



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
Borba (Anna A.) Fundamental Elementary School	36676786098362	May 2, 2024	July 20,2023

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
Additional Targeted Support and Improvement
Our school serves as a Title 1 Schoolwide Program. Chino Valley Unified School District in partnership with all educational partners has developed and will monitor the implementation and effectiveness of the School Plan for Student Achievement in order to improve student outcomes.

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.

Anna Borba works collaboratively with all stakeholders to develop a comprehensive plan to increase student achievement this year. Student achievement is closely analyzed to identify areas of need, appropriate services are provided to increase student achievement, and financial support is allocated where needed. Our school plan is developed in collaboration with our School Site Council and ELAC, and implementation of the plan is monitored throughout the school year to ensure that ESSA requirements are met.

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. (Priority 1,2,and 7)

LCAP Goal 2: Students, parents, families, and staff are connected and engaged at their school to ensure student success (Priority 3,5 and 6)
LCAP Goal 3: All students are prepared for college and career beyond graduation. (Priority 4 and 8)

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Centralized Services

Centralized Services Amount	Administrative Supports - Director of Access and Equity: \$160,882, Director of Health Services: \$21,000, 4 Bilingual Clerks: \$75,953, District Community Liaison: \$12,918.00. Direct Services Supports - 4 Technology Training Specialists: \$113,648, TOA Elementary ELD Coaches: \$123,208, TOA Secondary ELD Coaches: \$167,298.
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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).

Our school begins the needs assessment process in the month of January when we hold our site LCAP engagement meetings. During this meeting we share data points and metrics that are available for the district and the school site. We also send a K12 Insight Survey to all of our staff, students, and parents. The District K12 Insight Survey is taken by students, parents, and staff, providing quantifiable data regarding school culture and climate. Likewise, data is documented in this plan in the following pages with a data analysis is at the end of each data point. Our needs are then listed on our Goal pages. The needs assessment process continues with our ELAC when they give input into the SPSA for EL programs. The SSC reviews all of this data and then approves the new plan to address the identified needs.

The 2023-2024 School Quality Survey for parents, students and staff was administered during in winter of 2024. At our school, we had the following numbers of participants for each participating groups:

Parents -- 21

Students- 22

Staff – 28

Here are three data points that we can celebrate

- 1) 100% of parents say that staff members and families are provided opportunities for two-way communication using a language that is understandable.
- 2) 100% of staff say that families are encouraged to attend school-sponsored activities.
- 3) 86% of students say that this school promotes opportunities for families to volunteer.

Here are three data points that show our opportunities:

- 1) 48% of parents say that this school offers students a variety of extracurricular activities.
- 2) 32% of staff say that this school offers students a variety of extracurricular activities.
- 3) 45% of students say that students are academically challenged by their schoolwork.

The Tiered Fidelity Inventory (TFI) is administered to identify the extent to which school personnel are applying the core features of the Multi-Tiered System of Supports (MTSS) implemented at the site. Our overall TFI score reflects that, as of 4/24/24, an External TFI completed at Anna Borba reflected 100% implementation for school-wide PBIS implementation of Tier I. The PBIS team will use this data to create a goal for the 2024-2025 school year:

An LCAP site engagement meeting was held and the following themes emerged from the feedback received through the survey that was provided to parents.

Goal 1: Families are happy about the after school programs provided. Interest for web based programs

Goal 2: Families feel our counselor is beneficial and would like more opportunities for parents to meet with the counselor

Goal 3: Parents value ELAC and other parent meetings

Classroom Observations

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

Our school participated in several types of classroom observations conducted during the school year. Types and frequency are as follows:

Two District Collaborative Learning Rounds (CLR) made up of a team of District and site Administrators were scheduled to walk through classrooms to collect data that is relevant to the District's Areas of Emphasis/Goals, feeder group collaborative team actions, and site emphasis/goals, feeder group collaborative team actions, and site emphasis on the CVUSD areas of emphasis to ensure high levels of learning for all students.

In addition, the school site instructional leadership team, collaborated monthly with a focus on the PLC process to ensure a shared understanding of essential learning for all students. This team has planned to walk-through classrooms to conduct site-level CLRs with the principal in the upcoming school year.

Administrators did conduct walk-throughs regularly and observations will continue to be focused on student observables in the learning environment based on District protocol and evidence, based on the District's Yellow Sheet. The administration will closely observe the engagement of the EL students in the class in future visits. Specifically, our feeder group collected evidence of teacher clarity, student learning, and response to student learning.

Our feeder group administrative team met monthly to analyze fewer data. We used this data to build the teacher capacity within our feeder.

2023-2024 Feeder Administrative PLC Dates:

7/26/23

9/18/23; 9/22/23

11/8/23; 11/15/23

2/1/24 CLR at Marshall; 2/14/24

3/1/24; 3/4/24 Data Chat

4/3/24; 4/14/24

Additionally, before our monthly PLC Feeder meetings, each principal completes his/her Visible Learning Data (which is our walk-through observations).

We record our information on a Google Form (success criteria were identified by Feeder)

We turn that information into an EXCEL Form

We then extract our individual school's data.

With our data, we each complete our school site TACA and add it to the Google Classroom. At our monthly PLC Feeder meeting we complete our DAL Feeder TACA and answer the questions together to identify strengths, and areas to improve, and to form the next steps. We repeat this cycle each month.

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)

Anna Borba utilizes the Professional Learning Community (PLC) process to analyze state and local assessments to modify instruction and improve student performance. PLCs occur weekly to analyze data and make decisions with regards to instruction and support. Our site administration met with district administration during Leadership Charge in July 2024 to review CVUSD Essential Standards Assessment (ESA) Data, CAASPP Data, and to review progress on our site 23-24 SMART Goals. Through this collaborative process, School-wide SMART Goals were developed in the areas of ELA, Math, and PBIS for the 23-24 school year. Site Administration met with the Staff Instructional Leadership Team to determine Action Steps in the areas of Curriculum and Instruction Assessment, and Professional Development that will support achieving the SMART Goals.

SMART Goal 1: On the 2024 CAASPP, the percentage of students scoring “Standards Met” and “Standards Exceeded” (combined) in ELA will increase from 38% to 48%, and in Math will increase from 26% to 36%.

SMART Goal 2: Anna Borba scored 92% on the External TFI from May 2023, with a score of 92% in the implementation of the PBIS program. On the external TFI 2023, we will score a 2 out of 2 on TFI feature 2.5

Anna Borba utilizes SBAC data along with formative and summative assessments, including the CVUSD Essential Standard Assessments (ESA) and grade level common formative assessments (CFA) to ensure mastery of learning for all..These assessments are used to identify student levels of achievement and determine the needs for extended learning including intervention and extension. Anna Borba will continue to use data from the 2023-2024 Dashboard to measure progress towards State indicators of success for all students, including unduplicated student groups.

Essential Standards Baseline Data ELA /August 2023
Grade/ Percent Exceeded or Met Standard

K 33.3%
DLI K 39%
1st 6%
2nd 15%
3rd 33%
4th 34%
5th 30%
6th 26%

Essential Standards Baseline Data Math/August 2023
Grade/ Percent Exceeded or Met Standard

K 25%
DLI K- 69%
1st 25%
2nd 18%
3rd 46%
4th 35%
5th 25%
6th 3%

Through this comprehensive needs assessment process, academic performance and language

development data determined that our English Learners continue to be a group that we need to support during ELD and IELD.

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

The PLC process is used to analyze data and to monitor student progress and to respond with intervention and extension for the learning targets with Tier 1 and Tier 2 instruction. Our site will use the CVUSD Essential Standards in ELA and Math to monitor student progress and modify instruction. Essential Standards Assessments will be used three times a year to determine progress toward meeting site SMART Goals in ELA and Math. Our English Learners is a student group that we will progress monitor regularly.

Here are the end-of-the-year essential standards achievement for each grade level:

Essential Standards Final Benchmark Data ELA /Spring 2024
Grade/ Percent Exceeded or Met Standard

K	%
1st	%
2nd	%
3rd	64%
4th	35%
5th	53%
6th	39%

Essential Standards Final Benchmark Data Math/Spring 2024
Grade/ Percent Exceeded or Met Standard

K	%
1st	%
2nd	%
3rd	67%
4th	53%
5th	40%
6th	42%

English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this ESA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teaching staff meet the state certification and licensure requirements to in the field that they are assigned. We have successfully hired and filled all classes with highly qualified teachers.

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

The Board of Education believes that in order to maximize student learning certificated staff members must be continuously learning and improving their skills. The Superintendent or designee shall develop a program of ongoing professional development which includes opportunities for teachers and certificated teaching assistants to enhance their instructional and classroom management skills and increase their knowledge of academic content in the core curriculum. The program may include but is not limited to:

1. Mastery of discipline-based knowledge including the state-adopted standards, and effective subject-specific pedagogical skills.
2. Training in the use of technologies that enhance instruction.
3. Sensitivity to the needs of diverse student populations, including minorities, students with disabilities, English Language Learners, and economically disadvantaged students; ability to meet those needs.
4. Understanding of how academic and vocational instruction can be integrated and implemented to increase student learning; skill in evaluating and combining available instructional resources; opportunities to collaborate with other staff members in the alignment of academic and vocational curricula.
5. Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education.
6. Effective classroom management skills; ability to relate to students, understand their various stages of growth and development, and motivate them to learn.
7. Training related to student health, safety and welfare.

The district's staff development program shall provide maximum opportunities for staff participation without impacting the number of instructional days offered to students as required by law.

The Board believes that staff development should support school improvement objectives. The Superintendent or designee shall develop a district staff development plan that is coordinated with school plans and objectives established by individuals who are closest to the classroom and most knowledgeable about the needs of the school and its students. The Superintendent or designee shall ensure that the district meets its obligations related to the professional growth of individual probationary and permanent teachers. Because the Board believes that intensive professional development is especially critical during the beginning years of a teacher's career, the Superintendent or designee shall develop a voluntary program of individualized support and assistance for first-year and second year teachers. The Board may budget funds for actual and reasonable expenses incurred by staff who participate in staff development activities.

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

Staff development is aligned to the district's 2024-2025 Areas of Emphasis and LCAP Goals. Staff development will focus on the PLC process, Student Engagement through collaborative communication. Focused staff development will be provided to support mastery of essential standards learning in all core content and positive behavior intervention and support. Anna Borba will hold PD annually to support the instruction of our English Learners.

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

District instructional coaches will provide ongoing assistance and support to teachers to address the needs of English Learners, Students with Disabilities, Foster Youth, Economically Disadvantaged, and technology support in order to master standards in ELA and Math. An onsite instructional coach provides ongoing site specific professional development in collaboration with teachers and based on their needs. The instructional coach models lessons, co-teaches, and trains teachers in development of CCSS ELA and math lessons, student engagement, and intervention strategies. The coach collaborates with teachers to meet their individualized professional development support needs. An on-site Intervention Counselor will provide ongoing specific trainings to teachers to support student social emotional health.

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

Teacher collaboration occurs weekly through the PLC process embedded in the school day. Teachers meet by grade level, departments, and/or school-wide articulation in order to plan, analyze and respond to student data. Following the District's Yellow Sheet, teachers are expected to follow and implement "PLC Right". Teachers also collaborate vertically with the grade levels above or below. Data gathered from these meetings is used to target intervention needs and strategies across the grade level.

Teaching and Learning

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

An analysis of the recent ESA data results took place in August, January, and March with district and site personnel. The ESA data is aligned to the Common Core Standards, which supports the curriculum and instruction of the teaching materials. SMART Goals were drafted in August, and action steps were identified in the areas of Curriculum/Instruction, Assessment, and Professional Development in order to ensure alignment and strengthen the core academic program in ELA and Math for all students. The following student groups were identified in needing support to become proficient: English Language Learners

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

Anna Borba adheres to the current state required daily instructional minutes. Students who are English Learners engage in a minimum of 30 minutes of ELD per day. PE minutes are provided based on the mandates listed in Education Code. A school year consists of a minimum of 180 school days. The following number of minutes are required by the California Department of Education within a school year:

K	36,000
1–3	50,400
4–8	54,000
9–12	64,800

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

An analysis of curriculum lesson pacing in ELA and Math and master schedule flexibility has allowed for the development of intervention blocks. Example: Intervention blocks and Universal Access time

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

100% of our students have available to them standards-based instructional materials.

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

100% of our students have access to standards-aligned core courses and instructional materials.

Opportunity and Equal Educational Access

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

The following services are provided by our regular program that enable under-performing students to meet standards: Tier II supports for students demonstrating a lack of mastery on Common Formative Assessments. Universal access time is built into our master schedule with a focus on small group instruction to provided identified support. Students are monitored and assessed frequently to make changes as demonstrated by student data analysis. Further support is identified and addressed through the PLC process. The teachers have collaboration time once per week to review students' progress and plan strategies to provide necessary support.

For the 2023-2024 school year teachers have an additional 3 - 7hour days to be used for PLC's.

Evidence-based educational practices to raise student achievement

Through this comprehensive needs assessment process, academic performance and language development data determined that our English Learners and Students with Disabilities continue to be groups that we need to support during Universal Access time and Intervention time. The following services are provided by our regular program that enables under-performing students to met grade-level standards: Supports will be provided during ELD, IELD, Tier II intervention groups, Schoolwide AVID strategies, universal access time and additional support staff hired to support small group instruction.

The number of students scoring a 4 on ELPAC declined significantly as shown in the data summary pages of this SPSA. English Learner data will be evaluated annually through the ELPAC and the ESA. The three goals within this SPSA plan will monitor the progress of the English Learners each year and actions are developed to support implementation towards accomplishing program goals.

In order to raise student achievement, the following educational practices are in place: Multi Tiered System of Supports- Behavior (MTSS-B), and Multi Tiered System of Supports- Academic (MTSS-A). Teachers are implementing SADAIE, Thinking Maps, and AVID strategies to support all student achievement. Many teachers use GLAD strategies throughout the school day as well. For our English Language Learners, teachers use Designated and Integrated English Language Development strategies throughout the day to support progression in English fluency.

Parental Engagement

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

Information is provided on best practices focusing on parent and family engagement topics that assist the needs of our school and under-achieving students as described from feedback in our annual parent survey. The district Family Engagement Center (FEC) provides monthly and weekly workshops on topics parents can use to support their child's academic and behavioral success. The FEC offers a seven-week English Learner Parent Academy and monthly Special Education support group meetings. Federal funds are used to support the teacher-parent partnership for building a strong community for student success. Anna Borba also has multiple resources available to support under-achieving students including multiple intervention programs both in school and outside of school, parent classes and programs, and access to intervention software programs. Students who are in-transition of housing needs or financial hardship are referred to the HOPE Center for supports. The district uses Parent Square and Peach Jar to regularly communicate the resources available to the families.

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)

The Action Team for Partnership committee collaborates on the development of the engagement policy and the Home School Compact. This committee ensures each site receives SSC approval and distributes a copy to each parent and family member of each student. The Action Team for Partnership meets three times per as a group of admin, parents, and teachers to discuss the planning, implementation, and evaluation of parent programs. DELAC meets 4 times per year and discuss the planning, implementation, and evaluation of the consolidated application programs. The Parent Engagement Policy is found our on school website and in the lobby of our school office. The district has scheduled parent training and workshops on topics such as understanding LCAP, SSC, ELPAC, CAASPP, Early Literacy, Parents as Partners, Transitions, Learning at Home, and IEP 101. The district Parent School Community Specialist works collaboratively with site administration to promote and increase parent engagement in monitoring student academic progress, school decision-making and participation in activities. The Family Engagement Center provides professional development for administration, teachers and classified support staff on topics such as training parent son PBIS, the Reading Process and Effective Instruction, Parents as Partners, Digital Tools, Learning at Home, and Struggling Learners in Reading, Writing, and Math to support creating partnerships for academic success. Each workshop addresses the unique needs of students with disabilities, English learners and migratory children when applicable. The FEC hosts workshops for parents and family caregivers to support mental health awareness. Our school site has a ELAC and School Site Council.

Funding

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

See SPSA Actions/Services

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

Anna Borba is committed to meaningful educational partner involvement in developing and gaining input on the development of the School Plan for Student Achievement. Students, parents/guardians, staff, and community were involved in the process. All educational partners reviewed the progress of actions/services implemented in the past year and reviewed data related to each school goal. Feedback from surveys were included as part of the data review. An analysis of progress towards goals, current data and impact on student learning was done and the SPSA was revised and updated based on identified current learning needs. The SPSA was reviewed and shared at the following meetings:

- a. School Site Council: October 2, 2023; November 6, 2023; January 25, 2024; March 14, 2024; May 9, 2024
- b. ELAC: October 10, 2023; December 2, 2023; January 25, 2024; March 19, 2024; May 7, 2024
- c. Staff Meetings: November 7, 2023; May 7, 2024

Resource Inequities

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

During our comprehensive needs assessment, the School Site Council and the staff closely analyze student achievement data to evaluate the needs of our students, school, and programs. Through a close study of our data, we recognized that only 33.5% of our students Met or Exceeded in ELA on the 2022 ELA CAASPP summative assessment, and 23% in the Math assessment. We recognize there was an underperformance in Students with Disabilities. As a result, this year, greater resources will be allocated to Students with Disabilities, EL students and Students with chronic absenteeism.

Anna Borba student population is about 47% English Language Learners. In order to engage families it is necessary for our site to use monetary resources to provide language translation for parent newsletters, conferences, school engagement nights, ELAC, SSC and all other parent meetings. With a school community that is over 87% socioeconomically disadvantaged our school finds the need to provide computer technology support to parents for items that have gone online. SBAC and ELPAC results, registration, and parent surveys are a few examples. About 27% of our population is homeless resulting in students who are in need of very basic supplies.

The Anna Borba teaching staff is made up 91% female leaving only 9% serving as male role models.

Anna Borba has a high English Language Learner population of 40%. There is a need to support these students in becoming English Language Proficient.

There is a need to provide family workshops to support families in their efforts to support students at home. There is also a need for ongoing teacher professional development in refining the PLC process and other exemplary teaching strategies. We will continue to ensure adequate support in the home language of each family.

Our school purchases materials such as spiral notebooks, pencil sharpeners, folders, binders with subject dividers, agendas, and whiteboards for every student to ensure every student has school supplies that are otherwise provided by parents. Funds are being used to provide translation as needed to support families. Many of our students do not have books accessible to them at home. Our school library will be supplied with a wide variety of books. Books will also be purchased to support classroom libraries and at home reading.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	41	36	64
Grade 1	51	41	41
Grade 2	47	48	35
Grade3	52	48	45
Grade 4	46	50	52
Grade 5	65	43	53
Grade 6	61	63	43
Total Enrollment	363	329	333

Conclusions based on this data:

1. Kindergarten enrollment has decreased.
2. 94.27% of students are Hispanic. We do not have considerable cultural or ethnic diversity.
3. Overall enrollment continues to decline.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	147	127	112	38.60%	40.5%	33.6%
Fluent English Proficient (FEP)	91	83	78	25.60%	25.1%	23.4%
Reclassified Fluent English Proficient (RFEP)				12.7%		

Conclusions based on this data:

1. Our percentage of ELLs enrolled at our school has been decreasing.
2. The number of English proficient students has increased.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for 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	43	47	47	0	47	45	0	47	45	0.0	100.0	95.7
Grade 4	59	41	47	0	38	46	0	38	46	0.0	92.7	97.9
Grade 5	65	61	41	0	60	40	0	60	40	0.0	98.4	97.6
Grade 6	64	59	58	0	59	57	0	59	57	0.0	100.0	98.3
All Grades	231	208	193	0	204	188	0	204	188	0.0	98.1	97.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2401.	2398.		21.28	11.11		12.77	26.67		31.91	31.11		34.04	31.11
Grade 4		2426.	2453.		10.53	19.57		18.42	26.09		31.58	15.22		39.47	39.13
Grade 5		2462.	2427.		11.67	10.00		20.00	12.50		23.33	22.50		45.00	55.00
Grade 6		2500.	2518.		5.08	17.54		33.90	31.58		27.12	24.56		33.90	26.32
All Grades	N/A	N/A	N/A		11.76	14.89		22.06	25.00		27.94	23.40		38.24	36.70

Reading Demonstrating understanding of literary and non-fictional texts									
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		14.89	6.67		55.32	66.67		29.79	26.67
Grade 4		13.16	15.22		63.16	69.57		23.68	15.22
Grade 5		6.67	7.50		68.33	57.50		25.00	35.00
Grade 6		10.17	14.04		62.71	52.63		27.12	33.33
All Grades		10.78	11.17		62.75	61.17		26.47	27.66

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		14.89	11.11		59.57	55.56		25.53	33.33
Grade 4		0.00	13.04		68.42	56.52		31.58	30.43
Grade 5		10.00	5.00		56.67	45.00		33.33	50.00
Grade 6		5.08	19.30		62.71	56.14		32.20	24.56
All Grades		7.84	12.77		61.27	53.72		30.88	33.51

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		2.13	2.22		72.34	80.00		25.53	17.78
Grade 4		5.26	8.70		78.95	76.09		15.79	15.22
Grade 5		10.00	5.00		73.33	67.50		16.67	27.50
Grade 6		6.78	10.53		83.05	73.68		10.17	15.79
All Grades		6.37	6.91		76.96	74.47		16.67	18.62

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		17.02	6.67		59.57	66.67		23.40	26.67
Grade 4		2.63	6.52		65.79	76.09		31.58	17.39
Grade 5		11.67	5.00		63.33	47.50		25.00	47.50
Grade 6		8.47	15.79		67.80	66.67		23.73	17.54
All Grades		10.29	9.04		64.22	64.89		25.49	26.06

Conclusions based on this data:

1. Reading is showing an increase in the percentage of student performing at or near grade level standards.
2. Listening, demonstrating effective communication skills is an area of need. Students have shown small improvement; however, this area is below other ELA areas.
3. Writing has been a focus and has shown improvements. Writing will continue to be an area of focus for the 23-24 school year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for 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	43	47	47	0	47	47	0	47	47	0.0	100.0	100.0
Grade 4	59	41	47	0	40	47	0	40	47	0.0	97.6	100.0
Grade 5	65	61	41	0	60	41	0	60	41	0.0	98.4	100.0
Grade 6	64	59	58	0	59	57	0	59	57	0.0	100.0	98.3
All Grades	231	208	193	0	206	192	0	206	192	0.0	99.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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		2390.	2413.		10.64	12.77		17.02	23.40		21.28	31.91		51.06	31.91
Grade 4		2431.	2447.		2.50	14.89		22.50	19.15		37.50	25.53		37.50	40.43
Grade 5		2433.	2411.		3.33	0.00		11.67	7.32		26.67	14.63		58.33	78.05
Grade 6		2480.	2506.		8.47	14.04		13.56	14.04		33.90	40.35		44.07	31.58
All Grades	N/A	N/A	N/A		6.31	10.94		15.53	16.15		29.61	29.17		48.54	43.75

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		10.64	14.89		40.43	57.45		48.94	27.66
Grade 4		10.00	14.89		47.50	53.19		42.50	31.91
Grade 5		3.33	2.44		41.67	21.95		55.00	75.61
Grade 6		5.08	14.04		49.15	54.39		45.76	31.58
All Grades		6.80	11.98		44.66	47.92		48.54	40.10

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.51	17.02		46.81	42.55		44.68	40.43
Grade 4		5.00	14.89		50.00	40.43		45.00	44.68
Grade 5		1.67	0.00		35.00	24.39		63.33	75.61
Grade 6		3.39	8.77		52.54	54.39		44.07	36.84
All Grades		4.37	10.42		45.63	41.67		50.00	47.92

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		12.77	8.51		59.57	72.34		27.66	19.15
Grade 4		5.00	10.64		60.00	57.45		35.00	31.91
Grade 5		3.33	0.00		60.00	48.78		36.67	51.22
Grade 6		8.47	10.53		66.10	61.40		25.42	28.07
All Grades		7.28	7.81		61.65	60.42		31.07	31.77

Conclusions based on this data:

1. All Mathematical claim areas demonstrated improvement.
2. The area of most need is within Communicating Reasoning claim. This will continue to be a focus for our school at all grade levels.

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	1425.7	1423.6	1413.8	1437.9	1432.7	1429.0	1396.9	1402.2	1378.2	28	25	17
1	1441.0	1429.6	1439.5	1456.4	1441.7	1454.7	1425.1	1416.8	1424.0	21	20	21
2	1449.7	1462.4	1454.7	1479.7	1479.9	1464.4	1419.0	1444.4	1444.7	20	21	18
3	1483.4	1479.0	1473.4	1502.2	1487.4	1465.4	1464.0	1470.0	1480.9	19	18	19
4	1474.9	1487.4	1502.6	1478.0	1486.4	1497.1	1471.4	1487.8	1507.6	27	18	14
5	1524.7	1525.6	1482.5	1535.4	1531.4	1473.6	1513.5	1519.1	1490.7	26	25	12
6	1517.1	1547.3	*	1532.0	1554.4	*	1501.7	1539.9	*	16	18	10
All Grades										157	145	111

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	21.43	12.00	5.88	17.86	44.00	17.65	46.43	36.00	64.71	14.29	8.00	11.76	28	25	17
1	4.76	5.00	0.00	38.10	25.00	28.57	38.10	45.00	52.38	19.05	25.00	19.05	21	20	21
2	0.00	4.76	5.56	35.00	47.62	16.67	45.00	28.57	55.56	20.00	19.05	22.22	20	21	18
3	10.53	0.00	5.26	26.32	33.33	36.84	47.37	61.11	26.32	15.79	5.56	31.58	19	18	19
4	0.00	0.00	21.43	25.93	50.00	35.71	37.04	33.33	21.43	37.04	16.67	21.43	27	18	14
5	15.38	28.00	8.33	42.31	24.00	25.00	38.46	32.00	33.33	3.85	16.00	33.33	26	25	12
6	18.75	22.22	*	25.00	55.56	*	43.75	22.22	*	12.50	0.00	*	16	18	*
All Grades	10.19	11.03	8.11	29.94	39.31	27.93	42.04	36.55	43.24	17.83	13.10	20.72	157	145	111

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	25.00	16.00	5.88	25.00	48.00	23.53	35.71	28.00	47.06	14.29	8.00	23.53	28	25	17
1	19.05	10.00	14.29	38.10	20.00	33.33	28.57	60.00	47.62	14.29	10.00	4.76	21	20	21
2	20.00	38.10	11.11	50.00	23.81	38.89	30.00	23.81	44.44	0.00	14.29	5.56	20	21	18
3	26.32	22.22	21.05	57.89	44.44	36.84	5.26	33.33	15.79	10.53	0.00	26.32	19	18	19
4	14.81	38.89	28.57	37.04	33.33	42.86	33.33	16.67	21.43	14.81	11.11	7.14	27	18	14
5	61.54	40.00	16.67	30.77	48.00	50.00	7.69	4.00	0.00	0.00	8.00	33.33	26	25	12
6	37.50	50.00	*	31.25	50.00	*	25.00	0.00	*	6.25	0.00	*	16	18	*
All Grades	29.30	30.34	17.12	37.58	38.62	36.94	24.20	23.45	31.53	8.92	7.59	14.41	157	145	111

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	10.71	4.00	0.00	21.43	36.00	23.53	50.00	52.00	47.06	17.86	8.00	29.41	28	25	17
1	4.76	10.00	0.00	23.81	5.00	14.29	38.10	25.00	38.10	33.33	60.00	47.62	21	20	21
2	0.00	0.00	5.56	10.00	38.10	11.11	40.00	33.33	38.89	50.00	28.57	44.44	20	21	18
3	0.00	0.00	0.00	10.53	5.56	26.32	47.37	55.56	31.58	42.11	38.89	42.11	19	18	19
4	0.00	0.00	7.14	0.00	22.22	21.43	51.85	33.33	35.71	48.15	44.44	35.71	27	18	14
5	3.85	8.00	0.00	7.69	24.00	8.33	61.54	28.00	41.67	26.92	40.00	50.00	26	25	12
6	0.00	5.56	*	6.25	33.33	*	37.50	44.44	*	56.25	16.67	*	16	18	*
All Grades	3.18	4.14	2.70	11.46	24.14	18.92	47.77	38.62	39.64	37.58	33.10	38.74	157	145	111

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	25.00	12.00	17.65	60.71	84.00	82.35	14.29	4.00	0.00	28	25	17
1	33.33	15.00	23.81	61.90	75.00	71.43	4.76	10.00	4.76	21	20	21
2	20.00	38.10	22.22	75.00	47.62	72.22	5.00	14.29	5.56	20	21	18
3	15.79	11.11	21.05	78.95	77.78	52.63	5.26	11.11	26.32	19	18	19
4	18.52	44.44	42.86	59.26	44.44	50.00	22.22	11.11	7.14	27	18	14
5	23.08	24.00	8.33	69.23	68.00	58.33	7.69	8.00	33.33	26	25	12
6	12.50	27.78	*	56.25	66.67	*	31.25	5.56	*	16	18	*
All Grades	21.66	24.14	21.62	65.61	66.90	67.57	12.74	8.97	10.81	157	145	111

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	17.86	16.00	11.76	67.86	68.00	41.18	14.29	16.00	47.06	28	25	17
1	14.29	5.00	23.81	57.14	65.00	71.43	28.57	30.00	4.76	21	20	21
2	35.00	23.81	22.22	60.00	61.90	66.67	5.00	14.29	11.11	20	21	18
3	63.16	55.56	21.05	31.58	27.78	52.63	5.26	16.67	26.32	19	18	19
4	29.63	33.33	21.43	59.26	50.00	64.29	11.11	16.67	14.29	27	18	14
5	73.08	68.00	58.33	26.92	16.00	8.33	0.00	16.00	33.33	26	25	12
6	75.00	83.33	*	18.75	16.67	*	6.25	0.00	*	16	18	*
All Grades	42.04	40.00	27.03	47.77	44.14	53.15	10.19	15.86	19.82	157	145	111

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	4.00	5.88	67.86	88.00	82.35	25.00	8.00	11.76	28	25	17
1	9.52	15.00	4.76	52.38	15.00	28.57	38.10	70.00	66.67	21	20	21
2	0.00	4.76	0.00	50.00	71.43	50.00	50.00	23.81	50.00	20	21	18
3	0.00	0.00	0.00	31.58	44.44	52.63	68.42	55.56	47.37	19	18	19
4	0.00	0.00	7.14	40.74	50.00	57.14	59.26	50.00	35.71	27	18	14
5	3.85	12.50	0.00	53.85	45.83	41.67	42.31	41.67	58.33	26	24	12
6	0.00	11.76	*	12.50	52.94	*	87.50	35.29	*	16	17	*
All Grades	3.18	6.99	3.60	46.50	53.85	50.45	50.32	39.16	45.95	157	143	111

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	35.71	16.00	23.53	42.86	76.00	41.18	21.43	8.00	35.29	28	25	17
1	4.76	10.00	0.00	66.67	75.00	95.24	28.57	15.00	4.76	21	20	21
2	0.00	4.76	5.56	45.00	66.67	77.78	55.00	28.57	16.67	20	21	18
3	5.26	5.56	21.05	63.16	66.67	52.63	31.58	27.78	26.32	19	18	19
4	0.00	5.56	21.43	51.85	66.67	57.14	48.15	27.78	21.43	27	18	14
5	7.69	24.00	16.67	76.92	56.00	50.00	15.38	20.00	33.33	26	25	12
6	12.50	11.11	*	75.00	88.89	*	12.50	0.00	*	16	18	*
All Grades	10.19	11.72	18.92	59.24	70.34	61.26	30.57	17.93	19.82	157	145	111

Conclusions based on this data:

1. The majority of our ELL students (59.87%) are performing overall at levels 1 and 2. The percentage of students in levels 1 & 2 is over 22% increase from the 18-19 school year. Growth was greatly effected by the COVID pandemic.
2. Our data shows a need for a focus on Reading. Over 50% of our students performed at a level 1 in this domain.
3. Our strength is in the Speaking domain. We can use this strength to build the other domains.

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
329	93.6	38.6	0.3
Total Number of Students enrolled in Borba (Anna A.) Fundamental Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	127	38.6
Foster Youth	1	0.3
Homeless	41	12.5
Socioeconomically Disadvantaged	308	93.6
Students with Disabilities	58	17.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1.2
Asian	7	2.1
Filipino	2	0.6
Hispanic	304	92.4
Two or More Races	2	0.6
White	8	2.4

Conclusions based on this data:

- 40.5% of our students are ELLs.
- 80.4% of our students are Socioeconomically Disadvantaged.

3. Anna Borba is not ethnically diverse.

School and Student Performance Data






Overall Performance

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

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Yellow		
English Learner Progress  Red		

Conclusions based on this data:

- ELL students are performing in the medium range.
- Overall, Math and ELA scores are low.
- Chronic absenteeism is a concern that needs to be addressed. We are currently in the Very High range at 44.1%

School and Student Performance Data

Academic Performance English Language Arts

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

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







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






This section provides number of student groups in each level.

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

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
 Orange 34.2 points below standard Maintained +1.6 points 197 Students	 Orange 68.5 points below standard Decreased -7.6 points 89 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 38 points below standard Maintained +0.2 points 49 Students	 Yellow 35 points below standard Increased +5.9 points 187 Students	 Red 98.6 points below standard Decreased -10.9 points 46 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 36 points below standard Maintained +1.2 points 182 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 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
88.3 points below standard Maintained +1.2 points 48 Students	45.4 points below standard Decreased Significantly -29 points 41 Students	21.8 points below standard Maintained -1.9 points 70 Students

Conclusions based on this data:

1. The majority of Anna Borba students are Hispanic. The percentage of students in other race and ethnicities isn't high enough to show a performance level.
2. Students with disabilities scored in the very low range.
3. Reclassified students are performing better than English only and ELL students.

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.”






This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	3	0	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
 Yellow 50.4 points below standard Increased Significantly +16.8 points 197 Students	 Yellow 77.6 points below standard Increased +7.2 points 89 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Orange 70.5 points below standard Maintained +2.7 points 49 Students	 Yellow 51.8 points below standard Increased Significantly +17.1 points 187 Students	 Orange 103.2 points below standard Increased +12.8 points 46 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 3 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.8 points below standard Increased Significantly +17.2 points 182 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 6 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
82.9 points below standard Increased Significantly +24.5 points 48 Students	71.4 points below standard Decreased Significantly -21.7 points 41 Students	41 points below standard Increased +13 points 70 Students

Conclusions based on this data:

1. Reclassified ELL students preformed better then English only and ELL students.
2. Students with disabilities are very low
3. All students other than students with disabilities are performing in the low range.

School and Student Performance Data

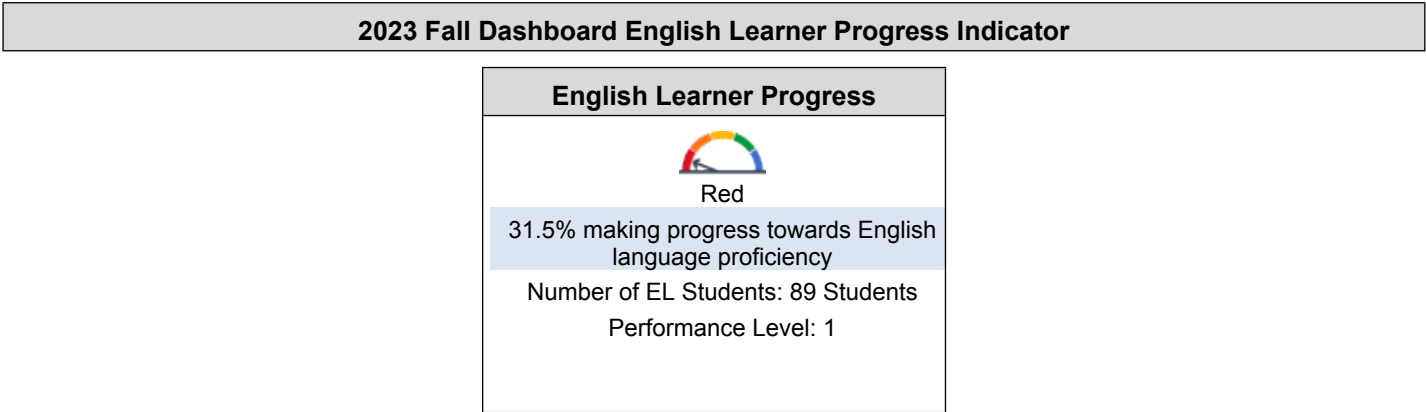
Academic Performance English Learner Progress

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.



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
29	32	0	27

Conclusions based on this data:

1. The majority (52.1%) of ELL students are making progress towards English Language proficiency.

School and Student Performance Data

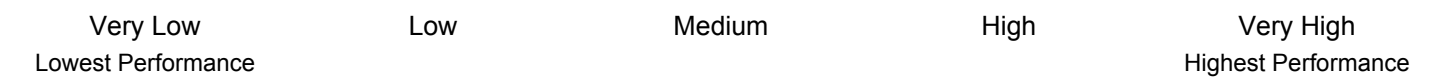
Academic Performance College/Career Report

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

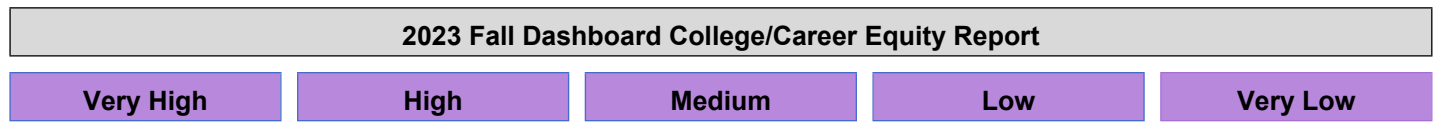
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

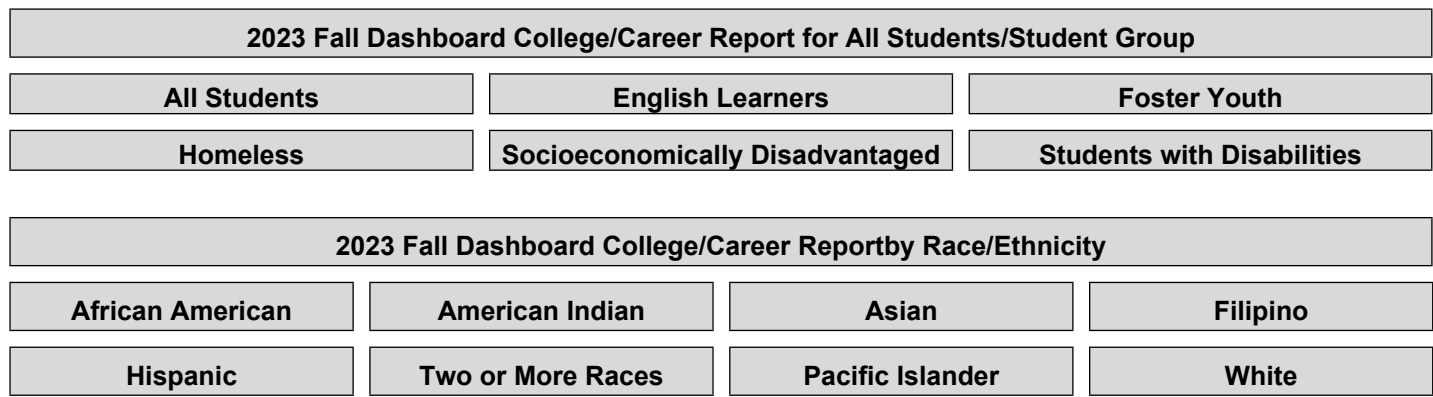
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

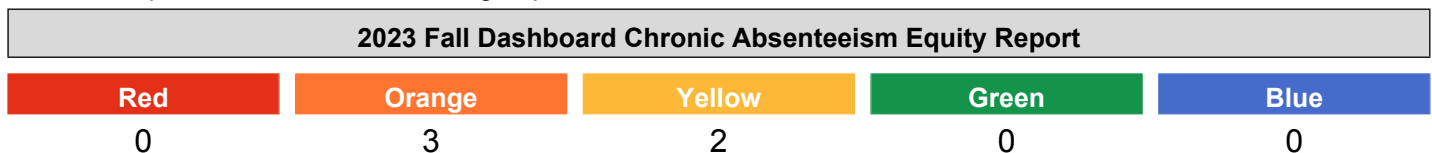
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  <p>Yellow</p> <p>35.1% Chronically Absent</p> <p>Declined Significantly -9</p> <p>339 Students</p>	English Learners  <p>Orange</p> <p>35.9% Chronically Absent</p> <p>Declined -9.8</p> <p>142 Students</p>	Foster Youth <p>Less than 11 Students</p> <p>1 Student</p>
Homeless  <p>Orange</p> <p>31.9% Chronically Absent</p> <p>Declined -16.4</p> <p>69 Students</p>	Socioeconomically Disadvantaged  <p>Yellow</p> <p>36.1% Chronically Absent</p> <p>Declined Significantly -9.2</p> <p>316 Students</p>	Students with Disabilities  <p>Orange</p> <p>49.3% Chronically Absent</p> <p>Declined -11</p> <p>67 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 8 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.9% Chronically Absent Declined Significantly -9.8 312 Students	Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. Absenteeism in 2021-2022 was impacted by mandatory quarantines related to COVID as well as an overabundance of caution by many parents.
2. All student groups are in the very high range for chronic absenteeism.
3. Students with disabilities have the highest absentee rate at over 60%

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

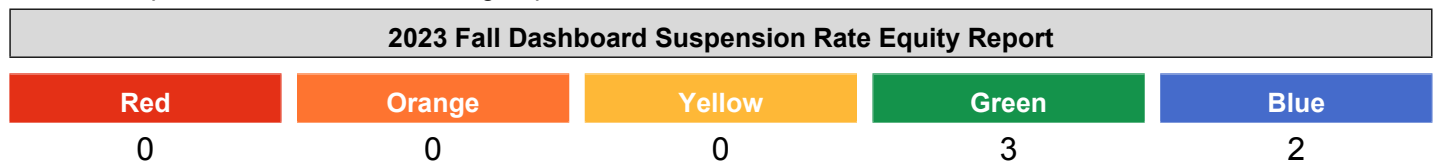
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0.6% suspended at least one day Declined Significantly -1.8 344 Students	English Learners Green 0.7% suspended at least one day Declined -2.9 144 Students	Foster Youth Less than 11 Students 1 Student
Homeless Green 1.4% suspended at least one day Declined -0.9 71 Students	Socioeconomically Disadvantaged Blue 0.6% suspended at least one day Declined Significantly -2.3 321 Students	Students with Disabilities Green 1.4% suspended at least one day Declined -2.3 71 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>Less than 11 Students 4 Students</p>	<p> No Performance Color 0 Students</p>	<p>Less than 11 Students 8 Students</p>	<p>Less than 11 Students 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Blue 0.6% suspended at least one day Declined Significantly -1.9 315 Students</p>	<p>Less than 11 Students 4 Students</p>	<p> No Performance Color 0 Students</p>	<p>Less than 11 Students 10 Students</p>

Conclusions based on this data:

1. Our suspension rate has decreased.
2. We are overall in the medium range for suspensions.
3. ELL and Students with disabilities ranked in the high level for suspensions.

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

High-Quality Instruction and Learning Environment

LEA/LCAP Goal

LCAP Goal 1: All students are provided a high-quality teaching and learning environment. [Priority 1, 2, and 7]

Priority 1: Credentials, Instructional materials, Facilities

Priority 2: Implementation of SBE adopted standards and programs/services that enable English learners to access the CA standards and ELD standards

Priority 7: Broad course of study, Programs/Services for Unduplicated pupils and provided to individuals with exceptional needs (College and Career Readiness for High school ONLY)

Goal 1

All teachers will provide quality First Best Rigorous Instruction and targeted intervention utilizing instructional strategies and evidenced-based programs and adoptions to ensure that all under-performing and disadvantaged students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

All teachers will be provided professional development that supports effective instructional strategies to ensure all students experience academic growth as measured by CVUSD assessments throughout the year and SBAC results at the end of the year.

Plan and implement professional development for all teachers on:

1. First Best Instruction of Essential Standards
2. Student Engagement through Collaborative Communication
3. Collaborative Teacher Time focusing on the four BIG questions of the PLC process.
 - a. Which Essential Standards do we want students to know?
 - b. How will we know if students have demonstrated mastery of the essential standards?
 - c. How will we respond if students do not demonstrate mastery (re-engagement)?
 - d. How do we respond to students who have demonstrated mastery of the standard (extension)?

When administration visits classrooms, a minimum 5 classroom visits per week, administrators will observe the following:

1. Learning Intentions are visible and posted.
2. Success Criteria: "I Can" statements are visible and posted.
3. Essential Standards: visible and posted (non-essential standards should be connected as a prerequisite to essential standards)
4. Activity matches success criteria/learning intention and standard posted.
5. Students know what they are learning (as identified in learning intention)
6. Students can share how they know they have learned standards as referenced and posted in the success criteria.

As part of the DAL feeder group, our sites will focus on Yellow Sheet #8: Collectively respond to intervention and extension of the learning target (s) with Tier I and Tier 2 instruction.

Teachers will complete minimally 3 PLC cycles (at least one per trimester) during the 24-25 school year:

- 1. Establish Unit SMART GOALS
- 2. Develop and administer CFA that is aligned to the learning targets (LI and SC)
- 3. Analyze the results of CFA and develop an action plan
- 3a. Evidence/artifacts of intervention as indicated on grade level master schedule and unit pacing calendar (i.e. small group instruction, 1:1 support, tier 2 supports, etc.)
- 3b. Evidence of extension added to Google Drive (small group instruction, 1:1 support, project-based learning, choice boards)

Identified Need

Anna Borba administrators and the Instructional Leadership team will meet on April 30, 2024, to discuss areas of growth and the focus for the 2024-2025 School year.

When administration visited classrooms and, Collaborative Teacher Time meetings, data collected determined a need for continued professional growth in the following areas:

During class time:

- 1. The learning intention/success criteria are posted for students to see
- 2. Learning intention is referenced during the lesson
- 3. Activity matches the learning intention
- 4. The learning objective reflects a grade-level essential standard
- 3. Students can articulate what they are learning.
- 4. Students can articulate what success looks like when they have learned material.
- 5. Intentional student engagement strategies are observed

During Collaborative Teacher Time meetings:

- 1. Establish Unit SMART GOALS
- 2. Develop and administer CFA that is aligned to the learning targets (LI and SC)
- 3. Analyze the results of CFA and develop an action plan
- 3a. Evidence/artifacts of intervention as indicated on grade level master schedule and unit pacing calendar (i.e. small group instruction, 1:1 support, tier 2 supports, etc.)
- 3b. Evidence of extension added to Google Drive (small group instruction, 1:1 support, project-based learning, choice boards)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrator classroom walkthrough observations	40 % of the classrooms visited had the learning intention/success criteria are posted for students to see	Data for each of our measurable outcomes will average at 90% or higher on our Spring data

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Administrator classroom walkthrough observations	67 % of the classrooms visited learning intention is referenced during the lesson	Data for each of our measurable outcomes will average at 90% or higher on our Spring data
Administrator classroom walkthrough observations	68 % of the classrooms visited Activity matches the learning intention	Data for each of our measurable outcomes will average at 90% or higher on our Spring data
Administrator classroom walkthrough observations	66 % of the classrooms visited learning objective reflects a grade-level essential standard	Data for each of our measurable outcomes will average at 90% or higher on our Spring data
Administrator classroom walkthrough observations and student interviews	64% of the classrooms visited students are able to articulate what they are learning.	Data for each of our measurable outcomes will average at 90% or higher on our Spring data
Administrator classroom walkthrough observations and student interviews	35% of the classrooms visited Students are able to articulate why they are learning.	Data for each of our measurable outcomes will average at 90% or higher on our Spring data
Administrator classroom walkthrough observations	Intentional student engagement strategies are observed- Not measured during the 22-23 school year	Data for each of our measurable outcomes will average at 90% or higher on our Spring data

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

Strategy/Activity

Teachers will refine research based strategies/practices to maximize student achievement in ELA/ELD, Math, and other content areas. We will provided professional development, Collaborative Teacher Time collaboration time, additional intervention teacher(s), Instructional aid(s), and AVID support to improve student achievement on local assessments.

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)

10,400	<p>Title II Part A: Improving Teacher Quality 1000-1999: Certificated Personnel Salaries 1.1a. Professional Development release time will be provided to support teachers in core content areas, AVID, and Collaborative Teacher Time. Teachers may also be provided hourly/daily salaries outside of their contracted time to attend Professional Development. The use of developed strategies will be monitored by Administrative observations and measured by CCI (AVID), ESA, and CAASPP assessments.</p>
500	<p>Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 1.1b Staff will be provided with PD to improve instructional practices that will address needs of all students in all content areas and/or social emotional needs. Measured by CAASPP, ESA's and admin. visits</p>
500	<p>Title I Part A: Allocation 4000-4999: Books And Supplies 1.1c Instructional materials and school tools that supplement learning in professional development training. The use of these instructional materials will be monitored by administrative observation, and measured by ESA and CAASPP assessments.</p>
27,000	<p>Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 1.1d Collaborative Teacher Time will be provided to teachers through the hiring of P.E. teachers. Two teachers will be split between 3 schools. The use of developed strategies will be monitored by Administrative observations and measured by ESA results.</p>
9000	<p>AVID 5000-5999: Services And Other Operating Expenditures 1.1e Professional Development/Trainings will be provided to support teachers such as the AVID Summer Institute. The use of developed strategies will be monitored by Administrative observations and measured by, ESA and CAASPP assessments.</p>
290,506	<p>District Funded 1000-1999: Certificated Personnel Salaries 1.1f Title I and Title III District money will cover the cost of an Access and Equity Instructional</p>

	Coach/TOSA that will support staff co-teaching, instructional strategies, use of data, and implementation of the ELD/ELA common core standards
41,827	<p>AMIM / 0000</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>1.1g Certificated personnel (PE teachers) will be hired to provide teachers with additional PLC time to plan and implement:</p> <ol style="list-style-type: none"> 1. First Best Instruction of Essential Standards, 2. Student Engagement through Collaborative Communication, 3. Professional Learning Communities focusing on the four BIG questions of the PLC: <ol style="list-style-type: none"> a. Which Essential Standards do we want students to know? b. How will we know if students have demonstrated mastery of the essential standards? c. How will we respond if students do not demonstrate mastery (re-engagement: i.e. small group instruction, 1:1 support, tier 2 supports, etc.)? d. How do we respond to students who have demonstrated mastery of the standard (extension i.e. small group instruction, 1:1 support, project-based learning, choice boards)? <p>The outcomes will be measured by FAST/CFA, ESA, Classroom observations, and CAASPP.</p>

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology tools will be purchased to supplement the instructional program of the California Common Core standards.

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)

400

Source(s)

Title I Part A: Allocation
4000-4999: Books And Supplies

	1.2a Students will be provided supplemental materials/tools such as technology accessories. Items will be purchased to support student learning. Student achievement will be monitored by CVUSD Essential Standards Assessments.
113,642	District Funded 1000-1999: Certificated Personnel Salaries 1.2b Title I and Title IV District money will cover the cost a Technology Training Specialist that will support staff with the integration of technology into instructional programs.

Strategy/Activity 3

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were implemented in Goal 1:

Strategies are in progress as planned and on track with their expected use. Teachers continue to improve their craft through collaboration within the Collaborative Teacher Time cycle. Data to determine measurable outcomes has increased in every indicator. Planning is in place to incorporate additional PD for the coming year.

Measurable outcomes for this goal are reflected in the results from our feeder group's "Teaching with Clarity" Google form. A baseline was determined from classroom visits from Aug-Oct. Data is collected, recorded, and analyzed monthly. We will have a clearer understanding of the overall effectiveness of these strategies as the year progresses. As of March all metrics used to monitor our progress have shown an increase telling us our goals in place are effective.

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 following strategies were effective in Goal 1:

Teachers are continuing to be time sheeted for PD/Collaborative Teacher Time time outside of their contracted day. Our feeder team is looking into contracting with an outside agency to provide teachers with Professional Development days prior to the start of the 2024/2025 school year. These services will likely use the predicted expenditures.

Strategy 1:

Professional Development: teachers participated in Collaborative Teacher Time, professional development for IELD, DELD, AVID, student engagement strategies, and teacher clarity. Materials were purchased to support professional development.

Strategy 2:

Technology materials including headphones, classroom amplification systems, and keyboards were purchased. Technology Trainers provided multiple in-services and individual teacher support.

Anna Borba saw an overall increase in the implementation of the goals created for Goal 1 as well as an overall increase in ESA scores in ELA and Math. These goals will continue because they have been effective.

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.

For the upcoming school year 2024-2025, our metrics (observables) will be adjusted to reflect areas of focus based on feedback received from school site ILT team. Based on the needs assessment findings, we will utilize consultation services to provide teachers professional development in the areas of Math/CAP, ELA (comprehension strategies), classroom management, and IELD strategies. Funding sources will be adjusted to ensure funding is available for PD under Title 2. Title 1 funds, allocated for 1.1.e, will be adjusted to provide students with additional materials and engagement opportunities under SPSA goal 3.

For the coming year the progress checks used to monitor the metric indicators will be changed. Results for the third checkpoint (ESA #3) for grades K-2 are not obtained until early May and therefor not included. The ESA will continue to be used as a metric, however the time frames will be changes to allow for complete monitoring.

Goal 1.2a went over budget however budget should not need to increase for next year. Materials purchased should last several years.

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

Connections and Engagement at School to Ensure Student Success

LEA/LCAP Goal

LCAP Goal 2: Staff, parents, families, and students are connected and engaged at their school to ensure student success. [Priorities 3, 5, 6]
Priority 3: Parent Involvement
Priority 5: School Attendance, Dropout Rates, Chronic Absenteeism
Priority 6: Suspension Rates, Expulsion Rates, Safety and School Connectedness

Goal 2

By May 2024, Anna Borba will score two out of two for 3.7 by following a written process to teach all relevant staff about basic behavioral theory, function of behavior, and function-based intervention.

Parent Involvement:
Parent workshops focusing on student achievement, PBIS, and family literacy will be offered. They will learn about the skills their children are learning within the classroom, learn strategies to assist their child in mastering grade-level essential standards and be well-rounded lifelong learners. The impact will be measured by parent participation and parent feedback.

Chronic Absenteeism:
Chronic absenteeism will be monitored monthly and SART/SARB meetings will be held, as appropriate. Students will be given attendance incentives to encourage 96.5% or higher attendance for each student.

Identified Need

Current Reality:
As of April 2024

Tier 1:
Internal TFI 100%

Tier 2:
Internal TFI 100%

Tier 3
Internal TFI 75%

Average Attendance for 2023-2024 as of April 2024 is 93.44% which is a 3.35% increase from the 2022-2023 school year. Our goal is to have an average daily attendance of 96.5%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Tiered Fidelity Inventory (TFI)	2023-2024 External TFI results: Tier 1:100% Tier 2:100% Tier 3: 76%	For the 2024-2025 school year, we will maintain or earn scores of 90% or higher for Tier 1, 2, and 3 PBIS implementation.
Parents participation in leadership roles such as ELAC, SSC, DLAC, GATE, LCAP, and DPAPC committees. Parent participation in Parent Workshops.	Anna Borba currently has about 10 parents on our SSC and ELAC committees and 1 parent on our LCAP committee During the 2023-2024 school year, an average of 8 students had parent/guardian participate in parent workshops.	We will have parent representatives for all leadership committees. Parent participation in parent workshops will increase to equal 10% of our student population which equals about 32 students represented by at least one parent/guardian.
Average Daily Attendance will be at or above 96.5%	Average Attendance for 2023-2024 as of April 2024 is 93.44%	Average Daily Attendance will be at or above 96.5%
Chronic Absenteeism	As of April 2024, the number of students chronically absent for the 2023-2024 school year is 59 which is 18% of our student body.	Chronic Absenteeism percent is under 5%

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

Strategy/Activity

To increase Parent Engagement, parent meetings/workshops/trainings will be scheduled throughout the school year. Topics to cover may include the use of CVUSD essential grade-level standards, technology, Common Core State Standards, Homework Help, Next Generation Science Standards, Building Character, Parent University, and AVID strategies. Activities to promote trust between the parents and the school will also be in place such as Coffee with the Principal. Parents will also be encouraged and supported in the roles of parent leadership as they participate in decision-making committees such as SSC, ELAC, DLAC, and GATE, at the school and district. Activities to promote school attendance will be put in place.

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)
400	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries 2.1a Parent Outreach Support: Staffing (Certificated) is needed to lead presentations/workshops during and after school hours in areas such as kinder readiness. ELL reclassification, and school/home connections. Staff to be given release time to plan for workshops/presentations/home visits. Parent participation rate will monitor the goal.
607.37	Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries 2.1b Parent Outreach, Support and Increased Engagement: Staffing (Classified) is needed to support parent training/workshops/home visit, supporting families of English Learners, and child care, during and after school hours. School Quality Survey and parent participation rate will monitor the goal.
400	Title I Part A: Parent Involvement 4000-4999: Books And Supplies 2.1c Parent Outreach Support: Supplies, materials will be purchased to conduct workshops/trainings, and to provide materials in relation to the topic. Purchases will be made to update our backpack of books for family check out. The implementation of parent support will be measured by parent sign-in sheets and the School Quality Survey.
16,976	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 2.1d Utilize a School Community Liaison to support families and increase parent involvement in meetings/workshops and school events.
200	Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures 2.1e Parent outreach Support: Light refreshments will be provided at parent meetings and events to increase participation, and positive connections. Parent participation will monitor this goal.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To increase school safety, daily attendance, student connectedness and student social-emotional learning and to decrease the suspension/expulsion rate, staff and students will implement programs, provide incentives (stickers, awards, etc), instructional tools/materials, field trips, community resources and/or assemblies to support students. This strategy/activity will address student data as it pertains to MTSS-A, MTSS-B, PBIS, a School Safety program and School Connectedness.

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)

4,250

Title I Part A: Allocation
5000-5999: Services And Other Operating Expenditures
2.2a Afterschool enrichment through sports art and music, fieldtrips and/or assemblies to support student success. The effectiveness will be monitored by Teacher observation, office referrals, the Tiered Fidelity Inventory and by the School Quality Survey.

1000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
2.2b Certificated staff will be provided release time and/or be paid for time outside of contracted hours to organize and/or implement activities/events such as After School or Summer enrichment/Intervention. The effectiveness will be monitored by monthly office referrals, the Tiered Fidelity Inventory and by the School Quality Survey.

400

Title I Part A: Allocation
2000-2999: Classified Personnel Salaries
2.2c Classified staff will be provided release time or be paid for time outside of contracted hours to organize and support activities/events. such as after school or Summer enrichment/intervention, Saturday school or other school sponsored events outside of contracted hours.. The effectiveness will be monitored by monthly office referrals, the Tiered

	Fidelity Inventory and by the School Quality Survey.
4,000	<p>Title I Part A: Allocation</p> <p>4000-4999: Books And Supplies</p> <p>2.2d To encourage increased attendance and decrease chronic absenteeism; to promote showcase and encourage school engagement, recognize students following school-wide PBIS expectations, materials will be purchased as incentives/rewards and showcase tools such as certificates, branded t-shirts, balls (sports equipment), branded supplies (pencils/erasers/stickers), display cases, banners, posters, etc. The effectiveness will be monitored by monthly office referrals, the Tiered Fidelity Inventory and by the School Quality Survey.</p>
1000	<p>Title I Part A: Allocation</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>2.2e Release time will be provided for teachers to attend meetings for students identified as not meeting standards through the STEP process, and/or MTSS-B system (i.e. PBIS). Fastbridge and ESA's will be used to monitor student progress.</p>

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were effective:

Parent Involvement workshops were held however, we did not hold as many as we had planned. Implementation was dependent upon staff working outside the contracted day. The strategies implemented showed positive results.

Our TFI scores show improvement and we are on track for meeting our goal during our external TFI. We have been working on improving attendance even though it is not a documented goal. We have shown schoolwide improvement in our daily attendance rate.

To increase Parent Engagement, parent meetings/workshops/trainings will be scheduled throughout the school year. Topics to cover may include the use of technology, Common Core State Standards, Homework Help, Next Generation Science Standards, Building Character, Parent

University and AVID strategies. Activities to promote trust between the parents and the school will also be in place such as Coffee with the Principal. Parents will also be encouraged and supported in the roles of parent leadership as they participate in decision-making committees such as SSC, ELAC, DLAC, GATE, at the school and district.

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

In addition to the above-mentioned salary, proposed expenditures have changed largely due to staffing. We had originally anticipated staff members to provide student supports and enrichment outside of contracted hours however, this has not been the case. To provide after-school academic support and enrichment activities an outside agency will be contracted. Money will need to be moved to goal 2.2a to cover this expense.

Strategies were effective. Parent engagement produced positive feedback. Overall school safety produced positive feedback. Attendance continues to be an area to work on.

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.

Measurable outcome metrics will be changed. Specifically the use of parent sign-in sheets. This measure is not as accurate as we'd like to have. We'll also add a means of measuring student connectedness and actual attendance rates. Average daily attendance will be included as a metric for measurable outcomes in the coming year.

Additional and/ or different strategies to increase school attendance will be added. An increase in parent outreach supplies will be considered. An additional metric to monitor the effectiveness of parent outreach will be added.

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

Preparation for College and Career Beyond Graduation

LEA/LCAP Goal

LCAP Goal 3: All students are prepared for college and career beyond graduation. [Priority 4 and 8]
Priority 4: State assessments for grades 3-8, A-G completion, % of students who pass an AP exam with 3+, % of 11th grade students who participate in and demonstrate college preparedness on the SBAC
Priority 8: Other pupil outcomes (College and Career Readiness for High school ONLY)

Goal 3

On the 2025 CAASPP, the percent of students scoring "Standard Met" or "Standard Exceeded" level in English Language Arts and Mathematics will increase by ten percent or greater as compared to the 2024 CAASPP scores
English Language Learners will demonstrate growth by increasing 1 level in preparation for reclassification and successful completion of the CAASPP. All ELL students will receive high-quality, daily designated ELD instruction. All students will receive Integrated ELD instruction (IELD) DELD time will be included on our Master Schedule and will be protected from other scheduled activities.

Identified Need

Current Reality: 2022-2023 CAASPP results indicate:			
33.5% of 3rd - 6th grade students met or exceeded grade-level standards in ELA. 23% of 3rd - 6th-grade students met or exceeded grade-level standards in Math.			
Essential Standards Assessment Data:			
ELA % met/exceeded	ESA #1 (August, 2024)	ESA#2	ESA#3
Kindergarten			
Kindergarten DLI			
First Grade			
Second Grade			
Third Grade			
Fourth Grade			
Fifth Grade			
Sixth Grade			
Math % met/exceeded	ESA #1 (August, 2024)	ESA#2	ESA#3
Kindergarten	%		
Kindergarten DLI	%		

First Grade	%
Second Grade	%
Third Grade	%
Fourth Grade	%
Fifth Grade	%
Sixth Grade	%

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Essential Standard Assessments (ELA)	ELA % met/exceeded ESA #1 (August, 2024) Kindergarten Kindergarten DLI Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6	For the 2024-2025 school year, ESA data will be at 50% met/exceeded on ESA #3 in all grades K-6
Essential Standard Assessments (Math)	Math % met/exceeded ESA #1 (August, 2024) Kindergarten Kindergarten DLI Grade 1 Grade 2 Grade 3 Grade 4 Grade 5 Grade 6	For the 2024-2025 school year, ESA data will be at 50% met/exceeded on ESA #3 in all grades K-6
ELPAC	2023-2024 ELPAC results: % of our students are ELLs	Percentage of ELL students will decrease to 10% or less.

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)

English Learners

Strategy/Activity

English Learners will be provided structured English Language Development (ELD) instruction on a regular basis.

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 Part A: Allocation
4000-4999: Books And Supplies
3.1a. All teachers will provide daily DELD and IELD to ELL students. Instructional tools/materials and PD materials will be purchased to support learning. Admin observations will occur to monitor evidence based implementation. Teacher CFA's will monitor student growth, and student achievement will be assessed by the ELPAC, ESA's and SBAC.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Homeless, Foster Youth, Socioeconomically Disadvantaged and Students with Disabilities

Strategy/Activity

Homeless, Foster Youth, Socioeconomically Disadvantaged students and Students with Disabilities will demonstrate academic success.

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

Title I Part A: Allocation
4000-4999: Books And Supplies
3.2a. School Supplies and learning tools such as backpacks, and homework supply kits will be provided to support students. Effectiveness monitored through CVUSD assessments.

2,000

Title I Part A: Allocation
1000-1999: Certificated Personnel Salaries
3.2b Students identified as performing below standard in ELA/ELD or Math will receive before/after school interventions to reinforce their learning in the core subjects. Student progress will be monitored and assessed

through CFA's, ESA's and CAASPP assessments.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

GATE Students

Strategy/Activity

GATE students will receive enrichment and/or challenging opportunities to enhance their learning experiences.

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)

400

Source(s)

GATE
5000-5999: Services And Other Operating Expenditures
3.3a Teachers will be provided Professional Development in the area of supporting GATE students. The results will be measured by the district's common assessment and CAASPP.

1222

GATE
5000-5999: Services And Other Operating Expenditures
3.3b Activities, assemblies, field trips (live or virtual) will be used to extend and challenge students learning. The results of the enrichment will be measured by the district's common assessments and CAASPP.

100

GATE
4000-4999: Books And Supplies
3.3c Materials to enrich student learning will be purchased.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Students use supplemental materials and services to have access to a standards based 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)
2000	Title I Part A: Allocation 4000-4999: Books And Supplies 3.4a Materials and school tools will be purchased to support all students in their learning of Common Core State Standards. Books to update classroom libraries will be purchased. Materials to support all content areas of instruction. Materials to support Dual Language classrooms.
12,103.63	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures 3.4b Subscriptions and Web based programs; field trips, assemblies and school site programs will be purchased to support student learning in all areas of the common core state standards. Support will be measured by ESA and CAASPP.
500	Title I Part A: Allocation 2000-2999: Classified Personnel Salaries 3.4c Librarian technician will be paid extra hours as needed to support the reading program.
967	Lottery: Instructional Materials 5000-5999: Services And Other Operating Expenditures 3.4d Instructional support materials purchased through print center to support core curriculum
9675	District Funded 5000-5999: Services And Other Operating Expenditures 3.4e Use Title I Carryover to provide 24/7 online tutoring to all 3-6 grade students with language support for English learners at the rate of \$45 per student.
8000	AVID 4000-4999: Books And Supplies 3.4f AVID supplies, materials and school tools will be purchased to support all students in their learning of Common Core State Standards using AVID evidence based strategies.
15,000	Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures

	3.4g Contract with third party to provide before, during, afterschool, and Summer services (Student Hires, Nuestra Escuelita...)
28,000	<p>Title I Part A: Allocation</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3.4h Instructional aides will work with our Intervention Teacher to support the needs of identified at-risk students. The aides will provide additional small group instruction within classrooms and provide additional intervention. Students will be identified using district-wide assessment scores, Progress monitoring will occur every few weeks. Student achievement will be measured using CVUSD assessments.</p>
2,000	<p>Title I Part A: Allocation</p> <p>2000-2999: Classified Personnel Salaries</p> <p>3.4 i Instructional aides will be paid additional hours to support and target the needs of identified at-risk students. The aides will provide additional small group instruction within classrooms and provide additional intervention. Students will be identified using district-wide assessment scores, Progress monitoring will occur every few weeks. Student achievement will be measured using CVUSD assessments.</p>
10,000	<p>AMIM / 0000</p> <p>4000-4999: Books And Supplies</p> <p>3.4j Provide supplemental materials in state adopted standards in PE, music, art, and to support technology instruction.</p> <p>Upgrade and replace computers and acquire technology tools to support instructional programs and monitor student progress. Integration of technology into lessons across core subjects to develop skills students need in order to become a 21st century learner.</p> <p>Provide supplemental materials such as chart paper, dry erase markers, markers, sentence strips, white boards, Chrome books, printers/toner, Scholastic News, etc. for student use in order for students to work through skills and concepts to give them better understanding of the core through interventions.</p> <p>Provide supplemental materials, such as library books, to increase student AR levels to develop ELA skills. The outcomes will be measured by</p>

the FAST/CFA. Students will be provided with supplemental materials and resources to minimize the achievement gap and have access to a standards based curriculum. Materials may include Chromebooks to gain access to ELA intervention curriculum. Supplementary materials to be used will support skill development in the following areas: develop grade level SMART goals, deconstruct essential standards, pacing, and first best instruction.

The outcomes will be measured by the FAST/CFA, ESA, CAASPP, CAA.

Strategy/Activity 5

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.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

The following strategies were fully implemented:

As of December 2023, two instructional Aides have been hired to meet the growing needs of underperforming students. Our two instructional aides work under the direction of our intervention teacher.

The services provided through outside vendors have had a positive response from students, staff, and parents. Results will be evaluated using year-end CAASPP data.

Looking at our ESA data, improvements are being made in most grade levels and subject areas. Year-end CAASPP data will be analyzed to show final effectiveness.

English Learners will be provided structured English Language Development (ELD) instruction regularly. Homeless, Foster Youth, Socioeconomically Disadvantaged students, and Students with Disabilities will demonstrate academic success. GATE students will receive enrichment and/or challenging opportunities to enhance their learning experiences. Students use supplemental materials to have access to a standards-based curriculum

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

Strategies were effective:

Current staff members were initially thought to provide academic support and enrichment outside of the regular school day. That has not been an option so a third party agency was contracted to provide these decided upon supports for our students. With this change anticipated allocations of money were moved.

Goals were exceeded for ELL reclassification.

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.

For the coming year outside vendors will continue to be used to provide afterschool academic support and enrichments. In alignment with district goals, hands-on Math manipulatives were purchased to support conceptual mathematical

Metrics will be changed to include more measurable progress checks by using ESA data rather than SBAC data. SBAC data is typically not received until Summer.

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 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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
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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.

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 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 9

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 10

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 11

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 12

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 13

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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.

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 14

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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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	\$120,737.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$616,476.00

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 Part A: Allocation	\$119,529.63
Title I Part A: Parent Involvement	\$1,207.37
Title II Part A: Improving Teacher Quality	\$10,400.00

Subtotal of additional federal funds included for this school: \$131,137.00

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 (\$)
AMIM / 0000	\$51,827.00
AVID	\$17,000.00
District Funded	\$413,823.00
GATE	\$1,722.00
Lottery: Instructional Materials	\$967.00

Subtotal of state or local funds included for this school: \$485,339.00

Total of federal, state, and/or local funds for this school: \$616,476.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	119,529.63	0.00
GATE	1,722.00	0.00
Title I Part A: Parent Involvement	1,207.37	0.00
Title II Part A: Improving Teacher Quality	10,400.00	0.00
Lottery: Instructional Materials	967.00	0.00
General Fund	28,925.00	28,925.00
AVID	17,000.00	0.00
LCFF - Supplemental	0.00	0.00
AMIM / 0000	51,827.00	0.00

Expenditures by Funding Source

Funding Source	Amount
AMIM / 0000	51,827.00
AVID	17,000.00
District Funded	413,823.00
GATE	1,722.00
Lottery: Instructional Materials	967.00
Title I Part A: Allocation	119,529.63
Title I Part A: Parent Involvement	1,207.37
Title II Part A: Improving Teacher Quality	10,400.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	487,775.00
2000-2999: Classified Personnel Salaries	48,483.37
4000-4999: Books And Supplies	26,900.00

5000-5999: Services And Other Operating Expenditures

53,317.63

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	AMIM / 0000	41,827.00
4000-4999: Books And Supplies	AMIM / 0000	10,000.00
4000-4999: Books And Supplies	AVID	8,000.00
5000-5999: Services And Other Operating Expenditures	AVID	9,000.00
1000-1999: Certificated Personnel Salaries	District Funded	404,148.00
5000-5999: Services And Other Operating Expenditures	District Funded	9,675.00
4000-4999: Books And Supplies	GATE	100.00
5000-5999: Services And Other Operating Expenditures	GATE	1,622.00
5000-5999: Services And Other Operating Expenditures	Lottery: Instructional Materials	967.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	31,400.00
2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	47,876.00
4000-4999: Books And Supplies	Title I Part A: Allocation	8,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	31,853.63
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	607.37
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	200.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	10,400.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	493,775.00
Goal 2	29,233.37

Goal 3

93,467.63

School Site Council Membership

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

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

Name of Members	Role
Grace Arvizu	Classroom Teacher
Bernice Monk	Classroom Teacher
Paige Tran	Classroom Teacher
Emily Lao	Principal
Evelia Ramirez	Other School Staff
Adriana Jauregui	Other School Staff
Gabrielle Savage	Parent or Community Member
Leslie Calzada	Parent or Community Member
Madeline Sandoval	Parent or Community Member
Mayra Cervantes	Parent or Community Member
Mirza Hernandez	Parent or Community Member
Leslie Espinoza	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
	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 5/9/2024.

Attested:

	Principal, Emily Lao on 5/9/2024
	SSC Chairperson, Paige Tran on 5/9/2024

Instructions

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

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

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 as 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/guidanceusesinvestment.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/guidanceusesinvestment.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/>

Developed by the California Department of Education, January 2019

Chino Valley Unified School District

Anna Borba Elementary School-Level Parental Engagement Policy

2024-2025 - *Partnerships for Learning Network*

Policy Engagement:

Anna Borba recognizes that **parents/guardians are their children's first and most influential teachers** and that continued **parental engagement in the education of children contributes greatly to student achievement and conduct**. A parent engagement policy for Title I (*Federal*) and Non-Title I schools shall be an integral component of the School Plan for Student Achievement (SPSA) that promotes a meaningful partnership between the school, the home, and the community. Anna Borba will involve parents in an organized, ongoing, and timely way, in the planning, review, and improvement process of the school's programs, parental engagement policy and school-parent compact. Title I schools will convene an **annual meeting to inform parents** of the requirements of Title I and their right to be involved in the parental engagement policy, and school-parent compact of strategies to increase parental engagement. Anna Borba will provide parents with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. The parental engagement policy and school-parent compact will be posted at www.chino.k12.ca.us/borba and available for all parents through regular means of communication (i.e., student handbook, newsletters, parent center, parent corner in office). Annually the policy will be reviewed and revised as needed by staff and parents.

Shared Responsibilities for High Student Academic Achievement:

The staff of Anna Borba in consensus with research-based practices knows that the education of its students is a **responsibility shared between school and parents**. The school's primary responsibility shall be to have an effective learning environment that enables all students to meet the academic expectations set forth in the CA Common Core state standards. Parents shall have the responsibility and opportunity to work with the school in a mutually **supportive and respectful partnership** with the goal of helping their children succeed in school. The school-parent compact of strategies to increase parental engagement outlines how the parents, the teachers/administrators, and students will share the responsibility for improved student academic and behavioral achievement. This **shared responsibility** will help the school and parents build and develop a partnership to help children reach or exceed the grade level standards. The school-parent compact will list district and school goals and describe the "in the classroom" and "at home" strategies for teachers, parents, and students to implement.

Building Capacity for Parent Engagement

The Anna Borba staff is committed to partnering with parents in the following ways:

- assist parents in understanding academic content and achievement standards and assessment
- provide materials and training to help parents work with their children to improve their children's academic achievement
- educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners
- coordinate and integrate parental engagement with other programs and activities in our school
- distribute information related to school and parent programs, meetings, and other activities to the parents of participating students

Anna Borba will support these home-school partnerships by using the following **six types of engagement**:

1. ***Parenting.*** We will promote and support parenting skills and the family's primary role in encouraging children's learning at each age and grade level, and all staff members will work effectively with our diverse families. Anna Borba will support different parenting workshops. Anna Borba can also provide referrals to other agencies to support parenting.
2. ***Communication.*** We will communicate about curriculum, instruction, assessment, staff development, school programs and student progress through timely and effective school-to-home, home-to-school, and school-to-community methods. An emphasis will be made to communicate effectively with those parents who have limited proficiency in English or literacy challenges. Anna Borba will maintain the parent community updated of the school's events through the website, monthly newsletters, phone blasts, and through display cases around campus. Since over 90% of our parent community is Spanish speaking, all documents will be translated to Spanish, and a Spanish-speaking community liaison will also be available in the school's office.
3. ***Volunteering.*** We will expand the recruitment, training, and recognition of family and community volunteers; we will provide opportunities for families and community members to contribute from home, the workplace, and other community-based sites. Anna Borba's policy allows for parents to volunteer in the classrooms. The parents are to contact their teacher to set up the volunteering hours. Anna Borba also has a Parent Faculty Association (PFA) so that all parents can volunteer through other means.
4. ***Learning at Home.*** We will promote family engagement in learning activities at home including homework and other curriculum-related activities appropriate to the grade and development of the student. AVID and PBIS workshops will be offered for parents to connect academic activities with home activities. Anna Borba will provide Parent Compacts designed by grade level to provide ideas on how to support their students' learning at home. The school's website will also be updated, and it will include programs the family can use at home to support the students' learning.
5. ***Decision-making.*** We will include students, parents, and community members as partners in planning and decision-making. We will encourage participation by parents/guardians in decisions that affect their child's educational experiences and comply with state and federal laws and regulations pertinent to family engagement. Anna Borba will regularly have School Site Council (SSC) and English Language Acquisition Committee (ELAC) meetings to include the parent community in decision-making. All parents will be invited to these meetings.
6. ***Collaborating with Community.*** We will coordinate resources and services for students and families with businesses, agencies, service organizations and other groups and provide services to the community through our volunteer efforts and community improvement projects. Anna Borba will collaborate with the District's Parent Center to provide resources for our community.

Through an *Action Team for Partnership* process school staff, parents, and community members will jointly review, plan and develop a one-year school-parent compact by grade or department level of promising practices to increase parental engagement to include the six types of engagement listed above (*Epstein's Six Types of Parental Involvement*). **These promising practices will be linked to specific school improvement goals and the school-parent compacts will be added to the annual SPSA.** The annual school-parent compacts will specify partnership activities for as many of the six types of engagement as possible. **Anna Borba's goals shall include strategies to engage English Learner parents, support academic and non-academic goals through parental or community partnerships and develop a climate of partnership with ALL parents.** The compact will list how the school provides two-way communication between home and school. It will also describe opportunities for parents to volunteer, observe, and participate in the classroom. The annual actions and services for families from the district Local Control Accountability Plan (LCAP) will be included in the compacts.

Annually, the *Action Team for Partnerships* will evaluate the effectiveness of the school's partnership activities, compacts, and policies and celebrate successes for the year.

Accessibility

Anna Borba, to the extent practical, will provide parents with limited English proficiency opportunities to fully participate in school-sponsored activities by **using translation at all meetings and workshops and by sending written notices and reports in a language (to the extent possible) that parents understand.**

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS
MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING
TRANSITIONS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

(909) 628-1201 ext. 5601

(Spanish) (909) 628-1201 ext. 5602

FAMILY PARTICIPATION

*Alone we can do so little; together
we can do so much."
– Helen Keller*

Activities to Build ENGAGEMENT

Student Learning

- Parent Conferences & Report Cards
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Nightly homework monitoring

Social Emotional Development & Growth

- Utilize the Hope Center (across the street)
- Chino Human Services Counseling
- Full-Time MTSS-B Counselor
- Habits of Mind lessons by grade level

Volunteering Opportunities

- Classroom support (coordinate with the teacher)
- Field Trips
- School Events

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - school marquee
 - frequent progress monitoring
- **Home to School**
 - school agendas
 - email
 - parent-teacher meetings
 - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/borba

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT

2024-2025



FIRST GRADE

*Always walk through life as if you have
something new to learn and you will.*

Vernon Howard

Anna Borba Elementary

4980 Riverside Dr.
Chino, CA 91710
(909) 627-9638



Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

English Language Arts: All students will meet/exceed standards by Essential Standards Assessment 3.

Math: All students will meet/exceed standards by Essential Standards Assessment 3.

Non-Academic

Parents will become active partners and support the students' academic growth as measured by the School Quality Survey and demonstrated proactive support for their child's learning.

English Learner

By the end of the school year, all English Language Learners will increase one level as measured by the ELPAC.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal

- Daily practice of words and sentences: reading and writing of them
- Daily practice of math facts
- Writing opportunities every day
- All students will develop Math, Reading and Writing goals.

Non-Academic Goal

- Teach positive behavior and expectations on a daily basis
- Implement Second Step lessons on a weekly basis
- Teach organizational skills to be a 21st Century learner

English Learner Goal

- All students will participate in the Language Lab for 30 minutes every day.
- Daily oral language

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

Here are some ideas of how families can support students' success:

Activities at home to support what my child is doing at school:

Academic Goal

- Parents will read (English and bilingual books) to children to support language development.
- Talk with your child daily expecting responses in complete sentences.
- Review math daily worksheets to reinforce learning.

Non-Academic Goal

- Discuss the character trait of the month and ways to demonstrate it daily. Encourage and praise my child when they are practicing the trait.
- Attend school-wide events and parent-teacher conferences.
- Monitor TV viewing and video games. Encourage educational media.

Anna Borba's Expectations:

- Be Respectful
- Be Responsible
- Be Safe

Character Counts everywhere!

- Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

English Learner Goal

- Attend ELAC (English Language Acquisition Committee) meetings.
- Read and tell stories in native language

PARTNERSHIPS

What is Home-School Partnerships?

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- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

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FAMILY LITERACY
PARENTS AS PARTNERS
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FAMILY PARTICIPATION

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– Helen Keller

Activities to Build ENGAGEMENT

Student Learning

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- English Language Advisory Committee (ELAC)
- Nightly homework monitoring

Social Emotional Development & Growth

- Utilize the Hope Center (across the street)
- Chino Human Services Counseling
- Full-Time MTSS-B Counselor
- Habits of Mind lessons by grade level

Volunteering Opportunities

- Classroom support (coordinate with the teacher)
- Field Trips
- School Events

Communication about Student Learning

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 - school marquee
 - frequent progress monitoring
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 - parent-teacher meetings
 - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/borba

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025



Second Grade

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Anna Borba Elementary

4980 Riverside Dr.
Chino, CA 91710
(909) 627-9638



Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

English Language Arts: All students will meet/exceed standards by Essential Standards Assessment 3.

Math: All students will meet/exceed standards by Essential Standards Assessment 3.

Non-Academic

Parents will become active partners and support the students' academic growth as measured by the School Quality Survey and demonstrated proactive support for their child's learning.

English Learner

By the end of the school year, all English Language Learners will increase one level as measured by the ELPAC.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal

- Daily reading and writing opportunities
- Reading of Fiction and Non-Fiction selections
- Oral language opportunities as the students present on a specific topic
- Develop Math automaticity in addition and subtraction

Non-Academic Goal

- All students will learn the 6 Character traits
- Implementation of Second Step on a weekly basis
- Teach and review the positive behavior expectations

English Learner Goal

- Implement a daily Language Lab time
- Daily oral language practice

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

Here are some ideas of how families can support students' success:

Activities at home to support what my child is doing at school:

Academic Goal

- Parents will read (English and bilingual books) to children to support language development.
- Talk with your child daily expecting responses in complete sentences.
- Review math daily worksheets to reinforce learning.

Non-Academic Goal

- Discuss the character trait of the month and ways to demonstrate it daily. Encourage and praise my child when they are practicing the trait.
- Attend school-wide events and parent-teacher conferences.
- Monitor TV viewing and video games. Encourage educational media.

Anna Borba's Expectations:

- Be Respectful
- Be Responsible
- Be Safe

Character Counts everywhere!

- Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

English Learner Goal

- Attend ELAC (English Language Acquisition Committee) meetings.
- Read and tell stories in native language

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

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- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

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Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

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PARENT SUPPORT GROUP & STRESS MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING TRANSITIONS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

(909) 628-1201 ext. 5601

(Spanish) (909) 628-1201 ext. 5602

FAMILY PARTICIPATION

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– Helen Keller

Activities to Build ENGAGEMENT

Student Learning

- Parent Conferences & Report Cards
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Nightly homework monitoring

Social Emotional Development & Growth

- Utilize the Hope Center (across the street)
- Chino Human Services Counseling
- Full-Time MTSS-B Counselor
- Habits of Mind lessons by grade level

Volunteering Opportunities

- Classroom support (coordinate with the teacher)
- Field Trips
- School Events

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

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 - newsletters
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 - school marquee
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 - email
 - parent-teacher meetings
 - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/borba

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025



Fourth Grade

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Anna Borba Elementary

4980 Riverside Dr.
Chino, CA 91710
(909) 627-9638



Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

English Language Arts: All students will meet/exceed standards by Essential Standards Assessment 3.

Math: All students will meet/exceed standards by Essential Standards Assessment 3.

Non-Academic

Parents will become active partners and support the students' academic growth as measured by the School Quality Survey and demonstrated proactive support for their child's learning.

English Learner

By the end of the school year, all English Language Learners will increase one level as measured by the ELPAC.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal.

- Daily reading (Fiction and Non-Fiction texts) and writing opportunities
- Develop strategies to memorize math facts with automaticity.

Non-Academic Goal

- Develop weekly goals and a progress report document for students to monitor their personal learning. This will be used as a tool to keep the parents informed.
- Implement the positive behavior expectations
- Maintain an organized AVID binder

English Learner Goal

- Provide daily oral language opportunities

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

Here are some ideas of how families can support students' success:

Activities at home to support what my child is doing at school:

Academic Goal

- Parents will read (English and bilingual books) to children to support language development.
- Talk with your child daily expecting responses in complete sentences.
- Review math daily worksheets to reinforce learning.

Non-Academic Goal

- Discuss the character trait of the month and ways to demonstrate it daily. Encourage and praise my child when they are practicing the trait.
- Attend school-wide events and parent-teacher conferences.
- Monitor TV viewing and video games. Encourage educational media.

Anna Borba's Expectations:

- Be Respectful
- Be Responsible
- Be Safe

Character Counts everywhere!

- Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

English Learner Goal

- Attend ELAC (English Language Acquisition Committee) meetings.
- Read and tell stories in native language

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

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- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING TRANSITIONS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

(909) 628-1201 ext. 5601

(Spanish) (909) 628-1201 ext. 5602

FAMILY PARTICIPATION

Alone we can do so little; together we can do so much.
– Helen Keller

Activities to Build ENGAGEMENT

Student Learning

- Parent Conferences & Report Cards
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Nightly homework monitoring

Social Emotional Development & Growth

- Utilize the Hope Center (across the street)
- Chino Human Services Counseling
- Full-Time MTSS-B Counselor
- Habits of Mind lessons by grade level

Volunteering Opportunities

- Classroom support (coordinate with the teacher)
- Field Trips
- School Events

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

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 - newsletters
 - school website
 - school marquee
 - frequent progress monitoring
- **Home to School**
 - school agendas
 - email
 - parent-teacher meetings
 - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/borba

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for

STUDENT ACHIEVEMENT

2024-2025



Third Grade

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Anna Borba Elementary

4980 Riverside Dr.
Chino, CA 91710
(909) 627-9638



Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

English Language Arts: All students will meet/exceed standards by Essential Standards Assessment 3.

Math: All students will meet/exceed standards by Essential Standards Assessment 3.

Non-Academic

Parents will become active partners and support the students' academic growth as measured by the School Quality Survey and demonstrated proactive support for their child's learning.

English Learner

By the end of the school year, all English Language Learners will increase one level as measured by the ELPAC.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal

- Students will master their addition and subtraction to facts of 20.
- Students will master their multiplication facts 0-12.
- Students will read daily, Fiction/Non-Fiction texts through different reading strategies.

Non-Academic Goal

- Students are encouraged to participate in Reading Counts and reach designated points per trimester.
- Students will maintain and use their Agenda planner on a daily basis to improve on their organizational skills.

English Learner Goal

- Students will use complete sentences in their oral and written expressions.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

Here are some ideas of how families can support students' success:

Activities at home to support what my child is doing at school:

Academic Goal

- Parents will read (English and bilingual books) to children to support language development.
- Talk with your child daily expecting responses in complete sentences.
- Review math daily worksheets to reinforce learning.

Non-Academic Goal

- Discuss the character trait of the month and ways to demonstrate it daily. Encourage and praise my child when they are practicing the trait.
- Attend school-wide events and parent-teacher conferences.
- Monitor TV viewing and video games. Encourage educational media.

Anna Borba's Expectations:

- Be Respectful
- Be Responsible
- Be Safe

Character Counts everywhere!

- Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

English Learner Goal

- Attend ELAC (English Language Acquisition Committee) meetings.
- Read and tell stories in native language

PARTNERSHIPS

What is Home-School Partnerships?

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Adult School, Room 25
12970 Third St. Chino, CA 91710

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FAMILY PARTICIPATION

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Activities to Build ENGAGEMENT

Student Learning

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Social Emotional Development & Growth

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT

2024-2025



KINDERGARTEN

Always walk through life as if you have something new to learn and you will.

– Vernon Howard

Anna Borba Elementary

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Chino, CA 91710
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Our Goals for Student Achievement

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Non-Academic

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English Learner

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Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal

- Daily practice with letters, letter sounds and sight words
- Daily practice of the Math facts, counting and classifying/sorting

Non-Academic Goal

- Weekly lessons on character
- Review the Character Counts throughout the school
- Teach the 3 Bs:
Be Respectful, Be Responsible, Be Safe

English Learner Goal

- Implement daily Language Lab lessons (20 minutes)
- Daily oral language

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At Home

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PARTNERSHIPS

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Adult School, Room 25
12970 Third St. Chino, CA 91710

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FAMILY PARTICIPATION

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Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS

for STUDENT ACHIEVEMENT

2024-2025



Fifth Grade

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Anna Borba Elementary

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Our Goals for Student Achievement

District Goals - Local Control Accountability Plan (LCAP)

All students are provided a high-quality teaching and learning environment.

Staff, parents, families, and students are connected and engaged at their school to ensure student success.

All students are prepared for college and career beyond graduation.

School Goals

Academic

English Language Arts: All students will meet/exceed standards by Essential Standards Assessment 3.

Math: All students will meet/exceed standards by Essential Standards Assessment 3.

Non-Academic

Parents will become active partners and support the students' academic growth as measured by the School Quality Survey and demonstrated proactive support for their child's learning.

English Learner

By the end of the school year, all English Language Learners will increase one level as measured by the ELPAC.

Teachers, Parents, Students **Shared Responsibility** for Learning

In the Classroom

All of our teachers will work with students and their families to support students' success in meeting or exceeding the CA Common Core State Standards. Some key ways to connect our classroom practices with the school goals will be to:

Academic Goal

- Provide daily opportunities for reading Fiction and Non-Fiction texts. Engage the students in their reading.
- Provide daily opportunities to practice/learn the Math facts.

Non-Academic Goal

- Develop topic goals with students that focus on increasing fundamental skills.
- Led by Safe School Ambassadors, each classroom will maintain a bully-free zone.
- Complete 1 "passion project" for the school year.
- Implement the 3 Bs.: Be Respectful, Be Responsible and Be Safe

English Learner Goal

- Provide daily oral language opportunities
- Incorporate speaking, listening, reading and writing in different activities.

Our school provides high quality curriculum and instruction in supportive and effective classroom environments to enable students to meet state academic standards. We support our students and work hard to provide a welcoming, safe school environment.

At Home

Here are some ideas of how families can support students' success:

Activities at home to support what my child is doing at school:

Academic Goal

- Parents will read (English and bilingual books) to children to support language development.
- Talk with your child daily expecting responses in complete sentences.
- Review math daily worksheets to reinforce learning.

Non-Academic Goal

- Discuss the character trait of the month and ways to demonstrate it daily. Encourage and praise my child when they are practicing the trait.
- Attend school-wide events and parent-teacher conferences.
- Monitor TV viewing and video games. Encourage educational media.

Anna Borba's Expectations:

- Be Respectful
- Be Responsible
- Be Safe

Character Counts everywhere!

- Trustworthiness, Respect, Responsibility, Fairness, Caring, Citizenship

English Learner Goal

- Attend ELAC (English Language Acquisition Committee) meetings.
- Read and tell stories in native language

PARTNERSHIPS

What is Home-School Partnerships?

Home-School Partnerships is an agreement that parents, students, and teachers develop together. It explains how parents and teachers will work together to make sure all students reach or exceed grade-level standards.

Effective compacts:

- **Link** to goals of the school's single plan for student achievement
- **Focus** on student learning skills
- **Describe** how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment
- **Share** strategies parents can use at home
- **Explain** how teachers and parents will communicate about student progress
- **Describe** opportunities for parents to volunteer, observe, and participate in the classroom

DISTRICT PARENT RESOURCES

Family Engagement Center
Adult School, Room 25
12970 Third St. Chino, CA 91710

WORKSHOPS PROVIDED:

DISTANCE LEARNING TOOLS
PARENT SUPPORT GROUP & STRESS MANAGEMENT
EL PARENT ACADEMY
FAMILY LITERACY
PARENTS AS PARTNERS
THE ART OF PARENTING TRANSITIONS

Family Engagement Center Link:

<http://www.chino.k12.ca.us/Page/8882>

(909) 628-1201 ext. 5601

(Spanish) (909) 628-1201 ext. 5602

FAMILY PARTICIPATION

Alone we can do so little; together we can do so much."
– Helen Keller

Activities to Build ENGAGEMENT

Student Learning

- Parent Conferences & Report Cards
- School Site Council (SSC)
- English Language Advisory Committee (ELAC)
- Nightly homework monitoring

Social Emotional Development & Growth

- Utilize the Hope Center (across the street)
- Chino Human Services Counseling
- Full-Time MTSS-B Counselor
- Habits of Mind lessons by grade level

Volunteering Opportunities

- Classroom support (coordinate with the teacher)
- Field Trips
- School Events

Communication about Student Learning

Our school and families are committed to regular two-way communication about our children's learning. Some of the ways families and staff communicate all year are:

- **School to Home**
 - newsletters
 - school website
 - school marquee
 - frequent progress monitoring
- **Home to School**
 - school agendas
 - email
 - parent-teacher meetings
 - participate in "activities to build engagement" (see above)

www.chino.k12.ca.us/borba

Chino Valley Unified School District

HOME-SCHOOL PARTNERSHIPS for STUDENT ACHIEVEMENT 2024-2025



Sixth Grade

Always walk through life as if you have something new to learn and you will.

Vernon Howard

Anna Borba Elementary

4980 Riverside Dr.
Chino, CA 91710
(909) 627-9638



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Academic Goal

- All students will develop Critical Thinking skills in Reading, Writing and Math
- Students will practice daily independent reading to increase their reading fluency and comprehension.
- Students will develop notetaking skills and learn to access their notes during assessments.
- Students will be given 50% of their Math class to independently work on problem solving and computation.
- Students will be exposed to a variety of technology skills.

Non-Academic Goal

- Implementation of Second Step on a weekly basis.
- The students will learn the 3 Bs: Be Respectful, Be Responsible and Be Safe.
- All students will use the AVID strategies to support their learning.

English Learner Goal

- Daily oral language activities to promote speaking, listening, reading and writing.

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