

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Grovecenter Elementary School	19-64436-6012512	December 19, 2024	August 15, 2024/ January 09, 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 Grovecenter Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement

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

- Schoolwide Program
- Additional Targeted Support and Improvement

Purpose:

The School-Wide Plan (SWP) aims to elevate student achievement for all students, with a particular focus on those not meeting academic standards. By fostering innovative, positive environments, the SWP enhances connections between students and their learning experiences.

Components:

- 1. Comprehensive Needs Assessment:** Identifying areas requiring urgent attention and resources.
- 2. Reform Strategies:** Implementing methods to close achievement gaps and boost proficiency levels.
- 3. Highly Qualified Teachers:** Ensuring all instructors meet high professional standards.
- 4. Professional Development:** Providing continuous learning opportunities for staff.
- 5. Parental Involvement:** Engaging families in educational processes and decision-making.
- 6. Transition Plans:** Supporting students during key educational transitions.
- 7. Teacher Assessment Involvement:** Engaging educators in developing and reviewing assessments.
- 8. Coordination of Programs:** Efficient integration of various educational services and programs.

Governance and Educational Partner Engagement:

The School Site Council (SSC) plays a critical role in developing, reviewing, and annually updating the School Plan for Student Achievement (SPSA), including managing the budget and making necessary plan adjustments. Involvement extends to parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, as mandated by 5 California Code of Regulations (3932).

CSI and ATSI Planning:

- **CSI Planning:** This plan is specifically designed to meet federal CSI planning requirements for a school eligible for CSI. It details targeted strategies and interventions aimed at addressing the needs identified through comprehensive assessments, focusing on substantial improvements in academic outcomes.
- **ATSI Planning:** For a school eligible for ATSI, this plan serves to meet federal ATSI planning requirements, focusing on targeted supports for subgroups of students identified as underperforming to ensure that disparities in achievement are addressed effectively.

Parent and Community Involvement:

- **Support for Parental Activities:** Parental involvement activities are shaped by annual input from the District Advisory Committee (DAC), District English Learner Advisory Committee (DELAC), District Town Hall Meetings, and LCAP Advisory groups. This input helps identify family engagement needs, leading to collaborative district priorities and initiatives planning.

- **Informed Parent Participation:** Parents have opportunities for informed participation, with accommodations for those with disabilities. School documents and meetings are accessible in Spanish and other languages upon request, ensuring ADA compliance.
- **Communication:** The district uses translators for school communications and employs outreach liaisons and EL Specialists to facilitate parent education and information sessions in Spanish at school sites.

Alignment with Federal and State Mandates:

The SPSA aligns with ESSA requirements and integrates elements of Compensatory Education, focusing on maximizing federal investments to support underserved students. It aligns with district priorities outlined in the LCAP, focusing on data-driven professional development and instructional planning to promote equitable outcomes.

Title I Implementation:

All nine elementary schools, three middle schools, and one continuation high school operate school-wide Title I programs. Each school conducts an annual needs assessment, reviewing data to identify strengths and weaknesses and brainstorming improvement strategies. These assessments inform each site's SPSA, which outlines the use of Title I funds for initiatives like reading and math interventions, professional development, and supplemental learning materials.

This comprehensive approach ensures that our school meets state and federal requirements and aligns with our commitment to providing a high-quality, equitable education for all students, with robust involvement from our educational partners and the community.

Educational Partner Involvement

How, when, and with whom did Grovecenter 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

Developing and reviewing the School Plan for Student Achievement (SPSA) at Grovecenter Elementary School is a collaborative effort involving various educational partners throughout the year. The process begins with a data review and needs assessment, where the school leadership team, including the principal and teachers, analyzes key data to identify areas for improvement.

Following this, the school meets with educational partners such as parents, guardians, and community members, primarily through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent-Teacher Association (PTA). These meetings include a data review and need assessment, resulting in valuable input for shaping the SPSA.

Once the plan is drafted, it is shared with the school community for review and feedback. The SSC then formally approves the plan, which is also reviewed by district officials. Throughout the year, the implementation of the SPSA is monitored, and an annual review and update are conducted to assess progress and make necessary adjustments. This inclusive process ensures that the plan meets the needs of the students and aligns with the goals of the school community.

Meaningful involvement of parents, students, faculty, staff, and the broader community is essential to the development and continual improvement of the Single Plan for Student Achievement (SPSA). Our district engages a diverse array of educational partners to ensure the plan is comprehensive and responsive to the needs of all students.

Annual Cycle of Engagement

August - September: Review and Identify Needs

- The School's Leadership Team, comprising administrators and teachers, reviews student achievement data to identify critical areas for improvement and summarize significant findings.

- The School Site Council (SSC), English Learner Advisory Committee (ELAC), and Title I parents provide input on the SPSA goals and the strategies/activities planned, including Title I expenditures.
- Notices in multiple languages facilitate communication with parents, and meetings are scheduled at various times to ensure broad participation.

October/November: Define Goals and Strategies

- The entire school faculty engages in discussions about the impact of various activities on student achievement, fostering a collaborative environment for sharing insights and strategies.
- Input continues to be gathered from district liaisons, SSC, ELAC, and Title I parents to refine the SPSA goals and corresponding strategies/activities.

December/January: Plan Approval

- The finalized plan, incorporating all stakeholder feedback, is submitted for approval to the SSC. District personnel assist with necessary revisions to ensure compliance and quality before submission to the local governing board in January.

January - April: Implementation and Monitoring

- Following approval, the specified purchases and implementations of the plan are executed. The effectiveness of the SPSA is monitored through the use of observational tools and focused classroom walkthroughs.
- Meetings with the SSC and district liaisons discuss ongoing updates and modifications to the plan to ensure it remains effective and relevant.

May/June: Annual Review and Program Evaluation

- At the end of the academic year, school leaders conduct a thorough review of the plan's effectiveness using evidence from educational partner surveys, classroom walkthroughs, and district formative assessments.
- Feedback from this evaluation is shared with the SSC and ELAC, who provide further recommendations. This crucial step informs the refinement of goals and the adjustment of strategies/activities for the next academic year.

Additional Requirements for CSI and ATSI

For schools undergoing Comprehensive Support and Improvement (CSI) or Additional Targeted Support and Improvement (ATSI), the district ensures that the development and implementation of the SPSA are in close partnership with the school and its educational partners, aligning with specific requirements to support these statuses.

This framework outlines a comprehensive and inclusive approach to involving educational partners in the SPSA process, ensuring that the plan reflects diverse community needs and is a strategic tool for enhancing student achievement.

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.

The ESSA states that resource inequities may include a review of LEA and school-level budgets and that those inequities can be addressed by implementing the school plan. Potential inequities were identified based on California Dashboard metrics and ESSA requirements. Grovecenter qualified for ATSI because the White student group met the criteria used to determine low-performing student groups on the Chronic Absenteeism indicator on the California School Dashboard. Local, state, and federal resources are allocated to the schools based on a fair and equitable formula that provides opportunities for site input and flexibility and also provides means to address identified areas for support and improvement. Title 1 and Supplemental and Concentration Grant Funds are allocated based on a qualifying per-pupil allocation. Sites are allocated LCFF Base Funds based on per-pupil allocation as well. As part of the identified

Comprehensive Needs Assessment, detailed information was provided to educational partners on local, state, and federal budgets.

As an ATSI school, Grovecenter School monitors site data and budgeting to determine potential inequities at the site level. Through a needs assessment from various community partners, it is determined students who are in the chronic absenteeism group need early and consistent monitoring. Grovecenter will host parent workshops to help engage our families and students in the importance of attending school every day. We will also utilize the community liaison to do more outreach and monitoring of our absent students/families. Our School-based counselor will also contact our student groups to help with any other socio-emotional needs/support.

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.

Based on 2023 Dashboard data, Grovecenter earned an overall performance level of red on the Chronic Absenteeism indicator, at 25.6%, an increase of 3.2% from the previous school year. A comprehensive attendance plan will be implemented to lower our chronic absenteeism rate. Based on last school year’s data, the SART process will start in August with students identified as chronically absent. Those who have been identified as chronically absent will also be connected to the home school liaison and school counselor, and attendance will be monitored regularly.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

In the areas of academic performance, overall our school performed well in ELA and Math. However, for ELA, there are two student groups: English Language Learners and Students with Disabilities, who performed two or more performance levels below when compared to all student performance. For Math, students with disabilities performed two or more levels below when compared to all student performance. Grade levels teams will conduct a data deep dive for those students in these groups to provide strategic next steps for support.

Other Needs

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

We use iReady diagnostic data three times a year to monitor student progress as well as Accelerated Reader levels.

Data Analysis

Please refer to the School and Student Performance Data section, where analysis with conclusions is provided.

In creating this plan, we conducted thorough data analyses using a variety of outcome, process, perceptual, and demographic data. Careful attention is paid to California Dashboard Data and the goals related to data found in our district LCAP. Teachers have been provided collaborative data analysis and planning time utilizing Focused Schools Instructional Leadership Teams, Du Four’s Professional Learning Communities model.

Surveys

This section describes the surveys (e.g., Student, Parent, and Teacher) used during the school year and summarizes the survey(s)’s results.

Information collected was shared with educational partners through Superintendent Town Hall meetings, DELAC and LCAP advisory groups, and Parent Square updates. A review of the data provided the district with feedback in preparing multiple plans.

Additionally, a district-wide parent survey was administered in English and Spanish each spring. Survey questions included parent feedback and opinions in the following areas:

- Student participation in school activities
- Parent participation in school activities
- District and school priorities
- Parent communication preferences

Information collected was shared with staff and the SSC/ELAC. A review of all surveys provided the district with areas of strength and need. In the present school year, we plan to focus on the following areas in addition to the goals specified within this plan:

- Writing and Mathematics
- Student academic support
- Social-emotional support

The TK-12 parent survey and WASC parent survey findings are utilized to celebrate successes and to determine parent involvement needs. Parents, community representatives, classroom teachers, and other school personnel are involved in the planning, implementation, and evaluation of consolidated application programs (5 CCR 3932).

Classroom Observations

Throughout the year, teachers, principals, and district administrators participate in classroom walk-throughs and coaching activities. Teachers visit classrooms to verify evidence of site best teaching practices. Administrators visit classrooms for both formal and informal observations. Highlights identifying best practices from walkthroughs are shared with all staff. Classrooms are also monitored through the formal evaluation process. Observation and evaluation forms are based on the California Standards for the Teaching Profession.

Analysis of Current Instructional Program

In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant student groups as well as individual students who are:

- Not meeting performance goals
- Missing performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on data. Each school plan examines the status of these findings and note the progress made. Special consideration is given to any practices, policies, or procedures found to be non-compliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

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

At the beginning of the school year, teachers, the School Site Council, ELAC, and the principal review and analyze state-mandated test results from the previous year. Where applicable, multi-year trends are identified. Focus groups are identified. This is a powerful part of the school's Annual Review of the SPSA.

Data is used to monitor student progress on curriculum-embedded assessments and modify instruction.

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESSA)

Covina-Valley strives to provide highly qualified staff for all students at all school sites. Teacher qualifications are monitored using data from the California Department of Education and our Covina-Valley Personnel Department. The California Equity Tools were completed for all Covina-Valley Unified School District schools. The District's goal is to hire teachers with the appropriate credentials for their given assignment using hiring and recruitment strategies included in the Equitable Access Strategy Development Resource available from the California Department of Education. In addition, new

teachers in Covina-Valley participate in additional professional development, are assigned a mentor teacher at the school site to provide support, and are closely monitored by site administrators to ensure effective teaching. If ineffective/mis-assigned or out-of-field teachers become a concern in the future, the Personnel Department would develop a plan with the site administrator, School Site Council, Site Leadership Team, and Board of Education to assist teachers in completing credential work or reassigning the teachers. Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional material) (EPC).

Covina-Valley's goal is to hire highly qualified staff with full credentials for the subjects they teach, including those for teaching English Learners. (CLAD) Teachers are provided professional development that includes, as appropriate, SBE-adopted instructional materials. Title I Professional Development is provided to teachers and administrators in the following areas: Focused Schools-Instructional Leadership Teams, best teaching practices, goal setting, and goal monitoring (Title II Funded), Steve Ventura- Achievement Team/PLC Training, standards analysis, pre- and post-assessments (Title II /LCAP Funded). LCAP funds are used to expand Professional Development, including UCI Math Project-Standards analysis, pacing, hands-on math instruction (LCAP Funded), Thinking Maps and Write from the Beginning and Beyond- 8 Thinking Maps linked to thought processes, writing instruction based on Thinking Maps (LCAP Funded), Science, Technology, Engineering, and Mathematics (LCAP Funded), ELD Coach- Coach provides training, assistance with planning, and in-class coaching for teachers in the area of English Language Development (LCAP and Title III Funded), and much more, including Google, Microsoft, NGSS, supplemental programs, dual language, social/emotional, behavioral, and Career Technical Education (LCAP Funded).

Alignment of staff development to content assessed student performance, and professional needs (ESSA).

Covina-Valley Unified provides robust professional learning for all staff. Each year, professional development is planned using the District's three LCAP goals: research on best teaching practices, data on student performance, and additional Dashboard data. This information is teamed with professional development feedback surveys and session evaluations from teachers, administrators, and classified staff. Covina-Valley's professional development system focuses on long-term commitments to research-based programs like professional learning communities, Thinking Maps, and goal setting. Training is differentiated for new and veteran teachers within these professional development areas. The long-term programs are evaluated and adjusted yearly based on feedback and student performance data. For example, the district has completed training all K-5 teachers on the use of Thinking Maps; however, new teachers are hired each year that need training. We have developed a training cycle, and new teachers receive professional development each year until they are fully trained. Professional growth is measured through teacher session evaluations and student growth in the areas of professional development.

All staff development is aligned to the Local Control Accountability Plan (LCAP) and Common Core State Standards, assessed student performance and professional needs.

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

High-quality professional development and coaching for site instructional leadership teams, made up of teachers and administrators, is provided by Focused Schools. This professional development involves the strategic implementation of focused, evidence-based strategies. Additional professional development is offered depending on grade level, subject, and related experience. New teachers are linked with a veteran teacher-coach to welcome them to the district and assist with the completion of the teacher's university-based induction program and the navigation of district expectations. New teachers receive training on the curriculum and supplemental programs, including Thinking Maps and Write from the Beginning and Beyond. All teachers and administrators participate in 3 district-wide professional development days and additional training according to their school site, grade level, or subject area. Administrators: All principals receive one-on-one coaching, and new principals receive additional coaching, and a Focused Schools change of principal workshop with site staff. All principals participate in monthly professional development and four district-wide administrator professional development days. In addition, administrators learn alongside teachers by participating in teacher professional development opportunities. Covina-Valley builds leadership capacity by offering teacher leadership opportunities outside the classroom, including PLC leaders, Tech Mentors, ELD Coordinators, etc. All teacher leaders work closely with their site principal to develop leadership skills. We also added entry-level leadership positions, including an elementary assistant principal and a secondary dean. Entry-level administrators are paired with a veteran administrator coach to help guide them through the transition to leadership. All teachers and administrators participate in 3 district-wide professional development days and additional training for their school site, grade level, or subject area.

Teacher collaboration by grade level (K through grade 8 and department (grades 9-12).

Teachers meet during collaborative team meetings to do the following:

- Establish instructional focus, best practices, and SMART goals
- Develop common formative assessments
- Review student data as well as student work samples
- Plan for ongoing differentiated instruction
- Establish strategic and intensive interventions for students who need extra time to meet proficiency standards

Teacher collaboration by grade level/department level occurs through both regular planning time and dedicated staff meetings.

Teaching and Learning

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

Curriculum, instruction, and materials are aligned to Common Core State Standards for content areas. The curriculum is adapted from the state-approved adoption list and vetted by a committee of teachers and administrators for alignment with standards and academic rigor.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K-12).

Instructional minutes for reading/language arts and mathematics adhere to, and many exceed, state recommendations (ESSA, see K-5 SARC).

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

District pacing guides (TK-5) and master schedules (6-12) allow for student intervention and reteaching throughout the school year. Tier I Intervention is provided by classroom teachers. At K-5 schools, a Title I Intervention Teacher provides Tier 2 and 3 Intervention.

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

All instructional materials are standards-based and available to all staff and students. Covina-Valley continues to receive sufficient reports on Williams requirements.

Availability of SBE-adopted and standards-aligned instructional materials, including intervention materials, and high school students, access to standards-aligned core courses.

SBE-adopted and standards-aligned instructional materials, including intervention materials, are available for all subjects and grade levels. (see RTI Pyramids and SARC) Transition plans to Next Generation Science Standards are created and utilized by teams of TK-12 teachers.

Opportunity and Equal Educational Access

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

Services provided to enable underperforming students to meet standards (see Intervention Pyramids)

- Differentiated instruction allows for additional time and support for students who are not meeting standards
- Students benefit from the Response to Intervention (RTI) model, in which student outcomes are routinely reviewed to determine student needs in terms of strategic or intensive interventions, academic enhancement, and/or referral to the Student Success Team
- Student Success Teams ensure that an individual plan is developed so that underperforming students receive the resources and services needed
- TK-5 learning specialists and TK-12 classroom teachers provide strategic interventions to assist students in meeting standards
- Counseling services are provided on campus and through a variety of community resources
- Opportunities for increased learning time (Title I SWP)
- Use of highly qualified instructional aides to support classroom instruction
- Interventions are provided during the school day whenever possible; additional interventions are provided before and after school.

Evidence-based educational practices to raise student achievement.

Effective Research Models are articulated in the Research Foundation Section of the SPSA. The research is rated according to the adopted ESSA ratings. All of our district programs are rated Strong or Moderate by ESSA research agencies. Our RTI Intervention Pyramids for English Language Arts and Math are also crucial for raising our student achievement.

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.18%		0	1
African American	3.8%	2.68%	1.47%	20	14	8
Asian	9.9%	10.33%	10.46%	52	54	57
Filipino	4.4%	3.63%	2.94%	23	19	16
Hispanic/Latino	73.1%	74.57%	77.25%	384	390	421
Pacific Islander	%	0.19%	0.37%		1	2
White	6.9%	5.93%	5.87%	36	31	32
Multiple/No Response	1.7%	1.72%	1.1%	9	9	6
Total Enrollment				525	523	545

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	89	109	116
Grade 1	85	86	85
Grade 2	91	91	84
Grade3	89	84	87
Grade 4	78	80	90
Grade 5	93	73	83
Total Enrollment	525	523	545

Conclusions based on this data:

1. Hispanic/Latino student group consistently increase over the last three years from 73.1 % (384 students) to 77.25% (421 students), indicating a growing demographic presence.
2. Both African American and Filipino student groups saw a decline in enrollment over the past three years.
3. The Asian student group showed a slight but steady increase in both percentages and number of students, while the white student group's percentage remained relatively stable with minimal fluctuation over the three years.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	72	73	80	13.7%	14.0%	14.7%
Fluent English Proficient (FEP)	53	49	42	10.1%	9.4%	7.7%
Reclassified Fluent English Proficient (RFEP)	4			5.6%		

Conclusions based on this data:

1. The number of English Learners (EL) increased from 72 in 20-21 to 80 in 22-23, and their percentage of the student population also rose from 13.7% to 14.7%.
2. The number of Fluent English Proficient (FEP) students decreased over the three years, from 53 in 20-21 to 42 in 22-23, with their percentage dropping from 10.1% to 7.7%.
3. There is a notable gap in the data for Reclassified Fluent English Proficient (RFEP) students, with only a single data point indicating a percentage of 5.6%, making it challenging to identify trends for this group.

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	86	86	86	86	85	85	86	85	85	100.0	98.8	98.8
Grade 4	87	91	96	85	90	96	85	90	96	97.7	98.9	100
Grade 5	75	84	97	75	83	96	75	83	96	100.0	98.8	99
All Grades	248	261	279	246	258	277	246	258	277	99.2	98.9	99.3

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	2421.	2430.	2417.	22.09	25.88	24.71	24.42	17.65	16.47	25.58	37.65	29.41	27.91	18.82	29.41
Grade 4	2439.	2472.	2445.	28.24	28.89	21.88	11.76	21.11	20.83	9.41	17.78	19.79	50.59	32.22	37.50
Grade 5	2526.	2535.	2534.	29.33	32.53	34.38	34.67	31.33	28.13	18.67	16.87	18.75	17.33	19.28	18.75
All Grades	N/A	N/A	N/A	26.42	29.07	27.08	23.17	23.26	22.02	17.89	24.03	22.38	32.52	23.64	28.52

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	18.60	17.65	18.82	62.79	67.06	55.29	18.60	15.29	25.88	
Grade 4	20.00	21.11	17.71	52.94	64.44	56.25	27.06	14.44	26.04	
Grade 5	22.67	24.10	35.42	60.00	59.04	45.83	17.33	16.87	18.75	
All Grades	20.33	20.93	24.19	58.54	63.57	52.35	21.14	15.50	23.47	

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	25.58	22.35	15.29	45.35	55.29	55.29	29.07	22.35	29.41
Grade 4	20.00	20.00	15.63	40.00	47.78	51.04	40.00	32.22	33.33
Grade 5	29.33	30.12	34.38	57.33	61.45	43.75	13.33	8.43	21.88
All Grades	24.80	24.03	22.02	47.15	54.65	49.82	28.05	21.32	28.16

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	12.79	11.76	9.41	73.26	77.65	77.65	13.95	10.59	12.94
Grade 4	4.71	13.33	12.50	69.41	74.44	71.88	25.88	12.22	15.63
Grade 5	12.00	16.87	13.54	78.67	75.90	75.00	9.33	7.23	11.46
All Grades	9.76	13.95	11.91	73.58	75.97	74.73	16.67	10.08	13.36

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	16.28	16.47	17.65	66.28	68.24	67.06	17.44	15.29	15.29
Grade 4	15.29	16.67	9.38	57.65	72.22	65.63	27.06	11.11	25.00
Grade 5	25.33	19.28	25.00	58.67	68.67	61.46	16.00	12.05	13.54
All Grades	18.70	17.44	17.33	60.98	69.77	64.62	20.33	12.79	18.05

Conclusions based on this data:

1. Participation rates across grades 3-5 remain high, consistently near 99%, reflecting strong engagement with the CAASPP assessments.
2. Grade-level performance shows variability, with grade 5 maintaining the highest percentage of students meeting or exceeding standards in ELA. However, overall growth in mean scale scores and proficiency levels is inconsistent across years.
3. Reading and writing demonstrate notable challenges, with fluctuating percentages of students performing at or above standard. Listening and research/inquiry skills remain relatively stable but show room for improvement in moving more students to higher performance levels.

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	86	86	86	86	86	86	86	86	86	100.0	100.0	100
Grade 4	87	91	96	85	91	96	85	91	96	97.7	100.0	100
Grade 5	75	84	97	75	83	96	75	83	96	100.0	98.8	99
All Grades	248	261	279	246	260	278	246	260	278	99.2	99.6	99.6

* 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	2428.	2442.	2443.	23.26	16.28	26.74	25.58	38.37	26.74	20.93	27.91	26.74	30.23	17.44	19.77
Grade 4	2465.	2491.	2466.	21.18	29.67	15.63	15.29	20.88	28.13	22.35	28.57	28.13	41.18	20.88	28.13
Grade 5	2520.	2523.	2531.	28.00	28.92	37.50	17.33	15.66	11.46	26.67	25.30	27.08	28.00	30.12	23.96
All Grades	N/A	N/A	N/A	23.98	25.00	26.62	19.51	25.00	21.94	23.17	27.31	27.34	33.33	22.69	24.10

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	22.09	19.77	24.42	48.84	61.63	56.98	29.07	18.60	18.60
Grade 4	23.53	25.27	16.67	36.47	46.15	55.21	40.00	28.57	28.13
Grade 5	28.00	26.51	27.08	49.33	50.60	52.08	22.67	22.89	20.83
All Grades	24.39	23.85	22.66	44.72	52.69	54.68	30.89	23.46	22.66

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	22.09	23.26	26.74	55.81	63.95	52.33	22.09	12.79	20.93
Grade 4	17.65	26.37	17.71	58.82	56.04	56.25	23.53	17.58	26.04
Grade 5	20.00	20.48	29.17	60.00	66.27	47.92	20.00	13.25	22.92
All Grades	19.92	23.46	24.46	58.13	61.92	52.16	21.95	14.62	23.38

Conclusions based on this data:

1. Math assessment participation rates remain high across grades 3-5, with nearly 100% of students tested annually, reflecting strong testing engagement.
2. While grade 5 showed notable improvement in the percentage of students exceeding standards in 2023-24, grades 3 and 4 exhibited fluctuations, indicating uneven progress in math proficiency.
3. Problem-solving and modeling skills show gradual improvement, with fewer students scoring below standard each year. However, communicating reasoning skills remain a challenge, with a significant portion of students still performing at lower levels.

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/ela/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	1444.8	1404.5	1391.0	1442.1	1413.9	1399.0	1450.6	1382.5	1372.4	16	22	25
1	1427.3	1458.1	1434.1	1442.8	1479.4	1449.5	1411.4	1436.4	1418.1	13	18	17
2	1455.2	*	1477.2	1452.2	*	1475.9	1457.8	*	1478.2	17	10	17
3	*	1457.8	1468.3	*	1453.3	1471.5	*	1461.8	1464.6	6	12	12
4	1480.3	*	1533.5	1467.7	*	1542.4	1492.2	*	1524.2	16	6	11
5	*	1536.7	*	*	1535.6	*	*	1537.2	*	4	13	9
All Grades										72	81	91

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	31.25	9.09	16.00	18.75	31.82	20.00	43.75	36.36	20.00	6.25	22.73	44.00	16	22	25
1	0.00	11.11	5.88	23.08	44.44	17.65	53.85	38.89	41.18	23.08	5.56	35.29	13	18	17
2	11.76	*	0.00	52.94	*	58.82	11.76	*	35.29	23.53	*	5.88	17	*	17
3	*	0.00	0.00	*	58.33	50.00	*	8.33	25.00	*	33.33	25.00	*	12	12
4	6.25	*	45.45	18.75	*	36.36	43.75	*	18.18	31.25	*	0.00	16	*	11
5	*	23.08	*	*	61.54	*	*	15.38	*	*	0.00	*	*	13	*
All Grades	12.50	11.11	14.29	26.39	48.15	31.87	41.67	27.16	27.47	19.44	13.58	26.37	72	81	91

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	31.25	9.09	12.00	18.75	40.91	24.00	37.50	31.82	20.00	12.50	18.18	44.00	16	22	25
1	0.00	22.22	11.76	46.15	61.11	47.06	38.46	16.67	17.65	15.38	0.00	23.53	13	18	17
2	17.65	*	17.65	35.29	*	64.71	35.29	*	11.76	11.76	*	5.88	17	*	17
3	*	33.33	41.67	*	33.33	25.00	*	0.00	8.33	*	33.33	25.00	*	12	12
4	6.25	*	72.73	56.25	*	9.09	6.25	*	18.18	31.25	*	0.00	16	*	11
5	*	46.15	*	*	38.46	*	*	7.69	*	*	7.69	*	*	13	*
All Grades	15.28	29.63	27.47	38.89	40.74	32.97	30.56	17.28	15.38	15.28	12.35	24.18	72	81	91

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	18.75	4.55	12.00	25.00	18.18	12.00	50.00	54.55	40.00	6.25	22.73	36.00	16	22	25
1	0.00	0.00	5.88	23.08	38.89	5.88	23.08	27.78	52.94	53.85	33.33	35.29	13	18	17
2	11.76	*	0.00	29.41	*	47.06	35.29	*	47.06	23.53	*	5.88	17	*	17
3	*	0.00	0.00	*	33.33	25.00	*	41.67	41.67	*	25.00	33.33	*	12	12
4	6.25	*	0.00	6.25	*	54.55	56.25	*	36.36	31.25	*	9.09	16	*	11
5	*	0.00	*	*	30.77	*	*	61.54	*	*	7.69	*	*	13	*
All Grades	8.33	4.94	5.49	19.44	24.69	24.18	44.44	46.91	42.86	27.78	23.46	27.47	72	81	91

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	37.50	13.64	16.00	50.00	72.73	48.00	12.50	13.64	36.00	16	22	25
1	15.38	61.11	35.29	84.62	38.89	41.18	0.00	0.00	23.53	13	18	17
2	35.29	*	23.53	52.94	*	76.47	11.76	*	0.00	17	*	17
3	*	8.33	25.00	*	50.00	50.00	*	41.67	25.00	*	12	12
4	37.50	*	63.64	37.50	*	36.36	25.00	*	0.00	16	*	11
5	*	38.46	*	*	53.85	*	*	7.69	*	*	13	*
All Grades	30.56	28.40	30.77	56.94	58.02	49.45	12.50	13.58	19.78	72	81	91

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	18.75	9.09	12.00	56.25	63.64	52.00	25.00	27.27	36.00	16	22	25
1	0.00	11.11	17.65	69.23	83.33	58.82	30.77	5.56	23.53	13	18	17
2	29.41	*	17.65	41.18	*	76.47	29.41	*	5.88	17	*	17
3	*	58.33	50.00	*	16.67	33.33	*	25.00	16.67	*	12	12
4	0.00	*	72.73	68.75	*	27.27	31.25	*	0.00	16	*	11
5	*	61.54	*	*	38.46	*	*	0.00	*	*	13	*
All Grades	13.89	35.80	30.77	59.72	50.62	47.25	26.39	13.58	21.98	72	81	91

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	18.75	9.09	4.00	75.00	72.73	64.00	6.25	18.18	32.00	16	22	25
1	7.69	16.67	5.88	23.08	33.33	47.06	69.23	50.00	47.06	13	18	17
2	11.76	*	0.00	64.71	*	94.12	23.53	*	5.88	17	*	17
3	*	0.00	0.00	*	41.67	50.00	*	58.33	50.00	*	12	12
4	6.25	*	0.00	31.25	*	81.82	62.50	*	18.18	16	*	11
5	*	0.00	*	*	100.00	*	*	0.00	*	*	13	*
All Grades	9.72	9.88	4.40	51.39	60.49	64.84	38.89	29.63	30.77	72	81	91

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	37.50	13.64	28.00	50.00	63.64	28.00	12.50	22.73	44.00	16	22	25
1	0.00	0.00	5.88	69.23	88.89	64.71	30.77	11.11	29.41	13	18	17
2	23.53	*	0.00	52.94	*	88.24	23.53	*	11.76	17	*	17
3	*	8.33	0.00	*	75.00	58.33	*	16.67	41.67	*	12	12
4	6.25	*	9.09	75.00	*	81.82	18.75	*	9.09	16	*	11
5	*	7.69	*	*	84.62	*	*	7.69	*	*	13	*
All Grades	16.67	8.64	10.99	62.50	77.78	59.34	20.83	13.58	29.67	72	81	91

Conclusions based on this data:

- Grade 4 saw notable improvement in "Level 4" scores in written and oral language in the 23-24 year compared to prior data.
- Across all grades, more students demonstrate proficiency in oral language (higher percentages in "Well Developed") compared to written language, highlighting an area of focus for intervention.

3. Listening shows consistent improvement, with more students achieving "Well Developed" scores year over year in grades like Grade 1 and Grade 2.
Reading remains a challenge, with the majority of students in the "Somewhat/Moderately" performance level and limited progression into "Well Developed," particularly for Grade 1 and Kindergarten.

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
545	66.2	14.7	0.9
Total Number of Students enrolled in Grovecenter 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	80	14.7
Foster Youth	5	0.9
Homeless	7	1.3
Socioeconomically Disadvantaged	361	66.2
Students with Disabilities	97	17.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	1.5
American Indian	1	0.2
Asian	57	10.5
Filipino	16	2.9
Hispanic	421	77.2
Two or More Races	6	1.1
Pacific Islander	2	0.4
White	32	5.9

Conclusions based on this data:

1. A significant portion of the student body, 66.2%, is socioeconomically disadvantaged, indicating that a majority of the students are eligible for free or reduced-price meals.
2. The largest racial/ethnic group in the school is Hispanic, making up 77.2% of the total student enrollment, highlighting a need for culturally responsive education practices.
3. Students with disabilities constitute 17.8% of the total enrollment, suggesting a substantial need for specialized support and resources to cater to their educational needs.

School and Student Performance Data

Overall Performance

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

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

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



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance

English Language Arts



Blue

Academic Engagement

Chronic Absenteeism



Red

Conditions & Climate

Suspension Rate



Green

Mathematics



Blue

English Learner Progress



Blue

Conclusions based on this data:

1. Our school has demonstrated strong academic performance in ELA, Math, EL Progress, indicating exceptional academic achievements across key areas.
2. The school received the lowest performance level (Red) for chronic absenteeism, highlighting a critical area needing improvement to ensure consistent student attendance and engagement.

School and Student Performance Data

Academic Performance English Language Arts

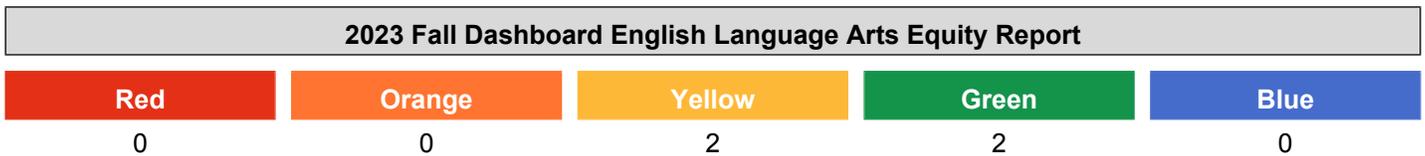
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>11.8 points above standard</p> <p>Increased Significantly +18.3 points</p> <p>250 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>10.9 points below standard</p> <p>Increased +4.3 points</p> <p>35 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>6.7 points above standard</p> <p>Increased Significantly +26.9 points</p> <p>180 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>52.7 points below standard</p> <p>Increased Significantly +31.8 points</p> <p>48 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	110.7 points above standard Increased Significantly +53 points 26 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 0.2 points below standard Increased Significantly +16.4 points 198 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	6.1 points above standard Increased Significantly +17.3 points 12 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
64.4 points below standard Increased Significantly +53 points 25 Students	Less than 11 Students 10 Students	6.8 points above standard Increased Significantly +17.4 points 192 Students

Conclusions based on this data:

- The overall student performance in English Language Arts is commendable, with students scoring 11.8 points above the standard and showing a significant increase of 18.3 points.
- While socioeconomically disadvantaged students (Green) and Hispanic students (Green) performed well, scoring above or close to the standard, English Learners and Students with Disabilities lagged behind, scoring below the standard but showing improvement.
- Asian students demonstrated outstanding performance, scoring 110.7 points above the standard and showing the highest increase of 53 points, indicating significant academic success in English Language Arts within this group.

School and Student Performance Data

Academic Performance Mathematics

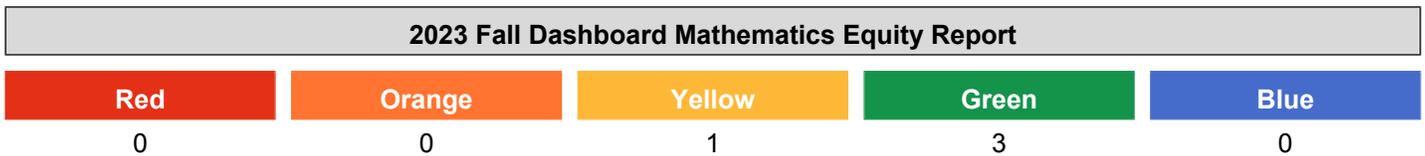
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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  Blue 5.3 points above standard Increased Significantly +15.1 points 250 Students	English Learners  Green 0.9 points above standard Maintained -2.5 points 35 Students	Foster Youth Less than 11 Students 1 Student
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Green 0.2 points below standard Increased Significantly +19.7 points 180 Students	Students with Disabilities  Yellow 35 points below standard Increased Significantly +30.4 points 48 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	112.7 points above standard Increased Significantly +47.5 points 26 Students	Less than 11 Students 5 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.4 points below standard Increased +11.3 points 198 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	22.4 points above standard Increased Significantly +16.4 points 12 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
40 points below standard Increased Significantly +39.4 points 25 Students	Less than 11 Students 10 Students	2.7 points below standard Increased +14.6 points 192 Students

Conclusions based on this data:

- The overall student performance in mathematics is strong, with all students scoring 5.3 points above the standard and showing a significant increase of 15.1 points.
- Socioeconomically disadvantaged students (Green) and English Learners (Green) performed slightly below the standard but demonstrated significant improvement, with increases of 19.7 points and 39.4 points, respectively. Students with disabilities, despite scoring below the standard, also showed notable progress with an increase of 30.4 points.
- Asian students scored exceptionally high, 112.7 points above the standard, with a significant increase of 47.5 points. White students also performed well, scoring 22.4 points above the standard with an increase of 16.4 points, indicating strong academic achievement in mathematics for these groups.

School and Student Performance Data

Academic Performance English Learner Progress

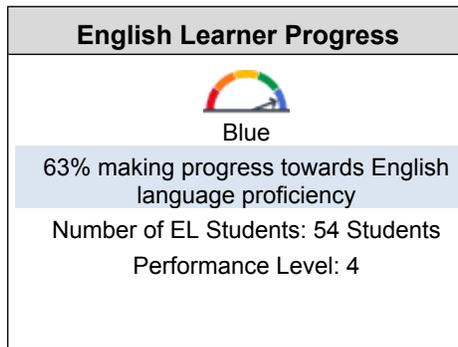
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	11	1	33

Conclusions based on this data:

- 63% of English Learners (EL) at Grovecenter Elementary School made progress towards English language proficiency, as indicated by the "Blue" performance level. This suggests that a majority of EL students are effectively advancing in their English language skills, meeting or exceeding state expectations.
- The Dashboard data shows varied progress among the 54 EL students. While 33 students progressed at least one ELPI (English Language Proficiency Indicator) level, a smaller group of 9 students decreased by one level, and 11 students maintained their current ELPI levels below level 4. This diversity in outcomes highlights the need for tailored instructional strategies to support students at different stages of language acquisition.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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

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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 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																
<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>25.6% Chronically Absent</td> </tr> <tr> <td>Increased Significantly 3.2</td> </tr> <tr> <td>563 Students</td> </tr> </tbody> </table>	All Students	 Red	25.6% Chronically Absent	Increased Significantly 3.2	563 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>20.9% Chronically Absent</td> </tr> <tr> <td>Increased 5.1</td> </tr> <tr> <td>86 Students</td> </tr> </tbody> </table>	English Learners	 Red	20.9% Chronically Absent	Increased 5.1	86 Students	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr style="background-color: #e6f2ff;"> <td>18.2% Chronically Absent</td> </tr> <tr> <td>0</td> </tr> <tr> <td>11 Students</td> </tr> </tbody> </table>	Foster Youth	18.2% Chronically Absent	0	11 Students
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2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% Chronically Absent</p> <p>Declined -28.6</p> <p>11 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p> Yellow</p> <p>3.3% Chronically Absent</p> <p>Increased 1.6</p> <p>61 Students</p>	<p>6.3% Chronically Absent</p> <p>Increased 1</p> <p>16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>28.6% Chronically Absent</p> <p>Increased Significantly 3.7</p> <p>430 Students</p>	<p>Less than 11 Students</p> <p>8 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p> Red</p> <p>38.2% Chronically Absent</p> <p>Increased 9.7</p> <p>34 Students</p>

Conclusions based on this data:

1. The data reveals a significant challenge with chronic absenteeism at Grovecenter Elementary School, with 25.6% of all chronically absent students. This issue is prevalent across various student groups, including 20.9% of English Learners, 29.2% of socioeconomically disadvantaged students, and 31.3% of students with disabilities, indicating a need for targeted interventions to improve attendance.
2. Certain demographics, such as homeless students (57.1% chronically absent) and White students (38.2% chronically absent), exhibit notably higher rates of absenteeism, requiring focused support and resources to address the unique challenges faced by these groups.
3. The data indicates that chronic absenteeism has increased significantly in several categories, including English Learners, socioeconomically disadvantaged students, and Hispanic students, with the latter group experiencing a 3.7% increase. This trend highlights a growing problem that could impact academic performance and engagement.

School and Student Performance Data

Conditions & Climate Suspension Rate

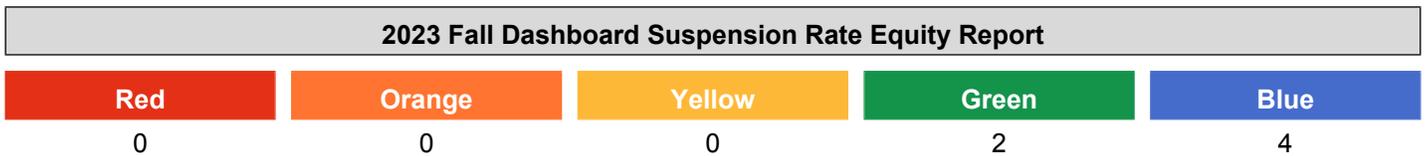
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This section provides number of student groups in each level.



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													
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>14.3% suspended at least one day</p> <p>Increased 1.8 14 Students</p>	<p>Less than 11 Students 1 Student</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 62 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 16 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Declined Significantly -1 443 Students</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 2 Students</p>	<p align="center"> Green</p> <p>2.9% suspended at least one day</p> <p>Declined -2.7 35 Students</p>

Conclusions based on this data:

1. There is a generally low suspension rate at Grovecenter Elementary School, with only 0.7% of all students being suspended at least once. This rate, which is classified as "Green," reflects a positive decline of 0.7%, indicating effective disciplinary practices and a supportive school environment.
2. The suspension rates for English Learners and socioeconomically disadvantaged students are notably low, both at 0%. This is categorized as "Blue," the highest performance level, and indicates a significant decline from previous years. This success highlights the school's commitment to equitable discipline practices and support systems for these vulnerable student groups.
3. While the overall suspension rate is low, there is a noticeable exception among certain student groups. For example, 8.3% of Foster Youth and 7.1% of homeless students were suspended at least once, reflecting a need for additional support and intervention strategies. Moreover, the 14.3% suspension rate among African American students, despite a small student group, suggests that targeted efforts are required to address the underlying causes of these suspensions and ensure fair and supportive disciplinary practices for all students.

District/School Goals Alignment

LCAP Goals:

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school learning.
4. By June 2027, Fairvalley and Covina-Valley Learning Options Academy commit to elevating student engagement and academic outcomes, as well as enhancing the effectiveness and support systems for our educators. Progress will be measured through chronic absenteeism rates, Smarter Balanced Summative Assessment scores, stability rates, and surveys assessing student and teacher satisfaction and engagement.

LCAP and Educational Services Goal Alignments to SPSA

LCAP	Educational Services	SPSA
Goals 1-4	<p>English Language Arts: Increase by 5% the number of students that meet or exceed standard in English Language Arts, as measured by CAASPP.</p> <p>Mathematics: Increase by 5% the number of students that meet or exceed standard in Mathematics, as measured by CAASPP.</p> <p>Science: Increase by 5% the number of students that meet or exceed standard in Science, as measured by CAST.</p> <p>English Learner Progress: Increase by 5% the number of students that that are making progress towards English language proficiency, as measured by English Learner Progress Indicator on the CA Dashboard.</p> <p>Graduation Rate: Increase by 3% the number of 12th-grade students who graduate high school with a high school diploma.</p> <p>A-G Rate: Increase by 6% the number of 12th-grade students meeting UC/CSU A-G college entrance requirements.</p> <p>Attendance: Increase Districtwide Attendance Rate to at least 95% or higher.</p>	Goals: ELA, Math, ELD, Science, College & Career Readiness, and Engagement

Research Foundation

The district has identified the following educational research to serve as the foundation for district-wide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
Focused Schools ESSA: Moderate	<ul style="list-style-type: none"> • Customized training for school-based data, Focus Goals and Instructional Leadership Teams (ILT) • Coaching for Central Office personnel and site leadership • Customized tools and protocols to help create strong structures and systems that support the framework for School Improvement. 	Goals, Strategies, & Proposed Expenditures
Professional Learning Communities ESSA: Strong	<ul style="list-style-type: none"> • Ensuring that All Students Learn (Big Idea #1) • Building a Culture of Collaboration for School Improvement (Big Idea #2) • A Focus on Results (Big Idea #3) • Recognizing Hard Work and Commitment (Dr. Richard DuFour, Dr. Roland Barth, Dr. R. Marzano) 	Goals, Strategies, & Proposed Expenditures
Response to Intervention (RTI) ESSA: Strong	<ul style="list-style-type: none"> • Tiers I, II and III Intervention structure planned and utilized • All schools utilize data from i-Ready and other state, district, and local assessments to meet students' needs • Students receive interventions on a daily basis within the school day and after school (Dr. Carol Tomlinson) (NEA 2007) (Dr. C. Cortiello 2006) (Dr. Coynen, M.D. 2004) 	Goals, Strategies, & Proposed Expenditures
i-Ready ESSA: Moderate	<ul style="list-style-type: none"> • Research-based practices in Assessment, Classroom Instruction, Personalized Learning, and Blended Learning • Powerful adaptive diagnostic and growth measure • Core standards-based instruction, practice, and assessment • Adaptive learning • Personalized on-line instruction (Dr. Laine Bradshaw, Dr. Richard Brown, Dr. Hua Hua Chang, Dr. Mark Ellis, et. al.) 	Goals, Strategies, & Proposed Expenditures
Thinking Maps ESSA: Strong	<ul style="list-style-type: none"> • Eight maps that correspond with fundamental thinking processes: Circle Map - Context; Bubble Map – describing adjectives; Flow Map – sequencing and ordering; Brace Map – part/whole relationships; Tree Map – classifying and grouping; Double Bubble Map – comparing and contrasting; Multi-Flow Map – analyzing causes and effects; Bridge Map - seeing analogies. • Excellent for English Learners and others to understand and access core curriculum • Thinking maps are a “common visual language” for students in all subjects in Grades K-12. (Dr. Katherine McKnight, Dr. Mary McMackin, et. al.) 	Goals, Strategies, & Proposed Expenditures
Write from the Beginning and Beyond (TK-5) ESSA: Strong	<ul style="list-style-type: none"> • Grade level appropriate expectations for effective student writing • Teachers receive instruction for writing at their grade level • Students self-evaluate their writing performance and identify strategies for improvement • Students utilize Thinking Maps individually or in groups to organize and plan expository writing (Dr. John Weida, Dr. Jane C. Buckner) 	Goals, Strategies, & Proposed Expenditures

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
<p>Expository Reading and Writing Course (ERWC) 6-12</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> Professional Development for teachers Aligned to California’s ELA Common Core Standards Text-Based Grammar for Expository Reading and Writing New relevant student topics for enhanced motivation Reading and writing in both literary and informational texts <p>(California Department of Education (CCSS), California State University course syllabus)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>UCI Math Project</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> Research -based hands-on professional development. Standards-based curriculum guides and unit plans aligned to the Common Core for K-12 mathematics, including the 8 mathematical practices. Increases pedagogical knowledge in areas such as How the Brain Learn Math, classrooms management, mathematical mindset, math discourse, student motivation, engagement, and questioning strategies, research and theory on student, learning, and homework. Intervention curriculum to fill in the gaps for students below grade level. Scaffolded English Language Learners supports. <p>(Fong, T., Perry, R., Reade, F., Klarin, B., & Jaquet, K., 2016) (Perry, Rebecca, Marple, Stacy., & Reade, Frances, 2019)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Lindamood-Bell</p> <p>ESSA: Strong</p>	<ul style="list-style-type: none"> Tiers I, II, III intervention Seeing Stars: Symbol Imagery for Phonological and Orthographic Processing in Reading and Spelling develops symbol imagery for reading and spelling. Visualizing and Verbalizing: develops concept imagery as a basis for comprehension and higher order thinking. Professional development to develop the underlying process necessary for a student to learn to read and comprehend. <p>(Donnelly, P.M., Huber, E., & Yeatman, J. D., 2019) (Sadoski, M. & Wilson, V., 2006)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Ruler</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> A system approach to Social-Emotional Learning. RULER is an acronym for the five skills of emotional intelligence: Recognizing; Understanding; Labeling; Expressing; Regulating. RULER supports the entire school community in: Understanding the value of emotions; Building the skills of emotional intelligence; and Creating and maintaining a positive school climate. <p>(Nathanson, L., Rivers, S. E., Flynn, L.M., & Brackett, M. A., 2016)</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Character Strong/Purposeful People</p> <p>ESSA: Moderate</p>	<ul style="list-style-type: none"> Curricula and trainings are focused on fostering the Whole Child with vertically-aligned lessons that teach SEL and character, side-by-side. SEL Competencies: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-Making Character Development: Patience, Kindness, Honesty, Respect, Selfishness, Forgiveness, Commitment, Humility <p>(Elias, M. J., & Arnold, H. (Eds.), 2006). (Brackett, M. A., & Katulak, N. A., 2006).</p>	<p>Goals, Strategies, & Proposed Expenditures</p>

In addition, the school has identified the following educational research to serve as the foundation for schoolwide improvement activities:

Research Models and ESSA Ratings	Major Elements/Strategies	Section in SPSA
<p>Thinking Maps - Response to Text ESSA: Strong</p>	<p>Grade level appropriate expectations for effective student writing</p> <ul style="list-style-type: none"> • Teachers receive instruction in using the Frame of Reference to initiate deeper thinking from students and teaching students to use the Frame in writing. • Students utilize Thinking Maps individually or in groups to organize and plan oral and written responses to literature or informational text <p>(Dr. John Weida, Dr. Jane C. Buckner)</p>	<p>Goals, Strategies & Proposed Expenditures</p>
<p>Renaissance Learning ESSA: Strong</p>	<p>Provide a consistent and systematic framework for providing students with a learning environment that promotes the positive social, emotional, and academic outcomes that helps the staff to close the achievement gap.</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>John Hattie's Visible Learning for Literacy ESSA: Strong</p>	<p>Provides strategies for close, analytical reading of texts at each grade level. Encourages students to read and reread deliberately so that they can understand the central ideas and key details.</p>	<p>Goals, Strategies, & Proposed Expenditures</p>
<p>Achievement Teams ESSA: Moderate</p>	<p>Teachers will work collaboratively in their grade levels and actively participate in their Professional learning communities.</p> <ul style="list-style-type: none"> • Teachers will be provided training in Achievement Teams protocols for an analysis of student work and next steps strategies. 	

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.

English Language Arts

Goal #1: By June 2025, increase by 7.5% the percentage of students proficient or higher in reading as measured by STAR in grades 1-5 and increase by 7.5% the percentage of students who meet or exceed the standard in ELA as measured by CAASPP results for grades 3-5.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

Based on a comprehensive review of the California School Dashboard and local assessment data, some areas require improvement to increase the percentage of students proficient or higher in reading by 7.5% by June 2025. The review indicates specific performance gaps and areas of low performance that need to be addressed: The STAR assessment data reveals varying proficiency levels across grades 1-5, with the lowest performance in Grade 1, where only 41% of students are at or above grade level. This indicates an urgent need for early intervention strategies to support foundational reading skills. Similarly, in Grade 5, only 45% of students are at or above grade level, highlighting a drop in proficiency as students progress through the grades. This suggests a need for sustained support and enrichment activities to maintain and improve reading skills. The CAASPP data shows that only 43.53% of Grade 3 students met or exceeded the English Language Arts (ELA) standard, compared to 50.00% in Grade 4 and 63.86% in Grade 5. These results highlight a performance gap in Grade 3, a critical year for reading development. The relatively lower performance in Grade 3 suggests a need for targeted interventions and instructional strategies to strengthen reading comprehension and literacy skills at this pivotal stage. There are notable performance gaps among specific student groups as well. These groups consistently score below their peers, indicating a need for targeted support to address their unique learning needs. The current data suggests that additional resources, differentiated instruction, and specialized interventions are necessary to close these gaps.

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
STAR Reading Assessment	STAR ASSESSMENT Grade 1: 41% At Grade Level & Above Grade 2: 52% At Grade Level & Above Grade 3: 57% At Grade Level & Above Grade 4: 56% At Grade Level & Above Grade 5: 45% At Grade Level & Above	STAR ASSESSMENT Grade 1: 48.5% At Grade Level or Above Grade 2: 59.5% At Grade Level & Above Grade 3: 64.5% At Grade Level & Above Grade 4: 63.5% At Grade Level or Above Grade 5: 52.5% At Grade Level or Above Total: 60.5% of all students in grades 1-5 will be at Grade Level and Above in reading.
CAASPP ELA	Grade 3: 43.53% Met or Exceeded Standard Grade 4: 50.00% Met or Exceeded Grade 5: 63.86% Met or Exceeded	Grade 3: 51.03% Met or Exceeded Standard Grade 4: 57.5% Met or Exceeded Grade 5: 71.36% Met or Exceeded

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	Provide time each week for grade levels to participate in Professional Learning Communities and the Achievement Team protocols for the CFA cycle process. A full-time Title I teacher will provide intervention support based on CFA and iReady results.	All students	0 District funded Certificated Salaries
1.2	Instructional Aides and School Monitors will be paid additional hours to provide small group reading instruction and 1:1 reading instruction for students in Kindergarten and First Grade Classes.	Students in Kindergarten and grade 1 will be served with an emphasis on students who are reading below grade level as indicated by common formative assessments.	2500 Site Allocation (26000.0) Classified Salaries 15,695 LCFF S/C Site Innovation (3313) Classified Salaries
1.3	Provide an instructional aide and certificated staff who can help students with homework after school in the library (After School Homework Help).	All students.	6300 LCFF S/C Tutoring (2226) Classified Salaries
1.4	Provide new teachers with additional instructional materials and planning time.	All students	500 LCFF S/C New Teacher (2223) Books and Supplies

1.6	Purchase Scholastic News for all grade levels to give students access to non-fiction reading materials.	All students will be served.	3,200 Title I - Site Allocation Books and Supplies
1.7	Purchase books for the library to give students access to various grade level reading material.	All students will be served.	4800 LCFF S/C Site Innovation (3313) Books and Supplies
1.8	Expand classroom libraries.	All students will be served	4800 LCFF S/C Site Innovation (3313) Books and Supplies
1.9	Keep the library open for an additional hour after school so that students can check out books and take AR reading quizzes.	All students will be served.	4000 LCFF S/C Tutoring (2226) Classified Salaries
1.10	Teachers will provide tutoring or reading intervention support before or after school to increase student achievement in reading.	Students reading below grade level.	2,200 LCFF S/C Tutoring (2226) Certificated Salaries
1.11	Teachers will be trained in Linda-Mood Bell reading strategies and implement them in the classroom to increase reading achievement for first grade students.	Grades K-2	District funded Certificated Salaries
1.12	Train and provide extra hours for school monitors/helpers to support small group learning for Kinders.	Additional Kinder instructional support	10,261 LCFF S/C Site Innovation (3313) Classified Salaries
1.13	Provide a Title 1 Intervention Instructional Aide to support students with reading intervention.	All students	29,155.00 Title I Part A Instructional Aide (30100.0) Classified Salaries
1.14	Provide before, during, and after school tutoring for students.	Students reading below grade level will be served.	5,500 LCFF S/C Tutoring (2226) Certificated Salaries
1.15	Provide parent education to support reading instruction and practice.	All students will be served.	454 Title I- Parent Involvement Services and other operating expenditures
1.16	Provide 3rd grade students with a field trip experience to a local college.	3rd grade students	1200 LCFF S/C College Campus Visit (04423.0) Services and other operating 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.

All strategies and activities outlined in the School Plan for Student Achievement (SPSA) to achieve the articulated goal were successfully implemented. The primary goal focuses on improving student proficiency in reading, aiming for a 7.5% increase in the percentage of students proficient or higher, as measured by STAR assessments in grades 1-5 and CAASPP results for grades 3-5. Extra support hours, as per Strategy 1.2, were effectively utilized, providing additional help during and after school hours. Key activities included small group instruction (Strategy 1.2), after-school homework help (Strategy 1.3), expanded library resources (Strategies 1.5, 1.6, and 1.8), and professional development for teachers in reading strategies (Strategy 1.10).

The effectiveness of these strategies is evident in the increased access to instructional resources and targeted support for students. The use of instructional aides and additional hours for small group reading instruction and one-on-one support (Strategy 1.2) helped address individual student needs, particularly in the early grades. The implementation of Professional Learning Communities (PLCs) and Achievement Team protocols (Strategy 1.1) facilitated focused discussions on student progress, allowing for timely adjustments to instructional practices. Data from CFA and iReady assessments were utilized to ensure that interventions were data-driven and aligned with student needs. Moreover, providing teachers with additional instructional materials and training in specific reading strategies, such as Linda-Mood Bell (Strategy 1.10), contributed to more effective teaching practices, particularly for students in the early grades.

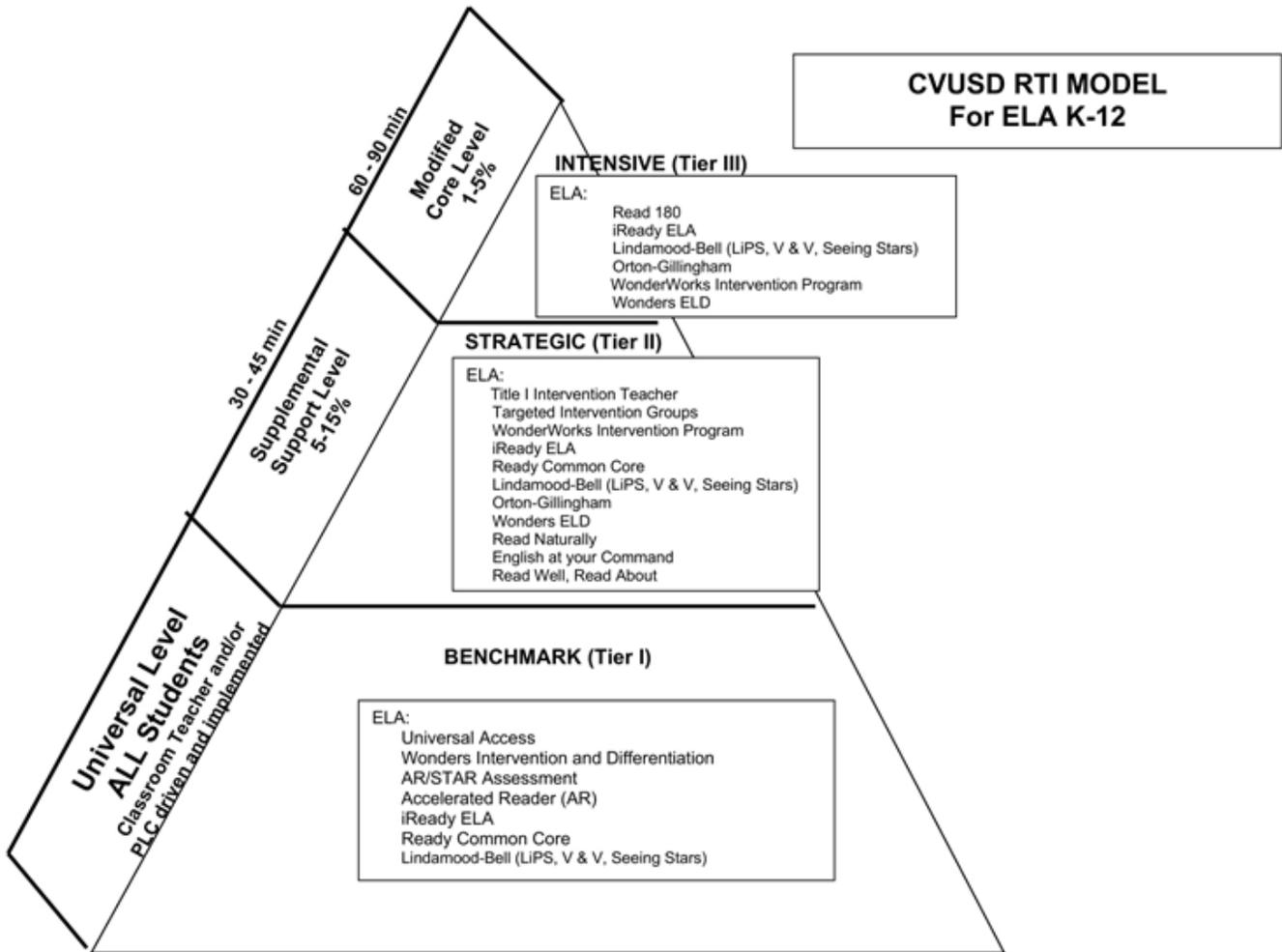
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no significant differences between the intended implementation of strategies and the actual implementation. The budgeted expenditures were effectively utilized to support the planned activities, ensuring that all resources were directed toward achieving the goal. The adherence to the planned budget and implementation strategy reflects careful planning and execution, ensuring that all activities are funded and supported.

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.

Based on this analysis, the school plans to continue increasing reading proficiency by 7.5%, mainly focusing on students with disabilities and English Learners (ELs). Additional strategies will be implemented to provide intensified support for these student groups through targeted interventions and more tailored instructional approaches. Changes will be reflected in the updated SPSA, specifically in sections detailing enhanced support measures and resource allocation. For example, the school may allocate more resources to professional development for teachers working with students with disabilities and ELs (Strategy 1.10) and expand access to specialized instructional materials and technologies (Strategies 1.5 and 1.6). Additionally, parent education programs will be expanded to better support reading instruction and practice at home (Strategy 1.13), further reinforcing the strategies implemented at school. These updates are included in the SPSA in revised goals, outcomes, and metrics sections, ensuring a comprehensive approach to improving reading achievement across all student groups.

RTI Pyramid: District ELA



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.

Mathematics

Goal #2: By June 2025, there will be a 7.5% increase in the percentage of students proficient or higher in math as measured by iReady assessments and an increase of 7.5% in the percentage of students in grades 3-5 that will meet or exceed the standard in mathematics as measured by the CAASPP.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

A detailed review of the Dashboard and local data has highlighted a decline in student achievement in mathematics. Specifically, cohort data shows a 10% decrease in math proficiency among students in grades 3-5 for the 2023-24 academic year. This decrease indicates a concerning trend where students fall short of meeting expected proficiency levels in mathematics, essential for their overall academic progression.

Further analysis reveals performance gaps among various student groups. The iReady Diagnostic data indicates that only 13% of students perform at or above grade level in math. A significant 54% of students perform at least one year below grade level, and 34% perform more than one year below grade level. This data underscores the need to address the wide range of student capabilities and ensure that all students receive the necessary support to improve their mathematical skills.

In the CAASPP assessment, the percentage of students meeting or exceeding the standard in mathematics declines from 54.65% in Grade 3 to 50.55% in Grade 4 and further to 44.58% in Grade 5. This trend suggests a persistent decline in proficiency as students progress through the grades, highlighting an area for intervention.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Diagnostic	13% of students are performing at or above grade level on the BOY iReady Diagnostic for math 54% of students are performing at least 1 year below grade level on the BOY iReady Diagnostic for math 34% of students are performing > 1 year below grade level on the BOY iReady Diagnostic for math	50% of students performing at or above grade level
CAASPP: Math	Grade 3: 54.65% Met or Exceeded Grade 4: 50.55% Met or Exceeded Grade 5: 44.58% Met or Exceeded	Grade 3: 62.15% Met or Exceeded Grade 4: 58.05% Met or Exceeded Grade 5: 52.08% Met or Exceeded

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	Teachers will continue their training in the UCI math units and implementation.	All students will be served.	District funded Certificated Salaries
2.2	Professional development in the area of data dive. Teachers will work collaboratively to review data, determine next steps.	All students will be served.	3905 Title I - Site Allocation Certificated Salaries
2.3	Teachers will implement the UCI Math Units into their instruction and create Common Formative Assessments to monitor student progress.	All students will be served.	District funded Certificated Salaries
2.4	Provide parent education night to support math instruction and practice.	All students will be served.	750 Title I- Parent Involvement Books and Supplies
2.5	Provide math intervention to students by hiring a math intervention teacher.	Students performing below grade level in math.	Title I- Intervention Certificated Salaries
2.6	Staff will work in Professional Learning Communities to: <ul style="list-style-type: none"> Plan instructional based on Common Core State Standards Use interim assessments to monitor student progress Analyze student data using iReady Standards Mastery to adjust instruction and pacing Plan appropriate interventions Implement Thinking Maps across all grade levels 	All students will be served.	District funded Certificated Salaries

2.7	Staff will utilize Thinking Maps as an instructional tool for increasing student achievement in mathematics.	All students will be served.	District funded Services and other operating expenditures
2.8	Staff will share best practices in mathematics instruction during meetings in grade-level and vertical teams.	All students will be served.	District funded Certificated Salaries
2.9	Through UCI math trainings, teachers will participate in Math professional development opportunities at the District.	All students will be served.	District funded Certificated Salaries

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.

All strategies and activities outlined in the School Plan for Student Achievement (SPSA) were successfully implemented to achieve the articulated goal. The primary goal is to increase the percentage of students proficient or higher in math by 7.5% by June 2024, as measured by iReady assessments and the CAASPP. Additional hours provided for extra support were effectively utilized, offering supplementary help to students during and after school hours. Key activities included professional development for teachers, implementation of UCI math units, strategic use of Thinking Maps, and targeted interventions for students requiring additional support.

The effectiveness of these strategies can be seen in the increased access to quality math instruction and the targeted support provided to students. The training in UCI math units (Strategy 2.1) and professional development focused on math comprehension (Strategy 2.2) have equipped teachers with the necessary skills to enhance their instructional practices. Using Common Formative Assessments (Strategy 2.3) and analyzing student data through iReady Standards Mastery have enabled teachers to monitor progress and adjust instruction accordingly. Implementing Thinking Maps (Strategy 2.7) as a tool for improving math comprehension has also been beneficial in helping students visualize mathematical concepts and processes.

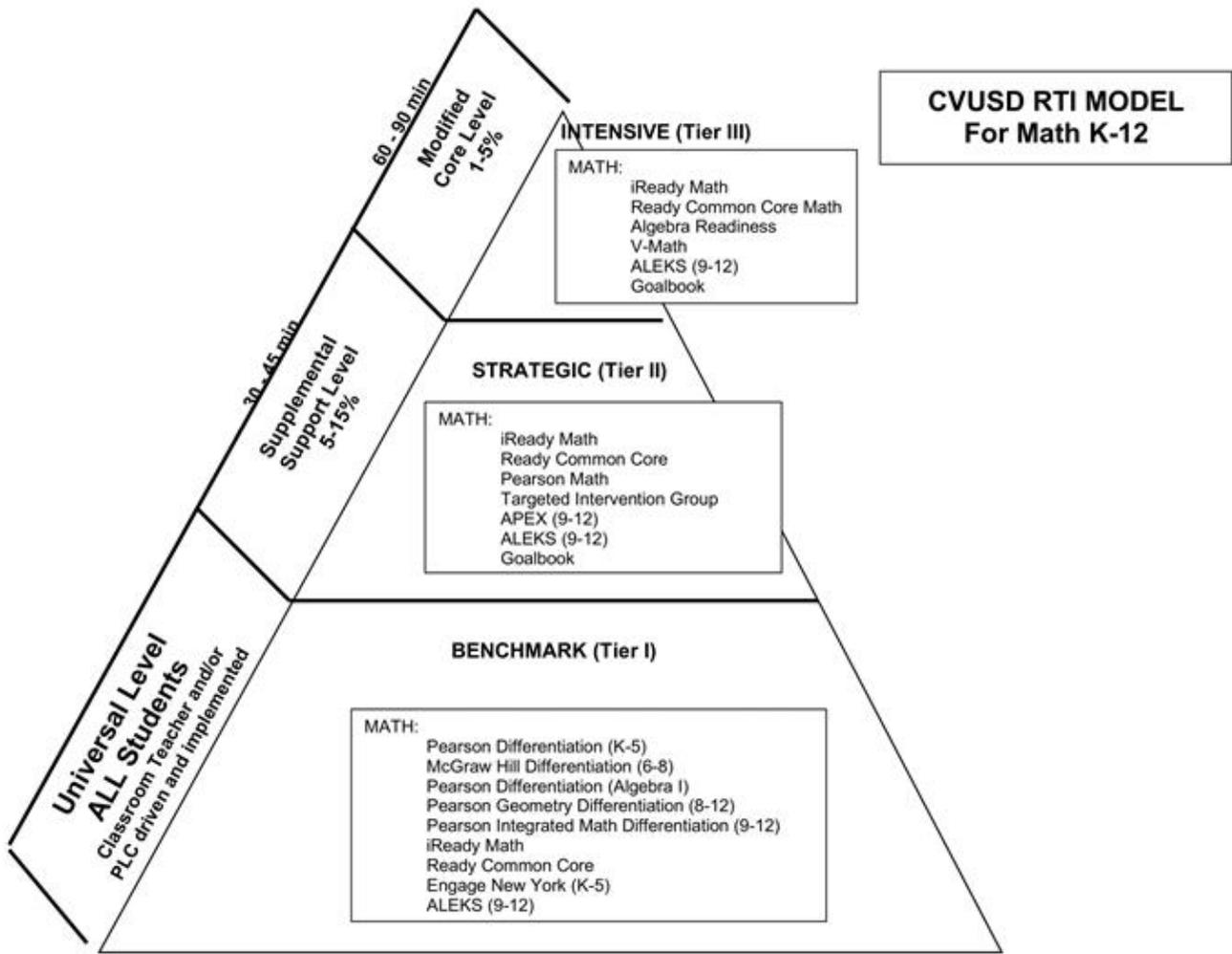
Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences between the intended implementation of strategies and the actual implementation. The budgeted expenditures were utilized as planned, ensuring that all resources were directed toward achieving the goal. The adherence to the planned budget and implementation strategy reflects planning and execution, ensuring that all activities are adequately funded and supported.

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.

Based on this analysis, the school plans to continue its focus on increasing math proficiency by 7.5%, with a particular emphasis on students with disabilities and English Learners (ELs). Additional strategies will be implemented, including intensified support for these student groups through targeted interventions and more tailored instructional approaches. For instance, the school may enhance professional development opportunities for teachers working with these specific student groups (Strategy 2.9) and allocate more resources to specialized instructional materials and technologies. Parent education programs will be expanded to support math instruction and practice at home better (Strategy 2.4), reinforcing the strategies implemented at school. These updates are included in the SPSA revised goals, outcomes, and metrics sections, ensuring a comprehensive approach to improving math achievement across all student groups.

RTI Pyramid: District Math



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.

English Language Development

By June 2025, there will be a 7.5% increase in the percentage of proficient students as measured by the ELPAC.

By June 2025, the percentage of EL students making progress will increase by 5% as measured by the ELPI on the CA Dashboard.

By June 2025, the percentage of EL students who are proficient or higher in ELA and mathematics will increase by 7.5% as measured by CAASPP and i-Ready assessments.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

Recent data analysis reveals a concerning trend of declining scores among English learner (EL) students on key assessments. Specifically, only 11.11% of EL students achieved proficiency on the English Language Proficiency Assessments for California (ELPAC). While 63% of EL students are making progress as measured by the English Learner Progress Indicator (ELPI) on the California Dashboard, there is still a portion not demonstrating sufficient growth. In terms of academic performance in core subjects, only 19.23% of EL students met or exceeded the standard in English Language Arts (ELA), and 32.14% in mathematics, as measured by the California Assessment of Student Performance and Progress (CAASPP).

The data indicates a performance gap between EL students and their peers, highlighting the need for targeted interventions and support. The low proficiency levels on the ELPAC, coupled with low performance in ELA and mathematics, suggest that EL students are not fully accessing the curriculum or receiving the support necessary to succeed. This underperformance underscores the need for enhanced instructional strategies and resources to support EL students in their language acquisition and academic achievement.

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
ELPAC Proficiency	11.11% Proficiency	18.61% Proficiency
CA Dashboard: ELPI	63% of EL students are making progress	68% of EL students are making progress
CAASPP: ELA & Math	19.23% of EL students Met or Exceeded Standard for ELA	26.73% of EL students Met or Exceeded Standard for ELA

	32.14% of EL students Met or Exceeded Standard for Math	39.64% of EL students Met or Exceeded Standard for Math
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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	Teachers will use Thinking Maps and Write from the Beginning and Beyond to assist EL students with access to grade-level curriculum.	All students will be served.	0 District funded Certificated Salaries
3.2	The ELD Coordinator will monitor students' progress to ensure proper placement in classes, programs, and intervention according to RTI and the Catch-up Plan.	ELL students will be served.	0 District funded Certificated Salaries 0 District funded Classified Salaries
3.3	Provide translators during parent conferences, parent meetings, and campus events.	ELL students will be served.	1,000 LCFF S/C Site Innovation (3313) Classified Salaries
3.4	Purchase supplemental instructional materials and supplies, plus technology, to support integrated and designated ELDs aligned with CCSS and CA ELD Standards.	All students will be served.	1,900 LCFF S/C Site Innovation (3313) Books and Supplies
3.5	Participate in professional development and coaching provided by district K-12 EL TOSA to increase student achievement for English Learners and increase teachers' knowledge base and skill level in research-based instructional strategies for English Learners.	ELL students will be served.	0 District funded Certificated Salaries
3.6	Provide staff meeting time for teachers to analyze data and look at the achievement of EL students.	All students will be served.	0 District funded Certificated Salaries
3.7	Intervention strategies and/or programs will be implemented for ELL students who do not meet academic achievement standards. Strategies include, but are not limited to: <ul style="list-style-type: none"> In-school tutoring programs. Computer software/technology support 	ELL students will be served with an emphasis on students reading below grade level.	1,000 Title I - Site Allocation Books and Supplies
3.8	All ELL students will receive at least 30 minutes of daily ELD support and regular English Language Arts instruction using the adopted Wonders ELD support materials and the ELD assessment scale.	ELL students will be served.	0 District funded Certificated Salaries
3.9	Integrate ELD instruction with appropriate scaffolding in all content areas, particularly math.	All students will be served.	0 District funded Certificated Salaries

3.10	Use the K-5 ELD Assessment Scale to determine EL growth for students.	All EL Students	0 District funded Certificated Salaries
3.11	Hold at least three meetings with ELAC to solicit their input and advisement on EL services and support. The EL coordinator will also be present to give feedback.	All EL students	0 District funded Certificated Salaries

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.

The implementation of strategies and activities outlined in the School Plan for Student Achievement (SPSA) was comprehensive and aligned to increase the number of proficient 1st and 3rd graders in reading and mathematics by 10% by June 2024. Strategies included using Thinking Maps and Write from the Beginning and Beyond to assist EL students in accessing grade-level curriculum (Strategy 3.1), monitoring student progress through an EL Coordinator (Strategy 3.2), and providing additional instructional materials and technology (Strategy 3.4). Professional development for teachers was also a key component, focusing on research-based instructional strategies for English Learners (Strategy 3.5).

The effectiveness of these strategies is reflected in the data showing that 63% of EL students are making progress according to the California Dashboard ELPI indicator. The targeted support, such as daily ELD instruction (Strategy 3.8) and integrated ELD with appropriate scaffolding in all content areas, particularly math (Strategy 3.9), has been crucial in supporting EL students' growth. However, despite these efforts, only 19.23% of EL students met or exceeded the standard in ELA and 32.14% in Math, indicating room for improvement.

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

There were no significant differences between the intended implementation and the actual execution of the strategies. The budgeted expenditures were adequately utilized to provide necessary resources, professional development, and instructional support.

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.

To further increase the number of 1st and 3rd graders proficient in reading and mathematics, particularly among EL students, several adjustments will be made:
The school will intensify its focus on ELD instruction by increasing the duration and quality of ELD sessions and integrating more personalized support tailored to individual student needs. Additional technology and supplemental instructional materials will be purchased to provide more interactive and engaging learning experiences for EL students, aligning with the CCSS and CA ELD Standards (Strategy 3.4). The role of the EL Coordinator will be expanded to include more frequent monitoring of student progress and regular data analysis meetings with teachers to assess and adjust instructional strategies as needed (Strategies 3.2 and 3.6). The school will enhance parent involvement by increasing the number of ELAC meetings and providing more resources and support for parents to help their children at home. Translators will be available at all parent meetings and conferences to ensure clear communication (Strategy 3.3).

These changes are reflected in the updated SPSA under the goals, outcomes, and metrics sections. The overall focus will be on closing the achievement gaps for EL students and ensuring that all students receive the support necessary to reach proficiency in reading and mathematics.

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.

Science

By June 2025, 55% of 5th-grade students will be proficient or above on the CAST assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

1. Our District will guarantee all students are eligible and prepared for college and careers upon graduation.
2. Our District will implement innovative, research-based programs and practices to ensure the highest level of achievement for all students.
3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

Based on a review of CAST and local data, there is a need for improvement in the areas of reading proficiency and science comprehension among 5th-grade students. Currently, only 47% of 5th-grade students meet or exceed the California Science Test (CAST) standards, indicating a gap from the targeted goal of 55% proficiency by June 2025.

A critical area of concern is students' reading proficiency levels. To perform well on the CAST, students must be able to read and comprehend grade-level scientific texts, interpret data, and understand complex instructions and questions. The data suggests that many students are not reading at grade level, directly impacting their ability to demonstrate proficiency in science.

Addressing performance gaps among different student groups, particularly those with historically lower performance in both reading and science, is also necessary. This includes English Learners (ELs), students with disabilities, and socioeconomically disadvantaged students. These groups may require additional support to improve their reading skills and overall engagement in science education.

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
CAST	47% of 5th-grade students met or exceeded standards	55% of 5th-grade students will meet or exceed standards on the CAST.

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	Purchase Zingy Learning as a supplemental tool for instruction in the Science State Standards.	Students in grades 3-5 will be served.	3,000 District funded Books and Supplies
4.2	Teachers will utilize Thinking Maps as an instructional strategy to deliver science instruction to students.	All students will be served.	District funded Certificated Salaries
4.3	Host family science night to engage families.	All students	300 Title I- Parent Involvement Books and Supplies
4.4	On a Monthly basis, Tuesday meetings will be dedicated to the discussion, collaboration, and planning of new Science curriculum.	All students	0 District funded Certificated Salaries
4.5	Science lead teacher will be given release time to plan, collaborate, and model new science curriculum.	All students	1000 LCFF S/C Site Innovation (3313) Certificated Salaries
4.6	Provide additional supplies and materials to implement Twig Science Curriculum	All Students	3000 LCFF S/C Site Innovation (3313) Books and Supplies

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.

Successful implementation of strategies included purchasing Zingy Learning as a supplemental tool for science instruction (Strategy 4.1), utilizing Thinking Maps as an instructional strategy (Strategy 4.2), and hosting family science nights to engage families (Strategy 4.3). The effectiveness of these strategies has been promising. The introduction of Zingy Learning has provided students with interactive and engaging content aligned with NGSS, which has been instrumental in reinforcing classroom learning. The use of Thinking Maps has helped students organize and process scientific concepts more effectively, enhancing their understanding and retention of the material. Additionally, family science nights have successfully engaged families in their children's learning, fostering a supportive home environment for studying science. Lastly, monthly support during staff meetings to collaborate and plan for Science and labs with intentionality (Strategy 4.4 and 4.5).

The data shows that 47% of 5th-grade students met or exceeded standards on the CAST, indicating progress towards the goal. However, this falls short of the 55% target, highlighting the need for continued and enhanced efforts.

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

There were no major differences between the intended implementation and the actual execution of the strategies. The budgeted expenditures were used as planned, ensuring that all necessary resources, such as Zingy Learning licenses and materials for family science nights, were provided.

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.

Based on the analysis, several changes will be made to strengthen the achievement of the goal: To better support students' mastery of the Science State Standards, additional training for teachers on maximizing the use of Zingy Learning and other instructional resources will be provided. This will ensure teachers can fully leverage these tools to enhance student engagement and understanding. More emphasis will be placed on hands-on, experiential learning opportunities in science. This will include incorporating more laboratory activities and experiments into the curriculum and using Thinking Maps to document and analyze these experiences. The school will expand the family science night program and other family engagement activities, offering more frequent events and resources to help families support their children's science education. This may include workshops for parents on fostering a science-friendly home environment. Continuous monitoring of student performance data will guide instructional adjustments. Teachers will use assessment results to identify areas where students struggle and adapt their teaching strategies accordingly. This data-driven approach will ensure that instruction is targeted and effective. Teachers will be provided with more in the moment training and support to help them navigate the new Science curriculum.

These changes are in the updated SPSA, including revised strategies and metrics for measuring progress. The overall focus will remain on achieving the 55% proficiency target for 5th-grade students on the CAST by June 2025.

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.

Chronic Absenteeism

By June 2025, the number of students with chronic absenteeism will decrease by 5%

The number of students with chronic absenteeism in the White Student Group will decrease by 8.2% by June 2025.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

A detailed review of the Dashboard and local data for the 2023-2024 school year at Grovecenter Elementary has revealed critical areas requiring significant improvement, particularly in student attendance. Chronic absenteeism has emerged as a pressing issue, with 25.6% of the entire student body being chronically absent. This figure indicates that over a quarter of the student population missed 10% or more of the school year, which can severely impact academic performance and engagement.

The issue is even more pronounced within specific student groups, most notably among the White Student Group, where 38.2% of students were identified as chronically absent. This statistic highlights a substantial performance gap compared to other student groups, suggesting that the factors contributing to absenteeism may be more prevalent or impactful within this demographic.

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
Data Dashboard results	22.4% of all students were chronically absent during the 22-23 SY 28.6% of the White Student Group were chronically absent during the 22-23 SY.	5% decrease in Absenteeism for the 2023-24 school year for all students. 5% decrease in Absenteeism for in the White Student Group. for 23-24 SY.

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
5.1	Provide parents with the importance of daily school attendance on student achievement.	All students who were chronically absent last	1,400

		school year will be placed on a SART contract early in the school year.	LCFF S/C Site Innovation (3313) Services and other operating expenditures
5.2	Increase engagement by providing incentives for students while they are at school.	All students with positive attendance rates.	500 LCFF Attendance (03308) Books and Supplies
5.3	Purchase uniforms for students in need so that lack of uniforms is not the reason for poor attendance.	Students in the Homeless subgroup	1,504 Title I - Homeless Books and Supplies
5.4	Utilize the community liaison to reach out to families with or approaching chronic absenteeism.	All students who are at risk of chronic absenteeism.	District funded Classified Salaries
5.5	Increase parent and student engagement by providing a variety of opportunities to engage with community building.	All students	LCFF S/C Site Innovation (3313) Books and Supplies
5.6	Engage chronically absent families in the SART process early.	All students	District funded Classified Salaries
5.7	Provide learning and artistic activities that will keep students engaged.	4th & 5th grade students	2718 Prop 28 (67700)

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.

The strategies and activities to reduce chronic absenteeism were fully implemented during the 2022-2023 school year. These strategies included providing information to parents about the importance of daily school attendance (Strategy 5.1), increasing student engagement through incentives (Strategy 5.2), providing uniforms for students in need (Strategy 5.3), utilizing a community liaison to reach out to families with chronic absenteeism (Strategy 5.4), increasing parent and student engagement through community-building opportunities (Strategy 5.5), and engaging chronically absent families in the SART process early (Strategy 5.6). Despite these efforts, the strategies did not yield a significant decrease in the rate of absenteeism, with 22.4% of all students and 28.6% of students in the White Student Group being chronically absent.

The effectiveness of the implemented strategies was limited, as evidenced by the lack of significant improvement in attendance rates. Providing information to parents and using incentives did not sufficiently address the root causes of absenteeism, particularly among students in the White Student Group. While some efforts, such as providing uniforms and involving the community liaison, helped remove barriers to attendance, they were not enough to reduce chronic absenteeism.

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

There were no major differences between the intended implementation and the actual execution of the strategies, nor were there discrepancies in the budgeted expenditures. All planned activities and resource allocations were carried out as intended.

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.

Based on this analysis, several changes will be made to enhance the effectiveness of the strategies aimed at reducing chronic absenteeism:

For the 2024-2025 school year, more specific and clear expectations regarding attendance will be established school-wide from the beginning of the year. This will involve setting clear attendance goals and communicating them consistently to students and parents. The school counselor and community liaison will be more active in promoting attendance. They will organize school-wide attendance events and initiatives to increase student and family engagement, emphasizing the importance of regular attendance. Given the higher rates of absenteeism among the White Student Group, targeted interventions will be developed to specifically address their needs and challenges. These may include personalized outreach and additional support services. The school will increase efforts to engage families, particularly those with chronically absent students. This includes early intervention strategies, such as involving parents in the SART process when attendance issues are identified and providing resources to support consistent attendance.

These changes are reflected in the updated SPSA, with revised strategies and metrics to track progress better. The goal remains to reduce the overall rate of chronic absenteeism by 5% and to specifically reduce the absenteeism rate in the White Student Group by 8.2% by June 2025. The focus will be on creating a supportive and engaging school environment that encourages consistent attendance and addresses the underlying issues contributing to absenteeism.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal

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

Social-Emotional

By June 2025, Grovecenter students will have access to social-emotional interventions before school, during the school day, and after school.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

3. Our District will create a school-wide program of engagement that fosters innovative, positive environments inside and outside of the classroom to connect students to school 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.

A detailed review of the Dashboard and local data has highlighted Certain demographics, such as homeless students (57.1% chronically absent) and White students (38.2% chronically absent), exhibit notably higher rates of absenteeism, requiring focused support and resources to address the unique challenges faced by these groups.

Dashboard and local data indicated that although our suspension rates decreased (1.2% to .7%) from the previous year, it is important we continue to teach and work with students on self-regulation strategies and de-escalation techniques.

Local data also indicates that 80% of teachers accessed SEL whole class lessons. Whole class lessons are important in establishing a common language and expectations to self-regulate

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
Pre & Post Surveys	80% of teachers are accessing SEL lessons with the counselor.	90% of teachers accessing SEL lessons with the counselor.
Pre & Post Surveys	54% of students participated in Tier 2 SEL intervention.	60% of students participating in Tier 2 SEL intervention. 5% increase in Tier 3 and/or outside referrals
Dashboard Results: Suspension Rate	.71% of students were suspended.	50% decrease in suspension rate.
Dashboard Results: Chronic Absenteeism	57.1% of homeless students are chronically absent	47% in chronically absent in student group homeless students.

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
6.1	Provide professional development to teachers during staff meetings regarding strategies to promote social-emotional learning for students.	All students	1,000 LCFF S/C Site Innovation (3313) Professional/Consulting Services
6.2	Implement components of the Character Strong program for elementary schools and CASEL and RULER strategies.	All students	5,000 LCFF S/C Site Innovation (3313) Services and other operating expenditures
6.3	Utilize the elementary counselor to support social-emotional learning for students. This includes giving students access to the counseling room, creating a calming corner, and filling the room with materials that meet students' social-emotional needs.	All students in need of social-emotional support	3,610 LCFF S/C Site Innovation (3313) Books and Supplies
6.4	Provide monthly training and check-ins for teachers on the implementation of YALE RULER.	All students	0 District funded
6.5	Provide Parent and Family engagement and learning on SEL	All students	0 Title I- Parent Involvement
6.6	Provide SEL activities during class, recess and lunch recess	All students	5000 Prop 28 (67700) Books and Supplies
6.7	Host family nights for incoming TK/K students with SEL and transition focus	TK and K students	0 Title I- Parent Involvement
6.8	Provide school tours for incoming TK/K students and families	TK and K students	0 Title I- Parent Involvement
6.9	Host visiting day for TK students	TK students	0 Title I- Parent Involvement
6.10	To assist with a smooth transition from elementary school to middle school, Grovecenter will work with middle school team for a family engagement night with a middle school panel for Q & A	5th graders	0 Title I- Parent Involvement
6.11	5th graders will have a visiting day to the middle schools.	5th graders	0 Title I - Site Allocation

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.

The strategies and activities aimed at providing Grovecenter students with access to social-emotional interventions during the school day and after school were effectively implemented during the 2023-24 school year. Key components of the implementation included providing professional development for teachers on social-emotional learning (SEL) strategies (Strategy 6.1), incorporating elements of the Character Strong program and CASEL and RULER frameworks into the school curriculum (Strategy 6.2), and utilizing the elementary counselor to support SEL for students (Strategy 6.3). The counselor, a counseling intern, and a social worker facilitated SEL lessons and interventions, reaching approximately 80% of the classrooms.

The effectiveness of these strategies was reflected in the increased availability and utilization of SEL resources and support for students. The professional development provided to teachers equipped them with strategies to promote SEL in their classrooms, fostering a supportive and emotionally healthy learning environment. The Character Strong program and CASEL and RULER strategies were successfully integrated into the school's curriculum, offering a structured approach to teaching SEL skills. The establishment of a counseling room and calming corner, stocked with materials to support students' social-emotional needs, provided a dedicated space for students to access support and resources.

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

There were no major differences between the intended implementation and /or the budgeted expenditures to implement the strategies and 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.

To further increase the school-wide reach of SEL:

- More monthly staff training on CASEL and YALE RULER for school-wide implementation
- Parent workshop and family engagement workshops focusing on SEL and YALE RULER.
- Increase frequent check-ins with focus student groups.

These changes are reflected in the updated SPSA under the goals, outcomes, and metrics sections. The overall focus will be SEL for all students and increasing the sense of connectedness to the school community.

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	\$40,268.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,152.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

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 - Homeless	\$1,504.00
Title I - Site Allocation	\$8,105.00
Title I- Parent Involvement	\$1,504.00

Subtotal of additional federal funds included for this school: \$11,113.00

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

State or Local Programs	Allocation (\$)
District funded	\$3,000.00
LCFF Attendance (03308)	\$500.00
LCFF S/C College Campus Visit (04423.0)	\$1,200.00
LCFF S/C New Teacher (2223)	\$500.00
LCFF S/C Site Innovation (3313)	\$53,466.00
LCFF S/C Tutoring (2226)	\$18,000.00
Prop 28 (67700)	\$7,718.00
Site Allocation (26000.0)	\$2,500.00
Title I Part A Instructional Aide (30100.0)	\$29,155.00

Subtotal of state or local funds included for this school: \$116,039.00

Total of federal, state, and/or local funds for this school: \$127,152.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I - Site Allocation	8,105.00	0.00
Title I Part A Instructional Aide (30100.0)	29,155.00	0.00
Title I - Homeless	1,504.00	0.00
Title I- Parent Involvement	1,504.00	0.00
LCFF S/C Site Innovation (3313)	53,466.00	0.00
LCFF S/C Tutoring (2226)	18,000.00	0.00
LCFF S/C College Campus Visit (04423.0)	1,200.00	0.00
LCFF Attendance (03308)	500.00	0.00
LCFF S/C New Teacher (2223)	500.00	0.00
Site Allocation (26000.0)	2,500.00	0.00
Prop 28 (67700)	7,718.00	0.00

Expenditures by Funding Source

Funding Source	Amount
District funded	3,000.00
LCFF Attendance (03308)	500.00
LCFF S/C College Campus Visit (04423.0)	1,200.00
LCFF S/C New Teacher (2223)	500.00
LCFF S/C Site Innovation (3313)	53,466.00
LCFF S/C Tutoring (2226)	18,000.00
Prop 28 (67700)	7,718.00
Site Allocation (26000.0)	2,500.00
Title I - Homeless	1,504.00
Title I - Site Allocation	8,105.00
Title I Part A Instructional Aide (30100.0)	29,155.00
Title I- Parent Involvement	1,504.00

Expenditures by Budget Reference

Budget Reference	Amount
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Books and Supplies	33,864.00
Certificated Salaries	12,605.00
Classified Salaries	68,911.00
Professional/Consulting Services	1,000.00
Services and other operating expenditures	8,054.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District funded	0.00
Books and Supplies	District funded	3,000.00
Certificated Salaries	District funded	0.00
Classified Salaries	District funded	0.00
Books and Supplies	LCFF Attendance (03308)	500.00
Services and other operating expenditures	LCFF S/C College Campus Visit (04423.0)	1,200.00
Books and Supplies	LCFF S/C New Teacher (2223)	500.00
Books and Supplies	LCFF S/C Site Innovation (3313)	18,110.00
Certificated Salaries	LCFF S/C Site Innovation (3313)	1,000.00
Classified Salaries	LCFF S/C Site Innovation (3313)	26,956.00
Professional/Consulting Services	LCFF S/C Site Innovation (3313)	1,000.00
Services and other operating expenditures	LCFF S/C Site Innovation (3313)	6,400.00
Certificated Salaries	LCFF S/C Tutoring (2226)	7,700.00
Classified Salaries	LCFF S/C Tutoring (2226)	10,300.00
	Prop 28 (67700)	2,718.00
Books and Supplies	Prop 28 (67700)	5,000.00
Classified Salaries	Site Allocation (26000.0)	2,500.00
Books and Supplies	Title I - Homeless	1,504.00
	Title I - Site Allocation	0.00
Books and Supplies	Title I - Site Allocation	4,200.00
Certificated Salaries	Title I - Site Allocation	3,905.00

Classified Salaries	Title I Part A Instructional Aide (30100.0)	29,155.00
	Title I- Parent Involvement	0.00
Books and Supplies	Title I- Parent Involvement	1,050.00
Services and other operating expenditures	Title I- Parent Involvement	454.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	90,565.00
Goal 2	4,655.00
Goal 3	3,900.00
Goal 4	7,300.00
Goal 5	6,122.00
Goal 6	14,610.00

Positions Funded by School's Categorical Programs

Position and Time Funded	How Many	Funding Sources	Percentage
Administrative Positions			

Certificated Positions	How Many	Funding Sources	Percentage
Title I Intervention Teacher	1	District Funded	100%

Classified Positions	How Many	Funding Sources	Percentage
Instructional Aide	1	Title I	100%

School Safety Plan SB187

Pursuant to Education Code EC 35294 et seq., every school in California is required to develop a comprehensive school safety plan to address safety concerns identified through a systematic planning process. A school site council or safety planning committee shall review and update the plan by March 1st of each year. Each school shall report on the status of the plan in the annual School Accountability Report Card (SARC).

This is to certify that Grovecenter Elementary School has complied with Senate Bill 187 Comprehensive School Safety Plan requirements established by California Education Code EC 35294 et seq. And approved by our School Site Council for the current school year.

Principal: Ann Au Anderson



Signature

12/11/2023

Date

School Site Council President: Monique Cervantes



Signature

12/11/2023

Date

In the 2002 legislative session, Senate Bill (SB) 1667, School Violence and Assembly Bill (AB) 2198: School Violent Crime were approved by the Legislature and became effective January 1, 2003.

SB 1667 requires the following school safety plan changes:

EC 35294 requires schools to hold a public meeting at the school site to allow members of the public the opportunity to express an opinion about the plan. SB 1667 amends EC 3524.8 to require schools to notify, in writing, the public of the meeting.

This is to certify that the Covina-Valley Unified School District has complied with SB 1667, pursuant to EC 35294.8 to notify the public of the public meeting.

District Representative: Fernando Sanchez. Director of Student Services

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Ann Au Anderson	Principal
Luz Elena Johnston	Other School Staff
Julissa Olivas	Classroom Teacher
Allison Sutherland	Classroom Teacher
Brielle Peich	Classroom Teacher
Noel Jacquez	Parent or Community Member
Monique Cervantes	Parent or Community Member
Fanny Pena	Parent or Community Member
Vanessa Alvardao	Parent or Community Member
Adinah Rabannal	Parent or Community Member

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

English Learner Advisory Committee Members

Grovecenter Elementary School

The English Learner Advisory Committee is the representative body responsible for advising the principal and staff on the development of the school plan and needs assessment, administration of the language census and importance of school attendance at schools where there are more than 21 students identified as English Language Learners. The current make-up of the council is as follows:

Name of Members	Principal	Parent or Community Member	DELAC Parent *
Ann Au Anderson	X		
Yecencia Sepulveda		X	X
Jose Hugo Garcia		X	X
Elena Johnston		X	
Monique Cervantes		X	
Perla Rardin		X	
Numbers of members of each category	1	5	2

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 12/19/2024.

Attested:



Principal, Ann Au Anderson on 12/10/2024



SSC Chairperson, Monique Cervantes on 12/10/2024

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix B: Categorical District Services Budget

	Title I	Title II	Title III	Title IV	Perkins
Entitlement	\$2,519,228.00	\$370,040.00	\$151,220.00	\$176,591.00	\$107,050.00
Carryover	\$177,868.24	\$138,215.80	\$116,876.54	\$36,074.80	
Indirect Costs	\$184,429.72	\$34,754.96	\$18,332.67	\$14,542.27	\$5,097.62
Admin Costs	\$167,365.44	\$31,539.27			\$8,865.42

Title I Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Licenses/ Consultants Transportation 5000s	Indirect Costs	Total
Indirect Costs						\$184,429.72	\$ 184,429.72
Admin Costs	\$ 41,732.00	\$ 54,918.00	\$ 33,807.00		\$ 19,225.00		\$ 149,482.00
Homeless				\$ 1,504.00			\$ 1,504.00
Parent and Family Engagement		\$ 748.00	\$ 256.00	\$ 500.00			\$ 1,504.00
Other Title I Activities	\$ 1,108,852.00		\$386,716.00	\$206,755.00	\$ 94,418.00		\$1,796,741.00

Title II Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	PD Contracts/ Conferences 5000s	Indirect Costs	Total
Education Services	\$ 101,303.00	\$ 4,319.00	\$ 24,677.00	\$ 4,000.00	\$ 250,100.00	\$ 34,754.96	\$ 419,153.96

Title III Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services	\$ 69,391.00	\$ -	\$ 25,953.00	\$ 10,000.00	\$ 35,520.00	\$ 18,332.67	\$ 159,196.67

Title IV Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services				\$ -	\$ 197,648.00	\$ 14,542.27	\$ 212,188.27

Perkins Education Services Distribution

	Certificated Salaries 1000s	Classified Salaries 2000s	Benefits 3000s	Supplies 4000s	Conferences/ Consultants 5000s	Indirect Costs	Total
Education Services						\$ 5,097.62	\$ 5,097.62

Centralized Services Description

Funding Source	Allocated Centralized	Description of the Specific Services to be Provided
Title I	8339.80	<p>This page is provided by the Educational Services Department charging for services.</p> <p>The Educational Services Department provides direction, coordination, and assistance to schools in carrying out a District Title I education program for educationally disadvantaged students. These include areas of program development, Single Plan review, management, legal compliance, evaluation, fiscal accounting, staff development, and community advisory processes, as well as responsibility for District and state-required reports and documents. In addition, the Director Equity, Assessment, and Evaluator of Programs provides technical assistance for schools.</p>
Title II	\$21860	<p>The Educational Services Department provides supplemental activities that strengthen the quality and effectiveness of teachers, principals, and other school leaders. This includes improving teacher and principal quality, professional development, and support for professional growth. In addition, Title II, Part A is offered to eligible nonprofit private schools located within Covina-Valley boundaries. The Director Equity, Assessment, and Evaluator of Programs consults with participating private schools.</p>
Title III	BASED ON NEED	<p>EL Support Programs provide direction and coordination for District services designed to meet the needs of EL students. It includes staff development, fiscal accounting, legal compliance, state language census, management and evaluation activities, cooperative planning with schools, curriculum assistance, advisory committees, and writing program applications. The District TK-12 ELD Instructional Coach facilitates conversations amongst educators using formative and summative EL achievement data analysis to drive instructional decisions and effective implementation of EL instructional strategies.</p>
Title IV	\$9959.00	<p>The Educational Services Department provides direction and coordination for District student support and academic enrichment to improve students' academic achievement. This includes providing students access to a well-rounded education and safe and healthy student activities. The Director Equity, Assessment, and Evaluator of Programs provides consultation for Title IV, Part A, and equitable services are offered to nonprofit private schools located within Covina-Valley boundaries.</p>
Perkins V		<p>The Director of Curriculum and Instruction 6-12, provides direction and coordination for District Perkins V allocations to improve career-technical education programs, integrate academic and career-technical instruction, serve special populations, and meet gender equity needs.</p>

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