



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
La Entrada Middle School	41689576044093	October 27, 2025	November 5, 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 La Entrada Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- 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 La Entrada Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Comprehensive Support and Improvement
- Targeted Support and Improvement

Educational Partner Involvement

How, when, and with whom did La Entrada Middle 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

SPSA Annual Review was conducted with the staff and parents through Faculty Meetings and School Site Council Meetings (SSC) and ELAC. While the work for this year's SPSA began in April 2025, the work carried over to the 2025-2026 school year.

Digital access was also made to La Entrada Staff, SSC, & ELAC to provide further input.
An invitation for feedback from faculty was provided from September 29-October 27, 2025
Science team feedback meeting on October 6, 2025
All staff offered to give feedback on October 27, 2025

Feedback was provided via discussion, meeting notes, and shared Google documents. The ideas provided by the staff and community were generally aligned with the SPSA, LCAP, and the district's strategic plan. La Entrada's focus on diversity, equity, and inclusion is a continuation of the efforts over the last eight years at both the site and district levels. Opportunities for stakeholder contributions were intended to ensure that many voices were heard in the SPSA writing process. Stakeholders asked questions and showed continued concern for socioeconomically disadvantaged students as well as students with disabilities and are looking to the SPSA as a plan to support students and families of subgroups that haven't shown the same success as the total population. Staff brainstormed ideas for practices we can put in place to contribute to improved outcomes for all students.

Resource Inequities

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

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

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

N/A

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.

English Learners scored orange on the California State Dashboard for chronic absenteeism and suspensions. They were the only group to score orange on any dashboard indicators, academic or behavioral.

Other Needs

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

N/A

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for La Entrada Middle 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		
	22-23	23-24	24-25	22-23	23-24	24-25
American Indian	0.17%	%	%	1		
African American	0.67%	0.51%	0.65%	4	3	4
Asian	18.99%	22.17%	20.92%	113	131	128
Filipino	0.67%	0.34%	0.33%	4	2	2
Hispanic/Latino	13.61%	16.24%	17.16%	81	96	105
Pacific Islander	0.34%	0.17%	%	2	1	
White	51.09%	46.36%	47.06%	304	274	288
Two or More Races	14.45%	14.21%	13.89%	86	84	85
Not Reported	0%	%	%	0		
Total Enrollment				595	591	612

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	22-23	23-24	24-25
Grade 4	130	128	139
Grade 5	114	128	127
Grade 6	116	107	120
Grade 7	115	118	107
Grade 8	120	110	119
Total Enrollment	595	591	612

Conclusions based on this data:

1. La Entrada's cohorts remain relatively stable over the course of their 4th - 8th grade tenure.
2. Between the 2022-23 and 2024-25 school years, the proportion of students identifying as Hispanic/Latino or Asian increased as students identifying as White decreased. In 2024-25, the proportion of White and Latino students increased, while the number of Asian students decreased slightly.

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		
	22-23	23-24	24-25	22-23	23-24	24-25
English Learners	44	33	41	7.4%	5.6%	6.7%
Fluent English Proficient (FEP)	116	137	150	19.5%	23.2%	24.5%

Conclusions based on this data:

1. The number of students who are designated as being English Learners and Fluent English Proficient both decreased in 2023-24, but increased again in 2024-25. This is reflective of the demographic change in the feeder elementary school as well.
2. The number of students classified Fluent English Proficient does not appear as populations smaller than 11 are not included in the dashboard report.

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	130	131	138	123	122	134	123	122	134	94.6	93.1	97.1
Grade 5	115	121	127	111	118	123	111	118	123	96.5	97.5	96.9
Grade 6	122	104	120	120	101	114	120	101	114	98.4	97.1	95
Grade 7	112	116	102	108	114	99	108	114	99	96.4	98.3	97.1
Grade 8	121	110	117	110	105	110	110	105	110	90.9	95.5	94
All Grades	600	582	604	572	560	580	572	560	580	95.3	96.2	96

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2561.	2552.	2556.	68.29	63.93	67.16	13.01	17.21	15.67	10.57	11.48	7.46	8.13	7.38	9.70
Grade 5	2594.	2607.	2597.	57.66	65.25	60.98	29.73	20.34	19.51	9.91	9.32	13.82	2.70	5.08	5.69
Grade 6	2606.	2626.	2633.	45.83	56.44	64.04	35.83	30.69	24.56	11.67	7.92	6.14	6.67	4.95	5.26
Grade 7	2659.	2663.	2651.	60.19	57.02	52.53	27.78	31.58	33.33	6.48	8.77	10.10	5.56	2.63	4.04
Grade 8	2668.	2674.	2665.	53.64	61.90	47.27	30.91	25.71	36.36	11.82	8.57	13.64	3.64	3.81	2.73
All Grades	N/A	N/A	N/A	57.17	61.07	58.97	27.27	24.82	25.17	10.14	9.29	10.17	5.42	4.82	5.69

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	51.22	45.08	47.76	43.09	50.82	46.27	5.69	4.10	5.97
Grade 5	45.95	50.00	44.72	52.25	45.76	49.59	1.80	4.24	5.69
Grade 6	37.50	45.54	53.51	55.00	47.52	41.23	7.50	6.93	5.26
Grade 7	48.15	57.89	49.49	48.15	36.84	49.49	3.70	5.26	1.01
Grade 8	53.64	56.19	52.73	39.09	39.05	43.64	7.27	4.76	3.64
All Grades	47.20	50.89	49.48	47.55	44.11	46.03	5.24	5.00	4.48

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	52.03	45.08	47.76	40.65	46.72	46.27	7.32	8.20	5.97
Grade 5	41.44	55.08	49.59	56.76	36.44	42.28	1.80	8.47	8.13
Grade 6	48.74	55.45	59.65	42.86	39.60	35.09	8.40	4.95	5.26
Grade 7	70.37	67.54	60.61	25.93	28.95	32.32	3.70	3.51	7.07
Grade 8	52.73	60.00	47.27	40.00	35.24	46.36	7.27	4.76	6.36
All Grades	52.89	56.43	52.59	41.33	37.50	40.86	5.78	6.07	6.55

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	35.77	28.69	29.85	56.91	62.30	63.43	7.32	9.02	6.72
Grade 5	21.62	34.75	20.33	76.58	61.02	77.24	1.80	4.24	2.44
Grade 6	21.67	23.76	35.96	75.83	75.25	59.65	2.50	0.99	4.39
Grade 7	25.93	33.33	20.20	71.30	64.91	75.76	2.78	1.75	4.04
Grade 8	31.82	38.10	31.82	65.45	58.10	66.36	2.73	3.81	1.82
All Grades	27.45	31.79	27.76	69.06	64.11	68.28	3.50	4.11	3.97

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	34.15	41.80	35.82	58.54	54.10	58.21	7.32	4.10	5.97
Grade 5	50.45	52.54	40.65	44.14	42.37	54.47	5.41	5.08	4.88
Grade 6	36.67	51.49	43.86	60.83	46.53	51.75	2.50	1.98	4.39
Grade 7	50.00	51.75	40.40	45.37	44.74	52.53	4.63	3.51	7.07
Grade 8	50.91	58.10	48.18	46.36	38.10	48.18	2.73	3.81	3.64
All Grades	44.06	50.89	41.55	51.40	45.36	53.28	4.55	3.75	5.17

Conclusions based on this data:

1. La Entrada has a highly skilled teaching staff that is able to support the majority of students in achieving or exceeding standard on their CAASPP score. In the 2023-24 and 2024-25, overall percentages of students above standard (around 50%) surpassed the number of students at or near standard (around 45%).
2. Over the 3 years of available cohort data, scores in reading, writing, and listening generally remained stable, while scores in research/inquiry demonstrated more variability. Average numbers of students exceeding standard in reading in 2022-23 was 47.2 and 49.48 in 2024-25. Cohorts, such as 4th graders in 2022-23 who were 6th graders in 2024-25, showed similar trends (51.22 in 2022-23 vs. 53.51 in 2024-25). This trend was generally true of writing and listening across cohorts, with the exception of the 6th grade cohort of 2022-23.
3. Between 2022 and 2025, the average percentage of students scoring below standard in reading dropped between 2022 and 2025 (5.24% -> 4.48%), and rose slightly in writing (5.78 -> 6.55), listening (3.5 -> 3.97), and research/inquiry (4.55 - 5.17).

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.

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Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	130	131	138	128	130	137	128	130	137	98.5	99.2	99.3
Grade 5	115	121	127	113	120	126	113	120	126	98.3	99.2	99.2
Grade 6	122	104	120	121	104	115	121	104	115	99.2	100	95.8
Grade 7	112	116	102	108	114	100	108	114	100	96.4	98.3	98
Grade 8	121	110	117	108	105	110	108	105	110	89.3	95.5	94
All Grades	600	582	604	578	573	588	578	573	588	96.3	98.5	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	2571.	2574.	2568.	65.63	60.77	64.23	19.53	23.08	20.44	10.16	13.08	8.76	4.69	3.08	6.57
Grade 5	2603.	2610.	2599.	69.03	67.50	64.29	10.62	18.33	16.67	15.93	7.50	11.90	4.42	6.67	7.14
Grade 6	2630.	2635.	2654.	61.16	66.35	72.17	21.49	15.38	13.04	12.40	14.42	6.96	4.96	3.85	7.83
Grade 7	2672.	2664.	2663.	66.67	66.67	64.00	16.67	16.67	21.00	10.19	13.16	8.00	6.48	3.51	7.00
Grade 8	2681.	2690.	2679.	62.96	63.81	59.09	17.59	17.14	17.27	11.11	11.43	12.73	8.33	7.62	10.91
Grade 11															
All Grades	N/A	N/A	N/A	65.05	64.92	64.80	17.30	18.32	17.69	11.94	11.87	9.69	5.71	4.89	7.82

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	65.63	68.46	67.88	26.56	26.92	20.44	7.81	4.62	11.68
Grade 5	61.95	64.17	65.08	32.74	28.33	26.19	5.31	7.50	8.73
Grade 6	57.85	63.46	66.09	36.36	32.69	26.96	5.79	3.85	6.96
Grade 7	58.33	65.79	66.00	36.11	30.70	29.00	5.56	3.51	5.00
Grade 8	59.26	62.86	53.64	34.26	29.52	34.55	6.48	7.62	11.82
Grade 11									
All Grades	60.73	65.10	63.95	33.04	29.49	27.04	6.23	5.41	9.01

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	60.94	50.77	54.74	32.03	44.62	38.69	7.03	4.62	6.57
Grade 5	61.06	55.00	49.21	31.86	38.33	44.44	7.08	6.67	6.35
Grade 6	55.37	50.96	60.87	39.67	43.27	33.91	4.96	5.77	5.22
Grade 7	64.81	64.91	56.00	27.78	33.33	35.00	7.41	1.75	9.00
Grade 8	61.11	56.19	58.18	29.63	37.14	34.55	9.26	6.67	7.27
All Grades	60.55	55.50	55.61	32.35	39.44	37.59	7.09	5.06	6.80

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 4	60.94	60.00	59.85	35.16	36.15	36.50	3.91	3.85	3.65
Grade 5	47.79	51.67	52.38	44.25	43.33	40.48	7.96	5.00	7.14
Grade 6	53.72	50.96	60.00	38.84	46.15	37.39	7.44	2.88	2.61
Grade 7	61.11	52.63	48.00	30.56	43.86	47.00	8.33	3.51	5.00
Grade 8	51.85	55.24	49.09	42.59	38.10	45.45	5.56	6.67	5.45
All Grades	55.19	54.28	54.25	38.24	41.36	40.99	6.57	4.36	4.76

Conclusions based on this data:

1. The annual CAASPP math averages remain relatively stable, yet the year-over-year scores show more variability. Cohorts' scores do not rise or fall in a discernable pattern, likely indicating a wide variety of factors are influencing CAASPP scores. The addition of IXL benchmarking in the 2024-25 school year provided additional insights into where student support would be most beneficial.
2. The percent of students scoring Above Standard and At or near Standard within cohorts varied significantly between 2022-23 and 2024-25. For example, for 2022-23's 5th graders, the percentage of students who were above standard on concepts & procedures steadily increased from 61.95% in 2022-23 to 66% in 2024-25. The remaining cohorts featured greater variation across the 3 years, often with one year being significantly higher or lower than the others.

3. The majority of La Entrada's students earn CAASPP scores that are above standard, through 4-9% continue to score below standard. For the 2024-25 school year, staff and administration is building capacity to regularly assess progress toward achieving standard and providing interventions in a timely fashion in order to provide support.

School and Student Performance Data

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

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

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	1516.6	1508.5	1497.1	1508.6	1501.5	1496.2	1524.0	1515.1	1497.4	19	18	14
5	*	*	1543.7	*	*	1548.4	*	*	1538.5	8	10	13
6	*	*	*	*	*	*	*	*	*	9	5	8
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades										42	36	37

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	31.58	16.67	28.57	26.32	50.00	35.71	31.58	27.78	7.14	10.53	5.56	28.57	19	18	14
5	*	*	30.77	*	*	53.85	*	*	7.69	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.86	19.44	24.32	28.57	55.56	45.95	21.43	22.22	10.81	7.14	2.78	18.92	42	36	37

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	42.11	27.78	35.71	42.11	55.56	35.71	5.26	11.11	0.00	10.53	5.56	28.57	19	18	14
5	*	*	69.23	*	*	23.08	*	*	0.00	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.14	36.11	51.35	33.33	55.56	24.32	4.76	5.56	5.41	4.76	2.78	18.92	42	36	37

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	*	16.67	0.00	*	22.22	42.86	*	44.44	28.57	*	16.67	28.57	*	18	14
5	*	*	7.69	*	*	30.77	*	*	53.85	*	*	7.69	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	23.81	22.22	5.41	30.95	30.56	35.14	35.71	36.11	35.14	9.52	11.11	24.32	42	36	37

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	47.37	55.56	57.14	42.11	38.89	14.29	10.53	5.56	28.57	19	18	14
5	*	*	46.15	*	*	53.85	*	*	0.00	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	50.00	52.78	50.00	45.24	44.44	30.56	4.76	2.78	19.44	42	36	36

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	26.32	22.22	23.08	63.16	72.22	53.85	10.53	5.56	23.08	19	18	13
5	*	*	75.00	*	*	25.00	*	*	0.00	*	*	12
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	54.76	38.89	45.71	40.48	58.33	42.86	4.76	2.78	11.43	42	36	35

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	21.05	5.56	7.14	63.16	77.78	64.29	15.79	16.67	28.57	19	18	14
5	*	*	27.27	*	*	63.64	*	*	9.09	*	*	11
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	28.57	22.22	14.71	59.52	63.89	55.88	11.90	13.89	29.41	42	36	34

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
4	26.32	16.67	7.69	36.84	66.67	61.54	36.84	16.67	30.77	19	18	13
5	*	*	7.69	*	*	76.92	*	*	15.38	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	26.19	16.67	8.57	54.76	72.22	71.43	19.05	11.11	20.00	42	36	35

Conclusions based on this data:

1. There is very limited data across academic years and grade levels because of the small size of the EL classes. The only cohort to be individually identified is the 2022-23 through 2024-25 4th & 5th grade classes.
2. The majority of students taking the ELPAC score in the "somewhat/moderately" performance level for the reading and writing domains.
3. The level 4 ELPAC scores increased in overall language for 2023-24's 4th grade cohort (16.77% -> 30.77%). The most marked increases were in the oral language domain (27.78% - 69.23%), speaking (22.22% -> 75%), and reading (5.56% -> 27.27%).

School and Student Performance Data

Student Population

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
591	7.3%	5.6%	0.0%
Total Number of Students enrolled in La Entrada Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	5.6%
Foster Youth	0	0.0%
Homeless	0	0.0%
Socioeconomically Disadvantaged	43	7.3%
Students with Disabilities	68	11.5%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5%
American Indian	0	0.0%
Asian	131	22.2%
Filipino	2	0.3%
Hispanic	96	16.2%
Two or More Races	84	14.2%
Pacific Islander	1	0.2%
White	274	46.4%

Conclusions based on this data:

1. La Entrada's population, while predominantly White, is growing increasingly diverse. There are significant Asian, Hispanic, and multi-raical student populations, accounting for more than one third of LE's student population.

2. La Entrada serves a predominantly middle to upper class population, yet 7.3% of students qualify as socioeconomically disadvantaged. To assure a consistent experience for students of all socioeconomic backgrounds, La Entrada provides experiences and materials to all students.
3. Though the EL population, currently listed at 5.6%, has risen from the the previous year's SPSA percentage of 3.3%. This is in keeping with broader district trends.

School and Student Performance Data

Overall Performance






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2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div></div> <div>Blue</div>	<div>Chronic Absenteeism</div> <div></div> <div>Green</div>	<div>Suspension Rate</div> <div></div> <div>Green</div>
<div>Mathematics</div> <div></div> <div>Blue</div>		
<div>English Learner Progress</div> <div></div> <div>No Performance Color</div>		

Conclusions based on this data:

1. The highly trained staff has created curriculum and delivered it successfully. Both ELA and Math outcomes are overall "very high", meaning students are receiving the supports they need to thrive academically in both ELA and Math.

2. La Entrada and the Las Lomitas Elementary School District focused heavily on restorative practices as a behavior management tool. By focusing on relationship building and community restoration, there is less need to suspend, thus keeping the suspension rate low.
3. Chronic absenteeism continues to be an issue. For the 2024-25 school year, La Entrada is developing and implementing a restorative practices-based attendance intervention system. This system uses data to identify students who need additional support in attending school, then building relationships with students and families to remove barriers to attendance.

School and Student Performance Data

Academic Performance English Language Arts

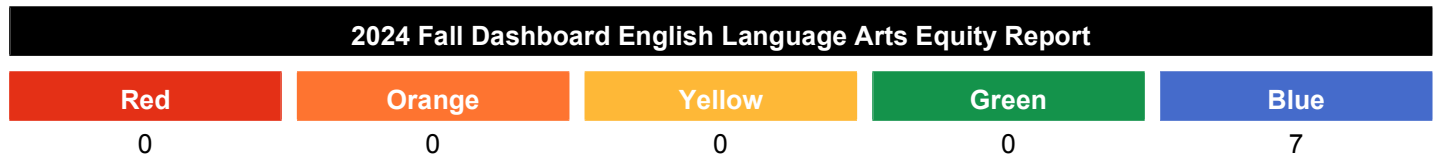
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>100.7 points above standard</div> <div>Increased 7.0 points</div> <div>552 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>48.0 points above standard</div> <div>Increased 19.9 points</div> <div>53 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>15.1 points above standard</div> <div>Increased 32.5 points</div> <div>47 Students</div>

Students with Disabilities  Blue 13.6 points above standard Increased 22.4 points 68 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 136.6 points above standard Increased 14.1 points 108 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Blue 47.0 points above standard Increased 14.4 points 94 Students
Two or More Races  Blue 113.7 points above standard Increased 7.0 points 81 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 102.4 points above standard Increased 3.7 points 263 Students

Conclusions based on this data:

1. All student groups are performing in the blue, or highest, measure on the dashboard. While the success levels vary, from 47 points above standard for Hispanic students to 136.6 points above standard for Asian students, all students are performing above standard.
2. Current EL students are performing 48 points above standard, an improvement of 19.9 points over the previous year. The significant increase in score is likely the product of a variety of factors, including the incorporation of the Frayer Model EL strategy into the all classrooms, adoption of CAASPP rubrics for writing benchmarks, continued work in 4-5 with the learning support team, and ongoing EL support in 4-8.
3. Students with disabilities and those who are socioeconomically disadvantaged improved significantly, rising 22.4% and 15.1% respectively over the previous year. As mentioned above, these increases are likely the result of the coordinated effort to support traditionally underserved students more holistically.

School and Student Performance Data

Academic Performance Mathematics

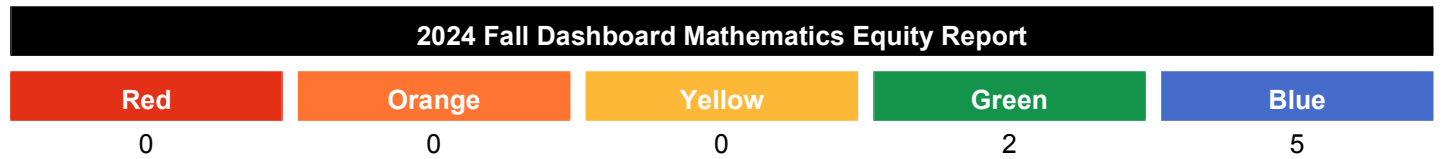
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>91.1 points above standard</div> <div>Increased 5.4 points</div> <div>560 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>53.2 points above standard</div> <div>Increased 24.6 points</div> <div>61 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Green</div> <div>7.1 points below standard</div> <div>Increased 37.8 points</div> <div>48 Students</div>

Students with Disabilities  Blue 2.1 points above standard Increased 21.6 points 68 Students	African American  No Performance Color Less than 11 Students 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 142.3 points above standard Increased 6.1 points 115 Students	Filipino  No Performance Color Less than 11 Students 2 Students	Hispanic  Green 23.1 points above standard Increased 14.5 points 94 Students
Two or More Races  Blue 109.8 points above standard Increased 8.4 points 81 Students	Pacific Islander  No Performance Color Less than 11 Students 1 Student	White  Blue 89.0 points above standard Maintained 1.2 points 264 Students

Conclusions based on this data:

1. La Entrada's honors math and Geometry offerings have allowed White, Two or more Races, Asian, Students with Disabilities, and English Learners to outperform their peers on the state standard standard in mathematics by earning blue on the dashboard. Socioeconomically Disadvantaged students earned a green ranking, performing just below standard but having increased their performance by 37.8%.
2. Hispanic students perform 23.1 points above standard, and also earned a green on the dashboard. To support the growth of mathematical literacy, staff is offering additional tutoring and teaching sessions before school. Additionally, the 6th & 7th grade team is assessing students on a weekly basis, using lower point-value assessments to better understand student needs and provide timely feedback.
3. The majority of students are performing well above standard, including reclassified EL, White students, and students who are multiracial. The efforts of the staff to meet students' mathematical needs has been largely successful, allowing them to meet the needs of the students outlined above.

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.

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
<div></div> <div>No Performance Color</div> <div>58.3 points above standard making progress.</div> <div>Number Students: 24 Students</div>	<div></div> <div>No Performance Color</div> <div>making progress.</div> <div>Number Students: 1 Student</div>

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

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
2	6	0	14

Conclusions based on this data:

- La Entrada's EL population is generally making progress toward reclassification. More than 58% made progress toward this goal.
- Approximately 25% of students did not progress toward reclassification, but they maintained their current level. These students receive a variety of services, ranging from tier 1 support in their classrooms to targeted EL services. With a small population, staff is able to provide support that is tailored to student needs. As staff aligns assessment across grade levels and subject areas, the number of students progressing at least ELPI level is expected to increase.
- The number of students who decreased 1 ELPI level remained low. For students in this category, individualized assessments are able to identify and address opportunities for growth.

School and Student Performance Data

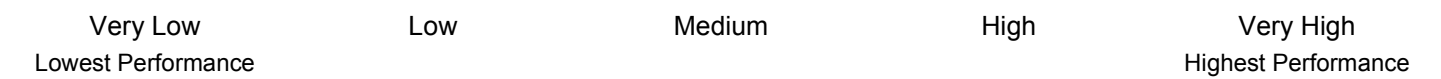
Academic Performance College/Career Report

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

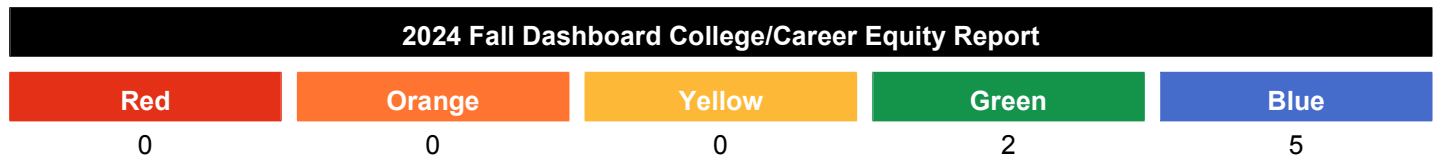
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This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1. N/A
- 2. N/A
- 3. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Green</div> <div>3.9% Chronically Absent</div> <div>Declined 2.2</div> <div>608 Students</div>	<div>English Learners</div> <div> Orange</div> <div>10.6% Chronically Absent</div> <div>Increased 1.7</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>17.3% Chronically Absent</div> <div>Declined 9.4</div> <div>52 Students</div>

Students with Disabilities  Green 9.6% Chronically Absent Declined 2.3 73 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Blue 1.4% Chronically Absent Declined 1.7 145 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Yellow 13.3% Chronically Absent Declined 0.9 98 Students
Two or More Races  Blue 1.2% Chronically Absent Declined 5.7 84 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 2.9% Chronically Absent Declined 2.3 274 Students

Conclusions based on this data:

1. Chronic absenteeism is an area for growth at La Entrada. In 2023-24, we had no groups that ranked very low on chronic absenteeism rates. The remaining subgroups had medium to very high chronic absenteeism rates. La Entrada hired an attendance-focused secretary who follows up with every absent student's family each day, and the assistant principal are coordinating a restorative attendance program. With the exception of English Learners, all student groups showed decreases in chronic absenteeism.
2. There is a significant proportion of the La Entrada community that is attending Stanford. Stanford's academic calendar is different from La Entrada's meaning groups of students may leave at times that are different from those of LE's academic year. Many families request independent study support, but for families who are new to the United States, they may be unaware of this option. Communicating this to families is an opportunity for LE's staff.
3. Socioeconomically Disadvantaged students (17.3%), English Learners (10.6%), and Hispanic students (13.3 points) have the highest rates of chronic absenteeism. The steepest declines in chronic absenteeism were with Two or More Races (5.7 points), Socioeconomically Disadvantaged (9.4 points), and chronic absenteeism declined 2.2 points overall.

School and Student Performance Data

Academic Engagement Graduation Rate

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Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

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

2024 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

2. N/A

3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

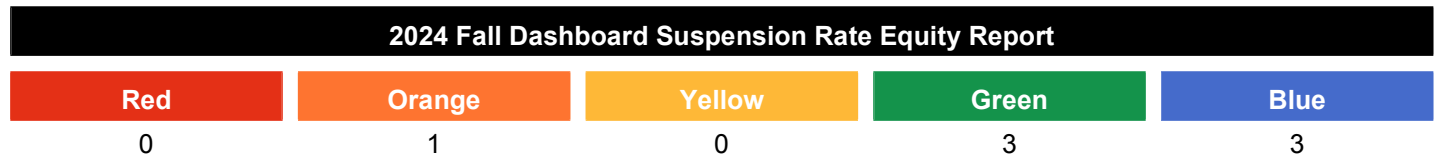
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Green</div> <div>1% suspended at least one day</div> <div>Declined 0.8%</div> <div>610 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>47 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Declined 4.3%</div> <div>52 Students</div>

Students with Disabilities  Orange 2.7% suspended at least one day Increased 0.4% 73 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	American Indian  No Performance Color 0 Students
Asian  Green 0.7% suspended at least one day Maintained 0.1% 147 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 3 Students	Hispanic  Blue 0% suspended at least one day Declined 2.3% 98 Students
Two or More Races  Green 1.2% suspended at least one day Declined 3.4% 84 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	White  Green 1.5% suspended at least one day Maintained 0.1% 274 Students

Conclusions based on this data:

1. Suspension rates remain very low at La Entrada. This is due in part to a variety of factors, including an emphasis on restorative practices, a robust counseling program, and 4 - 8th grade social-emotional curriculum that focuses on wellness and resolving conflict.
2. Students with disabilities had the highest suspension rate for the 2024 dashboard data, and were the only group that saw an increase.
3. The biggest declines in suspension rates were with Sociologically Disadvantaged students (-4.3 points), Two or More Races (-3.4 points), and Hispanic (-2.3 points).

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.

School Climate and Community

By the end of the 2024-2025 school year, students, staff, and families will express a sense of connection through the Panorama Survey, more families will participate in an expanded range of volunteer opportunities, and progress will be made toward expanding club and affinity group offerings for students. La Entrada will decrease chronic absenteeism as a result of measures taken in the school's Restorative Attendance Plan and reduce suspensions as a result of the broadened implementation of restorative practices.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2:

Prioritize student and staff social-emotional wellness and increase student engagement and sense of belonging within the school community through a continued, focused effort to create safe, empathetic, and well-balanced school environments. Increase the percentage of students and staff who feel that school is a safe and supportive environment with strong adult relationships and a sense of belonging, especially for students who are foster youth, socio-economically disadvantaged, and/or experiencing homelessness.

Goal 4:

Strengthen stakeholder engagement and strategic communications to support student success. Deliver consistent, timely, and culturally responsive communications that promote family and staff engagement. Increase the percentage of students, staff, and parents who feel engaged and successful at the school sites. Foster relationships, trust, and collaboration among all district stakeholder groups.

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.

Support English Learners & Hispanic students in improving attendance and reducing chronic absenteeism rates.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Results	<p>Historically, La Entrada participated in the California Healthy Kids Survey. The survey asked students to self-report on their:</p> <p>School Engagement and Supports: School connectedness: Academic motivation: Caring adults in school: High expectations-adults in school: Meaningful participation: Facilities upkeep: Parent involvement in schooling: Social and emotional learning supports: Feel safe at school: Students treated with respect:</p> <p>La Entrada's students have affirmatively responded above the 80th percentile in all areas with the exception of "meaningful participation." No survey was given last year, so there is no data.</p>	<p>In the 2025-26 survey, we expect to see students self-reporting responses in excess of 80% on the following criteria:</p> <p>School Engagement and Supports: School connectedness: Academic motivation: Caring adults in school: High expectations-adults in school: Facilities upkeep: Parent involvement in schooling: Social and emotional learning supports: Feel safe at school: Students treated with respect:</p> <p>For 2025, La Entrada's counseling staff will be implementing an inclusion initiative that includes the Culture Club, Kindness Ambassadors, Leopard's Lounge, GSA, Friday Fundays, the lunchtime Hangout, and other intentional belonging spaces during unstructured times. we expect to see scores closer to 70% on the "meaningful participation" criteria.</p> <p>The Prop 28 money is currently paying for the 4-5 VAPA teacher, which we hope will further support students' feeling of wellbeing and belonging.</p>
Parent Participation and Volunteerism Rates	<p>In past surveys, including the Panorama Parent Survey, families reported very low levels of engagement (24% in 2023-24). To increase family engagement, the La Entrada staff and supporting organizations intends to expand engagement opportunities. At present, these include:</p> <p>ABC Readers Chaperoning Field Trips & Dances Clubs (Robotics, Model UN, etc.) Room Parents for 4-5 Class Parties PTA & Sponsored Events (Picnic, Rise Against Hunger, etc.) Science Fair Spelling Bee</p>	<p>Family volunteer opportunities expanded in 2025. The following volunteer opportunities were added to support La Entrada's students:</p> <p>Newly launched ABC Volunteers program Career Fair Friday Fundays In-Person Science Fair Clubs (Model UN, Robotics)</p> <p>For 2025, La Entrada expects to continue building parent engagement by expanding the type and number of volunteer activities. In the next survey of families designed to assess engagement, volunteerism with the following is expected to further raise reported family engagement:</p> <p>Affinity Groups Class Parents for 6-8</p>

California Teacher Survey	<p>Panorama Teacher Survey baseline data set in 2022-2023:</p> <p>Educating All Students: 72% of teachers responded favorably (-5% compared to 2021-2022 baseline data)</p> <p>Well-Being: 69% (+5%) Belonging: 58% (-5%) Cultural Awareness and Action (Adult Focus): 63% (+5%) School Climate: 59% (-5%) Cultural Awareness and Action (Student Focus): 63% (baseline)</p>	<p>California Teacher Survey data will be new for 2024-25. If comparable to the Panorama Teacher Survey:</p> <p>Educating All Students: 75% of teachers will respond favorably Well-Being: 70% Belonging: 61% Cultural Awareness and Action (Adult Focus): 64% School Climate: 62% Cultural Awareness and Action (Student Focus): 65%</p> <p>The Panorama Teacher survey was not given in 2024-25, so 2025-26 will set the baseline.</p>
Chronic Absenteeism rate from CA School Dashboard	6.1% in 2022-2023 (-2.3% compared to 2021-2022 baseline data). The actual Chronic Absenteeism rate was 3.9% in 2024-25, significantly lower than the goal of 5% set in 2024-25.	3% or less in 2025-2026.
Suspension rate from CA School Dashboard	1.8% in 2022-2023 (+0.7% compared to 2021-2022 baseline data). The goal for 2024-25 was 1.5%, and the actual rate was 1.0%	0.9% or less in 2025-2026.
California Staff Survey	<p>Panorama Staff Survey baseline data set in 2022-2023:</p> <p>Well-Being: 71% of staff responded favorably (-9% compared to 2021-2022 baseline data)</p> <p>Belonging: 56% (-4%) School Climate: 51% (-23%) Cultural Awareness and Action (Adult Focus): 52% (-19%)</p> <p>This survey was not given in 2024-25.</p>	<p>California Staff Survey data will be new for 2025-26. If comparable to the Panorama Staff Survey:</p> <p>Well-Being: 75% of staff will respond favorably Belonging: 60% School Climate: 61% Cultural Awareness and Action (Adult Focus): 62%</p> <p>If not comparable, 2024-25 will set the baseline.</p>
California Parent Survey	<p>Panorama Family Engagement Survey baseline data in 2022-2023:</p> <p>Family Support: 98% of parents responded favorably (0% compared to 2021-2022 baseline data) Barriers to engagement: 86% (+2%) School Fit: 73% (+9%) Family Engagement: 22% (+3% change) School Climate: 79% (baseline)</p> <p>This survey was not given in 2024-25.</p>	<p>California Teacher Survey data will be new for 2025-26. If comparable to the Panorama Parent Survey:</p> <p>Family Support: 99% of families will respond favorably Barriers to engagement: 87% School Fit: 74% Family Engagement: 24% School Climate: 80%</p> <p>If not comparable, 2024-25 will set the baseline.</p>

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	1.1a: La Entrada will organize lunchtime opportunities for students, teachers, staff, and parents to connect as a school community. 1.1b: Advertise and support lunchtime opportunities: Leopards' Lounge – games and socialization for all students, focused on those with identified needs; ASB/Leadership, including community service and spirit days/activities; Lunchtime Enrichment Clubs with parent volunteers and PTA support; student-led affinity clubs, such as GSA Club; and Intramurals.	All students	0 General Fund 1000-1999: Certificated Personnel Salaries 1.1a-1.1b: No additional cost to site. Certificated salaries factored into district budget.
1.2	1.2a: La Entrada will organize extracurricular opportunities for students, teachers, staff, and parents to connect as a school community. 1.2b: Provide bus transportation for East Community students to evening school activities (i.e. dances, etc.). 1.2c: Plan events in our East Community to increase the connectedness of the school community. 1.2d: Coordinate opportunities for staff and family engagement in after-school activities, such as Band Concerts, LE Musical, Talent Show, Spelling Bee, and School Picnic. 1.2e: Support opportunities for staff to attend Las Lomas Education Foundation (LLEF) activities (Auction, shaved ice, etc.) in order to promote community-building and to support LLEF's mission of smaller class sizes, enrichment, and academic excellence. 1.2f: Coordinate Grades 4-5 and Grades 6-8 music concerts, M-A Partner concert, and Halloween Parades at La Entrada, Las Lomas, and in downtown Menlo Park. 1.2g: Work with Las Lomas League (LLL) to provide opportunities and facilities for after-school enrichment classes and sports throughout the school year.	All students	0 General Fund 1000-1999: Certificated Personnel Salaries 1.2a-1.2h: No additional site funding used for extracurricular activities.
1.3	1.3a: La Entrada will coordinate with PTA to organize opportunities for students, teachers/staff, and families to connect as a school community. 1.3b: Coordinate with PTA to organize New Family Welcome, Science Fair, Used Book Fair, School Picnic, Spelling Bee, Lunchtime Enrichment, and assemblies. 1.3c: Coordinate with PTA to organize Grades 4-8 La Entrada Service Project focused on providing meals to those experiencing food insecurity. 1.3d: Coordinate with PTA to provide sensory room materials for students. 1.3e: Work with PTA and parent volunteers to support ABC Volunteers, an inclusive community and character-building program.	All students	0 Parent-Teacher Association (PTA) 0000: Unrestricted 1.3a-1.3g: No site funds used for PTA events and activities.

1.4	<p>1.4a: La Entrada will provide consistent and open avenues of communication for students, teachers/staff, and parents to connect as a school community.</p> <p>1.4b: Coordinate activities through Google Calendar on the school website to encourage student, staff, and family engagement.</p> <p>1.4c: Deliver consistent and relevant information to the parent community through the Leopard's Spot newsletter.</p> <p>1.4d: Deliver efficient and relevant communication through email and/or text blasts as needed to maximize message exposure.</p> <p>1.4e: Send monthly principal's newsletter to encourage home-school connection.</p> <p>1.4f: Send weekly principal's memo to staff to keep them apprised of current and future site needs.</p> <p>1.4g: Hold fall and spring Parent-Teacher Conferences, virtually as needed, to provide students and parents with opportunities to connect with teachers about progress.</p> <p>1.4h: Continue to refine the communications plan based on the communications audit/plan conducted as part of the LLESD Strategic Plan process.</p> <p>1.4i: Provide staff with an administrative organization chart to outline instructions on which administrator to contact for which issues/needs.</p> <p>1.4j: Provide staff with training on new website and communications platform, Catapult.</p> <p>1.4k: Provide staff with training on adopted gradebook program, PowerTeacher Pro.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.4a-1.4l: No additional cost to site. Certificated salaries factored into district budget.</p>
1.5	<p>1.5a: La Entrada will provide family engagement and parent education opportunities to support student learning and social-emotional well-being.</p> <p>1.5b: Hold quarterly Principal's Book Club during the school year.</p> <p>1.5c: Principal to participate in monthly Superintendent Family Chats to answer questions and provide clarity around site programs.</p> <p>1.5d: Provide principal's reports at all PTA Executive Board and PTA General Assembly Meetings.</p> <p>1.5e: =Principal to advertise and supervise ABC Volunteers training meetings.</p> <p>1.5f: Back to School Night (BTSN) and Open House schedules to maximize parent opportunities to connect with all of their children's teachers.</p> <p>1.5g: Coordinate Social and Emotional Learning (SEL) parent education events to educate parents on how they can best support their students' social-emotional well-being.</p> <p>1.5h: Coordinate with Las Lomitas Elementary to promote and participate in Common Ground Parent Education Series events focused on students' learning, diversity, equity, inclusion, and social-emotional well-being.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.5a-1.5h: No additional cost to site. Certificated salaries factored into district budget.</p>
1.6	1.6a: Refine and monitor Restorative Attendance Plan to address the rate of chronic absenteeism.	All students	<p>0</p> <p>General Fund</p>

	<p>1.6b: Administration and counselors to monitor attendance regularly via PowerSchool and determine the course of action with teachers to address students whose attendance is affecting academic success and/or social-emotional health.</p> <p>1.6c: Administration and counselors to call parents and hold parent meetings for students with excessive absences as needed to develop plans to improve attendance</p> <p>1.6d: Administration and counselors to communicate to parents the negative consequences of chronic absenteeism on academic outcomes, especially those of our most at-risk students.</p> <p>1.6e: Administration to communicate regularly in the PTA and principal's newsletters to educate parents about the importance of attendance to a child's learning.</p> <p>1.6f: Administration to integrate school resource team as needed in parent meetings of students with excessive absences.</p> <p>1.6g: Administration to hold pre-SARB and SARB Meetings as needed.</p> <p>1.6h: Administration to collaborate with Las Lomitas Elementary administration around best practices in engaging families with students whose attendance is affecting academic success and/or social-emotional health.</p>		<p>1000-1999: Certificated Personnel Salaries</p> <p>1.6a-1.6h: No additional cost to site. Certificated salaries factored into district budget.</p>
1.7	<p>1.7a: Refine and monitor Suspension Plan to address the rate of suspensions.</p> <p>1.7b: Monitor and increase communication with parents as necessary at parent conferences, SSTs, IEPs, and 504 meetings to be proactive with our most at-risk students.</p> <p>1.7c: Offer behavior intervention/services, as well as individual and group counseling, built around student needs.</p> <p>1.7d: Monitor focus students' progress, grades, and behavior regularly with general education and special education teachers, classified staff, counselors, and administration.</p> <p>1.7e: Provide opportunities for students with significant needs to learn and practice social skills (e.g. Leopard's Lounge, Intramurals, etc.).</p> <p>1.7f: Provide staff training for restorative practices as alternatives to suspension and as a way to develop student ownership, rehabilitation, and accountability for behavior.</p> <p>1.7g: Based on guidance from training, refine the implementation of restorative practices as alternatives to suspension.</p>	<p>All students, particularly focus students-- Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Hispanic subgroups, as well as students scoring 1 or 2 on ELA of Math CAASPP Assessment.</p>	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.7a-1.7g: No additional cost to site. Certificated salaries factored into district budget.</p>
1.8	<p>1.8a: Address "teasing" and "bullying" by encouraging students to make the right choices that will lead to a respectful school climate.</p> <p>1.8b: Engage in school-wide climate and behavior expectation activities through the student handbook, assemblies, Homeroom, PAWS, Peaceful Playground, ABC Volunteers, Project Adventure, classroom visits by administration,</p>	<p>All students</p>	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.8a-1.8c: No additional cost to site. Certificated salaries factored into district budget.</p> <p>0</p>

	<p>classroom community-building, and social-emotional learning.</p> <p>1.8c: Implement Kindness Ambassadors to empower students and help them safely intervene when they witness, bullying, cyberbullying, or other forms of mistreatment and harmful behaviors.</p> <p>1.8d: Provide Digital Tat2 (or something similar) training for staff, students, and parents to address cyberbullying and digital citizenship.</p>		<p>General Fund 0000: Unrestricted 1.8d: District funds Digital TAT2 (or something similar) training. No cost to site.</p>
1.9	<p>1.9a: Provide orientation visits for Grade 3 LL students transitioning to Grade 4, as well as Grade 5 LE students transitioning to Grade 6.</p> <p>1.9b: Provide parent/student orientations for Grade 3 transitioning to Grade 4 and Grade 5 transitioning to Grade 6.</p> <p>1.9c: Coordinate New Family Welcome event at the beginning of the school year, including all rising 4th-grade families.</p> <p>1.9d: Hold Public High School Fair during November.</p> <p>1.9e: Staff meets with counterparts to aid articulation and to inform textbook adoptions.</p>	Students in Grades 3-9	<p>0 General Fund 1000-1999: Certificated Personnel Salaries 1.9a-1.9c: No additional cost to site. Certificated salaries factored into district budget.</p>
1.10	<p>1.10a: Hold weekly school-wide recognition (PAWS) to celebrate students' positive actions.</p>	All students	<p>0 General Fund 0000: Unrestricted 1.10a: Funding for student recognition items provided by district.</p>
1.11	<p>1.11a: Implement family and staff engagement surveys to evaluate school climate.</p> <p>1.11b: Implement Panorama Family Engagement Survey as a metric for family engagement and analyze data to inform SPSA goals and activities.</p> <p>1.11c: Implement Panorama Staff Survey as a metric for staff climate and analyze data to inform SPSA goals and activities.</p> <p>1.11d: Implement Panorama Student Survey, CA Healthy Kids' Survey, and other student surveys throughout the school year as means of eliciting feedback to guide school programs.</p>	All students	<p>0 General Fund 0000: Unrestricted 1.11a-1.11d: Surveys funded by the district. No cost to site.</p>
1.12	<p>1.12a: Organize new family tours to help connect new students and families to the school community.</p> <p>1.12b: Organize quarterly new student lunches to connect students to each other and the school community.</p> <p>1.12c: Conduct entrance and exit surveys, virtually as needed, with all English Learner families.</p>	Students new to the school	<p>0 General Fund 0000: Unrestricted 1.12a-1.12c: No additional cost to site. Certificated salaries factored into district budget.</p>
1.13	<p>1.13a: Teachers/staff, parents, and community members to engage in professional development focused on diversity, equity, inclusion, access, and belonging (DEIAB) and unconscious bias.</p> <p>1.13b: LE staff to engage in equity walks.</p> <p>1.13c: Teachers, classified staff, and administration to participate in the district's Strategic Plan</p>	All students	<p>0 General Fund 1000-1999: Certificated Personnel Salaries 1.13a-1.13i: District funds professional development and certificated salaries . No cost to site.</p>

	<p>implementation focused on improving access and outcomes for all students and families.</p> <p>1.13d: Evaluate school programs and make decisions through the lens of equity.</p> <p>1.13e: Maintain focus students as a standing agenda item on all site-level meetings to discuss student/family needs and develop individualized plans to improve engagement and student outcomes.</p> <p>1.13f: Facilitate student advocacy and activism by providing opportunities for inclusive clubs, like the Gay-Straight Alliance Club.</p> <p>1.13g: Integrate inclusive lessons and resources to help support classroom communities where all students feel like they belong.</p> <p>1.13h: Staff to explore continuing book talks on race and equity.</p>		
1.14	1.14a: Continue ASB elections for the 2025-2026 school year.	All students	<p>0</p> <p>ASB</p> <p>0000: Unrestricted</p> <p>1.14a: Certificated salaries factored into district budget.</p> <p>No cost to site.</p>
1.15	1.15a: Continue "Paws" and "Claws" staff competition to promote community-building and school spirit.	All students	<p>0</p> <p>General Fund</p> <p>0000: Unrestricted</p> <p>1.15a: Certificated salaries factored into district budget.</p> <p>No cost to site.</p>
1.16	<p>1.16a: Work with District Wellness team to address safety and health issues.</p> <p>1.16b: Work with District Facilities team to address safety and health issues.</p> <p>1.16c: Meet regularly with site, LLEA, and district leadership in District Ongoing team to address safety and health issues.</p> <p>1.16d: Offer on-site flu and COVID vaccinations as they become available.</p>	All students	<p>0</p> <p>General Fund</p> <p>0000: Unrestricted</p> <p>1.16a-1.16d: Certificated salaries and health and safety protocols factored into district budget. No cost to site.</p>
1.17	<p>1.17a: Continue middle school Homeroom period focused on strengthening relationships and students' social-emotional learning (SEL).</p> <p>1.17b: Interested staff members to refine middle school Homeroom lesson scope and sequence to meet staff and students' needs, including whole school assemblies and other community-building activities.</p> <p>1.17c: Grades 4-5 to continue to implement SEL Wayfinder program.</p> <p>1.17d: Coordinate technology and facilities needed to support all certificated staff in SEL program implementation.</p> <p>1.17e: Provide Homeroom survey opportunities to elicit feedback from students and staff at the middle and end of the school year to inform guidance moving forward.</p> <p>1.17f: Provide opportunities for SEL Committee to facilitate discussions and elicit feedback from staff</p>	All students	<p>0</p> <p>General Fund</p> <p>0000: Unrestricted</p> <p>1.17a-1.17g: Certificated salaries factored into district budget. Materials funded by the district. No additional cost to site.</p>

	to inform recommendation of a K-8 SEL Program to the board. 1.17g: Implement 4-5, Prop. 28-funded music & arts program focused on California State Visual and Performing Arts (VAPA) Teaching Standards, general education inclusion for Strategies students, and building a passion for the arts.		
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, all actions were fully implemented and deemed effective.

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

NA

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.

No major changes were made to the goals and actions.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

English Language Arts

At the end of 2024-2025, 86% of La Entrada students will earn above, at, or near grade-level standard scores as measured by the California Smarter Balanced Assessment English-Language Arts (CAASPP ELA). Increase the overall number of students in the CAASPP ELA Standard Exceeded (4) and Standard Met (3) levels and increase the average positive "distance from met standard" of all students, particularly those in the Socioeconomically Disadvantaged, Students with Disabilities, English Learner, and Hispanic subgroups. La Entrada will increase the number of students exceeding or meeting grade-level standards in the district reading assessments. All students (including English learners, socioeconomically disadvantaged youth, students with disabilities and other identified students) will demonstrate growth in English Language Arts. All students will be provided the resources they need to continue to thrive.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: All students will demonstrate growth towards meeting or exceeding standards in English Language Arts (ELA) and growth in English language proficiency as demonstrated through state assessments and local assessments.

Goal #2: All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

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.

N/A

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
IXL ELA	IXL ELA Benchmark Assessment to be administered three times per year during designated assessment windows.	Students will demonstrate growth in ELA skills based on grade level standards across the three assessment periods. Data collected will establish our baseline for 2024-2025 SPSA. The baseline set by IXL changed as IXL rolled out a new testing platform. 2025-26 will be the new baseline.
Writing Assessment	On Demands Argumentative Writing Assessments to be administered three times per year during designated assessment windows. Writing will be assessed using California Standards of	Students will demonstrate growth in writing skills based on grade level standards across the three assessment periods.

	the Teaching Profession (CSTP) rubrics.	The baseline set by IXL changed as IXL rolled out a new testing platform. 2025-26 will be the new baseline.
CAASPP ELA	84.44% at or above standard on Spring 4 - 8 Grade CAASPP Assessments	86% at or above standard on Spring 4 - 8 Grade CAASPP Assessments

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>2.1a: Implement Mossflower Reader's and Writer's Workshop (MRWP) units as core components of Grades 4-8 literacy instruction.</p> <p>2.1b: Provide regular grade-level curriculum collaboration time to plan and debrief lessons/units.</p> <p>2.1c: Provide professional development opportunities for teachers, especially teachers new to the site, in Reader's and Writer's Workshop.</p> <p>2.1d: Grades 4-8 will implement all spiral-bound Reader's and Writer's Workshop Units, as well as supplemental units identified by each grade level, as outlined by Teachers College's recommended sequence of units.</p> <p>2.1e: Share Reader's and Writer's Workshop lessons and curriculum maps between general education and special education staff to align interventions, provide opportunities for appropriate scaffolding, and promote common student experiences across grade levels.</p> <p>2.1f: Administration will focus on locating evidence of Writer's Workshop and Reader's Workshop during classroom visits and observations.</p> <p>2.1g: Grades 4-8 will continue to refine how they apply writing rubrics to student work.</p> <p>2.1h: Teachers will implement and refine effective instructional practices utilizing whole group, small group, and one-on-one instruction.</p> <p>2.1i: Core teachers in Grades 6-8 will receive common preps to afford them time to collaborate and plan lessons, scope, and sequence.</p> <p>2.1j: Students will complete on-demand writing samples during designated windows. Samples will be evaluated using CAASPP or equivalent rubrics.</p>	All students	<p>0 General Fund 1000-1999: Certificated Personnel Salaries 2.1a-2.1b, 2.1d-2.1i: No additional cost to site. Certificated salaries factored into district budget.</p> <p>0 General Fund 0000: Unrestricted 2.1c: District funds professional development. No cost to site.</p>
2.2	<p>2.2a: Identify striving readers and apply appropriate reading interventions in the classroom that target individual literacy needs of focus students, including ongoing assessments of student progress.</p> <p>2.2b: Grades 4-5 will administer IXL Reading Assessment in fall, winter, and spring to track student progress and apply appropriate interventions as needed.</p> <p>2.2c: Grades 6-8 will administer IXL Reading Assessment to focus students in fall, winter, and spring to track student progress and apply appropriate interventions as needed.</p>	All students, particularly focus students-- Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Hispanic subgroups, as well as students scoring 1 or 2 on ELA CAASPP Assessment.	<p>0 General Fund 1000-1999: Certificated Personnel Salaries 2.2a-2.2e: No additional cost to site. Certificated salaries factored into district budget.</p>

	<p>2.2d: Grades 4-8 teachers will track student progress through assignments (such as reading jots and writing assignments), grades, and small group/individual conferring.</p> <p>2.2e: Grades 4-5 will complete progress monitoring using Aimsweb or an equivalent online assessment tool.</p> <p>2.2a: Identify thriving readers and apply appropriate reading enrichments in the classroom that target individual literacy needs of students, including ongoing assessments of student progress.</p>		
2.3	2.3a: Continue build-out of classroom libraries by purchasing reading materials--fiction, non-fiction, selections for multilingual learners, etc.--to support students' ability to choose "just right" books based on personal interests, reading levels, and a variety of genres during independent work time and small group reading instruction.	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.3a: Classroom Libraries funding built into district budget. No cost to site.</p>
2.4	<p>2.4a: Continue to evaluate and refine the implementation of vocabulary and grammar materials to supplement TCRWP Reader's and Writer's Workshop units.</p> <p>2.4b: Progress monitor multilingual learners and adjust instruction accordingly in core content areas.</p> <p>2.4c: Utilize Learning Recovery teachers to provide targeted literacy interventions to focus students.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.4a-2.4d: No additional cost to site. Certificated salaries and instructional materials factored into district budget.</p>
2.5	<p>2.5a: Evaluate reading and writing achievement based on state and local assessments and adjust instruction accordingly.</p> <p>2.5b: Analyze performance-based assessment data (individual, class, grade level, school) to determine areas of strength and weakness to guide practice in 2024-2025.</p> <p>2.5c: Plan and review TCRWP units/lessons, anchor charts, and checklists/rubrics during Core team meetings to improve instruction and student performance.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.5a-2.5c: No additional cost to site. Certificated salaries factored into district budget.</p>
2.6	2.6a: Measure students' writing growth through TCRWP pre- and post-assessments.	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.6a: No additional cost to site. Certificated salaries factored into district budget.</p>
2.7	<p>2.7a: Teachers at each grade level will provide coaching and planning/curriculum guidance to teachers new to the site and/or to their grade levels.</p> <p>2.7b: Peer coaches will provide guidance about how the site and grade levels operate (school business, etc.) to teachers new to the site and/or to their grade levels.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.7a-2.7b: No additional cost to site. Certificated salaries factored into district budget.</p>
2.8	2.8a: Provide regular, structured professional collaboration opportunities for paraeducators	Students with Disabilities	<p>0</p> <p>General Fund</p>

	during before- or after-school meetings to enhance their support of the students they serve.		2000-2999: Classified Personnel Salaries 2.8a: No additional cost to site. Classified salaries factored into district budget.
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, all actions were fully implemented and deemed effective.

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

NA

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.

No major changes were made to the goals and actions. We are piloting IXL for ELA as a district benchmark measure of ELA growth as well as implementing "On-Demand" writing assessments in the area of opinion writing three times a year as a district benchmark.

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.

Mathematics

At the end of 2024-2025, 85% of La Entrada students will exceed or meet grade-level standards as measured by the CAASPP Mathematics Assessment. All students (including English learners, socioeconomically disadvantaged youth, students with disabilities and other identified students) will demonstrate growth in Mathematics by meeting or exceeding end of year benchmarks in math.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: All students will demonstrate growth towards meeting or exceeding standards in Science, Mathematics, English-Language Arts (ELA) and growth in English Language Proficiency as demonstrated through state and local assessments.

Goal #3: All students will receive core instruction in redesigned and well-maintained facilities from highly qualified certificated and classified employees who are fully credentialed, appropriately assigned, and who value and support the preparation of our students to successfully meet the CCSS, NGSS, and other state standards through a broad course of study.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Assessment data	2023-2024 CAASPP Math Assessment baseline data: 82.35% of La Entrada students exceeded (4) or met (3) grade-level standard as measured by the CAASPP Math data.	CAASPP Math Assessment data expected in 2024-2025: 85% of La Entrada students will meet or exceed grade-level standard as measured by the 2024-2025 CAASPP Math data. Increase the overall number of students in the Standard Exceeded (4) and Standard Met (3) levels and the average positive "distance from met standard."
IXL Math Benchmark Assessment	IXL Math Benchmark Assessment to be administered three times per year during designated assessment windows.	Students will demonstrate growth in Math skills based on grade level standards across the three assessment periods.

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	<p>3.1a: Implement and refine a balanced math program based on differentiated instruction using district-adopted curriculum/materials.</p> <p>3.1b: Implement and refine effective instructional strategies utilizing whole group, small group, and one-on-one instruction to facilitate differentiation.</p> <p>3.1c: Use problem-solving strategies, anchor tasks, and manipulatives as needed to support instruction.</p> <p>3.1d: Utilize approved supplemental materials, such as IXL Math and other adaptive software programs, to meet individual student needs.</p> <p>3.1e: Explicit instruction of executive function skills such as note taking and organization.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.1a-3.1c: No additional cost to site. Certificated salaries factored into district budget.</p> <p>0</p> <p>General Fund</p> <p>4000-4999: Books And Supplies</p> <p>3.1d: District funds instructional materials. No cost to site.</p>
3.2	<p>3.2a: Analyze grade-level computational and problem-solving assessments, unit tests, cumulative tests, and CAASPP Summative Assessment data to identify students' strengths and needs in long-range planning and goal-setting.</p> <p>3.2b: Administer IXL Assessments in fall/winter/spring to track student progress, target interventions, and inform teacher practice.</p> <p>3.2c: Utilize data management model--Illuminate--to collect and analyze math assessment data.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.2a-3.2c: No additional cost to site. Certificated salaries factored into district budget.</p>
3.3	<p>3.3a: Promote grade-level collaboration based on best practice lesson design, expressing students' mathematical understanding flexibly in a variety of ways, and the eight mathematical practices.</p> <p>3.3b: Collaborate in Math Department and grade-level meetings to plan and vertically align instruction based on students' needs and the Common Core State Standards (CCSS).</p>	All students, particularly focus students--Socioeconomically Disadvantaged, Students with Disabilities, English Learners, and Hispanic subgroups, as well as students scoring 1 or 2 on Math CAASPP Assessment.	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.3a-3.3b: No additional cost to site. Certificated salaries factored into district budget.</p>
3.4	<p>3.4a: Implement math pathways with transparency for all students based on developmental needs and the CCSS.</p> <p>3.4b: Offer families opt-in opportunities to all math pathways while evaluating robust math placement data.</p> <p>3.4c: Continue to use the developed, systematic communication plan around math placement, including letters to parents and parent meetings.</p> <p>3.4d: Transition students successfully from grade to grade through administration and teacher collaboration, assessment results, intentional placement, and the SST process.</p>	All students	<p>0</p> <p>General Fund</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>3.4a-3.4d: No additional cost to site. Certificated salaries factored into district budget.</p>

3.5	3.5a: Implement online/hybrid classes for students beyond Geometry.	Students far exceeding standard in Mathematics	0 General Fund 1000-1999: Certificated Personnel Salaries 3.5a: No additional cost to site. Funding for online programs provided by district.
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Annual Review

SPSA Year Reviewed: 2024-25

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

Analysis

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

Overall, all actions were fully implemented and deemed effective.

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

NA

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.

No major changes were made to the goals and actions. We are piloting IXL for math as a district benchmark measure of math growth.

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	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
ASB	\$0.00
General Fund	\$0.00
Parent-Teacher Association (PTA)	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$0.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
ASB	0.00
General Fund	0.00
Parent-Teacher Association (PTA)	0.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	0.00
1000-1999: Certificated Personnel Salaries	0.00
2000-2999: Classified Personnel Salaries	0.00
4000-4999: Books And Supplies	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	ASB	0.00
0000: Unrestricted	General Fund	0.00
1000-1999: Certificated Personnel Salaries	General Fund	0.00
2000-2999: Classified Personnel Salaries	General Fund	0.00
4000-4999: Books And Supplies	General Fund	0.00
0000: Unrestricted	Parent-Teacher Association (PTA)	0.00

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5

Total Expenditures
0.00
0.00
0.00
0.00
0.00

School Site Council Membership

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

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 1 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Bjorn Wickstrom	Principal
Parker Kelly Jr.	Classroom Teacher
Tony Lanzino	Classroom Teacher
Megan Scatena	Classroom Teacher
Kristine Tveten	Other School Staff
Heather Alden	Parent or Community Member
Alexa Leon-Prado	Parent or Community Member
Steve Mushero	Parent or Community Member
Brian Schmidt	Secondary Student
Erin Tiedens	Secondary Student
	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 22, 2022, via electronic vote.

Attested:

Principal, Bjorn Wickstrom on September 21, 2023

SSC Chairperson, Alexa Leon-Prado on September 21, 2023

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

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

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

Plan Description

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Educational Partner Involvement

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

SWP Planning Requirements:

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

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

CSI Planning Requirements:

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

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

ATSI Planning Requirements:

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

Goals, Strategies/Activities, and Expenditures

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Goal

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

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

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

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

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Identified Need

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Annual Measurable Outcomes

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Strategies/Activities Table

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

Complete the table as follows:

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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