School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date

PRIDE Academy at Prospect Avenue	37 68361 6040380	December 2023	January 2024

Purpose and Description

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

Schoolwide Program

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

PRIDE Academy is a schoolwide Title 1 program. PRIDE Academy prioritizes professional development for teachers to make gains towards the school and district goals. In addition to district provided trainings, PRIDE Academy offers teachers development on Learning Intentions and Success Criteria, NGSS CrossCutting Concepts, PBIS, and teacher driven professional learning communities. In addition, teachers plan with their peers and teammates and meet regularly with administration and counselors to address the social emotional concerns of students. Furthermore, PRIDE uses resources from the Second Step Curriculum and community circles to increase school connectedness and increase safety on campus. A Multi-Tiered System of Supports (MTSS) meets to support students who are experiencing difficulty in the areas of behavior or academics. The MTSS team includes the classroom teacher, the Language Arts Specialist, the counselor, and an administrator when needed. An Attendance Team comprised of the Vice Principal, Attendance Clerk, Counselor, and LSW also meets twice a month to track students at risk of chronic absenteeism and plan interventions and rewards to improve student attendance. To further support students, pupils have the opportunity to participate in extra curricular activities through the ELP program and clubs.

Table of Contents

Comprehensive Needs Assessment Components

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

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

PRIDE Academy reviews the following surveys both formally and informally to gauge student, parent and teacher input: LCAP Interviews (Students), Panorama Survey (Student and Teachers), Newsletter responses (Parents), Staff/teacher input from PLCs, team meetings, and instruction leadership team feedback, EL program survey, and data (CAASPP, BAS, iReady, IABs).

Gathered data is used to drive academic and SEL decisions as a campus. Based on the multiple surveys, goals will be written to address academic improvement in ELA, Math and Science, and school climate.

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

Through frequent Administrator walkthroughs, MTSS meetings, and formal evaluations. All teachers receive feedback on a regular basis. Administration also shares instructional resources via a shared Padlet and a weekly photo album featuring teaching and learning on campus. All staff are encouraged to attend professional workshops and conferences.

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

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

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

Standards, Assessment, and Accountability

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

The following district and school site assessments are used to modify instruction and improve student achievement:
* Benchmark Assessment System (Gr. K-3)
* CAASPP (Gr. 3-8)
* Interim Assessment Blocks (Gr. 6-8)
* Interim Comprehensive Assessments (Gr. 3-5)
* iReady Reading diagnostic (Gr. K-8)
* iReady Math diagnostic (Gr. K-8)
* ELPAC (Gr. K-8)
* District Writing Assessment (Gr. K-8)
* ESGI (Gr. K)
* Read180 (SPED)
*Imagine Learning Diagnostic (MLL Students Gr. K-8)

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

The following school site and classroom data is used to monitor student progress on curriculum-embedded assessments and modify instruction:
* Classroom quizzes and assignments (Gr. K-8)
* Running records (Gr. K-3)
* Anecdotal and observational data (Gr. K-8)
* Wonders assessments (Gr. K-5)
* Amplify assessments (Gr. 6-8)
* Think Central - Math Expressions (Gr. K-5)
* CPM assessments (Gr. 6-8)
* Lexia (Gr. K-4)
* Writing samples (Gr. K-8)
* Exit tickets (Gr. K-8)
* NewsELA Pro assessments (Gr. 3-8)
* iReady Math data (Gr. K-8)
* iReady ELA data (Gr. K-8)
* BPST (K-2)

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All requirements for highly qualified staff at PRIDE Academy have been met.

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

All credentialed teachers at PRIDE Academy meet state requirements. The Santee School District has extensive training on all adopted instructional materials and follow up training.

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

All District and site professional development is aligned to content standards and based on needs of students and staff.

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

Santee School District has five Curriculum Resource Teachers who support teachers through planning, professional development sessions, and modeled lessons. Santee School District also provides ongoing professional development for teachers.

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

Teachers are provided with time for collaboration as part of site professional development schedule.

Teaching and Learning

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

All curricular materials are State Board Adopted, and meet the content and performance standards required under ESEA.

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

All teachers adhere to the recommended instructional minutes for both language arts and mathematics.

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

PRIDE Academy has developed a master schedule that utilizes bilingual assistants, site substitutes, an intervention resource teacher, and the language arts specialist. By scheduling targeted interventions across campus in grades K-8, we are able to maximize our personnel resources and provide support in the areas of math and language arts.

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

All curricular materials are State Board Adopted, and are appropriate for all student groups.

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

All curricular materials are State Board Adopted, and include intervention materials. PRIDE Academy also purchased and utilizes the following intervention digital and written materials for student interventions:
* RAZ Kids
* NewsELA Pro
* Science of Reading (Phonics)
* LLI Kits from Fountas & Pinnell
* REWARDS
* SIPPS
* Signs for Sounds
* Engage NY materials

Opportunity and Equal Educational Access

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

A Positive Based Intervention Support (PBIS) team meets once a month to discuss positive behavior interventions and plan ways to improve student behavior on campus. Additionally, an Attendance Team meets on a weekly basis to track students at risk of chronic absenteeism and plan interventions and rewards to improve student attendance. Furthermore, a Multi-Tiered System of Supports (MTSS) meets to support students who are experiencing difficulty in the areas of behavior or academics. The MTSS team includes the classroom teacher, the Language Arts Specialist, the counselor, and an administrator when needed. An Attendance Team comprised of the Vice Principal, Attendance Clerk, Counselor, and LSW also meets twice a month to track students at risk of chronic absenteeism and plan interventions and rewards to improve student attendance.

Additional interventions include:
* Small group reading interventions with a credentialed language arts specialist or intervention resource teacher
* Instructional assistance with a bilingual assistant or substitute teacher
* Small group instruction within the classroom from a credentialed teacher
* School counseling
* Outside mental health providers contracted by the district
* Junior High students supporting Grade K-6 students through a daily tutoring program

Evidence-based educational practices to raise student achievement

PRIDE Academy allocates personnel resources to support specific grade levels and subject areas that are deemed at risk. All K-4 teachers provide guided reading instruction five days a week and all students receive small-group instruction daily using research based materials. Our language arts specialist and intervention resource teacher meet with small groups (3-4 students) to provide targeted interventions. Teachers also provide small group instruction during math and language arts blocks. The majority of our K-6 teachers use a writer's workshop model to teach the writing standards. Our K-5 teachers have also received professional development in Cognitive Guided Instruction (CGI), Guided Language Acquisition Design (GLAD), and guided reading. Grade 3-5 teachers participated in a ELA Focus Standard pilot group with the Director of Curriculum and Instruction. These practices are being used in classrooms on a daily basis. Students are asked to set personal goals and monitor their progress. Teachers provide rubrics and learning progressions to students so that they can become self-capable learners.

In addition to district provided trainings, PRIDE Academy offers all teachers trainings at the school site. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, district benchmark and state CAASPP results, and data analysis to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. PRIDE Academy offers support to new and veteran teachers through mentoring.

Teachers meet every six weeks in teacher-led Professional Learning Communities (PLCs) to examine student work and analyze student data. Using learning progressions, teachers examine student work samples to determine what supports and reteaching needs to be in place to maximize student growth. Teachers also meet informally weekly to review data and backwards plan units of instruction.

Teachers also learn from each other through classroom walkthroughs focused on best practices and by participating in professional readings that align with the school site goals. Staff meetings and professional learning are focused on learning intentions and success criteria and NGSS CrossCutting Concepts. Administrative walkthroughs give teachers ongoing feedback on their instruction related to schoolwide focus. The classroom walkthroughs, professional readings, and schoolwide focus on learning intentions/success criteria and NGSS CrossCutting Concepts are all evidence-based practices that contribute to student achievement.

Parental Engagement

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

Parental involvement at PRIDE Academy is of the utmost importance. It is our belief that it is an essential component in making our school a success. Parents contribute to a positive school environment by first understanding what a Title I school is. Our parental involvement policy is developed through our School Site Council. Annually this plan is discussed and revised. The policy is reviewed by our School Site Council, ELAC Committee and PTA, which is made up of parents, teachers, and staff. PRIDE Academy sends a digital copy of the Parent Involvement Policy and School-Parent Compact to all families and ensures that the Parental Involvement Policy is carried out throughout the year. Through the School Site Council and English Learner Advisory Committee, the school meets annually with parents to review the Site Plan and the Parental Involvement Policy making adjustments to the policy as needed. Assorted monthly meetings throughout the year allows for all parents who are interested in school programs to be a part of the decision-making at PRIDE Academy. Through the events listed below and notices sent home, parents are provided with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet. Through parent-teacher conferences, phone calls home, written and electronic communication as well as email, parents are provided with opportunities to participate in decisions relating to the education of their children.

The following are ways in which parents may become actively involved in the Title I Program.

- School Site Council
- PTA Meetings
- English Language Advisory Committee
- Title I Parent Meetings
- Back to School Night
- Title 1 School Parent Compact

* Title 1 School, Parent, and Family Engagement Policy
* Parent-Teacher Conferences
* Open House (Lunch on the Lawn)
* PTA Family Nights
* Weekly Principal Newsletter
* School and Teacher Websites
* Facebook
* Volunteering in Classrooms and on field trips
* Arts Attack
* Family Nights focused on ELA, Math, or Science
* Monthly PRIDE Assemblies
* Food Flyer Fundraiser Nights

Additional school and district resources include:
* Community Collaborative Director
* Licensed Social Worker
* PRIDE Assisting the Community (P.A.C.) Pantry - provides food, clothing, toiletries to the Santee school community
* Outside mental health providers contracted by the district
* Multi-Tiered System of Support Team (MTSS) including teacher, counselor, and language arts specialist
* Student Success Team (SST) including parent, teacher, counselor, language arts specialist, special education team, and administrator

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

Parents, community representatives, classroom teachers, and other school personnel are invited to plan, implement, and evaluate ConApp programs through:
* School Site Council
* School Site English Learner Advisory Committee
* District English Learner Advisory Committee
* PTA
* District Advisory Committee

Funding

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

In addition to district provided trainings, PRIDE Academy offers all teachers trainings at the school site. These trainings are provided by releasing teachers during the school day, or at after school staff meetings. Decisions concerning selection of staff development activities are performed by the principal, district administrators, and grade level representatives using tools such as teacher input, district benchmark and state CAASPP results, data analysis, and focus groups to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. The 2023-2024 school site trainings include PBIS and NGSS CrossCutting Concepts. In addition, teachers plan with their peers and teammates on a weekly basis and meet every six weeks in teacher-led Professional Learning Communities (PLCs). Teachers meet regularly with administration and counselors to address the social emotional concerns of students via MTSS and SST meetings. Furthermore, PRIDE implements community circles and Second Step to increase school connectedness.

Fiscal support (EPC)

Title 1 $86,572.00

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school will consult ELAC committee, School Site Council, school site staff, and PTA to garner input regarding the SPSA plan by January 2024. The SPSA will also be posted on the school website for parents to view at any time.

Resource Inequities

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

At this time no resource inequities were identified based on our comprehensive needs assessment.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	2.7%	3.03%	2.48%	13	18	14
Asian	2.1%	2.35%	2.84%	10	14	16
Filipino	2.1%	2.86%	3.01%	10	17	17
Hispanic/Latino	37.3%	41.01%	41.31%	182	244	233
Pacific Islander	0.2%	0.34%	0.18%	1	2	1
White	44.5%	37.48%	39.36%	217	223	222
Multiple/No Response	11.3%	12.94%	10.82%	55	77	61
			Total Enrollment	488	595	564

Student Enrollment by Subgroup

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	85	91	77
Grade 1	71	76	70
Grade 2	40	86	77
Grade3	50	44	71
Grade 4	53	54	43
Grade 5	51	71	49
Grade 6	52	71	69
Grade 7	30	56	57
Grade 8	56	46	51
Total Enrollment	488	595	564

Student Enrollment by Grade Level

Conclusions based on this data:

1. Enrollment continues to fluctuate yearly.

2. White and Hispanic/Latino student groups continue to constitute the majority of student enrollment.

3. Our Arabic and Farsi speaking students are not represented in our student subgroups, as there is currently no category to identify this group.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	63	90	86	12.90%	15.1%	15.2%
Fluent English Proficient (FEP)	32	47	50	6.60%	7.9%	8.9%
Reclassified Fluent English Proficient (RFEP)	6	10	11	9.5%	11.11%	10.1%

Conclusions based on this data:

1. Overall English Learner enrollment has increased since 2020-2021.

2. The number of Fluent English Proficient (FEP) students has increased over the past three years.

3. The number of Reclassified Fluent English Proficient (RFEP) students has increased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	46	70	56	43	68	56	43	68	100.0	93.5	97.1
Grade 4	56	50	46	56	48	46	56	48	46	100.0	96.0	100.0
Grade 5	55	69	49	53	68	47	53	68	47	96.4	98.6	95.9
Grade 6	51	66	65	51	63	65	51	63	65	100.0	95.5	100.0
Grade 7	29	55	61	29	52	58	29	52	58	100.0	94.5	95.1
Grade 8	55	51	50	54	49	50	54	49	50	98.2	96.1	100.0
All Grades	302	337	341	299	323	334	299	323	334	99.0	95.8	97.9

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

Grade Level	Overall Achievement for All Students														
	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2426.	2428.	2440.	16.07	25.58	30.88	25.00	18.60	20.59	42.86	32.56	29.41	16.07	23.26	19.12
Grade 4	2485.	2466.	2484.	37.50	25.00	39.13	16.07	12.50	17.39	28.57	33.33	21.74	17.86	29.17	21.74
Grade 5	2496.	2546.	2523.	16.98	39.71	25.53	39.62	29.41	34.04	7.55	16.18	23.40	35.85	14.71	17.02
Grade 6	2520.	2537.	2567.	13.73	15.87	32.31	31.37	42.86	33.85	35.29	23.81	20.00	19.61	17.46	13.85
Grade 7	2560.	2563.	2564.	10.34	13.46	22.41	44.83	44.23	31.03	20.69	26.92	31.03	24.14	15.38	15.52
Grade 8	2577.	2554.	2577.	12.96	14.29	16.00	44.44	40.82	48.00	29.63	14.29	22.00	12.96	30.61	14.00
All Grades	N/A	N/A	N/A	18.73	22.91	27.84	32.44	32.20	30.54	28.09	23.84	24.85	20.74	21.05	16.77

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	16.28	17.65	75.00	69.77	67.65	12.50	13.95	14.71
Grade 4	32.14	20.83	21.74	55.36	64.58	67.39	12.50	14.58	10.87
Grade 5	15.09	25.00	25.53	62.26	64.71	61.70	22.64	10.29	12.77
Grade 6	11.76	14.29	35.38	68.63	65.08	49.23	19.61	20.63	15.38
Grade 7	*	15.38	24.14	*	75.00	65.52	*	9.62	10.34
Grade 8	22.22	14.29	24.00	57.41	59.18	60.00	20.37	26.53	16.00
All Grades	18.39	17.96	24.85	63.55	66.25	61.68	18.06	15.79	13.47

Writing Producing clear and purposeful writing								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	17.86	20.93	20.59	58.93	53.49	57.35	23.21	25.58	22.06
Grade 4	17.86	12.50	17.39	66.07	66.67	67.39	16.07	20.83	15.22
Grade 5	16.98	35.29	21.28	52.83	52.94	65.96	30.19	11.76	12.77
Grade 6	9.80	9.52	29.23	64.71	68.25	56.92	25.49	22.22	13.85
Grade 7	*	25.00	18.97	*	65.38	56.90	*	9.62	24.14
Grade 8	18.52	18.37	12.00	68.52	51.02	74.00	12.96	30.61	14.00
All Grades	18.06	20.74	20.36	60.87	59.75	62.28	21.07	19.50	17.37

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	12.50	11.63	13.24	76.79	69.77	77.94	10.71	18.60	8.82
Grade 4	23.21	8.33	19.57	66.07	81.25	73.91	10.71	10.42	6.52
Grade 5	18.87	17.65	14.89	73.58	76.47	78.72	7.55	5.88	6.38
Grade 6	21.57	17.46	15.38	66.67	76.19	76.92	11.76	6.35	7.69
Grade 7	*	17.31	18.97	*	71.15	70.69	*	11.54	10.34
Grade 8	12.96	8.16	14.00	79.63	77.55	80.00	7.41	14.29	6.00
All Grades	16.72	13.93	15.87	72.91	75.54	76.35	10.37	10.53	7.78

Research/Inquiry Investigating, analyzing, and presenting information								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	16.07	20.93	16.18	69.64	60.47	64.71	14.29	18.60	19.12
Grade 4	26.79	12.50	17.39	60.71	72.92	71.74	12.50	14.58	10.87
Grade 5	22.64	27.94	19.15	56.60	63.24	70.21	20.75	8.82	10.64
Grade 6	23.53	25.40	32.31	64.71	65.08	60.00	11.76	9.52	7.69
Grade 7	*	17.31	25.86	*	67.31	63.79	*	15.38	10.34
Grade 8	25.93	24.49	22.00	62.96	55.10	68.00	11.11	20.41	10.00
All Grades	22.74	21.98	22.46	62.54	64.09	65.87	14.72	13.93	11.68

Conclusions based on this data:

1. In overall achievement, the percentage of grade 3-8 students exceeding and meeting standards made a 3.27% gain from 2021-22 to 2022-23.

2. In overall achievement, 5th grade made the most significant decline (-9%) of standard met and standard exceeded from 2021-22 to 2022-23.

3. In overall achievement, 4th grade made the most significant growth (+19%) in standard met and standard exceeded from 2021-22 to 2022-23.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	56	46	70	56	43	69	56	43	69	100.0	93.5	98.6
Grade 4	56	50	46	56	48	46	56	48	46	100.0	96.0	100.0
Grade 5	55	69	49	53	69	48	53	69	48	96.4	100.0	98.0
Grade 6	51	66	65	51	64	65	51	64	65	100.0	97.0	100.0
Grade 7	29	55	61	29	54	59	29	54	59	100.0	98.2	96.7
Grade 8	55	51	50	54	50	50	54	50	50	98.2	98.0	100.0
All Grades	302	337	341	299	328	337	299	328	337	99.0	97.3	98.8

Overall Participation for All Students

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

Overall Achievement for All Students

Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2413.	2434.	2448.	14.29	13.95	20.29	30.36	44.19	31.88	17.86	18.60	31.88	37.50	23.26	15.94
Grade 4	2473.	2462.	2459.	17.86	16.67	13.04	26.79	20.83	28.26	32.14	35.42	32.61	23.21	27.08	26.09
Grade 5	2464.	2531.	2493.	9.43	34.78	25.00	15.09	20.29	8.33	33.96	20.29	25.00	41.51	24.64	41.67
Grade 6	2499.	2518.	2565.	9.80	17.19	33.85	25.49	23.44	24.62	25.49	29.69	29.23	39.22	29.69	12.31
Grade 7	2526.	2534.	2534.	13.79	18.52	13.56	27.59	24.07	25.42	24.14	16.67	30.51	34.48	40.74	30.51
Grade 8	2573.	2552.	2565.	25.93	22.00	30.00	27.78	20.00	14.00	22.22	28.00	22.00	24.07	30.00	34.00
All Grades	N/A	N/A	N/A	15.38	21.34	22.85	25.42	24.70	22.85	26.09	24.70	28.78	33.11	29.27	25.52

Concepts & Procedures
Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.64	20.93	24.64	50.00	51.16	56.52	30.36	27.91	18.84
Grade 4	19.64	16.67	10.87	55.36	52.08	58.70	25.00	31.25	30.43
Grade 5	9.43	30.43	20.83	47.17	53.62	39.58	43.40	15.94	39.58
Grade 6	9.80	17.19	32.31	54.90	51.56	50.77	35.29	31.25	16.92
Grade 7	*	22.22	20.34	*	38.89	45.76	*	38.89	33.90
Grade 8	22.22	30.00	20.00	50.00	38.00	50.00	27.78	32.00	30.00
All Grades	16.05	23.17	22.26	50.84	47.87	50.45	33.11	28.96	27.30

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**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	17.86	18.60	23.19	50.00	62.79	63.77	32.14	18.60	13.04
Grade 4	19.64	18.75	21.74	55.36	50.00	54.35	25.00	31.25	23.91
Grade 5	5.66	34.78	18.75	64.15	43.48	50.00	30.19	21.74	31.25
Grade 6	13.73	10.94	27.69	54.90	54.69	58.46	31.37	34.38	13.85
Grade 7	*	16.67	11.86	*	53.70	66.10	*	29.63	22.03
Grade 8	20.37	20.00	24.00	62.96	44.00	50.00	16.67	36.00	26.00
All Grades	16.05	20.43	21.36	56.19	50.91	57.86	27.76	28.66	20.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3	16.07	25.58	27.54	62.50	60.47	60.87	21.43	13.95	11.59
Grade 4	21.43	16.67	21.74	60.71	54.17	54.35	17.86	29.17	23.91
Grade 5	3.77	17.39	20.83	73.58	63.77	62.50	22.64	18.84	16.67
Grade 6	9.80	14.06	35.38	68.63	60.94	55.38	21.57	25.00	9.23
Grade 7	*	14.81	13.56	*	70.37	62.71	*	14.81	23.73
Grade 8	24.07	18.00	26.00	61.11	70.00	48.00	14.81	12.00	26.00
All Grades	14.72	17.38	24.63	64.55	63.41	57.57	20.74	19.21	17.80

Conclusions based on this data:

1. In overall achievement, grades 3-8 made a 0% gain/loss from 2021-22 to 2022-23.

2. In overall achievement, 6th grade made the most significant growth (+17%) in standard met and standard exceeded from 2021-22 to 2022-23.

3. In overall achievement, 5th grade made the most significant decline (-21%) of standard met and standard exceeded from 2021-22 to 2022-23.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	**Overall**			**Oral Language**			**Written Language**			**Number of Students Tested**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1431.3	*	*	1448.1	*	*	1392.3	*	*	14	10	8
1	*	1483.2	*	*	1498.7	*	*	1467.2	*	7	15	10
2	*	*	1498.0	*	*	1512.1	*	*	1483.6	4	10	16
3	1521.2	*	1483.7	1530.2	*	1479.1	1511.6	*	1487.7	11	7	12
4	*	*	*	*	*	*	*	*	*	7	7	7
5	*	1549.7	*	*	1544.8	*	*	1554.2	*	8	11	8
6	*	*	*	*	*	*	*	*	*	9	7	7
7	*	*	*	*	*	*	*	*	*	4	7	10
8	*	*	*	*	*	*	*	*	*	4	7	*
All Grades										68	81	81

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	**Level 4**			**Level 3**			**Level 2**			**Level 1**			**Total Number of Students**		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	*	*	50.00	*	*	42.86	*	*	0.00	*	*	14	*	*
1	*	20.00	*	*	46.67	*	*	33.33	*	*	0.00	*	*	15	*
2	*	*	18.75	*	*	68.75	*	*	12.50	*	*	0.00	*	*	16
3	36.36	*	16.67	36.36	*	41.67	18.18	*	16.67	9.09	*	25.00	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	45.45	*	*	9.09	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	19.12	16.05	20.99	45.59	58.02	48.15	32.35	19.75	18.52	2.94	6.17	12.35	68	81	81

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	*	*	50.00	*	*	28.57	*	*	0.00	*	*	14	*	*
1	*	60.00	*	*	40.00	*	*	0.00	*	*	0.00	*	*	15	*
2	*	*	43.75	*	*	56.25	*	*	0.00	*	*	0.00	*	*	16
3	63.64	*	50.00	27.27	*	16.67	0.00	*	0.00	9.09	*	33.33	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	72.73	*	*	18.18	*	*	0.00	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.65	38.27	39.51	39.71	46.91	38.27	14.71	7.41	7.41	2.94	7.41	14.81	68	81	81

Written Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*	*	21.43	*	*	78.57	*	*	0.00	*	*	14	*	*
1	*	6.67	*	*	40.00	*	*	33.33	*	*	20.00	*	*	15	*
2	*	*	18.75	*	*	12.50	*	*	68.75	*	*	0.00	*	*	16
3	18.18	*	0.00	27.27	*	25.00	45.45	*	50.00	9.09	*	25.00	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	18.18	*	*	27.27	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	4.41	12.35	12.35	30.88	33.33	33.33	50.00	38.27	39.51	14.71	16.05	14.81	68	81	81

	Listening Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	21.43	*	*	71.43	*	*	7.14	*	*	14	*	*
1	*	66.67	*	*	33.33	*	*	0.00	*	*	15	*
2	*	*	37.50	*	*	62.50	*	*	0.00	*	*	16
3	54.55	*	16.67	36.36	*	50.00	9.09	*	33.33	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	63.64	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	36.76	29.63	27.16	58.82	55.56	55.56	4.41	14.81	17.28	68	81	81

	Speaking Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	**Well Developed**			**Somewhat/Moderately**			**Beginning**			**Total Number of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
K	21.43	*	*	71.43	*	*	7.14	*	*	14	*	*
1	*	53.33	*	*	46.67	*	*	0.00	*	*	15	*
2	*	*	68.75	*	*	31.25	*	*	0.00	*	*	16
3	81.82	*	58.33	9.09	*	8.33	9.09	*	33.33	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	81.82	*	*	9.09	*	*	9.09	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	57.35	58.02	54.32	39.71	34.57	32.10	2.94	7.41	13.58	68	81	81

	Reading Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	*	*	92.86	*	*	0.00	*	*	14	*	*
1	*	33.33	*	*	46.67	*	*	20.00	*	*	15	*
2	*	*	12.50	*	*	68.75	*	*	18.75	*	*	16
3	9.09	*	0.00	72.73	*	66.67	18.18	*	33.33	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	36.36	*	*	36.36	*	*	27.27	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	10.29	18.52	16.05	67.65	59.26	61.73	22.06	22.22	22.22	68	81	81

	Writing Domain Percentage of Students by Domain Performance Level for All Students											
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	28.57	*	*	57.14	*	*	14.29	*	*	14	*	*
1	*	6.67	*	*	93.33	*	*	0.00	*	*	15	*
2	*	*	25.00	*	*	75.00	*	*	0.00	*	*	16
3	36.36	*	16.67	54.55	*	66.67	9.09	*	16.67	11	*	12
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	27.27	*	*	54.55	*	*	18.18	*	*	11	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	17.65	22.22	19.75	70.59	67.90	70.37	11.76	9.88	9.88	68	81	81

Conclusions based on this data:

1. 81 students were tested in all, which represents a spread across all grade levels. Integrated instruction is vital in classrooms housing MLL students.

2. The percentage of students scoring Level 4 on Overall Language has increased since 2021-22 from 16.05% to 20.99% in 2022-23.

3. Only 16.05% of students were Well Developed in the Reading Domain. This is an area of concern. Interventions must be implemented to increase students' reading capabilities.

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
564	**51.1**	**15.2**	**0.2**
Total Number of Students enrolled in PRIDE Academy at Prospect Avenue.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	86	15.2
Foster Youth	1	0.2
Homeless	27	4.8
Socioeconomically Disadvantaged	288	51.1
Students with Disabilities	82	14.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	2.5
Asian	16	2.8
Filipino	17	3
Hispanic	233	41.3
Two or More Races	61	10.8
Pacific Islander	1	0.2
White	222	39.4

Conclusions based on this data:

1. Socioeconomically Disadvantaged students continue to make up a significant portion of the student population. Student needs must be addressed for students to meet schoolwide goals.

2. English learners constitute a significant student group on campus. This student groups' needs must be addressed for students to meet schoolwide goals.

3. Students with disabilities constitute a significant student group on campus. This student groups' needs must be addressed for students to meet schoolwide goals.

School and Student Performance Data

Overall Performance

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Green	**Chronic Absenteeism** Yellow	**Suspension Rate** Green
Mathematics Green		
English Learner Progress Orange		

Conclusions based on this data:

1. English Learners are making significant academic progress, although ELPAC scores still indicate a need especially in the area of written language.

2. Chronic absenteeism is a concern. The attendance team, MTSS interventions, tiered counseling support, and an increase in after school clubs will address student needs.

3. The suspension rate is a concern. The PBIS team will use tools to proactively address student behavior. Teachers must implement the district adopted Second Step curriculum to develop social emotional skills.

School and Student Performance Data

Academic Performance
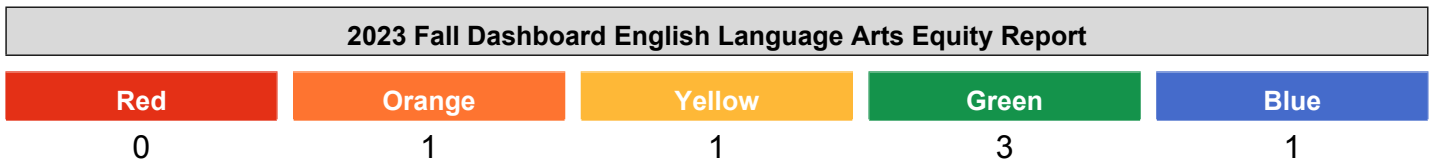## English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	1	3	1

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Orange	No Performance Color
21.2 points above standard	9.8 points below standard	0 Students
Increased +10.8 points	Maintained +1.2 points	
319 Students	71 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
41.5 points below standard	Green	Yellow
Decreased -5.5 points	9.2 points above standard	37 points below standard
11 Students	Increased +13.5 points	Increased Significantly +29 points
	174 Students	61 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 9 Students	No Performance Color 0 Students	Less than 11 Students 9 Students	54.3 points above standard 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 12.9 points above standard Increased +12.8 points 141 Students	Blue 55.1 points above standard Increased +6.1 points 32 Students	Less than 11 Students 1 Student	Green 19.3 points above standard Increased +8.2 points 116 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
64.2 points below standard Increased +11.2 points 40 Students	60.4 points above standard Decreased -5 points 31 Students	26.5 points above standard Increased +12.3 points 226 Students

Conclusions based on this data:

1. Although all students are making high growth in english language arts, there are particular student groups that are not progressing at the same rate.

2. English learners and students with disabilities have lower performance than their peers. Best first instruction and the 2023-24 implementation of the MTSS process and targeted interventions will address these students' needs.

3. Hispanic students, who significantly comprise PRIDE Academy's English Learner population, are making less progress than peers in other student groups. Best first instruction with a focus on vocabulary development and the 2023-24 implementation of the MTSS process and targeted interventions will address these students' needs.

School and Student Performance Data
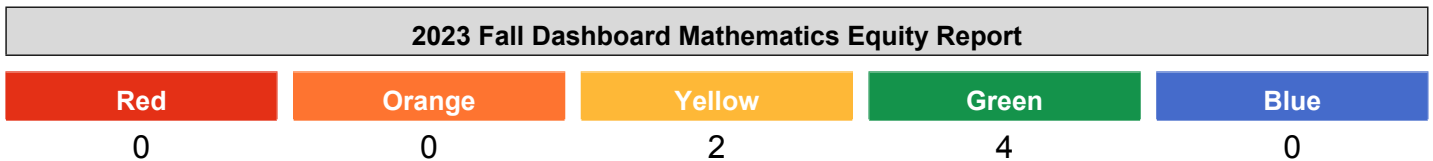
Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	2	4	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Yellow	No Performance Color
7 points below standard	34.2 points below standard	0 Students
Increased +8.4 points	Increased +6.4 points	
319 Students	71 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
49.4 points below standard	Green	Yellow
Increased +12.1 points	19.6 points below standard	56.7 points below standard
11 Students	Increased Significantly +16.6 points	Increased Significantly +41.6 points
	174 Students	61 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students	No Performance Color	Less than 11 Students	42.1 points above standard
9 Students	0 Students	9 Students	11 Students

Hispanic	Two or More Races	Pacific Islander	White
Green	Green	Less than 11 Students	Green
23.4 points below standard	9.1 points above standard	1 Student	3.9 points above standard
Increased +10 points	Decreased -7 points		Increased +6.7 points
141 Students	32 Students		116 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
78.4 points below standard	22.8 points above standard	5.2 points below standard
Increased Significantly +23.8 points	Decreased -9.8 points	Increased +5.5 points
40 Students	31 Students	226 Students

Conclusions based on this data:

1. The dashboard indicates that overall math performance data is lower than the overall english language arts performance data.

2. English learners and students with disabilities have lower performance than their peers. Best first instruction and the 2023-24 implementation of the MTSS process and targeted interventions will address these students' needs.

3. Hispanic students, who significantly comprise PRIDE Academy's English Learner population, are making less progress than peers in other student groups. Best first instruction with a focus on vocabulary development and the 2023-24 implementation of the MTSS process and targeted interventions will address these students' needs.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Orange
55.1 points above standard making progress towards English language proficiency
Number of EL Students: 69 Students
Performance Level: 4
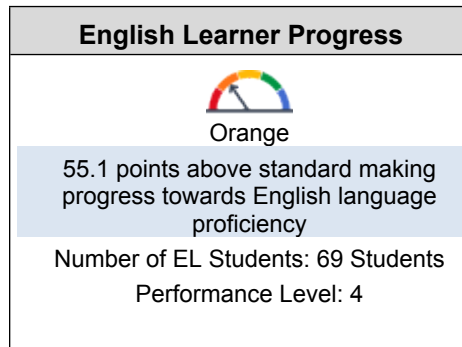
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
17	14	2	36

Conclusions based on this data:

1. English Learner progress is very high as measured by the ELPAC, although English Learners are still scoring lower than their English Only peers as measured by language arts and math performance data.

2. The majority of English Learners progressed at least one ELPI level.

3. Teachers continue to need and benefit from quality professional development on instructing English Learners.

School and Student Performance Data

Academic Engagement
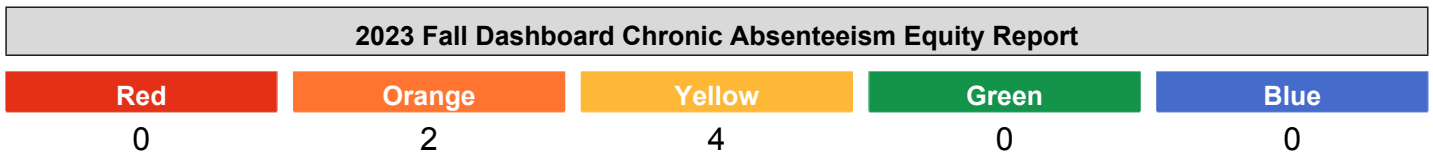## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	2	4	0	0

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	Less than 11 Students
20.3% Chronically Absent	23.7% Chronically Absent	
Declined Significantly -11.2	Declined -11.6	1 Student
590 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
48.4% Chronically Absent	Yellow	Orange
Declined -7.6	25.8% Chronically Absent	23.5% Chronically Absent
31 Students	Declined Significantly -15.6	Declined -20.3
	306 Students	115 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
20% Chronically Absent	No Performance Color	16.7% Chronically Absent	5.9% Chronically Absent
Declined -2.2	0 Students	Declined -36.7	Declined -5.2
15 Students		18 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Yellow	Less than 11 Students	Yellow
26.1% Chronically Absent	19% Chronically Absent	1 Student	15.4% Chronically Absent
Declined Significantly -12.2	Declined -4.7		Declined Significantly -12.6
249 Students	63 Students		227 Students

Conclusions based on this data:

1. Chronic absenteeism is high for all students regardless of student group or race/ethnicity.

2. Schoolwide supports regarding attendance must be implemented to decrease the rate of absences.

School and Student Performance Data

Conditions & Climate
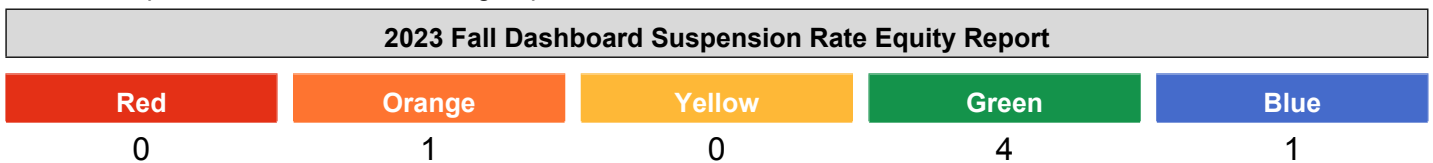## Suspension Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	4	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	Less than 11 Students
1.2% suspended at least one day	1% suspended at least one day	1 Student
Declined Significantly -1.5	Maintained 0	
605 Students	97 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
0% suspended at least one day	Green	Green
	1.6% suspended at least one day	0.8% suspended at least one day
Declined -3.8	Declined Significantly -1	Declined -3.6
31 Students	312 Students	118 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	**American Indian**	**Asian**	**Filipino**
0% suspended at least one day	No Performance Color	0% suspended at least one day	0% suspended at least one day
Declined -16.7	0 Students	Maintained 0	Maintained 0
15 Students		18 Students	17 Students

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	Orange	Less than 11 Students	Green
0.4% suspended at least one day	1.6% suspended at least one day	1 Student	2.1% suspended at least one day
Declined Significantly -1.9	Increased 0.3		Declined -0.7
255 Students	64 Students		235 Students

Conclusions based on this data:

1. Suspension rates are highest for students with disabilities.

2. Although students with two or more races comprise a smaller percentage of students, these students are suspended at a medium rate which is comparable to student ethnic groups of much greater size.

3. Specific strategies need to be outlined to address the suspension of students with disabilities and/or two more more races.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in CA standards in all academic areas.

Goal 1

By June 2024, all K-8 grades will increase student achievement in ELA by 5% as measured by iReady and CAASPP results.

Identified Need

Data analysis of the Fall 2023 iReady Reading and Spring 2023 CAASPP ELA scores indicated the following needs. Overall, only 59% of grade 3-8 students are meeting or exceeding the statewide standard for ELA and 38% of grade K-8 students are scoring at or above grade level on the Fall 2023 iReady Diagnostic. These needs will be addressed through First Best Instruction and academic systems of support (MTSS). Teachers are provided grade level release time to meet with their teams and in Professional Learning Communities to plan engaging, rigorous curriculum and units of study. Teachers frequently examine student data to design and scaffold lessons. This lesson design, coupled with PRIDE's focus on setting measurable learning intentions and success criteria, provides support for all students. The data also indicates that Multi-Lingual Learners (MLLs) and Students with Disabilities (SWD) are scoring lower than their same aged peers. A school wide schedule that prioritizes interventions and targeted MTSS Tier II and III interventions for struggling students, including MLLs and SWD, have been designed to address student needs.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades 3-8 ELA CAASPP	Spring 2023 Overall: * 28% Standard Exceeded * 31% Standard Met * 25% Standard Nearly Met * 17% Standard Not Met MLL (English Learners): * 7% Standard Exceeded * 16% Standard Met * 31% Standard Nearly Met * 47% Standard Not Met SWD (Students with Disabilities): * 11% Standard Exceeded * 18% Standard Met	Spring 2023 Meet or Exceed Standard: 65%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	* 33% Standard Nearly Met * 38% Standard Not Met	
Grades K-8 Fall iReady Diagnostic ELA Data	Fall 2023 Overall: * 20% Mid or above grade level * 18% Early on grade level * 34% One grade level below * 12% Two grade levels below * 16% Three or more grade levels below MLL (English Learners): * 0% Mid or above grade level * 9% Early on grade level * 26% One grade level below * 28% Two grade levels below * 37% Three or more grade levels below	Move 5% of students from one grade level below on the Fall 2023 iReady Diagnostic to early on grade level as measured by the End of Year 2024 iReady Diagnostic assessment.

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

ELA Tier II and Tier III Interventions (MTSS Process)
PRIDE Academy is utilizing targeted MTSS interventions. With a focus on solid Tier I instruction and targeted multi-tiered intervention supports, teachers are meeting monthly to examine student data and set goals for underachieving students. With the support of our counselors, administrators, and language arts specialist, the frequent MTSS meetings are ensuring that NO students are falling through the cracks.

Staff will develop and refine a school-wide MTSS Intervention Plan to focus on Tier II Instruction for all students aligned to foundational reading skills, vocabulary, writing strategies, and scaffolds. Improving instruction and interventions in Foundational Skills will be emphasized to increase success for students in all grades.

All students will receive district and school site assessments to monitor student achievement. At-risk students are identified through grade level and district-wide assessments including classroom quizzes and assignments, running records, anecdotal and observational data, iReady data, writing samples, BAS, IAB, and BPST data. Our MTSS Team, during monthly meetings, will determine who needs intervention, what types of intervention, who will provide intervention, and how to monitor intervention success.

Teachers will provide small-group Tier II instruction in ELA for identified students who are not proficient in ELA, focusing on MLL students. Grade level collaboration and collaboration within teacher-led Professional Learning Communities (PLCs) will be used to develop Tier II instruction. In addition, the Language Arts Specialist and Intervention Resource Teacher will provide Tier II and Tier III ELA intervention to students with identified foundational reading skill needs as determined by the school's MTSS team. Teachers and intervention specialists will use the necessary resources (i.e., LLI Kits, REWARDS, SIPPS, Signs for Sounds, Read Naturally, leveled readers, and other resources) to provide identified students with an appropriately leveled curriculum for whole/small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I None Specified Teacher release time for ongoing analysis of formative and summative data including team review of student work samples.
100	Title I None Specified Supplies and research based intervention tools/curriculum for Tier II interventions such as timers, Signs for Sounds materials, flashcards, reading assessment materials, leveled reading books, etc.
5320	Title I None Specified Purchase of school-wide supplemental, instructional and assessment materials for reading (NewsELA and Learning A-Z subscriptions).

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

PRIDE teachers will improve student learning of State Standards in English Language Arts/English Language Development through teacher professional development, research-based instructional practices, and high quality reading and writing tasks.

PRIDE supports teachers and students through teacher-led professional learning communities that meet every six weeks. These "Deep Dives" on instructional practices are anchored in trusting

teacher relationships and allow teachers to deepen their instruction while monitoring their impact on student growth. Teachers that learn together, grow together.

PRIDE also maintains a focus on learning intentions and success criteria. Students know both "what" they are learning, and "how" to be successful. Teachers emphasize learning progressions and give students multiple opportunities to assess their own learning and give feedback to peers.

Finally, PRIDE teachers are focused on developing their understanding of the NGSS CrossCutting Concepts. These concepts are not just for science and are used across the content areas to help students build conceptual frameworks and organize knowledge.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Prop 20 Lottery None Specified Library Books for PRIDE Academy's annual Hot Reads. Hot Reads are staff recommended books to promote reading.
1000	Title I None Specified Grade level release time to collaborate and plan with a focus on First Best Instruction.

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

Support student learning of State Standards in English Language Arts/English Language Development by providing necessary supplies and materials for instruction, including items to supplement the core curriculum.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000.00	LCFF - Base None Specified Supplemental materials and curriculum for individual classroom instruction, including individual teacher classroom budgets

4000.00	LCFF - Base None Specified Purchase of school-wide supplemental materials for all student use (paper, pencils, etc.)
5087.00	Prop 20 Lottery None Specified Publications / photocopies for student use
1000.00	LCFF - Base None Specified Laminating film for creating teaching tools, posters, and student work
1321.00	LCFF - Base None Specified Classroom printer and toner replacements for teachers

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

2023 ELA CAASPP Data indicates that all but two grade levels increased their proficiency on the Spring 2023 CAASPP assessment compared to the Spring 2022 data.
Grade 3 increased from 43% to 50%
Grade 4 increased from 37% to 56%
Grade 5 decreased from 68% to 59%
Grade 6 increased from 57% to 65%
Grade 7 decreased from 56% to 53%
Grade 8 increased from 54% to 64%

Staff continued to increase knowledge to improve student learning of State Standards in English Language Arts through teacher professional development, data review via Impact Teams and continued professional development focused on teacher clarity (Learning Intentions and Success Criteria). In addition, teachers used the NGSS Cross Cutting Standards within their ELA lessons for students to build concepts and make connections between texts. Teachers used research-based guided reading materials and digital interventions to support work with individuals and small groups on specific skills. Teachers, upon request, were also given time to collaborate and plan lessons with teammates and/or the Curriculum Resource Teachers. In addition, grade 3-5 teachers participated in an ELA pilot with the Director of Curriculum and Instruction to increase the rigor and depth of their ELA instruction. All teachers purchased classroom supplies with their budgets.

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

Instead of purchasing K-3 LLI kits, 4th & 5th grade iReady data indicated that students needed Tier II and III reading comprehension support. To address this need, the school site purchased LLI Lit Kids for grade 4-8 students. This supplemented the materials in PRIDE's book room and expanded the intervention materials for intermediate reading interventions. In addition, the school site spend less than the $1,000 allocated for family literacy events. The school's PTA generously donated funds to support both Camp Read S'more and Book BINGO, thereby decreasing the school-site's need for contributions. Finally, the district continued to provide two site substitute teachers which decreased the need to pay for substitutes for grade level release time, assessments, and/or professional development. Therefore, the on-site release for grade level teams cost less than allocated. All of the remaining funds were expended in accordance with the goals.

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.

Strategy 1-3 were rewritten to reflect the current 2023-2024 school needs.

Strategy 1:
With the addition of a school wide MTSS program and routine, Strategy 1 was rewritten to include expenditures for interventions tools and curriculum. Since LLI kits were purchased in 2022-23 to support reading interventions (Strategy 2), additional reading intervention texts were not needed for the current 2023-24 school year.

Strategy 2:
Strategy 2 was rewritten to focus on core instruction and teacher collaboration. Since the district is providing an MTSS substitute and school site subs for the 2023-24 school year, the funds for collaboration were decreased (Strategy 1 & 2). The school site is often able to use the three allocated substitute teachers to release classroom teachers for peer observations and collaborative planning.

Strategy 3:
In Strategy 3, the other site revenue for TK was removed. All funds in the TK Planning Grant were expended in accordance with TK needs during the 2022-23 school year. In addition, funds for family literacy events was decreased in this year's site plan. The school's PTA continues to generously donate funds to support literacy family nights, thereby decreasing the school-site's need for contributions. Additional family nights were moved to a separate goal for parent engagement (Goal 4). Finally, an expenditure was added for laminating film to address the rising need for this costly supply, and the funds for printer replacements was decreased. As of 2023-24 all teachers have operational printers that only need periodic toner replacements which can be charged to teacher's classroom budgets. In addition, the expenditure for equipment replacement and headphones were removed since the district now covers the cost of projectors, student headphones, document camera, and Apple TV repairs and maintenance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Mathematics and NGSS

LEA/LCAP Goal

Improve student learning and demonstrate annual growth in CA standards in all academic areas.

Goal 2

By June 2024, all K-8 grades will increase student achievement in Math and Science by 5% as measured by iReady and CAASPP results.

Identified Need

Data analysis of the Fall 2023 iReady Math and Spring 2023 CAASPP Math scores indicated that only 46% of grade 3-8 students are meeting or exceeding the statewide standard for Math and 22% of grade K-8 students are scoring at or above grade level on the Fall 2023 iReady Diagnostic. These needs will be addressed through First Best Instruction and academic systems of support (MTSS). For the past three years, Grade K-5 PRIDE Academy Teachers have been implementing Cognitively Guided Instruction (CGI) math instruction and continue to develop their knowledge by attending frequent cohort trainings led by the district. CGI focuses on building number sense, problem solving, and communicating for all students within Tier I. The CAASPP scores, indicated that this instruction has positively impacted students' communication skills. Therefore, teachers will continue to implement CGI strategies, while monitoring instruction for students that need additional support or scaffolds. Teachers are provided grade level release time to meet with their teams and in Professional Learning Communities to plan engaging, rigorous curriculum and units of study. Teachers frequently examine student data to design and scaffold lessons. This lesson design, coupled with PRIDE's focus on setting measurable learning intentions and success criteria, provides support for all students. The data also indicates that Multi-Lingual Learners (MLLs) and Students with Disabilities (SWD) are scoring lower than their same aged peers in math. A school wide schedule that prioritizes interventions and targeted MTSS Tier II and III interventions for struggling students have been designed to address student needs. To address NGSS standards, PRIDE Academy has focused on applying the NGSS CrossCutting Concepts across content areas to help students build conceptual understandings of complex problems and content. Students are given multiple opportunities to discuss and write about the CrossCutting concepts. This builds vocabulary and allows students, especially MLLs, to organize knowledge in ways that facilitate retrieval and application.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grades 3-8 CAASPP Results for Math	Spring 2023 Grades 3-8 Overall: * 23% Standard Exceeded * 23% Standard Met * 29% Standard Nearly Met * 26% Standard Not Met	Spring 2024 Meet or Exceed Standard: 51%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	MLL (English Learners): * 2% Standard Exceeded * 10% Standard Met * 33% Standard Nearly Met * 54% Standard Not Met SWD (Students with Disabilities): * 13% Standard Exceeded * 13% Standard Met * 34% Standard Nearly Met * 39% Standard Not Met	
Grades K-8 iReady Diagnostic Math Data	Fall 2023 Overall: * 5% Mid or above grade level * 17% Early on grade level * 49% One grade level below * 19% Two grade levels below * 10% Three or more grade levels below MLL (English Learners): * 0% Mid or above grade level * 3% Early on grade level * 45% One grade level below * 34% Two grade levels below * 18% Three or more grade levels below	Move 5% of students from one grade level below on the Fall 2023 iReady Diagnostic to early on grade level as measured by the End of Year 2024 iReady Diagnostic assessment.
Grades 3-8 CAASPP Results for Science	Spring 2023 Grades 5 & 8 Overall: * 9% Standard Exceeded * 21% Standard Met * 54% Standard Nearly Met * 16% Standard Not Met MLL (English Learners) in grades 5 & 8: * 0% Standard Exceeded * 2% Standard Met * 57% Standard Nearly Met * 40% Standard Not Met SWD (Students with Disabilities) in grades 5 & 8: * 2% Standard Exceeded * 6% Standard Met	Spring 2024 Meet or Exceed Standard: 35%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	* 51% Standard Nearly Met * 41% Standard Not Met	

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

Staff will increase their knowledge of strategies to support implementation and assessment of CCSS mathematics and NGSS science.

PRIDE uses the district adopted math curriculum, including adopted technology, to emphasize student collaboration, number sense, and problem-solving. Currently, all K-5 teachers at PRIDE are trained in Cognitively Guided Math instruction, and all Grade 6-8 teachers are trained in CPM. These curricular philosophies emphasize cognitive depth versus quantity of problems, and allow students to tackle complex math word problems in a collaborative environment. Students engage in math talks and are asked to explain their mathematical understanding.

PRIDE maintains a focus on learning intentions and success criteria. Students know both "what" they are learning, and "how" to be successful. Teachers emphasize learning progressions and give students multiple opportunities to assess their own learning and give feedback to peers.

PRIDE teachers are also focused on developing their understanding of the NGSS CrossCutting Concepts. These concepts are not just for science and are used across the content areas to help students build conceptual frameworks and organize knowledge. PRIDE allocates one full day and three, hour long sessions throughout the year to learn about the Cross Cutting Concepts. These professional development sessions are teacher-led and incorporate professional reading, hands-on activities, and collaborative discussions. Teachers used the Cross Cutting Concepts in their own classrooms to help students converse, write, and read about complex topics.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Supplemental None Specified Participate in site, teacher-led, professional development regarding NGSS Cross Cutting

	Concepts and how to integrate them across content areas within the classroom.
1000	LCFF - Supplemental None Specified Professional development materials and texts for teachers.
1000	Title I None Specified On-site release for grade level, teacher collaboration, and planning for CGI and NGSS.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students (with emphasis on under performing student groups).

Strategy/Activity

General education teachers will work with individuals and small groups on specific and identified mathematics skills through Tier II and Tier III math interventions (MTSS Process).

PRIDE Academy is utilizing targeted MTSS interventions. With a focus on solid Tier I instruction and targeted multi-tiered intervention supports, teachers are meeting monthly to examine student data and set goals for underachieving students. With the support of our counselors, administrators, and language arts specialist, the frequent MTSS meetings are ensuring that NO students are falling through the cracks.

Staff will develop and refine a school-wide MTSS Intervention Plan to focus on Tier II Instruction for all students aligned to number and operations, algebra and algebraic thinking, measurement and data, and geometry. Improving instruction and interventions in number sense will be emphasized to increase success for students in all grades.

All students will receive district and school site assessments to monitor student achievement. At-risk students are identified through grade level and district-wide assessments including classroom quizzes and assignments, running records, anecdotal and observational data, iReady data, IABs, and CGI and CPM work samples. Our MTSS Team, during monthly meetings, will determine who needs intervention, what types of intervention, who will provide intervention, and how to monitor intervention success.

Teachers will provide small-group Tier II instruction in math for identified students who are not proficient in math, focusing on MLL students. Grade level collaboration and collaboration within teacher-led Professional Learning Communities (PLCs) will be used to develop Tier II instruction. In addition, the Intervention Resource Teacher will provide Tier III intervention to students as determined by the school's MTSS team. Teachers and intervention specialists will use the necessary resources (i.e., Touch Math, math fluency apps, math games, flashcards, and other resources) to provide identified students with an appropriately leveled curriculum for whole/small group instruction/intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I None Specified Supplies and research based intervention tools/curriculum for Tier II interventions (flashcards, dice, playing cards, math manipulatives, whiteboards, etc.)
1000	Title I None Specified Teacher release for ongoing analysis of formative and summative data including team review of student work samples.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

Support student learning of State Standards in mathematics and NGSS by providing necessary student supplies, materials, and support for activities related to mathematics and NGSS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5625	Title I None Specified Digital Promethean Boards to replace outdated projectors and update one of the three remaining classrooms to current technology capabilities. Promethean Boards allow teachers to notate digital materials and save notations for future reference. Students can also annotate directly on the board during student math talks. This technology is particularly supportive for math instruction.
500	LCFF - Supplemental None Specified Supplemental curricular materials.
300	LCFF - Supplemental None Specified

	Math manipulatives and materials to support math instruction.
300	LCFF - Supplemental None Specified NGSS manipulatives and materials to support NGSS instruction.
6965	Prop 20 Lottery None Specified Publications / photocopies for student use. Primarily used for CPM (Gr. 6-8) and CGI (K-5) consumable materials.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

2023 Math CAASPP Data indicates that all but three grade levels increased their proficiency on the Spring 2023 CAASPP assessment compared to the Spring 2022 data.
Grade 3 decreased from 57% to 51%
Grade 4 increased from 36% to 41%
Grade 5 decreased from 54% to 33%
Grade 6 increased from 40% to 57%
Grade 7 decreased from 42% to 38%
Grade 8 increased from 42% to 44%

2023 Science CAASPP Data indicates both grade level 5 and 8 decreased their proficiency on the Spring 2023 CAASPP assessment compared to the Spring 2022 data.
Grade 5 decreased from 52% to 38%
Grade 8 decreased from 32% to 24%

Staff is continuing to improve student learning of State Standards in Mathematics and NGSS through through teacher professional development, data review and targeted interventions, and high quality instruction. Staff attended district NGSS and CGI math trainings and support staff and general education teachers worked with individuals and small groups on specific and identified math skills. Supplemental math curriculum was utilized when needed. As of Spring 2023, all K-5 teachers continued to be part of a Cognitive Guided Instruction (CGI) math cohort. Promethean Boards were purchased and installed in classrooms and have been used daily by teachers for instruction.

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

The Touch Math Curriculum intended for Title 1 was not spent. PRIDE Academy received a grant for the materials. In addition, the school site spend less than the $500 allocated for family math and science nights. The school's PTA generously donated funds to support both, thereby decreasing the school-site's need for contributions. Finally, the district continued to provide two site substitute teachers which decreased the need to pay for substitutes for grade level release time, assessments, and/or professional development. Therefore, the on-site release for grade level teams cost less than allocated. Furthermore, more than the $300 allocated for professional development materials and texts for teachers was over budget due to teacher interest and need for Professional Learning Plans. Additionally, due to an unexpected resignation of the Community Liaison (Goal 3), there was a significant increase in Title 1 funds. The 2022-23 SSC approved the use of these additional Title 1 funds for the purchase of 5 Promethean Boards. All of the remaining funds were expended in accordance with the goals.

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.

Strategy 1-3 were rewritten to reflect the current 2023-2024 school needs.

Strategy 1:
Funding was increased for both teacher-led professional development and professional development materials. With a continued focus on teacher-let professional development around the NGSS Cross Cutting Standards, there is a continued need to pay teacher stipends for planning and implementation. In addition, in 2022-23 the professional development materials and texts budget was too small. The budget was increased for the 2023-24 school year to address this discrepancy.

Strategy 2:
Teacher release for collaboration was added to Strategy 2 since it is a key component of Tier II instruction.

Strategy 3:
Due to the addition of a robust MTSS program, additional funds were allocated for material costs for equipment, supplies, and supplemental curriculum. In addition, there are still three classes remaining on campus that do not have Promethean Boards. Therefore, funds were allocated for additional Promethean Boards. A family math night was removed and moved to the new Goal 4 since it directly impacts parent engagement and the school's PTA continues to generously donate funds to support literacy family nights, thereby decreasing the school-site's need for contributions. TK classroom materials are also no longer needed since this funding was exhausted in the 2022-23 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate and Social-Emotional Learning

LEA/LCAP Goal

Improve and/or increase services to support social-emotional and physical well being of students.

Goal 3

By June 2024, each grade level in grades 4th-8th will increase by 5% in safety and self-efficacy as measured by the Spring 2024 Panorama survey.

Identified Need

Based on our Spring 2023 Panorama data, safety and self-efficacy have been identified as areas of concern, especially within grade 6-8. Since returning from COVID, we have seen a decline in students' perception of safety and self-efficacy. As a result, PRIDE Academy has focused heavily on building a sense of community and teaching social emotional regulation and strategies. To address these needs, students participate in classroom community circles, restorative mediations to solve problems, the Second Step Curriculum, and monthly "Family" activities with cross-grade level peers. In addition, PRIDE Academy continues to provide targeted Tier II and Tier III interventions to students through an MTSS model. Interventions can include behavior incentives, behavior contracts, accommodations, and/or counseling with the school site counselor, LSW, or outside agency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Santee School District Panorama Survey, Spring 2023 Grade 4-5 Students reporting feeling Safe and Very Safe	Overall: 70% MLL (English Learners): 67% SWD (Students with Disabilities): 53%	75% overall by Spring 2024
Santee School District Panorama Survey, Spring 2023 Grade 6-8 Students reporting feeling Safe and Very Safe	Overall: 55% MLL (English Learners): 51% SWD (Students with Disabilities): 56%	60% overall by Spring 2024
Santee School District Panorama Survey, Spring 2023 Grade 4-5 Students reporting how much students believe they can succeed in achieving academic outcomes (Self-Efficacy).	Overall: 55% MLL (English Learners): 65% SWD (Students with Disabilities): 45%	60% overall by Spring 2024

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Santee School District Panorama Survey, Spring 2023 Grade 6-8 Students reporting how much students believe they can succeed in achieving academic outcomes (Self-Efficacy).	Overall: 56% MLL (English Learners): 43% SWD (Students with Disabilities): 39%	61% overall by Spring 2024

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

PRIDE Academy will implement and refine a Tier 1 School-wide Positive Behavior Intervention Support System (PBIS) including a positive behavior matrix, school-wide rewards and interventions, and a behavior tracking system.

PRIDE Academy's core values are posted clearly around campus. Expectations in each are are clear and are used by staff to remind students of expected behaviors. Using our PBIS strategies, staff is constantly recognizing students for making excellent choices on campus by rewarding them with "Reggie Gold". This reward can be spent at a monthly student store. We also host monthly PAWSitive Awards to recognize students for respect, kindness, and problem solving. PRIDE Academy also hosts a canine instructional assistant that contributes to reaching our climate and culture goals.

When students violate the core values, staff utilizes a digital hall pass to refer students for support. The digital hall pass tracks behavior infractions and identifies the time of day and location. A PRIDE PBIS Committee meets once each month to identify trends in behavior and recommend interventions and tools to improve student behavior and school climate.

If a student is in need of behavioral interventions, the MTSS team creates a measurable behavior goal and provides Tier II or Tier III interventions which could include a behavior contract, visual schedules, self-and-match chart, peer buddy, alternate schedules, small group or individual counseling, or a referral to an outside agency for mental health support.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Amount(s)	Source(s)
100	Title I None Specified PBIS supplies/materials to maintain explicit instruction and other means of correction (Books and signage)
69946	Title I None Specified 60% (3 days per week) Licensed Social Worker.
100	LCFF - Supplemental None Specified Supplies for student behavior interventions (Publications for behavior contracts, timers, modified seating, fidgets, etc.)
1500	LCFF - Supplemental None Specified Prizes for positive reinforcement via the Panther Store.
300	LCFF - Supplemental None Specified Publication cost for Reggie Gold and certificates for recognizing positive student behavior.

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

All PRIDE Academy students will have access to a safe campus. This will be obtained by placing and monitoring maintenance work orders and establishing and maintaining routines and procedures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCFF - Base None Specified Repair and maintain school grounds and parking lot. Add painted numbers to assist with procedures and routines.
200	LCFF - Base None Specified Replenish emergency backpacks.
200	LCFF - Base

	None Specified
	Purchase of additional two way radios and batteries to monitor campus security.
500	LCFF - Base
	None Specified
	Health office supplies and materials.

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students (with emphasis on under performing student groups).

Strategy/Activity

PRIDE has made attendance a priority for all students and identifies ways to recognize students and their families for arriving at school each day.

Students and families are continuously updated through visual representations of our attendance on bulletin boards on campus and in our office. All grades know the status of their attendance each week and are in healthy competitions to earn time with the Instructional Canine on campus. Individual students are also recognized for good attendance.

Monthly "Family" days are scheduled for students to build relationships with adults and peers on campus that are not part of their assigned classrooms. "Family" days consist of team building exercises within cross-grade level groups of K-8 students. The students build community and empathy by discussing topics surrounding identify, kindness, hope, respect, and problem solving. Students meet with this same "Family" group for the entire year, thereby increasing caring relationships with students and adults on campus.

In addition, clubs and activities on campus (Ambassadors, running club, Anchor 4 Life, Hope Squad), are intended to increase student engagement and a welcoming culture.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I
	None Specified
	Supply after school clubs with materials necessary for operation (Ambassadors, Running Club, Anchor 4 Life, Hope Squad)
1911	LCFF - Supplemental
	None Specified
	Recess and PE equipment to engage students in cooperative play and foster an inclusive culture.

200	LCFF - Supplemental None Specified Supplies for monthly Family Days (cross grade level groups of students)
461	LCFF - Supplemental None Specified Attendance Incentives and student/parent communication letters

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

To increase the number of students feeling safe and very safe at school as measured Panorama data, PRIDE continued to fund the Social Worker position to serve the needs of the student population. This additional personnel helped distribute the counseling caseload and allowed more time for the school site counselor to teach proactive lessons within the classrooms. There was a measurable increase in Second Step Lessons being implemented within classrooms. Furthermore, PRIDE Academy was able to connect more families with outside counseling and therapy providers and address the social emotional needs of our students and families. However, this intervention did not have a significant impact on our Spring 2023 Panorama results. PRIDE Academy students decreased in most areas on the Spring 2023 Panorama Data in comparison to the Spring 2022 Panorama Data. To address this need, more student activities and clubs were added to the 2023-24 SPSA to increase students' outlook on school climate and self-efficacy.

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

The largest difference between intended implementation and budgeted expenditures was in the Community Liaison position. The personnel in this position resigned unexpectedly in October. The SSC voted to not renew the position and allocated the remaining Title 1 funds to address a need for technology to support instruction in Goal 2. In addition, publications for Panther PAWS and the prizes for positive PBIS reinforcements exceeded the budgeted costs. All remaining funds were spent in accordance to the budgeted expenditures.

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.

Strategy 1-3 were rewritten to reflect the current 2023-2024 school needs.

Strategy 1:
The Social Worker (Strategy 1) position was reduced from 4 days a week (2022-23) to 3 days a week. This change addresses the decrease in Title 1 funding and also allows the Social Worker to work with the State Preschool population 1 day a week. Since Preschool families extend beyond

just preschool, this new funding structure is mutually beneficial to both the State Preschool and PRIDE Academy. In addition, the early interventions and support for families will help children be more successful when they begin Kindergarten. Intervention supplies for Tier III interventions were also added to support students that need behavioral supports as determined by the school site MTSS team. In addition, the publications cost for Panther Cash/Reggie Gold was increased to support the need for more positive behavior recognition.

Strategy 2:
The purchase and maintenance of two way radios were added to 2023-24 goal in order to increase communication and safety on campus.

Strategy 3:
Funding for incentives and clubs were added to increase student engagement and a positive school culture. Funding for clubs will also be offset by PTA contributions and partnerships with the San Diego County Office of Education.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent Engagement

LEA/LCAP Goal

Improve and/or increase parent participation and engagement in their child(ren)'s learning process in preparation for high school and beyond.

Goal 4

By June 2024, PRIDE Academy will improve and/or increase parent participation and engagement in their child(ren)'s learning process through a variety of targeted school events.

Identified Need

Parent input via school committees (ELAC, SSC, PTA) indicates a need for parent involvement activities.

Parents indicated they want activities that:
* Are offered at a variety of times to accommodate work schedules
* Provide resources for supporting their child at home
* Meet the needs of specific underserved student groups
* Provide childcare

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at Family Events	Attendance at academic events during the 2022-2023 school year: * Camp Read S'more: 21 families attended * Family Math Night: 23 families attended * Science Night: 100 students and 63 families attended * Lunch on the Lawn Open House: Over 400 families * Monthly student award assemblies: attendance varies depending on number of student awards	Increase parent participation in at each academic school event by 5%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of events and/or trainings available to parents	List of academic events during the 2022-2023 school year: * Back to School Night * Camp Read S'more * Family Math Night * Science Night * Lunch on the Lawn Open House * Monthly student award assemblies	Increase number of events and/or trainings during the 2023-24 school year from 6 to 10.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students (with emphasis on under performing student groups).

Strategy/Activity

The school site will offer a variety of family events to improve and/or increase parent participation and engagement in their child(ren)'s learning process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	Title I None Specified Books and supplies for the annual Book Bingo event for families.
200	Title I None Specified Supplies for a family math night.
500	Title I None Specified Supplies and vendors for a family science night.
100	Title I None Specified Supplies and incentives for monthly Coffee with the Counselor events.
100	Title I None Specified

	Supplies and incentives for English Learner Advisory Committee meetings.
100	Title I None Specified Supplies and incentives for Military Family Nights.
100	Title I None Specified Supplies and incentives for the Black Excellence Committee meetings.
80	Title I None Specified Subscription to parent based newsletter digital platform (S'More)
200	LCFF - Supplemental None Specified Supplies for lunch on the lawn (badges, clipboards, pens, signage, tablecloths for vendors)
300	LCFF - Supplemental None Specified Childcare for parent events

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is the first year of implementing this goal.

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$129,416.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$86,571.00

Subtotal of additional federal funds included for this school: $86,571.00

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

State or Local Programs	Allocation ($)
LCFF - Base	$22,721.00
LCFF - Supplemental	$7,572.00
Prop 20 Lottery	$12,552.00

Subtotal of state or local funds included for this school: $42,845.00

Total of federal, state, and/or local funds for this school: $129,416.00

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
LCFF - Base	22721.00	0.00
LCFF - Supplemental	7572.00	0.00
Prop 20 Lottery	12552.00	0.00
Title I	86571.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	22,721.00
LCFF - Supplemental	7,572.00
Prop 20 Lottery	12,552.00
Title I	86,571.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	129,416.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	LCFF - Base	22,721.00
None Specified	LCFF - Supplemental	7,572.00
None Specified	Prop 20 Lottery	12,552.00
None Specified	Title I	86,571.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	27,328.00
Goal 2	17,290.00
Goal 3	83,018.00
Goal 4	1,780.00

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

4 Classroom Teachers

1 Other School Staff

6 Parent or Community Members

Name of Members	Role
Kristen Bonser	Principal
Lupe Brambila	Other School Staff
Allison Nelson	Classroom Teacher
Andrea Gadd	Classroom Teacher
Paul Gianola	Classroom Teacher
Merry Board	Classroom Teacher
Jennifer Yates	Parent or Community Member
Brittani Carmody	Parent or Community Member
Meredith Riffle	Parent or Community Member
Amanda Perez	Parent or Community Member
Nicole Shaw	Parent or Community Member
Elizabeth Short	Parent or Community Member

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

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
[signature: Jackie Flores]	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 December 11, 2023.

Attested:

[signature: Kristen Bonser]	Principal, Kristen Bonser on 12/11/23
[signature: Merry Board]	SSC Chairperson, Merry Board on 12/11/23

Instructions

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

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

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

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan
I. The development of the SPSA shall include both of the following actions:

A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

1. The comprehensive needs assessment of the entire school shall:

a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan
II. The SPSA shall include the following:

A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

1. Ensure that those students' difficulties are identified on a timely basis; and

2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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