, Behavior Support Team ○ Modified Day ○ Fred Finch-Therapy Services | <ul style="list-style-type: none"> ● CARE Team Referral <ul style="list-style-type: none"> ○ SST / 504 ○ Fred Finch ○ Counseling Services ○ Modified Day ○ Behavior Tech Support ○ Behavior intervention plan (BIP) ○ Check in check out (CICO) ● Teacher Directed Intervention <ul style="list-style-type: none"> ○ Continual Parent Communication ○ Fidget gadgets under desks ○ Extra space ○ Behavior contract ○ Structured Breaks (Buddy Classroom) ● Grade Level Meeting ● Parent In-Class Support ● Behavior Support Team |

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**yellow shaded areas are district-wide structures and systems that cross academic-behavior-social emotional instruction.*

| | Administrative Leadership Strong & engaged site leader & educator support system | Integrated Framework Fully integrated organizational structure & strong and positive school culture | Family & Community Engagement Trusting family and community partnerships | Inclusive PolicyStructure & Practice Strong LEA/School relationship & LEA policy framework |
|----------|---|--|--|--|
| Tier I | <ul style="list-style-type: none"> • Subs for testing • Super Shark Bite • phone calls home • *Peacemakers, • Lunch Bunch, • Shark Shack • Morning Message • Shark Weekly Bulletin • Restorative Practices integrated into staff meetings | <ul style="list-style-type: none"> • MTSS <ul style="list-style-type: none"> ◦ PBIS • AVID • EL Master Plan | <ul style="list-style-type: none"> • AVID binders • Class Dojo • *PFC • Parent Square • ELAC • Parent Teacher Conferences • Family Nights • Principal Newsletter | <ul style="list-style-type: none"> • Leadership Team • • School Site Council • • PBIS • • Equity Chats • • SPSA • • Safety Plan |
| Tier II | <ul style="list-style-type: none"> • *Designated time for CARES referrals (weekly or monthly), * • More intervention and small group support for struggling students • *Small groups with counselor • Peacemakers | <ul style="list-style-type: none"> • CARE | <ul style="list-style-type: none"> • Class Dojo messages, • phone calls home • Operation School Bell | <ul style="list-style-type: none"> • SST • |
| Tier III | <ul style="list-style-type: none"> • *Daily/weekly intervention • *1:1 support, behavior contract with counselor or other staff • Lunch bunch • Cover class for Buddy/Mentor Teacher to observe or team teach • Responding to Admin Support Calls • Support from district coaches | <ul style="list-style-type: none"> • SART/ SARB | <ul style="list-style-type: none"> • Home Visits | <ul style="list-style-type: none"> • IEPs • 504s |

Glossary of Terms and Programs

Accelerated Learning is prioritizing grade level instruction and student work while providing students with Just-In-Time Scaffolds and support which results in mastery of Grade Level Standards.

Accommodations help a student overcome or work around deficits affecting their ability to master the curriculum. Accommodations do not reduce learning expectations; they provide access. Accommodations change the way a student accesses learning without changing the actual standards a student is working toward.

Antecedent-Behavior-Consequence (ABC) data is collected in an effort to identify the function of a behavior. Antecedent reference to the events, action, or circumstances that occur before a behavior. Behavior is the behavior that a student exhibits, and Consequences is the action or response that follows the behavior.

Baseline data is the data that is collected before an intervention or program change begins.

Behavior Intervention Plan (BIP) is developed and implemented by a collaborative team, which includes the student and the parent. The plan includes Positive Behavioral Interventions and Supports (PBIS), identified skills for school success, and specific strategies for behavioral instruction. Best practice is for a team to use a functional behavioral assessment (FBA) to create the plan.

Culturally Responsive refers to the importance of including students' cultural references in all aspects of learning.

Data-Based Problem Solving and Decision Making A process used by stakeholder teams from multiple settings to analyze and evaluate information related to planning and implementing effective instructional and/or intervention strategies matched to student need.

Educational equity is raising the achievement of all students while narrowing the gaps between the highest and lowest performing students; and eliminating the racial predictability and disproportionality of which student groups occupy the highest and lowest achievement categories.

Evidence-Based refers to scientific, research-based methods that exhibit substantial evidence of effectiveness through multiple outcome evaluations. In other words, programs, strategies, and assessments shown to have had positive outcomes with a given population.

Fidelity of Implementation refers to the application of an intervention, program, or curriculum according to research findings and/or to a developer's specifications.

Functional Behavioral Assessment (FBA) is the process used to identify problem behavior, determine the function or purpose of the behavior, and develop interventions to teach acceptable alternatives for the behavior.

Gap Analysis is a method for measuring the difference between the student's current level of performance and benchmark expectations.

Individualized Education Program (IEP) is a written document that is developed, reviewed, and revised in accordance with IDEA 2004 that outlines the special education and related services specifically designed to meet the unique educational needs of a student with a disability.

Implicit Bias: Despite the strong sense we have of ourselves as autonomous individuals, evidence consistently shows that contingencies tied to our social identities do make a difference in shaping our lives, from the way we perform in certain situations to the careers and friends we choose. (C. Steele, 2010)

Institutional Racism is the manifestation of racism in social systems and institutions. It is the social, economic, educational, and political forces or policies that operate to foster discriminatory outcomes. It is the combination of policies, practices, or procedures embedded in bureaucratic structure that systematically lead to unequal outcomes for groups of people. (Barker, 2003; Brandt, 1991). In this environment disparities are often tolerated as normal rather than investigated and challenged. "These power-assigning social structures in the form of institutional racism affect the life opportunities, life-styles, and quality of life for both Whites and people-of-color. In so doing they compound, exaggerate, and distort biological and behavioral differences and reinforce misconceptions, myths, and distortions on the part of both groups about one another" (Pinderhughes, 1989, p.71)

Intensive Interventions are academic and/or behavioral interventions characterized by increased length, frequency, and duration of implementation for students who struggle significantly; often associated with the narrowest tier in a PBIS model; also referred to as Tier III interventions.

Intervention is the systematic and explicit instruction provided to accelerate growth in an area of identified need. Interventions are provided by general education teachers, reading interventionists, trained paraprofessionals or the special education teachers. This instruction is designed to improve performance relative to specific, measurable goals. Interventions are based on valid information about current performance, realistic implementation and include ongoing student progress monitoring data.

Multi-Tiered System of Support (MTSS) is a systemic, continuous improvement framework in which data-based problem-solving and decision making is practiced across all levels of the educational system for supporting students. The framework of MTSS is a "way of doing business" which utilizes high quality evidence-based instruction, intervention, and assessment practices to ensure that every student receives the appropriate level of support to be successful.

Memorandum of understanding (MOU) is a formal agreement between two or more parties. MDUSD can use MOUs to establish expectations. MOUs are not legally binding but they carry a degree of seriousness and mutual respect, stronger than a gentlemen's agreement.

Positive Behavioral Interventions and Supports (PBIS) is an evidence-based three-tiered framework designed to enhance academic and social behavior outcomes for all students by emphasizing the use of data for informing decisions about the selection, implementation, and progress monitoring of evidence-based behavioral practices.

Restorative Practices is a philosophy and a theory of justice that emphasizes bringing together everyone affected by wrongdoing to address needs and responsibilities, and to heal the harm to relationships as much as possible.

Social Emotional Learning (SEL) is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

Universal Screening (behavior, academic, and social emotional) refers to the informal inventories of behaviors (internalizing and externalizing), academic skills, and social emotional indicators to assess if students need additional support in specific behavior, academic, and social emotional skills.