

School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Collegeville Elementary School	39685026041784		

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

Collegeville Elementary School will provide the necessary supports, resources and staffing to make all students Career and College ready by implementing a multi-tiered system of supports (MTSS) that increases student achievement, provides access to a well-rounded education, and exposes students to the rigorous Common Core State Standards. Collegeville Elementary will enlist input and participation from stakeholders to create a welcoming student-centered learning environment that is effective and engaging for all students.

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.

The following measures have been or will be put into place to meet ESSA requirements and align with the Escalon Unified School District Local Control and Accountability Plan (LCAP):

- Access to Common Core State Standards will be achieved through access to curriculum and teaching materials in alignment with Common Core State Standards, daily instruction in the classroom and further supported and enhanced through the ongoing implementation of a school level professional learning community (PLC) in which teachers work to establish and/or fine tune previously agreed-upon grade level guaranteed standards and collaborate to develop and implement common formative assessments.

- All students will be provided access to technological supports and literacy.
- Students will undergo a system of district benchmark assessments (STAR Renaissance Reading and Math) as well as partnering assessment platforms including Freckle and Aimsweb.
- Assessments will be used to support data driven decisions and to inform instruction during district wide early student release teacher collaboration days.
- Maintenance of Tier II and Tier III staff and supports including contracted services to maintain student learning, including an intervention teacher, additional hours for instructional aides with the purpose of providing additional intervention opportunities in classrooms, and related support services.
- Provide professional development for teachers and instructional aides.
- Provide adequate funding and resources for safe facilities, including materials related to COVID-19 mitigation.
- Provide Designated and Integrated English Language Development (ELD) to English Language Learners during designated times consistent with student present levels and needs.
- Provide access to extended learning opportunities and access to targeted intervention through the Extended Learning Program (also known as the 'After School Program').
- Continue implementation of MTSS through socio emotional and behavioral support structures.
- Provide meaningful outreach to all stakeholders using various communication methods including use of the Parent Square system which in turn links to the school's Aeries student database and automatically communicates to parents in their preferred form (phone call, text, email) as well as through an online message posting system.
- Periodic updating of the school's website and use of district social media such as its Facebook page.
- Continue development of a positive school climate and student engagement through implementation and refinement of Positive Behavior Intervention and Support (PBIS) programs.

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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).

The Escalon Unified School District (EUSD) surveyed its stakeholders in March and April of 2023 through the LCAP process. A survey was conducted to provide the district and individual school sites a variety of data. In response to the survey, members of the community expressed how they felt toward district goals and strategies as well as comments related specifically to individual school sites including Collegeville. At the beginning of the 2022-23 school year Collegeville's School Site Council (SSC) as well as its English Learners Advisory Committee (ELAC) were consulted and trained so that they could have a better understanding of how they could support the goals and strategies developed by EUSD.

Results of the survey as they pertain specifically to Collegeville represented a total of 13.1% of the overall respondents to the LCAP survey for the district, or a total of 28 individuals. The following questions were asked on the survey and the results from the 28 parental respondents are included.

My child's school facilities are up-to-date: 11% agreed, 89% disagreed

My child's school utilizes curriculum that promotes student's academic growth: 32% agreed, 46.5% disagreed, 21.5% had no opinion

I'm happy with the educational progress my student is experiencing: 46.5% agreed, 32% disagreed, 21.5% had no opinion

Teachers and school staff encourage my child on a regular basis: 75% agreed, 11% disagreed, 14% had no opinion

Teachers are prepared and provide quality instruction to my student(s): 53.5% agreed, 28.5% disagreed, 18% had no opinion

I understand what types of academic and non-academic support are available to my child: 50% agreed, 28.5% disagreed, 21.5% had no opinion

My child receives the resources and support he/she needs at school: 50% agreed, 32% disagreed, 18% had no opinion

The school demonstrates that my child's success is important: 61% agreed, 21.5% disagreed, 17.5% had no opinion

My child's school has appropriate behavior expectations for all students: 71.5% agreed, 14.25% disagreed, 14.25% had no opinion

My child's school has high academic expectations for all students: 50% agreed, 32% disagreed, 18% had no opinion

EUSD prepares students to be college and career ready: 39% agreed, 28.5% disagreed, 32.5% had no opinion

My child cares about their school: 89% agreed, 7% disagreed, 3.5% had no opinion

I feel safe sending my child to their school: 68% agreed, 7% disagreed, 25% had no opinion

I can tell that my student's school wants them to succeed: 78.5% agreed, 10.5% disagreed, 10.5% had no opinion

I trust teachers and school staff to do what is best for my student: 82% agreed, 11% disagreed, 7% had no opinion

My child's school encourages involvement in school organizations: 64% agreed, 11% disagreed, 25% had no opinion

I understand what the school expects from my child: 75% agreed, 14% disagreed, 11% had no opinion

Are you able to communicate with teachers and staff when you need to? 100% agreed.

Summary:

Responses from the survey indicate strong parental concerns with regard to the state of facilities at Collegeville Elementary. However, a majority or plurality expressed positive opinions about the overall school program and staff, though concern about students' educational progress was also expressed.

Classroom Observations

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

School site administrators conduct regular informal observations throughout the school year. Administrators seek out the use of best instructional practices including posting and/or referencing of learning/lesson objectives and frequent checks for understanding (CFU) strategies, in addition to engaging students through student-to-student collaboration. Collegeville Elementary has adopted the Professional Learning Community (PLC) framework that focuses educators on four critical questions related to student achievement: (1) What do we expect our students to learn? [Goal/expectation] (2) How will we know they are learning? [Assessment] (3) How will we respond when students do not learn? [Intervention] (4) How will we respond when students have learned? [Enrichment]

Formal observations are scheduled for each certificated staff member according to EUTA contract. One or two formal observations are scheduled, depending on teacher's tenure status, and are expected to include observations and commentary related to a teacher's strengths, areas of concern during an observed lesson, and a summative formal evaluation conducted and outlined in the EUSD Teachers' Contract.

Administrative review of Collegeville's instructional staff indicate that teachers employ recommended instructional practices including the posting of daily learning objectives, review and discussion of the

objective with students, frequent checks for understanding including by both volunteers and non-volunteers, conducted both purposefully and randomly, the expectation that students respond to questions in complete sentences, periodic use of GLAD teaching strategies, employment of classroom based PBIS strategies, frequent circulation among students, periodic use of centers based instruction, differentiation of instruction through the formulation of small groups to target Tier 2 student needs, and use of local assessment data (STAR and/or teacher generated) to determine a recommendation for intervention.

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) STAR Reading (English and Spanish) and Math (Spanish in grade 2 and both English and Spanish beginning in grade 3), and Early Literacy (English and Spanish) assessments are given to students 1st-5th grades a minimum of three times per school year, and to Kindergarten students twice per year, to gather data about student academic achievement and growth relative to the initial fall assessment. Aimsweb (oral fluency) assessments (English) are given three times per year and used to provide additional measurable data. CAASPP Interim Assessment Blocks (IABs) and Interim Comprehensive Assessments (ICAs) are given following the winter to determine preparedness for the summative CAASPP assessment given during the final portion of the third trimester. Results from the previous year's CAASPP assessments in 3rd - 5th grades are used as a data point to help inform instructional goals. ELPAC (English Language Proficiency Assessment for California) is administered to English Language Learners (ELLs) and used to monitor progress in English Language proficiency with the aim of redesignation. State and local assessment data is analyzed within the school's PLC by both administration as well as by Professional Learning Teams (PLTs) to determine next steps as related to instruction and to serve as a data point for recommendations regarding intervention and/or assessment for Special Education.

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

Teachers use data from a combination of assessments provided by the publishers of adopted curriculum (examples include Math Expressions, Benchmark Adelante and Benchmark), as well as teacher generated assessments, or assessments embedded within supplemental online instructional resources such as Imagine Learning, ST Math, Reflex Math, Frax, and Reading Eggs. A combination of time allotted for teacher collaboration during early release days (also known as PLC days) and district-wide grade level collaboration meeting days affords teachers the opportunity to analyze classroom level data and compare instructional strategies.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Colledgeville Elementary School teachers are No Child Left Behind (NCLB) qualified and properly credentialed.

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

Year one and year two teachers will be provided with the necessary supports as described by the California Department of Education and will be provided an Induction Mentor Teacher throughout the Induction program. All teachers will receive support coaching from administration and district education coaches throughout the school year to further develop best practices.

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

District and site professional development have been aligned to meet the needs of all learners. At this time the primary focus at Colledgeville Elementary includes continued implementation and refinement of the Dual Language Immersion program through collaboration with DLI schools in other districts and coordination with the San Joaquin County Office of Education for DLI related staff supports. In addition, Colledgeville staff will continue refinement and deployment of designated and integrated ELD instruction, ongoing development of our Professional Learning Community, ongoing refinement of PBIS strategies and continued technology integration aligned to guaranteed standards.

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

New teachers receive induction support from their induction mentor teachers as well as from site administration and district education coaches. EUSD's induction process is partnered with Teacher's College of San Joaquin.

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

Teachers meet every other Wednesday (18 times per school year) to collaborate with their grade level colleagues in data team meetings focused on analyzing student data and making changes to instruction focused on student outcomes. Through the PLC process, teachers use the four guiding questions to determine course of action across grade levels based on student achievement data. The main focus of PLC collaboration meetings is to use student data to inform instruction and develop common formative assessments for implementation in the classroom. The district has also provided grade level teams with a minimum of two days of district wide grade level collaboration intended to give teachers time to revisit and refine grade level guaranteed standards, develop common formative assessments and streamline pacing guides. Due to the special nature of Collegeville's DLI program, PLC collaboration time is often a combination of both grade level meetings and vertical alignment. Collegeville teachers are also able to participate in collaboration with grade level peers at other EUSD elementary schools in person or virtually as they deem fit.

Teaching and Learning

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

All district approved curriculum and materials are aligned to the Common Core Standards.

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

Teachers adhere to the recommended instructional minutes in ELA, Math, designated ELD and physical education as laid out by the master schedule.

Instructional Minutes

TK/K = 280 minutes on regular days and 220 minutes on early release days
1st = 290 minutes on regular days and 230 minutes on early release days
2nd = 300 minutes on regular days and 240 minutes on early release days
3rd = 300 minutes on regular days and 240 minutes on early release days
4th = 310 minutes on regular days and 250 minutes on early release days
5th = 310 minutes on regular days and 250 minutes on early release days

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

Staff has developed a pacing guide for SLA/ELA and Math focused on grade level and district-wide developed guaranteed standards. A master schedule has been developed with teacher input to streamline best use of instructional aides and ensure that all students have access to core instruction.

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

EUSD is currently using standards-based and supplemental instructional materials to help meet the academic needs of all of our students.

District adopted curriculum includes the following:

SLA: Benchmark Adelante

ELA: Benchmark

Math: Expressions (California)

Science: California Inspire Science

Social Studies: Social Studies Alive!

Purchased supplemental curriculum and online instructional resources include:

Imagine Learning (Spanish)

Reading Eggs (English)

ST Math

Reflex Math

Frax (Math)

Generation Genius (Science)

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

Each EUSD teacher uses district adapted Common Core State Standards aligned instructional materials as well as supplemental materials, including intervention materials, to support all students. The curriculum currently in use for intervention is Sonday (English only).

Opportunity and Equal Educational Access

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

Collegetown Elementary School has created and implemented a Response to Intervention (RTI) plan that allows for our classified staff to push into our classrooms to assist teachers in additional small group instruction. Through this model, the classroom teacher is able to employ small group intervention strategies for students that need additional supports. The classified classroom aide is able to assist the teacher to monitor and assist students with independent work or centers-based instructional techniques. Designated ELD instruction is scheduled to take place 30 minutes daily throughout all grade levels. In Kindergarten through 5th grade integrated ELD instructional opportunities are embedded throughout the adapted curriculum. Collegetown School shares an Intervention teacher with Farmington Elementary School. The Intervention teacher coordinates and collaborates with teachers to identify students in need of Tier 2 RTI and provide them with targeted instruction in small groups.

In the fall and spring Collegetown makes use of the SDRT (Student Data Review Team) process to identify students TK-5 in need of additional academic, behavioral or socioemotional supports. The SDRT process involves the director of student services, site administrator, classroom teacher, special education teacher, school psychologist, speech language pathologist and school nurse. The classroom teacher shares student data and any relevant concerns with the team. Recommendations are made to the classroom teacher on a case-by-case basis. Students in need of additional follow up may be referred to a SST (Student Study Team) meeting involving relevant personnel and the student's parent(s). SST meetings are designed to address specific and individual student needs on a case-by-case basis. Additionally, SST meetings can be held at any time during the course of the school year upon request by a classroom teacher, educational specialist or parent.

Evidence-based educational practices to raise student achievement

Collegetown Elementary School is currently implementing research-based educational practices and interventions to help raise student achievement. Through the development of Guaranteed Standards (also known as 'Essential Standards') teachers have identified and narrowed down lists of standards from the comprehensive list provided by the state, and agreed to place their primary focus on an agreed, grade level based list with the intention of providing instructional stability from one grade level to the next.

The PLC (Professional Learning Community) is utilized to foster data analysis and evidenced based instructional adjustments. Teachers meet on early release days (18 during the school year) and organize themselves according to site or grade-level needs. Teacher meetings are intended to focus on the four essential questions that guide the PLC: 1. What do we want students to learn? 2. How will we know students are learning? 3. How will we respond when students do not learn? and 4. How will we respond when students have learned? Collegetown's relatively small size, with two teachers at each grade level, often results in meetings that focus on vertical alignment and collaboration. Virtual grade level collaboration and off site visits with grade level teams at other EUSD elementary sites sometimes also occur. Teachers submit meeting agendas to administration that serve to provide a record of meeting content and questions or concerns that require additional follow up.

Parental Engagement

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

All students and families are encouraged to participate in all family, school, district and community events/resources regardless of socioeconomic status.

- The SST process, which can lead to recommendations for individualized supports including recommendation for the creation of 504 plans or IEPs as needed and recommended by education specialists.
- Following either classroom teacher referral or the SST process, a recommendation may be made for a student to consult with the Intervention teacher in relation to specifically targeted academic needs.
- After school tutoring/intervention provided by teachers on a case-by-case basis and contingent on the willingness of teaching staff to provide additional services.
- Various community resources and/or referrals to outside agencies through the Child Abuse Prevention Council (CAPC) mental health specialist attached to Colledgeville Elementary.
- Families are asked to participate in the school's Parent Teacher Club (PTC) and contribute time, ideas, material resources or funding to assist with various classroom based or school wide activities.

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)

Families, teachers, community members and site/district administration are invited to attend and give input with regard to Colledgeville's Single Plan for Student Achievement (SPSA) through the more formal mechanisms of SSC and ELAC, as well as through informal conversations and communications. EUSD and Farmington Elementary School have partnered together to hold annual LCAP meetings as well as Title I Parent Involvement meetings, Back to School night meetings, and information provided through social media outlets, the school website and bi-monthly newsletters. Stakeholders are involved in the development and improvement of Title I programs, which are reviewed during SSC and ELAC meetings held throughout the school year. Additionally parents are provided with regular meeting opportunities to discuss student achievement through the Student Success Team (SST), 504 Plan process, or Individualized Education Plan (IEP) process. These meetings can be called at any time by a parent and/or a teacher to discuss student data and/or student needs.

Funding

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

Title 1 funds have provided students who need more support meeting grade level standards participation through both 'push-in and pull-out' RTI models. An intervention teacher (shared with Farmington Elementary) has been hired and is working to provide students in need of urgent academic support with small group and one-on-one assistance. Additional hours have been assigned to instructional aides to provide additional opportunities for teachers to organize and coordinate small group and one-on-one academic support with students identified through regular assessments (STAR and curriculum aligned) and teacher referral as being in need of academic support.

Fiscal support (EPC)

EUSD gives autonomy to our school site council for the allocation of federal and state funds. The district is committed to maximum funding to individual school sites and provides administrative review and oversight.

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

Members of the Colleagueville School Site Council (SSC), including certificated and classified staff, as well parental stakeholders, will review the SPSA for 2022-2023 in order to provide any relevant suggestions or modifications with regard to formulation of the 2023-24 SPSA. Members of the Colleagueville School Site Council, including certificated and classified staff, as well parental stakeholders, will review the SPSA prior to submission for approval by the EUSD Board of Education. In the Spring of 2023 EUSD began to host 'Town Hall' community meetings (using School Site Council meetings as a vehicle) across all school sites. All stakeholders were invited to participate. To ensure all stakeholders had the opportunity to participate, school sites placed phone calls, emails and text messages to all stakeholders. Meetings were also advertised and published on school websites. This meeting allowed all participants the opportunity to provide input and feedback on the annual update and additional input as it related to the district's three LCAP goals, their respective priority areas, and areas of focus/concern. To expand outreach efforts staff and community surveys to provide input on LCAP development were made available to both groups. The survey for parents was also translated in Spanish to provide necessary access to Spanish speaking parents.

LCAP meetings were held on the following dates at schools sites across EUSD. Parents and community members were notified about the meetings via the Parent Square system and paper copies of the meeting schedule were posted in conspicuous places at all EUSD school sites:

Escalon High School Library
1528 Yosemite Ave. Escalon, CA, 95320
Tuesday, March 7, 2023
4:00 PM - 5:30 PM

Vista High School
1204 Escalon Bellota Rd.
Escalon, CA, 95320
Thursday, March 9, 2023
1:30 PM - 3:00 PM

El Portal Middle School Cafeteria
805 1st Street
Escalon, CA, 95320
Thursday, March 9, 2023
3:30 PM - 5:00 PM

Dent Elementary School Cafeteria
1998 Yosemite Ave.
Escalon, CA, 95320

Thursday, March 16, 2023
2:30 PM - 4:00 PM

Collegeville Elementary School Cafeteria
6701 Jack Tone Rd.
Stockton, CA, 95215
Thursday, March 16
5:00 PM - 6:30 PM

Van Allen Elementary School Old Cafeteria
21051 E. Hwy 120
Escalon, CA, 95320
Thursday, March 23, 2023
3:30 PM - 5:00 PM

Farmington Elementary School Cafeteria
25233 CA-4
Farmington, CA, 95320
Wednesday, March 22, 2023
2:15 PM - 3:45 PM

Escalon Charter Academy
17950 S. Van Allen Road Escalon, CA, 95320
Thursday, March 16
10:30 AM (Virtual meeting)

EUSD Community Town Hall Meeting
Dent Elementary School Cafeteria
1998 Yosemite Ave.
Escalon, CA, 95320
Thursday, March 30, 2023
6:00 PM - 7:30 PM

Resource Inequities

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

Data from the California Dashboard for 2022 identified the following areas of concern for Collegeville Elementary:

- Very Low English Language Arts progress

All students (67) performed 90.6 points below the standard.

EL students (35 altogether) performed 96.7 points below the standard.

EO students (30) performed 82.2 points below the standard.

Hispanic students (53) performed 91.4 points below standard.

Socioeconomically disadvantaged students (43) performed 87.1 points below the standard.

- Low Math progress

All students (67) performed 73.3 points below the standard.
EL students (35) performed 90.0 points below the standard.
EO students (30) performed 53.5 points below the standard.
Hispanic students (53) performed 80.2 points below the standard.
Socioeconomically disadvantaged students (43) performed 76.2 points below the standard.

- Academic Engagement - Chronic Absenteeism

10.5% of all students were chronically absent.
15% of EO students (60) were chronically absent.
15.6% of socioeconomically disadvantaged students (90) were chronically absent.
10.7% of Hispanic students (122) were chronically absent.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%		0	0
African American	1.3%	1.33%	1.89%	2	2	3
Asian	2.6%	1.33%	1.89%	4	2	3
Filipino	1.3%	0.67%	0%	2	1	0
Hispanic/Latino	78.3%	79.33%	80.5%	119	119	128
Pacific Islander	%	%	0%		0	0
White	14.5%	15.33%	14.47%	22	23	23
Multiple/No Response	%	%	0%		0	0
Total Enrollment				152	150	159

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	29	30	29
Grade 1	31	24	24
Grade 2	31	26	26
Grade 3	23	29	27
Grade 4	16	24	27
Grade 5	22	17	26
Total Enrollment	152	150	159

Conclusions based on this data:

1. Overall enrollment at Collegeville between the 2020-1 and 2022-23 school years has increased slightly with a 6% increase from the previous school year.
2. Collegeville's student racial makeup remains fairly consistent with minor fluctuations of between .5 -2% increase or decrease within subgroups over the past two year period.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	52	59	56	34.2%	39.3%	35.2%
Fluent English Proficient (FEP)	16	13	19	10.5%	8.7%	11.9%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. The English Learner student population has decreased by 4.1% since the previous school year as a percentage of the total school population.
2. The number of FEP students has increased by 3.2% as a percentage of the total school population.
3. The number of RFEP students has remained the same since 2020-21 at 0.

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	24	28		23	28		23	28		95.8	100.0	
Grade 4	15	24		14	24		14	24		93.3	100.0	
Grade 5	23	18		22	18		22	18		95.7	100.0	
All Grades	62	70		59	70		59	70		95.2	100.0	

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	2334.	2291.		8.70	0.00		8.70	3.57		0.00	10.71		82.61	85.71	
Grade 4	2379.	2394.		7.14	4.17		7.14	12.50		14.29	20.83		71.43	62.50	
Grade 5	2504.	2484.		18.18	22.22		31.82	27.78		27.27	16.67		22.73	33.33	
All Grades	N/A	N/A	N/A	11.86	7.14		16.95	12.86		13.56	15.71		57.63	64.29	

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	*	*		*	*		*	*		
Grade 4	*	*		*	*		*	*		
Grade 5	*	*		*	*		*	*		
All Grades	6.78	5.71		57.63	51.43		35.59	42.86		

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	6.90	5.71		53.45	34.29		39.66	60.00	

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	3.39	10.00		69.49	60.00		27.12	30.00	

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	8.47	5.71		57.63	51.43		33.90	42.86	

Conclusions based on this data:

- 100% of eligible students participated in CAASPP English Language Arts assessments for 2021-22.
- The percentage of all students who exceeded or met standards decreased from 2020-21 by 8.81% from 28.81% to 20%. Decreases occurred in all assessment subcategories in comparison to prior year, with most significant change taking place within writing. Among all grades the number of students who were at or near the writing standard decreased from 53.45% in 2020-21 to 34.29% in 2021-22, or a decrease of 19.16%.
- When comparing cohorts, the third grade cohort showed a slight decrease in the total number of students who exceeded or met standards from 17.4% to 16.67% between 2020-21 and 2021-22. The fourth grade cohort showed an significant increase from 14.28 who met or exceeded standards to 50% meeting or exceeding standards.

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	24	28		23	28		23	28		95.8	100.0	
Grade 4	15	24		14	24		14	24		93.3	100.0	
Grade 5	23	18		23	18		23	18		100.0	100.0	
All Grades	62	70		60	70		60	70		96.8	100.0	

* 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	2319.	2353.		0.00	0.00		8.70	14.29		4.35	21.43		86.96	64.29	
Grade 4	2412.	2420.		7.14	8.33		14.29	12.50		28.57	29.17		50.00	50.00	
Grade 5	2454.	2457.		13.04	11.11		8.70	0.00		21.74	22.22		56.52	66.67	
All Grades	N/A	N/A	N/A	6.67	5.71		10.00	10.00		16.67	24.29		66.67	60.00	

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	6.67	7.14		26.67	31.43		66.67	61.43	

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	6.67	5.71		33.33	42.86		60.00	51.43	

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	*	*		*	*		*	*	
Grade 4	*	*		*	*		*	*	
Grade 5	*	*		*	*		*	*	
All Grades	10.00	4.29		53.33	64.29		36.67	31.43	

Conclusions based on this data:

1. 100% of eligible students took the CAASPP Math assessment in 2021-22.
2. Among all students the total percentage of students meeting or exceeding standards decreased slightly from 16.67% to 15.71%. The percentage of students who nearly met the standard increased from 16.67% to 24.26%, or an increase of 7.59% while the percentage of students who did not meet the standard decreased by 6.67% from 66.67% to 60%.
3. When comparing the same student cohorts (3rd and 4th grade students), the following trends were observed: Among the 3rd grade cohort between the 2020-21 and 2021-22 school years the number who met or exceeded the standard improved from 8.7% to 20.83%. Among the 4th grade cohort, there was a decrease in performance from 21.43% meeting or exceeding standards to 11.11%, or a decrease of 10.32%. The number of students in the 3rd grade cohort experienced an increase in the percentage of students who nearly met the standard from 4.35% to 29.17% and a decrease in those who did not meet the standard from 86.96% to 50%. Within the 4th grade cohort the percentage of students who nearly met the standard decreased from 28.57% to 22.22% and the percentage who did not meet standards increased by 16.67% from 50% to 66.67%.

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	1386.3	*		1404.3	*		1344.1	*		13	4	
1	1413.8	*		1456.3	*		1371.0	*		11	10	
2	*	*		*	*		*	*		10	10	
3	1463.5	*		1483.3	*		1443.2	*		13	9	
4	*	1524.0		*	1535.7		*	1511.7		4	13	
5	*	*		*	*		*	*		8	7	
All Grades										59	53	

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	0.00	*		30.77	*		38.46	*		30.77	*		13	*	
1	9.09	*		0.00	*		45.45	*		45.45	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	0.00	*		23.08	*		53.85	*		23.08	*		13	*	
4	*	23.08		*	61.54		*	15.38		*	0.00		*	13	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	3.39	15.09		23.73	32.08		44.07	39.62		28.81	13.21		59	53	

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	15.38	*		30.77	*		30.77	*		23.08	*		13	*	
1	18.18	*		9.09	*		45.45	*		27.27	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	15.38	*		61.54	*		15.38	*		7.69	*		13	*	
4	*	53.85		*	38.46		*	7.69		*	0.00		*	13	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	25.42	33.96		30.51	33.96		27.12	26.42		16.95	5.66		59	53	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	*		7.69	*		46.15	*		46.15	*		13	*	
1	0.00	*		0.00	*		18.18	*		81.82	*		11	*	
2	*	*		*	*		*	*		*	*		*	*	
3	0.00	*		0.00	*		30.77	*		69.23	*		13	*	
4	*	0.00		*	38.46		*	38.46		*	23.08		*	13	
5	*	*		*	*		*	*		*	*		*	*	
All Grades	1.69	1.89		3.39	20.75		35.59	41.51		59.32	35.85		59	53	

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	15.38	*		61.54	*		23.08	*		13	*	
1	18.18	*		54.55	*		27.27	*		11	*	
2	*	*		*	*		*	*		*	*	
3	0.00	*		92.31	*		7.69	*		13	*	
4	*	61.54		*	38.46		*	0.00		*	13	
5	*	*		*	*		*	*		*	*	
All Grades	18.64	37.74		64.41	56.60		16.95	5.66		59	53	

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	15.38	*		46.15	*		38.46	*		13	*	
1	27.27	*		63.64	*		9.09	*		11	*	
2	*	*		*	*		*	*		*	*	
3	38.46	*		53.85	*		7.69	*		13	*	
4	*	53.85		*	46.15		*	0.00		*	13	
5	*	*		*	*		*	*		*	*	
All Grades	37.29	43.40		45.76	49.06		16.95	7.55		59	53	

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	0.00	*		69.23	*		30.77	*		13	*	
1	0.00	*		18.18	*		81.82	*		11	*	
2	*	*		*	*		*	*		*	*	
3	0.00	*		23.08	*		76.92	*		13	*	
4	*	7.69		*	61.54		*	30.77		*	13	
5	*	*		*	*		*	*		*	*	
All Grades	1.69	5.66		35.59	47.17		62.71	47.17		59	53	

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	7.69	*		15.38	*		76.92	*		13	*	
1	0.00	*		36.36	*		63.64	*		11	*	
2	*	*		*	*		*	*		*	*	
3	0.00	*		30.77	*		69.23	*		13	*	
4	*	7.69		*	76.92		*	15.38		*	13	
5	*	*		*	*		*	*		*	*	
All Grades	1.69	7.55		37.29	67.92		61.02	24.53		59	53	

Conclusions based on this data:

1. The total number of students tested decreased from 59 to 53 between 2020-21 and 2021-22.
2. Among all students key indicators showed significant improvement. The number of students who tested at an overall level 4 improved from 3.39% to 15.09%, an increase of 11.7%. The percentage of students who scored a level 3 increased from 23.73% to 32.08%, or an increase of 8.35%. The percentage of students who tested at a level 2 decreased from 44.07% to 39.62%, or a decrease of 4.45%, and the percentage of those who scored at level 1 decreased from 28.81% to 13.21%, a decrease of 15.6%.
3. Year on year comparison among specific grade levels is difficult due to restrictions on data within smaller cohorts of students, however, comparison of the 3rd grade cohort from 2020-21 is possible. Overall scores between 3rd and 4th grade ELPAC administrations showed a 60.5 mean scale score improvement

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
150	54.7	39.3	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Collegeville 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	59	39.3
Foster Youth		
Homeless		
Socioeconomically Disadvantaged	82	54.7
Students with Disabilities	7	4.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	1.3
American Indian		
Asian	2	1.3
Filipino	1	0.7
Hispanic	119	79.3
Two or More Races		
Pacific Islander		
White	23	15.3

Conclusions based on this data:

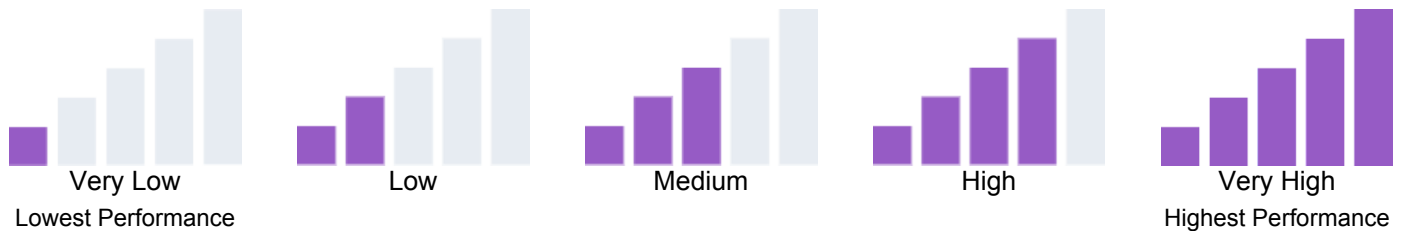
1. Collegeville has a high percentage of students who come from socioeconomically disadvantaged backgrounds at 54.7% (82 out of 150 students enrolled at that time.)
2. Collegeville has a high percentage of English learners at 39.3% (59 out of 150 students enrolled at that time).
3. Collegeville's Hispanic student population represents the majority at 79.3%, a slight increase from prior year.

School and Student Performance Data

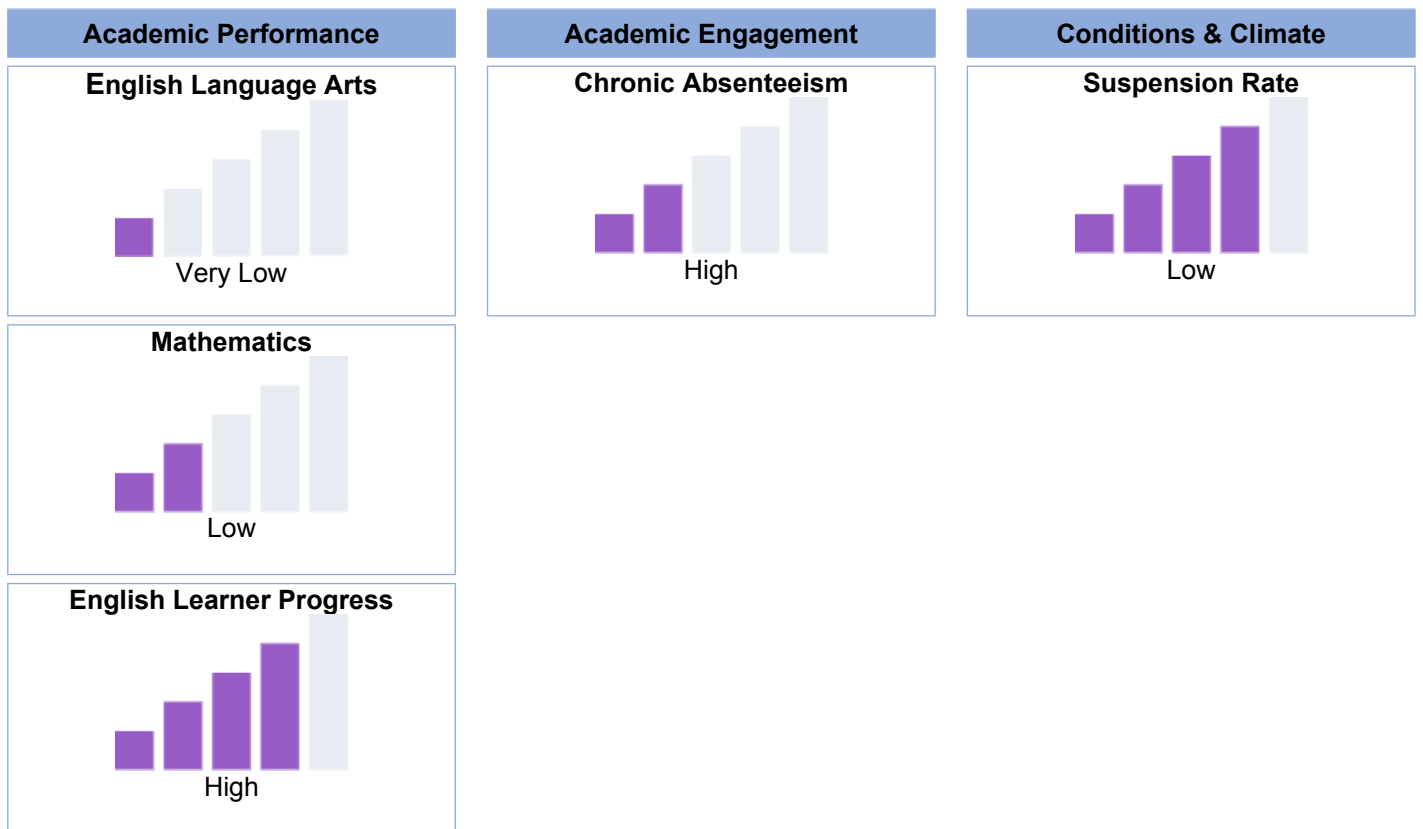
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. CAASPP results from 2021-22 indicate that Colleeville's 3rd - 5th grade students performed very low with regard to demonstrating grade level standards in English Language Arts and low performance in Math.
2. The California School Dashboard shows English Learner progress as being high during 2021-22.

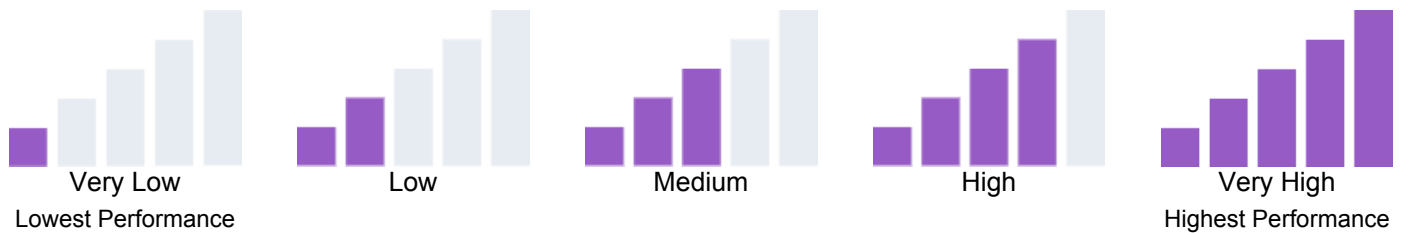
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3. The California School Dashboard indicates that Collegeville's suspension rate was low during 2021-22. It's chronic absentee rate was rated as high.

School and Student Performance Data

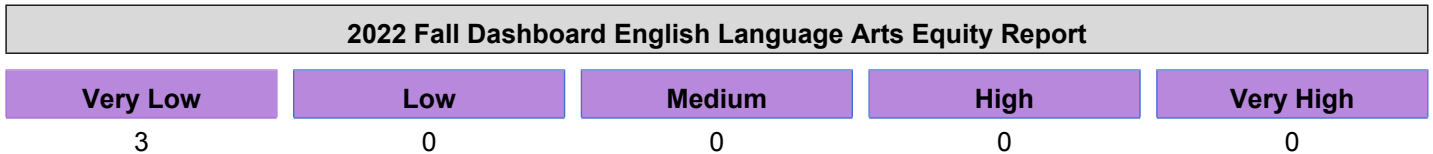
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

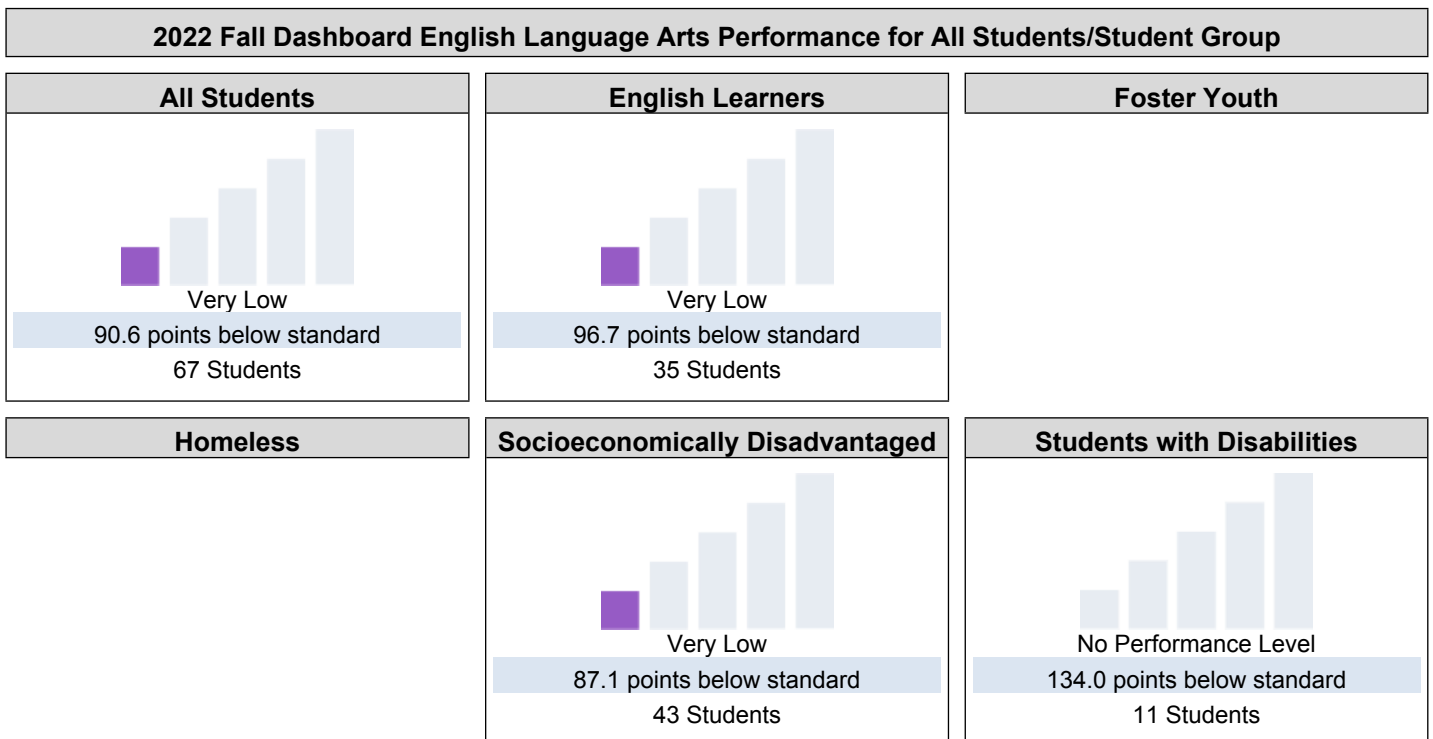
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



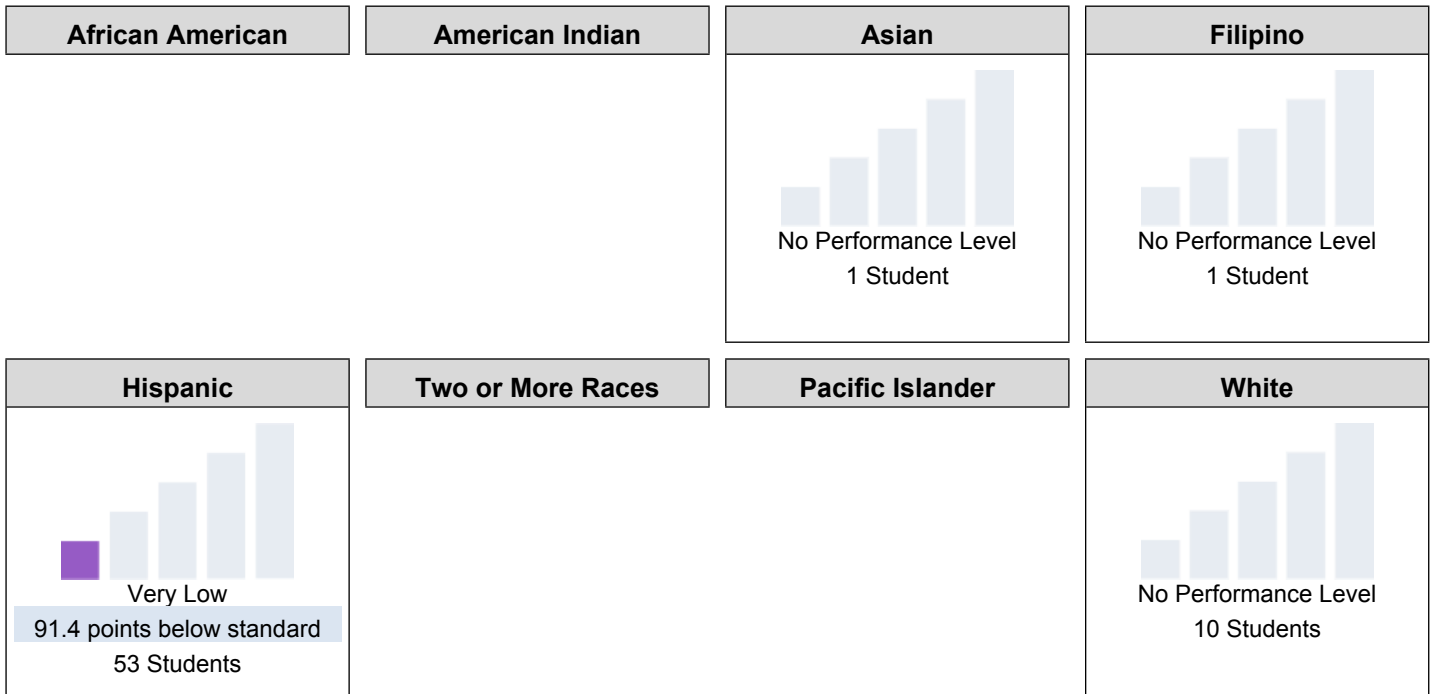
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>119.1 points below standard</p> <p>30 Students</p>	<p>5 Students</p>	<p>82.2 points below standard</p> <p>30 Students</p>

Conclusions based on this data:

1. Student performance on the 2021-22 ELA CAASPP among all students (3rd - 5th) was very low, 67 students scoring an average of 90.6 points below standard.
2. Student performance among English Learners (3rd - 5th) was also very low, with 35 students scoring an average of 96.7 points below standard. Student performance among English Only students (30) was 82.2 points below standard.
3. Student performance among socioeconomically disadvantaged students (43) was very low at 87.1 points below standard.

School and Student Performance Data

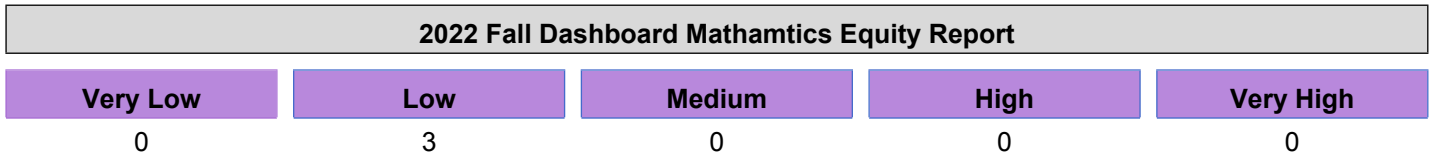
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

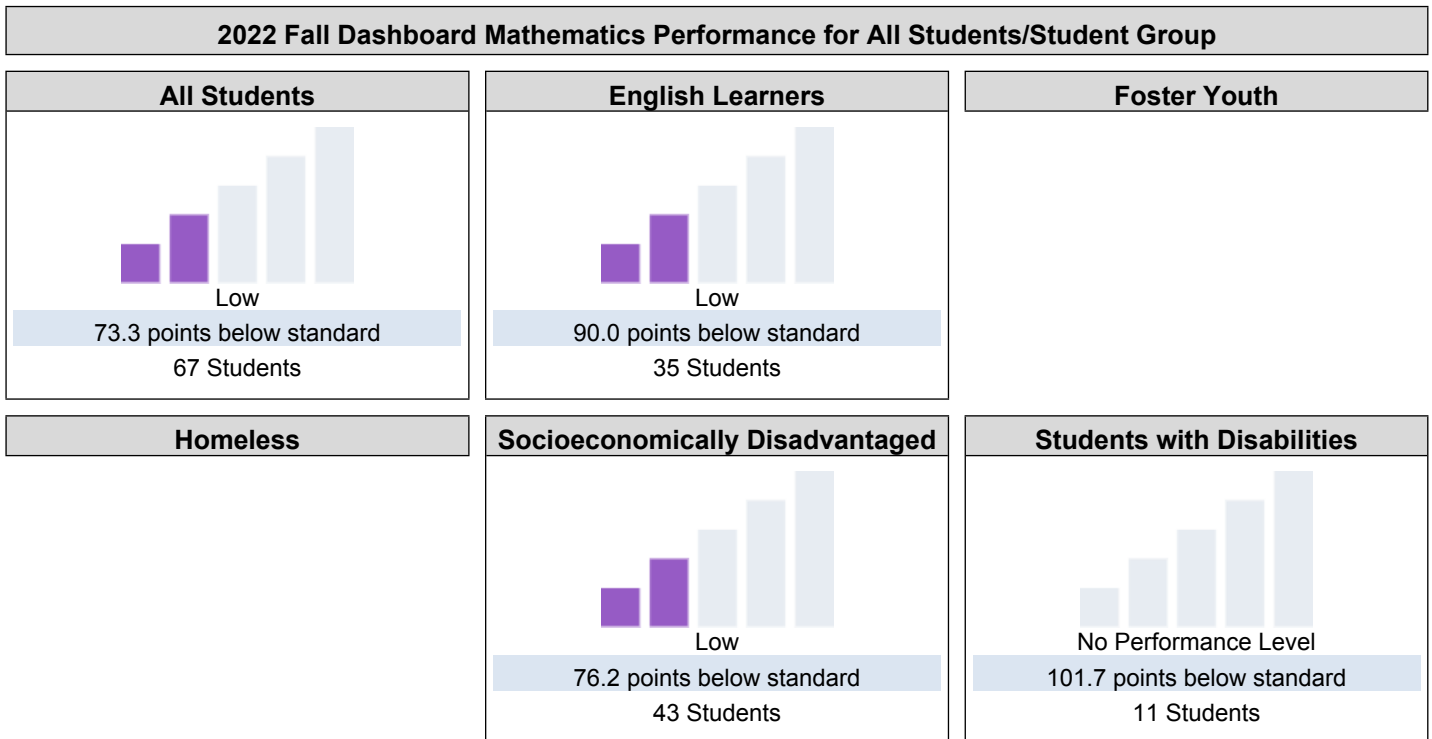
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



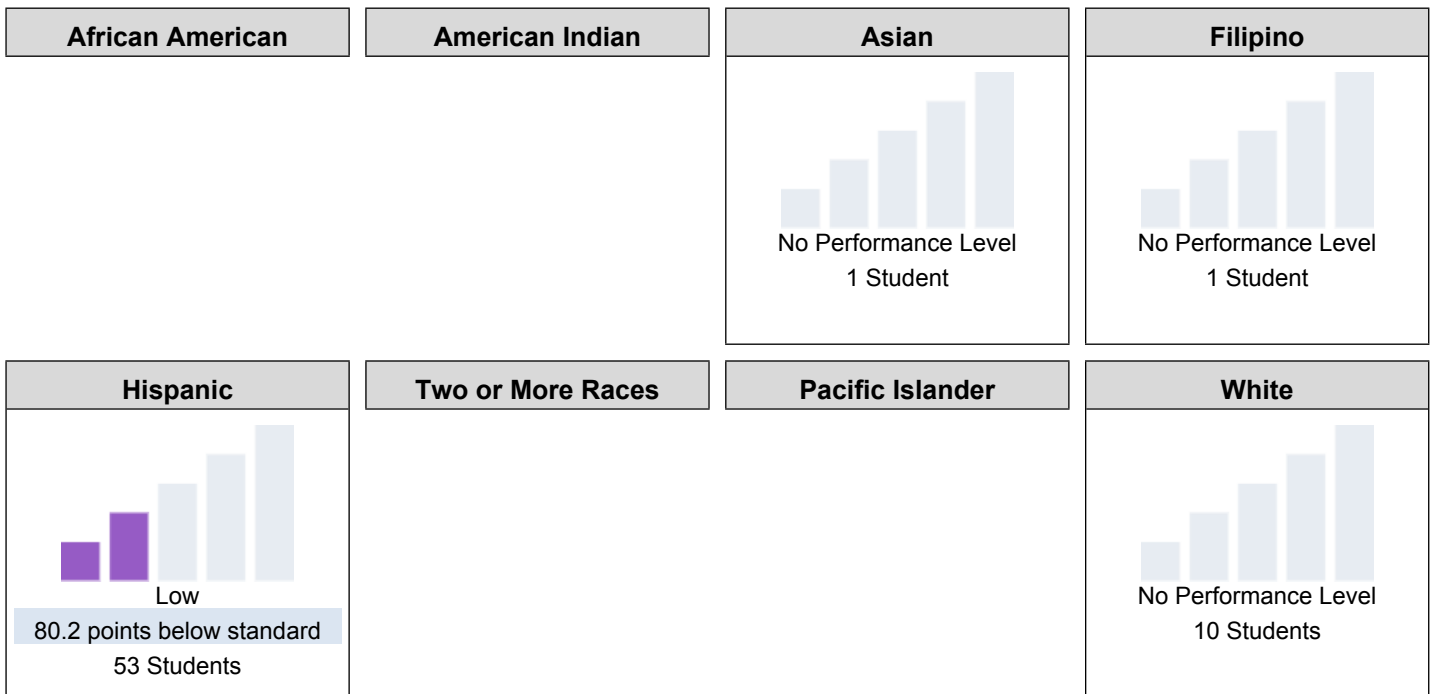
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>100.7 points below standard 30 Students</p>	<p>5 Students</p>	<p>53.5 points below standard 30 Students</p>

Conclusions based on this data:

1. Student performance among all groups (3rd - 5th) representing 67 students was low, with students scoring an average of 73.3 points below standard.
2. Student performance among English Learners (43 students) was low, with students scoring 76.2 points below standard. Performance among English Only students (30) was slightly better at 53.5 points below standard.
3. Student performance among socioeconomically disadvantaged students (43) was low, with students scoring 76.2 points below standard. Performance among Hispanic students (53) was low, with an average score of 80.2 points below standards.

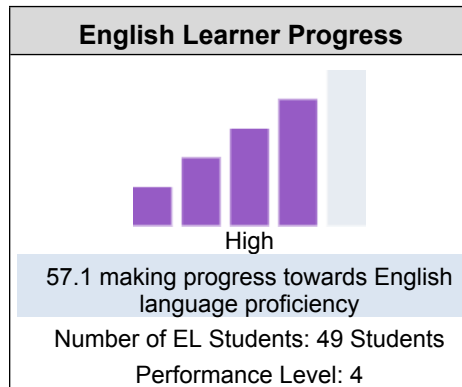
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 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
16.3%	26.5%	0.0%	57.1%

Conclusions based on this data:

1. English Learner progress at Collegeville shows students growth, with 57.1% of the 49 students tested showing growth of at least one ELPI level. EL progress is measured as high on the California Dashboard.
2. 16.3% of students tested decreased one ELPI level in comparison to prior year.
3. 26.5% of students tested maintained an ELPI level of 1, 2L, 2H, 3L, or 3H.

School and Student Performance Data

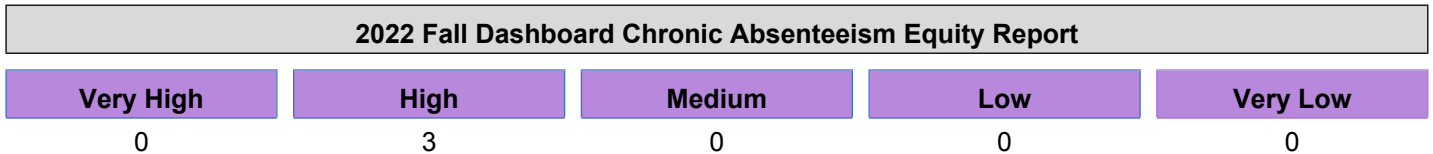
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

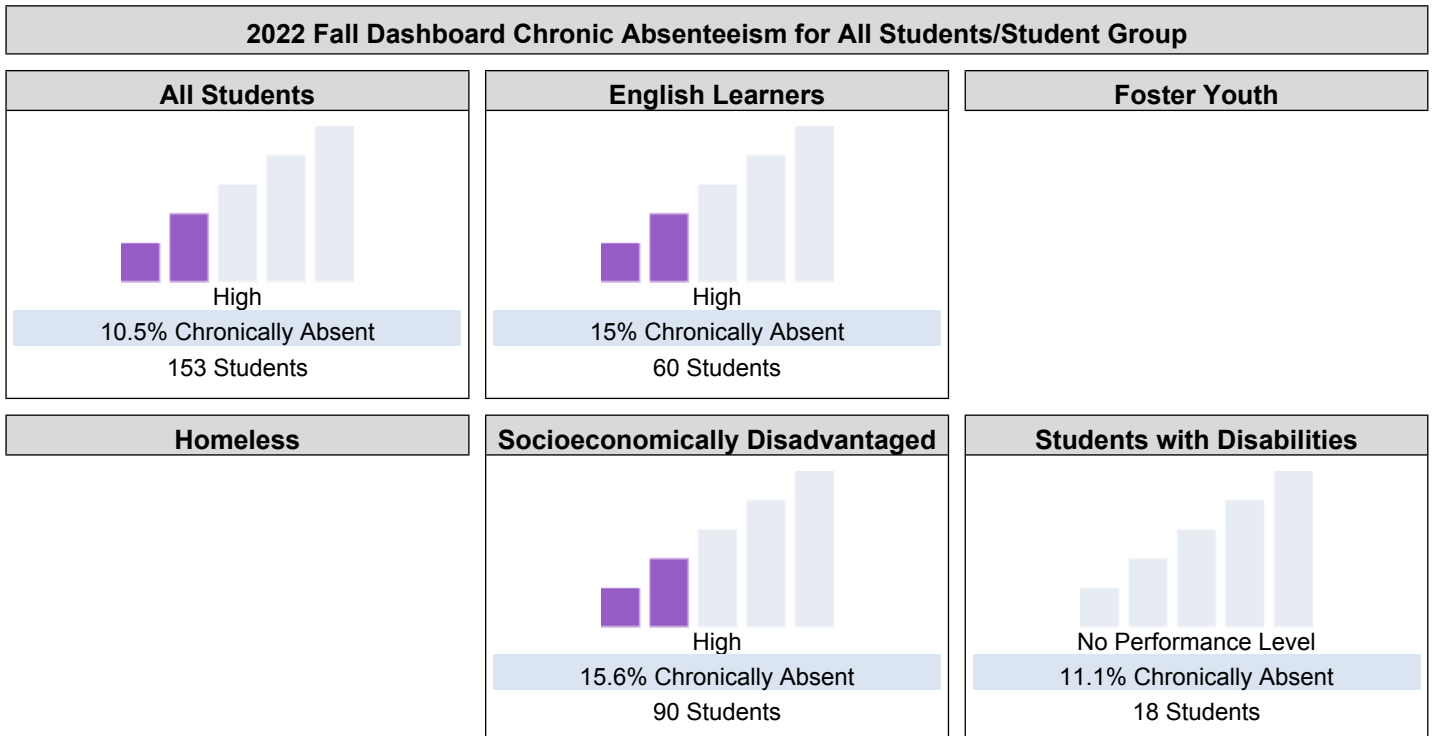
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



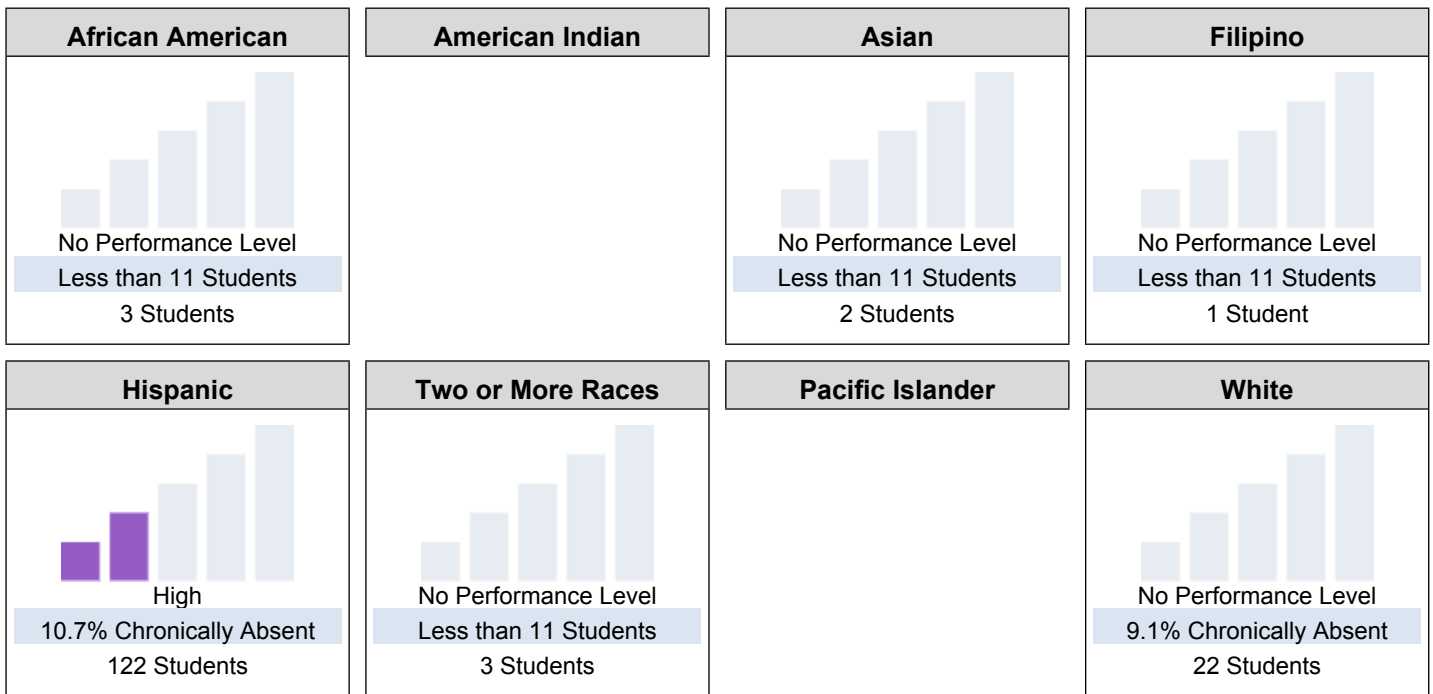
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Chronic absenteeism is considered high at Collegeville, with 10.5% of all students (153) showing as chronically absent.
2. Chronic absenteeism is high among both the socioeconomic disadvantaged (90) and English Learners (60) subgroups, at 15.6% and 15% respectively.
3. Chronic absenteeism is high among Hispanic students at 10.7% (122 students).

School and Student Performance Data

Academic Engagement Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Very Low Low Medium High Very High
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 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:

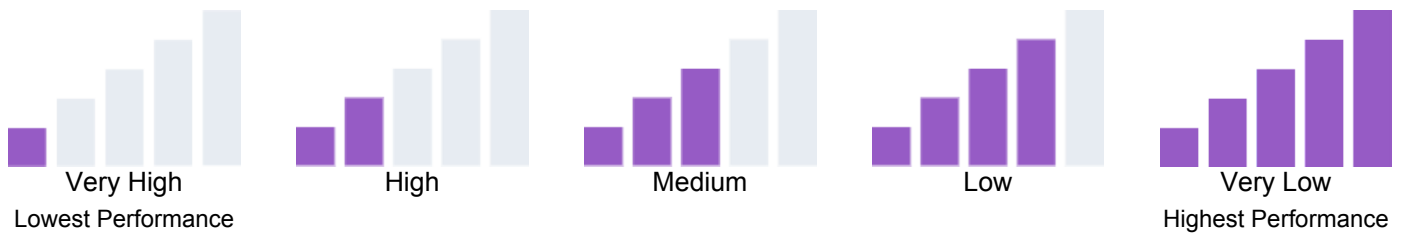
1. N/A

School and Student Performance Data

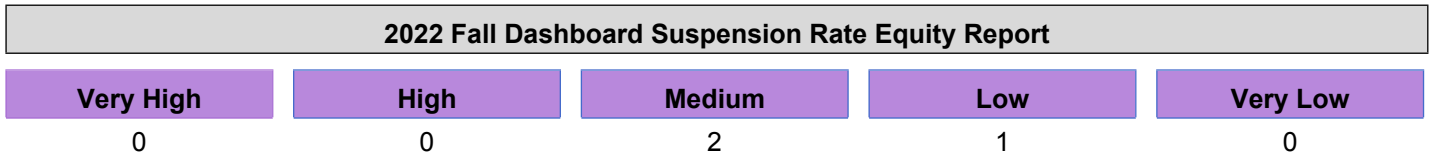
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

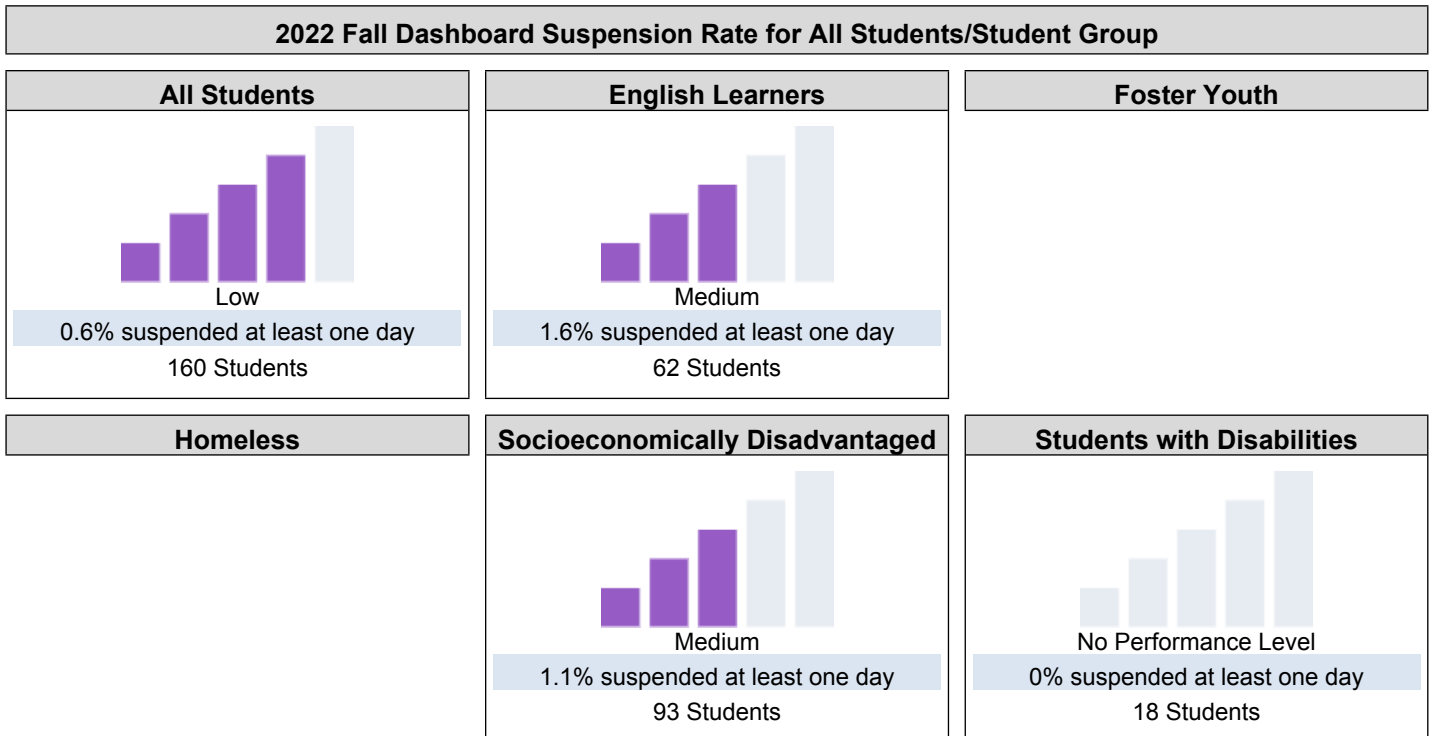
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



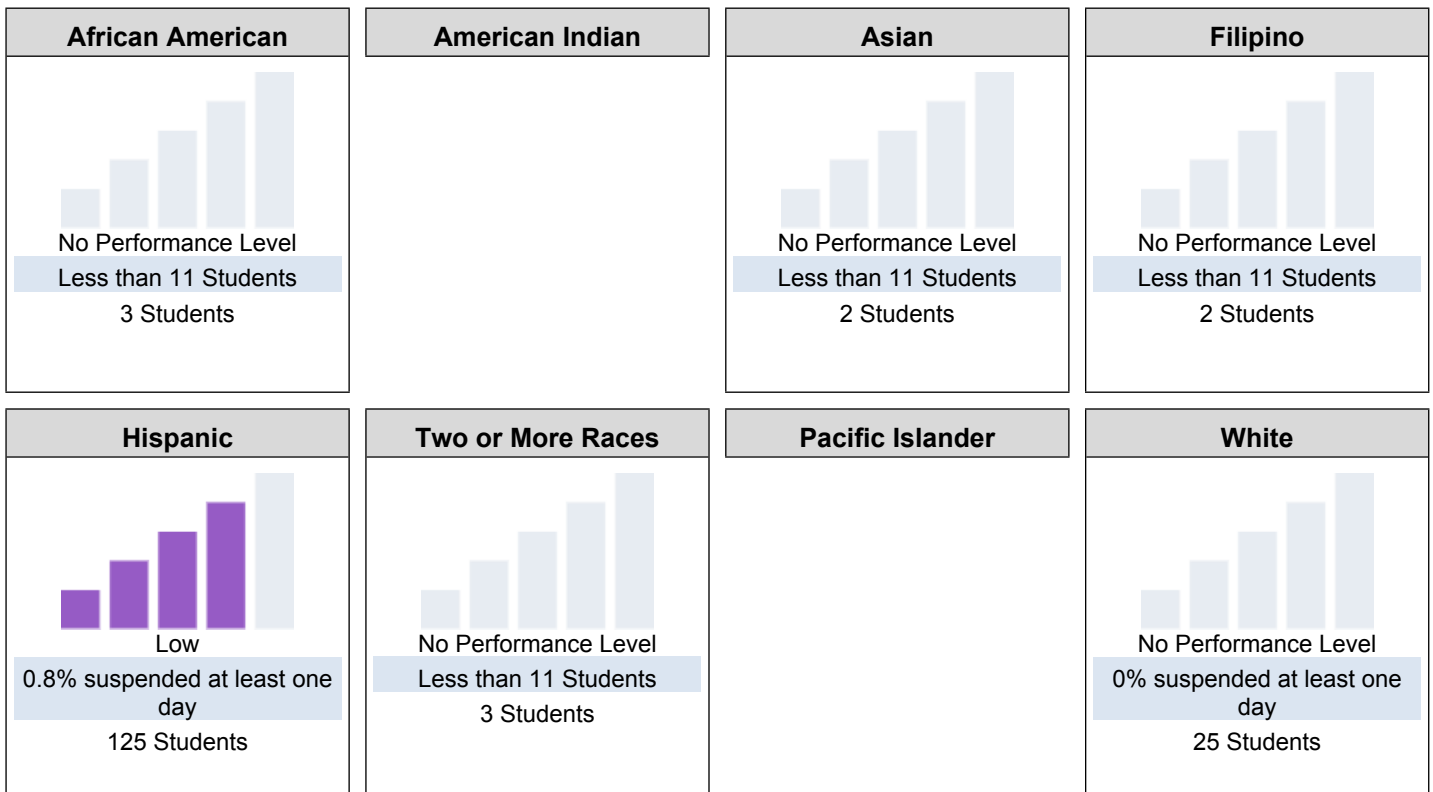
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Collegeville's overall suspension rate is considered low at .6% (out of 160 students) suspended for at least one day.
2. Collegeville's Hispanic student population (125 students) had a low suspension rate of .8%.
3. Collegeville's suspension rate among English Learners and socioeconomically disadvantaged students is considered 'medium' at 1.6% (62 students) and 1.1% (93 students) respectively.

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

Conditions of learning

LEA/LCAP Goal

Provide the necessary supports, resources and staffing to make all students career and college ready by implementing a multi-tiered system of supports that increases student achievement, provides access to a well-rounded education, and exposes students to rigorous Common Core State Standards.

Goal 1

Collegeville Elementary staff will focus on the implementation, monitoring and evaluation of research based recommended best practices, such as those used within the PLC, to more successfully put into action a multi-tiered system of supports designed to increase student achievement as measured by local assessments.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Results from the 2021-22 administration of the CAASPP indicate that students between 3rd - 5th grades underperformed in both ELA and Math.

In ELA, a 4.72% decrease in students who exceeded standards
In ELA, a 4.09% decrease in students who met standards
In ELA, a 2.15% increase in students who nearly met standards
In ELA, a 6.66% increase in students who did not meet standards

In Math, an 0.96% decrease in students who exceeded standards
In Math, no increase or decrease in students who met standards
In Math, a 7.62% increase in students who nearly met standards
In Math, a 6.67% increase in students who did not meet standards

Despite general underperformance in CAASPP ELA, it should however be noted, that Collegeville's 2021-22 5th grade class performed very well, with 50% of students tested (23) meeting or exceeding standards.

State ELPAC results, similar to CAASPP results, provided a limited set of data, however more granular analysis of 13 students who were tested in the 3rd-4th grade cohort between 2020-21 and 2021-22 show that overall growth was significant with a mean scale score increase of 60.5. ELPAC summative assessment results for Oral language mean language scores within this group grew by 23.08, Written Language scores improved by 38.47.

School wide STAR results from administrations given between August of 2022 and December of 2022 show the following:

COLLEGEVILLE STAR Early Literacy and Reading (Spanish)

Grade Average	GE Fall.	Average GE Winter.	GE Growth.	% At or Above
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K	N/A	.8	N/A	60%
1	.2	1.2	1.0	75%
2	1.3	1.6	.3	29%
3	1.5	1.8	.3	8%
4	2.15	2.6	.45	25.5%
5	N/A	N/A	N/A	N/A

COLLEGEVILLE STAR Early Literacy and Reading (English)

Grade Benchmark	Average GE Fall	Average GE Winter	GE Growth	% At or Above
K	N/A	.3	N/A	41.5%
1	N/A	.64	N/A	25%
2	N/A	1.3	N/A	13%
3	1.6	1.85	.25	4%
4	2.05	2.15	.1	14%
5	3.9	4.5	.6	52%

COLLEGEVILLE STAR Math (Spanish for 2nd - 4th, English 5th)

Grade Benchmark	Average GE Fall	Average GE Winter	GE Growth	% At or Above
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	1.6	2.1	.5	43%
3	2.05	2.6	.55	41.5%
4	3.35	3.6	.25	50.5%
5	4.3	4.9	.6	54%

STAR assessment data from between August and December of 2022 indicate that student academic progress in Spanish Language Arts is variable, but within expected parameters of growth for students within a dual language immersion program model. With the exception of Kindergarten and 1st grade whose scores indicated a majority of students were at or above grade level in December, fewer than 30% of students in grades 3 - 5 were the same. Reading scores for the same period show that Collegeville students underperform, though given instructional norms and a 90/10 DLI model, lower ELA scores are to be expected within the parameters of such a model. The exception to this can be seen within the 5th grade scores, within Collegeville's last remaining English only group, that witnessed higher than expected growth of .6 GE and 52% of students demonstrating at or above benchmark scores. Collegeville student's STAR Math performance between August and December show expected or better than expected growth among 2nd, 3rd and 5th grade classes. Despite less than expected growth among 4th grade students, just over 50% of the group showed that they were performing at or above the benchmark.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Intervention teacher (.5 FTE at Collegeville)	Use of an Intervention teacher at Collegeville (to be shared with Farmington Elementary) and refinement of a push-out/push-in schedule of services to address students in need of additional academic supports in Reading. A new intervention teacher was hired at the outset of the 2022-23 school year, but later took a regular classroom position in October, which created a gap in consistent intervention services between October and January of 2023 when a new intervention teacher was hired.	Consistent availability of intervention services, along with data analysis provided by pre and post tests, as well as measurable progress within Sunday curriculum, will be used to assess student progress and inform ongoing interventions and/or exiting from intervention.
Adoption of new Social Science and Science curriculum.	New adoptions will require training for all TK-5 teachers to implement the curriculum with students.	Understanding and best use of publisher provided instructional resources.
Staff training on ST Math, Reflex Math and Frax.	Staff hired since 2020-21 have had no formal training from supplemental Math program ST Math to make best use of online platforms. Similarly, Reflex and Frax were brought on board in 2022-23 and training on best practices would be beneficial.	Improved implementation and use of data within various supplemental online Math platforms to inform instruction and more effectively correlate use alongside adopted Math curriculum (Math Expressions). Provide greater incentives to students.
Staff wide professional development on Math from UC Davis Math experts.	In 2022-23 EUSD resumed its relationship with UC Davis to provide all TK-5th grade teachers with Math related instructional strategies. This relationship will continue in 2023-24.	Use of UC Davis instructional strategies to improve student math performance.
Adoption and implementation of SEL curriculum in all TK-5 classrooms.	EUSD will provide all TK-5 teachers with training on SEL curriculum to address students' ongoing socio emotional needs and development along with expert staff to oversee training to instructional staff.	Implementation of SEL curriculum in TK-5 classrooms via weekly instruction and addition of SEL into teacher's weekly lesson plans.
Scheduled CAASPP practice for students in 3rd - 5th grades	In 2022-23 Collegeville 3rd grade teachers organized vertical instructional sessions	Monitoring of practice test results by 3rd - 5th grade teachers to inform instruction

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>with 3rd - 5th grade students during After School Program hours prior to and during CAASPP administration in an effort to improve student performance. This strategy will continue in 2023-24 (contingent on teacher availability and willingness to organize preparational sessions) along with a minimum of two individual class practice sessions with the state testing system between January and test administration in May of 2024.</p>	<p>and general student CAASPP preparation. Development of a CAASPP practice calendar.</p>
<p>Assignment of additional hours to classified instructional aides</p>	<p>Beginning in 2021-22 instructional aides were given the option to work additional hours in order to provide more robust small group support for teachers. This continued throughout 2022-23.</p>	<p>Organization of an instructional aide schedule designed to provide all students with small group and individual supports as determined by a combination of overall class size and teacher identified student needs.</p>
<p>Continued collaboration with the Child Abuse Prevention Council (CAPC) to provide Farmington students with Tier 1 and 2 level mental health services via CAPC contracted personnel.</p>	<p>Since 2020-21 CAPC has provided contracted services to Farmington Elementary School students referred by staff or parents for mental health services. CAPC personnel have provided Tier 1 or 2 level counseling (as appropriate), mostly in small group settings. CAPC personnel also provides families of students with access to various community resources on a case-by-case basis. In the past, formulation of student groups identified for mental health services has taken several weeks.</p>	<p>Improvement of school staff understanding of CAPC processes and practices to better facilitate student referrals that will more efficiently and effectively lead to the formulation of student meeting groups.</p>
<p>Improvement of an After School Program in cooperation and collaboration with Boys and Girls Clubs of Tracy.</p>	<p>Collegeville's After School Program has maintained operations throughout the 2022-23 school year despite serious staffing challenges. The program had previously been run with a total of five</p>	<p>An After School Program running daily Monday-Friday from 2:00 to 6:00 PM with staff and practices already widely used by Boys and Girls Clubs of Tracy including providing a snack/meal, time allocated for</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>staff members (one site lead and four instructional aides). The 2022-23 school began without any staff and was operated by multiple regular school day instructional aides and the principal who provided just enough coverage to keep the program running, though under significant strain. In September three people were hired, including a site lead, thus somewhat reducing, though not eliminating, the demands being made on regular daytime staff. In January a collaboration between the district office and the county office of education led to the establishment of a contract between EUSD and FIT (Factory Institute of Training) to provide physical education to students in the After School Program. A rotational schedule was created so that between the program's three staff members and FIT employees, students would be supervised and participate in a limited number of activities devised by staff including time to complete homework, outdoor play with FIT, and basic arts and crafts. Limited training and experience by After School Program staff resulted in numerous problems and challenges during the 2022-23 school year in terms of student behavior and discipline during After School Program hours.</p>	<p>homework completion, tutoring and academic intervention, physical fitness, and enrichment activities.</p>
<p>Continuation of the 'Success on Saturday' (SOS) program.</p>	<p>SOS was initiated during the 2019-20 school year and was subsequently impacted by school closures resulting from the COVID-19 pandemic. SOS was reintroduced to</p>	<p>Contingent on teacher interest and availability, an average of two SOS dates per month will be scheduled between August and May. The focus of SOS will be to provide students with</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Collegeville during the 2021-22 school year as a way to mitigate student absences and provide a means for additional academic support. It has continued in place since that time.</p>	<p>practice within areas of academic need.</p>
<p>Continued assignment of Elementary Music Teacher across TK-5th grades.</p>	<p>Beginning in the 2021-22 school year EUSD hired a music teacher to service the needs of all its elementary schools. Given the small size of Farmington Elementary, providing access to music instruction for all students was feasible and thus undertaken.</p>	<p>Development of a more robust music program for 4th and 5th grade students including access to age and grade level appropriate musical instruments to be stored at Farmington given the itinerant nature of the elementary music teacher's current assignment.</p>
<p>Continuation of contracted services through the San Joaquin County Office of Education to provide art instruction across all grade levels.</p>	<p>for the past several years to provide art instruction during 6-8 week periods in the school year. This relationship has given Farmington TK-5th grade students access to art instruction on a schedule provided by the art instructor contracted by SJCOE.</p>	<p>Development of a more robust art program for all students by either expansion of the contracted time arranged with SJCOE and/or assignment of an elementary school art teacher through an itinerant schedule as provided by EUSD.</p>
<p>Provide Dual Language Immersion specific professional development and training opportunities to DLI teachers and support staff.</p>	<p>During 2022-23 DLI teachers were provided with the opportunity to visit California Avenue School in Riverbank to observe the DLI strand in operation at the location. The visit took place during the course of an entire school day and included visits to grades TK - 5th. Teachers were able to interact and have a Q & A session with the school's principal and a few members of the teaching staff in order to ask questions about curriculum, instructional practices, and general organization.</p> <p>Teachers were provided the opportunity to arrange visits of nearby DLI schools. For example, the 4th grade team</p>	<p>Several teachers have opted to attend an ATDLE conference being held in late June in Sacramento. EUSD will continue to develop a collaborative relationship with SJCOE to provide routine DLI specific professional development opportunities to staff. The process will begin with a visit by SJCOE staff with a DLI specific background and collection of survey data to target specific needs as expressed by teachers.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>arranged for and visited Osborn Elementary School and its 4th grade DLI classrooms. The visit was followed by a report to Collegeville staff during a staff meeting.</p> <p>Teachers were provided with information regarding various professional development opportunities related to DLI as such information was relayed to the site via email from the district office, county office of education, or DLI related organizations such as ATDLE or CABE. Some teachers attended a conference hosted by Stanislaus County Office of Education.</p> <p>EUSD has initiated a collaboration with SJCOE to provide DLI specific instructional coaching to DLI teachers.</p>	
<p>Provide access to district instructional coaches responsible for ELPAC testing to discuss, review and refresh understanding about the ELPAC exam and criteria for student progress within it.</p>	<p>District Instructional coaches were invited to a Collegeville staff meeting during the first half of the 2022-23 school year to discuss and review information related to the administration of the ELPAC and provide insights on helping students to progress and move toward redesignation.</p>	<p>Provide teachers with access to EUSD instructional coaches for continued discussion about the ELPAC. Given prior year discussion, preceding the visit with a survey to fine tune the discussion and visit in order to make it broadly applicable to both veteran and newer teachers.</p>

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

Professional Development, Training and Staffing:

- Professional development and training with newly adopted Social Science and Science curriculum.
- Professional development and training with supplemental instructional resources including ST Math, Reflex Math and Frax.
- Professional development and training with the implementation of district adopted SEL curriculum.
- Participation in district wide professional development days including those geared toward refinement of PLC practices and training by UC Davis Math experts.
- Additional work hours for classified instructional aides from 3.5 to 6 hour positions, contingent on their agreement, for the duration of the 2023-24 school year.
- Calendaring of 'Success on Saturday' opportunities for students who miss school or are recommended for additional academic support, contingent on teacher availability to operate it.
- Maintenance of an Intervention teacher on the Farmington staff (shared with Collegeville Elementary)
- Maintenance of a Special Education teacher (shared with Collegeville) to provide Tier 2 and 3 level academic support to students with IEPs and 504s.
- Collaboration with Boys and Girls Clubs of Tracy to staff and operate the After School Program.
- Informational meeting with CAPC personnel in collaboration with school psychologist to improve staff understanding of CAPC mental health referral processes.
- Continued referral of DLI specific professional development opportunities to staff, providing opportunities to visit nearby DLI schools, and development of a collaborative relationship with SJCOE to provide DLI specific training to staff.
- Facilitate access to district instructional coaches responsible for ELPAC administration for ongoing professional development related to student improvement on the ELPAC and redesignation.

Measures:

- Scheduling of professional development and training with appropriate vendors and adherence to district assigned professional development days.
- Adjustment of classified instructional aide work schedules to meet school wide needs.
- Scheduling of 'Success on Saturday' instructional hours with appropriate staff.
- Organization of an After School Program schedule, enrollment of students within it and ensuring appropriate staffing.
- Scheduling CAPC and school psychologist to provide instructional staff with information and guidance.

People Assigned:

Administrators, teachers, resource specialists, instructional coaches, CAPC personnel and school psychologist.

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)
4000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Substitutes for Teachers and instructional aides, professional development costs
500.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher extra services
2500.00	LCFF State Compensatory Education 5000-5999: Services And Other Operating Expenditures Travel expenses for conferences
1500.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Travel expenses for conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Continue to Increase the rate of language acquisition for our English Learner students Task:

English Language Development instruction blocks using Benchmark, Targeted Vocabulary Development, and small group instruction. Teachers will provide explicit direct instruction of academic vocabulary in all content areas

Measures:

Using ELPAC, AIMSWeb, STAR assessment data to establish baseline for language acquisition rates of EL students.

People Assigned:

Teachers, aides, specialists, instructional coaches, and administrator.

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)

2000.00

Source(s)

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use of technology to supplement curriculum and support classroom instruction

Task:

- Students will improve their typing skills using typing software - Typing Club
- Students in K-1 will use Estrellita supplemental instructional materials as needed and Imagine Learning online resources for Spanish phonics development.
- Students will use STMath, Reflex Math (primarily grades 2-5), Frax (primarily grades 3-5) online platforms to help them learn common core math standards and improve mathematical automaticity.
- Students may use Generation Genius as a supplemental resource to develop their understanding and literacy of grade level science standards.
- . Students may use Reading Eggs for phonics, spelling and early literacy development (primarily grades 2-4)
- . Maintain subscription to Teachers Pay Teachers to provide DLI staff with access to teacher created supplemental instructional materials.
- . Provide teachers with the necessary technology required for 21st century instruction, including, but not limited to, interactive touchscreen classroom monitors, student Chromebooks, Chromecarts, ELMO document cameras, and headphones for students.

Measures:

Teacher and students will monitor their progress.

People Assigned:

Teachers, administrator, and instructional aides.

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)

7000.00

Source(s)

LCFF State Compensatory Education

	5000-5999: Services And Other Operating Expenditures Software
3000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Software student licenses
8000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Computer hardware

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

Resources to support the demands of Common Core State Standards

- Math materials: Math Expressions curriculum and student consumables
- Spanish Language Arts materials: Benchmark Adelante curriculum and student consumables
- English Language Arts materials: Benchmark (English), student consumables, library books and classroom chapter books
- Science materials: Inspire Science (English and Spanish) curriculum and student consumables
- Social Studies materials: Social Studies Alive! (English and Spanish) curriculum and student consumable materials
- SEL curriculum and student consumables
- Printer usage and maintenance for student materials

Measures:

Provide all teachers with board adopted curriculum and associated student consumables needed for classroom instruction.

People Assigned:

Administrators

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)

1000.00	LCFF State Compensatory Education 4000-4999: Books And Supplies Materials and Supplies
6000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials and Supplies
2000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Printer maintenance for student materials

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Task:

The Colledgeville Extended Learning Program (ELP) staff assists students with enrichment activities, homework assistance, small group intervention after the end of the regular instructional day (8:00 AM to 2:00 PM), and community service (Grocery Day in collaboration with the Second Harvest Food Bank). In 2023-24 EUSD will enter into a contract with Boys and Girls Clubs of Tracy to run Colledgeville's After School Program. Boys and Girls Clubs of Tracy will bring trained staff to run a self-contained program with a schedule designed to provide students with a safe, welcoming and structured environment in which students will be divided by grade/age level groups and have opportunities to participate in the the following activities:

- Time to work on homework
- Fitness and exercise
- Arts and crafts
- Student leadership and socio emotional development
- Various student clubs

Measures:

Rates of attendance, ELP staff feedback, ELP and regular school day staff communication and collaboration

People Assigned:

ELP staff (coordinated through the Boys and Girls Club of Tracy) and school administrator.

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)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Students with targeted tier 2 intervention needs

Strategy/Activity

Response to Intervention and Differentiated Instruction Task:

- Provide direct instruction of phonemic awareness and early reading skills in K-2 by using Benchmark Adelante curriculum and other supplemental instructional tools such as, but not limited to SRA
- . Provide professional development opportunities and training with instructional strategies supported by data driven research
- Tier I small group instruction
- Tier II and Tier III push in and/or pull out program with intervention specialists and aides

Measures:

Curriculum based assessments, STAR, AimsWeb, and various teacher assessments.

People Assigned:

Teachers, specialists, administrators, and instructional aides.

Measures:

AIMSweb, teacher progress monitoring, the SST process, student IEPs, and curriculum based assessments .

People Assigned:

Teachers, administrators, instructional aides, resource specialist and intervention teacher.

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)

2500.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 1000-1999: Certificated Personnel Salaries Teacher extra services
1000.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

General and ongoing strategies, best practices and supplemental learning resources:

- Use of daily learning objectives, frequent checks for understanding (random and targeted), and engagement strategies (such as GLAD)
- Holding students accountable to answer in complete sentences.
- Use of sentence stems and frames to help students gain fluency.
- Fidelity to recommended PLC practices, such as data analysis and development of common formative assessments during district provided teacher collaboration time.
- Provide the necessary technological and material resources needed to facilitate instruction at all levels.
- Supplemental learning resources used in conjunction with adopted curriculum such as ST Math, Reflex Math, Frax, Reading Eggs, Imagine Learning

Measures:

Principal observation during instruction, PLC collaboration agendas. People Assigned: Administrators, teachers, and instructional coaches.

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)

9089.00

LCFF State Compensatory Education
4000-4999: Books And Supplies
Materials and supplies

21711.00

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
4000-4999: Books And Supplies
Materials and supplies

18000.00

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
5000-5999: Services And Other Operating Expenditures
Software for online supplemental resources

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Students requiring Tier 2 or 3 intervention

Strategy/Activity

Special Education Teacher, Intervention Teacher

Task:

- Special Education teacher will provide targeted support to students identified through IEPs and/or 504 plans.
- Intervention teacher will provide targeted support to students identified through the referral process as being in need of Tier 2 or 3 level supports.
- Special Education and Intervention teachers will collaborate within the PLC process to improve instruction and student outcomes.

Measures:

STAR assessments, the SDRT and SST process, teacher referrals, and AIMSweb, Sonday.

People Assigned:

Special Education Teacher, Administrator

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)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

Students in 3rd, 4th and 5th grades

Strategy/Activity

CAASPP student practice:

- Development of a testing schedule that includes practice testing in individual classes, vertical grade level test instruction and practice, and actual test administration.

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)

500.00

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
1000-1999: Certificated Personnel Salaries
Teacher extra services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

4th and 5th grade students

Strategy/Activity

Provision of age/grade level appropriate musical instruments for use in music instruction.

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)

Other Restricted Local
4000-4999: Books And Supplies
Musical instruments and other associated materials and supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Expansion of contracted services for art instruction through SJCOE and/or assignment of elementary art teacher to provide ongoing art instruction to Farmington students.

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)

2000.00

LCFF State Compensatory Education
5000-5999: Services And Other Operating Expenditures
Art services provided through the county office of education

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

For the 2022-23 school year Collegeville's SPSA listed the following goal:

"By the end of the school year Collegeville Elementary will provide a variety of professional development activities to all instructional staff, such as district-wide K-5 training for English/Language Arts curriculum, site specific training for Dual Language teachers, participate in the development of Professional Learning Communities (PLCs), upgrade and/or maintain technology resources, and support Benchmark Adelante (K-4th), Estrellita and Imagine Learning within the Dual Language Immersion program in grades TK-2, as well as Math Expressions and Benchmark ELA (5th grade) curriculums within the remaining regular English language program (grade 5)."

Various professional development activities were organized, whether through the district or at the site level. These activities included the following:

- 2 district-wide professional development days with a focus on development of the district wide and site level PLCs
- A minimum of 2 district wide grade level collaboration days intended to give grade level teams time to finalize grade level guaranteed (also known as essential) standards and/or develop common formative assessments
- District wide math training in collaboration with UC Davis Math
- A site wide visit to California Avenue Elementary School in Riverbank for observation of their DLI program and consultation with school administration and volunteer teachers from their staff
- Entire staff training on Benchmark Adelante curriculum
- New teachers were provided with GLAD training

Throughout the course of the school year technology upgrades were made to several classrooms including the purchase and installation of four interactive touchscreen monitors, teacher speaker headsets, a chromecart, and replacement of damaged or malfunctioning technology such as, but not limited to, student headphones, student Chromebooks, staff laptops or desktop computers, and document cameras.

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 district has identified the material difference threshold at a 10% variance between total expended and actual expenditures.

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

The 2022-23 goal language was changed from the following:

"By the end of the school year Collegeville Elementary will provide a variety of professional development activities to all instructional staff, such as district-wide K-5 training for English/Language Arts curriculum, site specific training for Dual Language teachers, participate in the development of Professional Learning Communities (PLCs), upgrade and/or maintain technology resources, and support Benchmark Adelante (K-4th), Estrellita and Imagine Learning within the Dual Language Immersion program in grades TK-2, as well as Math Expressions and Benchmark ELA (5th grade) curriculums within the remaining regular English language program (grade 5)."

To the following:

"Collegeville Elementary staff will focus on the implementation, monitoring and evaluation of research based recommended best practices, such as those used within the PLC, to more successfully put into action a multi-tiered system of supports designed to increase student achievement as measured by local assessments."

The change in language and focus is meant to reflect staff familiarity operating within a PLC and focus on various elements of MTSS that will be needed to address areas of concern. Collegeville's annual outcomes, metrics and strategies have been updated with an eye toward greater specificity. Its 2022-23 list of outcomes and metrics included only one; provision of professional development related to DLI best practices. A more specific and detailed list, including 14 different metrics (see above), has been generated for 2023-24 intended to address student needs.

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

Student outcomes

LEA/LCAP Goal

Implementation of a multi-tiered system of supports (MTSS) that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness.

Goal 2

Collegeville Elementary instructional staff will focus on bringing all students to grade level in Spanish Language Arts, English Language Arts, and Math as measured by STAR Reading and Math assessments through continued adherence to the Professional Learning Community process and model, continued refinement of Intervention and extended learning opportunities programs, and development of student recognition and celebratory incentives.

Identified Need

What data did you use to form this goal (findings from data analysis)?

CAASPP, ELPAC, California Dashboard and local assessment data from 2022-23 (STAR Early Literacy, Reading and Math assessments) indicate that although all students have been making expected progress in ELA and Math, that many students remain below grade level. Student attendance data as retrieved from the Aeries student database and monthly attendance reports show that some chronic absenteeism exists despite efforts to mitigate it through the implementation of Collegeville's 'Success on Saturday' program.

School wide STAR results from administrations given between August of 2022 and December of 2022 show the following:

COLLEGEVILLE STAR Early Literacy and Reading (Spanish)

Grade	Average	GE Fall.	Average GE Winter.	GE Growth.	% At or Above
K		N/A	.8	N/A	60%
1		.2	1.2	1.0	75%
2		1.3	1.6	.3	29%
3		1.5	1.8	.3	8%
4		2.15	2.6	.45	25.5%
5		N/A	N/A	N/A	N/A

COLLEGEVILLE STAR Early Literacy and Reading (English)

Grade Benchmark	Average GE Fall	Average GE Winter	GE Growth	% At or Above
K	N/A	.3	N/A	41.5%
1	N/A	.64	N/A	25%
2	N/A	1.3	N/A	13%

3	1.6	1.85	.25	4%
4	2.05	2.15	.1	14%
5	3.9	4.5	.6	52%

COLLEGEVILLE STAR Math (Spanish for 2nd - 4th, English 5th)

Grade Benchmark	Average GE Fall	Average GE Winter	GE Growth	% At or Above
K	N/A	N/A	N/A	N/A
1	N/A	N/A	N/A	N/A
2	1.6	2.1	.5	43%
3	2.05	2.6	.55	41.5%
4	3.35	3.6	.25	50.5%
5	4.3	4.9	.6	54%

What did the analysis of the data reveal that led you to this goal?

STAR, as well as Aimsweb, CAASPP and ELPAC data from 2022-23 was analyzed to inform sitewide decision making for the 2023-24 school year.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Continued use of STAR and CAASPP results to inform instruction and intervention.	Administration of a minimum of three STAR assessments per trimester per teacher (with the exception of TK/Kinder), including those mandated by the district during the fall, winter and spring.	Monitoring of STAR, CAASPP and California Dashboard results to inform SDRTs, SSTs and teacher recommendations for intervention or enrichment.
Development of a Reading incentives program for students.	A limited number of Colleegeville students are recognized for progress in Reading during each trimester at the school wide awards assembly. More frequent (monthly) class based awards and incentives will be designed to motivate students to make best use of supplemental programs.	Tracking of STAR Early Literacy and STAR Reading scores as compared to prior year and measurable student progress within supplemental Reading programs (ex: Reading Eggs, or class/teacher generated programs). Celebrations of student achievement with student appropriate rewards. Coordination of incentives with the school librarian and overall library program.
Development of a Math incentives program for students.	A limited number of Colleegeville students are recognized for progress in Math during each trimester at	Tracking of student Reading and STAR Math scores as compared to prior year and measurable student progress

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	the school wide awards assembly. More frequent (monthly) class based awards and incentives will be designed to motivate students to make best use of supplemental programs.	within supplemental Math programs (ST Math, Reflex, Frax). Celebrations of student achievement with student appropriate rewards.
Use of 'Success on Saturday' to improve school wide attendance.	Collegeville Elementary organized a total of 15 'SOS' dates on the 2022-23 calendar with attendance varying within a range of 10-20 students per session. 'SOS' helped to improve overall student attendance during the course of the school year by 1-2% helping the school to approach its goal of 97% average attendance.	Scheduling of a minimum of 10 'SOS' dates on the school calendar, staffed by a certificated teacher and an instructional aide (as determined by an enrollment exceeding 12 students) running from 7:45 AM to 12:00 PM on predetermined Saturdays.
Scheduling of student assemblies focused on improvement of academic skills with an emphasis on Reading, Math, Science and SEL.	Since 2019-20 Collegeville Elementary has had a limited number of school wide or grade level specific assemblies intended to focus attention on topics relevant to students. Between 2019-20 and 2022-23 school wide assemblies have focused on SEL/Anti-Bullying, with one assembly focused on fostering an interest in Reading.	Scheduling of at least one assembly geared toward generating student interest in each of the following academic areas: Reading, Math and Science during the course of the 2023-24 school year, and one assembly focused on SEL/Anti-Bullying.

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

Make best use of PLC early release days by adhering to best practices including:

- Vertical collaboration among Collegeville staff to align instruction and problem solve topics relevant across grade levels.
- Grade level collaboration with teachers at other EUSD elementary sites (in person or virtually) to analyze student data and continue refining common formative assessments.

- Provision of PLC meeting agendas to administration for review and feedback.
- Administration of a minimum of three STAR assessments per trimester (with the exception of TK/Kinder students during Trimester 1) per teacher to monitor student progress and provide sufficient data to help inform instructional decision-making.

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)

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

Development of Reading and Math incentives program(s) for students to encourage academic improvement. In addition to recognition of student performance during trimester student awards assemblies with paper certificates and/or performance medals, this could include the following:

- Awarding of certificates for good progress in Reading and Math.
- Awarding of pencils, erasers, notebooks, backpacks, rulers, or other school appropriate, classroom materials for good progress made in Reading and Math.
- Make use of awards embedded within ST Math program.
- Develop a student awards/incentives based on progress within Reflex Math and Frax.
- Awarding of books to recognize student achievement.
- Individual and/or whole class celebrations coordinated with food service for special lunches.
- Coordination with the school librarian with regard to school-wide Reading incentives and individual classroom and student needs including the addition of Library related student recognition.

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)

1500.00	LCFF State Compensatory Education 4000-4999: Books And Supplies Materials and supplies
883.00	Lottery: Unrestricted 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Scheduling of student assemblies focused on improvement of academic skills with an emphasis on Reading, Math, Science and SEL.

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)

2000.00

ESSA-Title I, Part A, Basic Grants Low Income and Neglected
5000-5999: Services And Other Operating Expenditures
Student assemblies

1000.00

LCFF State Compensatory Education
5000-5999: Services And Other Operating Expenditures
Student assemblies

500.00

Lottery: Unrestricted
5000-5999: Services And Other Operating Expenditures
Student assemblies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Any students with unexcused or excused absences

Strategy/Activity

Offer 'Success on Saturday' (SOS) as a mechanism by which students can receive additional academic supports and make up an absence. 'SOS' runs on selected Saturdays from 8:00 AM - 12:00 PM with a certificated teachers and mixed TK - 5 grade level groups of 10 - 25 students. Due to the mixed grade levels and lack of other available staff on campus for support, a classroom aide will be assigned (contingent on agreement to work) to provide needed support when student enrollment exceeds 12 students.

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: 2022-23

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

ANALYSIS

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

Actions and services for Goal 2 (listed as Goal 3 in the 2022-23 SPSA) were met with fairly positive results. The stated goal was the following:

"By the end of the school year Collegeville Elementary will increase academic rigor through:

- Formal and Informal classroom observations
- Teacher and support staff professional development on Professional Learning Communities (PLC)
- Continued refinement of grade level guaranteed standards
- Ongoing development and analysis of common formative assessments.
- Ongoing use and analysis of district benchmarks (STAR Reading and Math) and State formative assessments (SBAC along with the use of curriculum such as Benchmark Adelante (grades TK-4), Estrellita (grades TK-2), Math Expressions and Benchmark (ELA, for 5th grade)
- Targeted intervention and support of academically at risk students through services provided by an intervention teacher as well as through small group and one-on-one academic support made available through extended hours of service by instructional classroom aides resulting from COVID learning loss mitigation grants provided through the state
- Implementation of "Success on Saturday" (SOS) program originally established in 2019-20 and designed to improve student attendance and provide additional academic support to all students
- Providing students who are excelling academically with enrichment opportunities at each grade level by setting higher expectations during small group activities, assigning projects based on student current levels, adding subject or assignment specific challenges, and/or focusing on the development of socio-emotional skills. Enrichment is not the assignment of additional work for students to complete, it should always be viewed as an opportunity to further develop student skills and challenge them to continue their growth."

Formal and informal observations of teachers took place throughout the school year as informed by EUSD contractual requirements. A total of 18 early release days were provided to teachers with the expectation that compensated time be used to effect the basic goal of a PLC: analysis of student data to inform instruction along with general planning. Teachers were given the option to arrange for grade level observation time off site at other EUSD elementary schools, though not all teachers opted to do so. Teachers participated in district wide full day grade level collaboration meetings (at least two per grade level) to refine and/or finalize essential (also referred to as guaranteed) standards and develop common formative assessments and discuss instructional strategies. Teachers were also provided with two full days of district organized professional development focused on PLC processes. Teacher professional development on district adopted curriculum did

not take place, though the district did provide all TK-5th grade teachers with professional development in Math through a collaboration with UC Davis. EUSD instructional coaches provided Farmington staff with a refresher on the ELPAC exam and the processes and strategies currently being employed by EUSD staff responsible for administration of the ELPAC assessment to help EL students make progress toward redesignation.

Implementation of MTSS continues to evolve. The district has continued to operate RTI for several years and the student data review teams (SDRTs) review the needs of the whole child in the fall and spring to align services with student needs. It is anticipated that RTI protocols and procedures will continue to be adjusted as the district continues to implement PLCs, including ongoing efforts to address lingering learning loss resulting from the pandemic. A .5 FTE Intervention teacher (shared with Farmington Elementary) was hired at the beginning of 2022-23, but subsequently took a full time classroom position. Another .5 FTE Intervention teacher (shared with Farmington) was hired and began in January of 2023. The two intervention teacher have crafted intervention schedules in which students are pulled out from classrooms during non core instructional times and have focused their attention on English Language Arts. The work hours of two instructional aides were increased to provide additional support in the classroom and a new 3.5 hour aide position was created. The fourth question posed within the PLC, which focuses on enrichment, continues to be an area for growth and development at Collegeville. Although individual teachers have made efforts to provide students with enrichment opportunities, the school lacks a more centrally organized means by which to challenge students who are meeting or exceeding standards.

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 district has identified the material difference threshold at a 10% variance between total expected and actual expenditures.

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

The previous goal (see above) was changed to the following: "Collegeville Elementary instructional staff will focus on bringing all students to grade level in Spanish and English Language Arts and Math as measured by STAR Reading and Math assessments through continued adherence to the Professional Learning Community process and model, continued refinement of Intervention and extended learning opportunities programs, and development of student recognition and celebratory incentives." The change in language is designed to more accurately align with the goal subject (student outcomes) and the district stated LCAP goal: "Implementation of a multi-tiered system of supports (MTSS) that provides access to rigorous academic programs to all students focused on providing the necessary requisite skills for career and college readiness."

The most notable changes to this goal may be found within the annual outcomes, metrics and strategies. The addition of the development of school wide student incentives for Reading and Math and more purposeful and targeted scheduling of student assemblies geared toward Reading, Math, Science and SEL were not to be found in Collegeville's previous SPSA.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engagement

LEA/LCAP Goal

Enlist input and participation from stakeholders to create welcoming, student-centered learning environments that are effective and engaging.

Goal 3

Collegeville Elementary will communicate to all parent groups to encourage regular attendance and active participation in student learning with an emphasis on encouraging student grade level reading development and growth in basic math skills.

Identified Need

Parent engagement at Collegeville is very high as measured by attendance at various school functions such as Back to School Night, Winter Festival, Open House, Jog-a-Thon, parent teacher conferences, student awards assemblies, and three meetings organized to communicate information about the Dual Language Immersion Program and answer questions related to the future of the program. In addition Collegeville has an active Parent Teacher Club (PTC) that has helped to provide parent volunteers for daytime and evening activities and conducted numerous fundraisers throughout the school year. Parent interest in the School Site Council improved in comparison to previous years with interest in running for parent positions on the council increasing to the point that an election of parent representatives was necessary. However, attendance at School Site Council meetings, beyond members, was most usually sparse. Attendance and participation in ELAC meetings has been a challenge since 2019-20 and continues to be so, with between 1-3 parents attending scheduled meetings.

What data did you use to form this goal (findings from data analysis)?

- Observed high levels of attendance at school wide functions such as those listed above, while simultaneously witnessing minimum participation or interest in scheduled School Site Council and ELAC meetings.
- LCAP survey data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Use of Parent Square system embedded within Aeries to communicate to parents and guardians.	Parent Square has been in use since the initiation of the 2021-22 school year with mostly positive results insofar as establishing a comprehensive and coordinated	Continued use of Parent Square throughout the school year to communicate to all parents. Improve school outreach by providing beginning of the year Parent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	communication system with parents.	Square training during Back to School Night to ensure connectivity and access to the system.
Organization of additional evening events designed to focus family attention on academic growth, such as a family Math night, family Reading or Young Writers night and a family Science night.	Collegeville Elementary held three evening events during 2022-23: Back to School Night, Open House (including a Family Science event) and a Winter Festival.	Development of a minimum of two additional evening events for families, one focused on Reading/Writing and another focused on Math.
Continued use of 'Success on Saturday' and the SARB process to address student attendance issues.	While 'Success on Saturday' has been a useful tool with which to mitigate student absences and provide for extended learning opportunities, enough chronically absent students have a negative impact on Collegeville's overall student attendance.	Maintain use of 'SOS' to address student absences and provide Collegeville with a mechanism by which to improve school wide attendance. Make more effective use of the SARB process with chronically absent or tardy students through a more consistent referral of students and parents to SARB hearings. Encourage good attendance through recognition of perfect attendance at student awards assemblies.

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

Encourage parent participation in the School Site Council and Parent Teacher Club (PTC). Continue to improve communication to parents (utilization of Parent Square for web-based communication, texts, emails and phone calls) by coordinating parent tutorials with EUSD IT. Provide translation services to Spanish speaking parents during Back to School Night, Parent Teacher Conferences, and School Site Council meetings.

Foster a welcoming and respectful school climate through participation in various school wide events throughout the year including, but not limited to events such as the following:

- Back to School Night
- Red Ribbon Week

- Parent Teacher Conferences
- Fall and/or Winter Festival
- Jog-a-thon
- Read Across America Week
- Family Science Night
- Family Math Night
- Family Young Authors / Reading Night
- Open House
- Multicultural Day
- College and Career Day

Measures:

Regular attendance and participation in formal committees/counsels.

People Assigned:

Parents, teachers, and administrators.

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)
1148.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 4000-4999: Books And Supplies Materials and supplies
400.00	ESSA-Title I, Part A, Basic Grants Low Income and Neglected 5000-5999: Services And Other Operating Expenditures Parent communication
1500.00	LCFF State Compensatory Education 2000-2999: Classified Personnel Salaries Instructional aide extra services
2000.00	LCFF State Compensatory Education 5000-5999: Services And Other Operating Expenditures Contracted services
500.00	Lottery: Unrestricted 2000-2999: Classified Personnel Salaries Clerical support and extra services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Encourage participation in the English Learner Advisory Committee (ELAC) through various outreach methods including, but not limited to offering 'cafecito' (coffee, and snacks), use of Parent Square, posting meeting notices on outside bulletin boards, and sending notices home with students inviting parental participation.

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)

500.00

Source(s)

Lottery: Unrestricted
4000-4999: Books And Supplies
Materials and Supplies

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The 2022-23 language of this SPSA goal was as follows: "Collegeville staff will continue to reach out to all parent groups to encourage active participation in their child's learning and the school environment as a whole."

Involvement in the school as a whole is high as evidenced by high levels of parental attendance at routine daytime school functions such as student award assemblies and attendance at evening events such as Back to School Night, a Winter Festival, Winter student concerts, Parent Teacher conferences and Open House. The Parent Teacher Club is also highly active in fundraising efforts for the school and providing sufficient adult volunteers to help staff special events held during both the regular school day and in the evenings. Numerous parent and community volunteers come on 'Grocery Day' when the Second Harvest Food Bank donates palettes of food to be distributed to the community, without whom the unpacking, sorting and distribution of the donated foods would not be possible.

Parent Square allows for a social media type interface with parents, an improved translation matrix for sending accurately translated messages to Spanish speaking stakeholders, and more accurate accounting data related to the accuracy of messages that are sent. Parent involvement continues to be a challenge in certain areas, particularly the ELAC. Despite outreach efforts to encourage participation, administration has often found that generating attendance for ELAC meetings requires direct phone calls between office personnel and Spanish speaking parents to invite them to attend meetings. Several School Site Council meetings were held virtually in order to facilitate

parent and staff participation. Creation and maintenance of positive learning environments was supported by the continued use of PBIS strategies. Parent participation and support of campus wide activities such as Back to School Night, a Winter festival, Open House and numerous fundraisers and student academic awards assemblies was high throughout the 2022-23 school year.

Changes to the staffing and structure of the Dual Language Immersion program initiated at the end of the 2021-22 school year initiated as a result of district level decisions based on projected enrollment numbers for the 2022-23 school year resulted in a reduction of the teaching staff and combination of a total of four classes into two: a third grade teacher was not re-elected and the school did not hire an additional BCLAD teacher to continue a years long pattern of hiring an additional teacher during each successive year of the DLI program's development. The result was growing parental and staff concerns about the size of student populations within Collegetown's 2nd and 3rd grade classes, with 24 students enrolled in the second grade classroom and 28 in the third grade classroom. Ongoing calls for action from both teachers and parents of students impacted by both larger than typical classroom sizes, as well as the inability of impacted teachers to implement DLI best practices of speaking Spanish to one group of grade level students while only English to a partner teacher's students, eventually led to the district authorizing the hiring of an additional Spanish speaking classroom instructional aide in November of 2022 to be assigned to impacted classrooms and the posting of DLI teacher positions to resume the previous planned development of the program and provide the appropriate DLI 80/20 instructional model within the second grade classrooms and 70/30 model within the third grade classroom. A third grade teacher was hired and began instruction to third grade students in November. A second grade teacher was hired and initiated instruction to students in January.

Parental concerns about the future of the DLI program as it had been initiated in 2022-23 led to parental calls for town hall style meetings on three separate occasions throughout the school year, one held in November of 2022, another in February and a third meeting in April resulting from a letter of concern authored by a number of parents and directed to the Superintendent and EUSD Board of Trustees. Parent concerns related to the DLI program throughout the school year may be summarized to the following areas:

- Staffing, both in terms of teachers assigned to classrooms following then DLI model and administrative oversight in terms of the principal being available only part-time due to assignment as principal at Farmington Elementary
- Facilities, in terms of a lack of available space for the envisioned growth of the school into a K-8 school as had been previously envisioned and advertised as well as general concerns about facility maintenance
- Teacher preparation and professional development, in terms of providing teachers with DLI specific professional development opportunities
- Curriculum, in terms of some teachers not having received consumables associated with adopted curriculum
- State assessment results, in terms of what school officials were planning on doing to improve poor student state assessment results

A storm in January of 2023 severely damaged three classrooms, necessitating that teachers combine some grade level groups in order to accommodate all students in viable learning spaces and continue instruction. The district immediately initiated repairs and successfully sought and installed three temporary classrooms that were opened to use in February. These classrooms will provide spaces for students to use during the upcoming 2023-24 school year, providing a solution to the immediate problem of housing an additional fifth grade DLI teacher, providing needed space

for a dedicated After School Program room (rather than a shared space between a teacher and the ASP program), and a dedicated room for a Special Education Teacher, Intervention Teacher, School Psychologist and/or Speech Language Pathologist to potentially use. District leadership, in consideration of a lack of available funds to mount a large scale construction project to build the classrooms, restrooms and multipurpose facility needed to transform Collegetville into a K-8 school made the decision to maintain it as a K-5 school. This was communicated to parents in the meeting held in February. This necessitated the initiation of planning to provide 6th - 8th grade DLI options for students as they transition from Collegetville to El Portal Middle School.

Site administration presented a detailed analysis of site level data in addition to data from eight nearby DLI schools. The following is a summary of information presented at the February parent meeting:

- English results are at or above expectations for grades K, 1, 2 and 5.
- Data shows the need for intervention in grades 3 and 4.
- Grades 2, 3 and 5 are showing at or above expected growth.
- Although growth data for grade 4 is slower than desired, overall class results show that 50% of students were meeting benchmark expectations for the December administration of STAR assessments.
- Analysis and comparisons of CAASPP and STAR data showed a mixture of correlating and non-correlating figures. Site administration could not account for non-correlating data between the two sets of assessments. Site administration believes that the following factors may have contributed to poor results and may account for some of the lack of correlation:
 - Student familiarity with and more consistent practice with STAR format than CAASPP
 - 3rd grade students were more familiar with STAR Math in Spanish.
 - The CAASPP is administered only in English. (However, this does not explain lack of correlation in 4th/5th grade Math results.)
 - Modifications made by individual teachers with students taking the STAR that were not duplicated with CAASPP. Examples include reading questions aloud to students, and use of text to speech applications.
 - Small sample sizes produce a large net effect on percentages.
 - Collegetville will continue to use STAR and Aimsweb data in conjunction with teacher generated assessments and referrals to identify and support students who need additional help and to provide students who have demonstrated proficiency to be challenged and remain engaged.
 - A schedule of practice CAASPP testing (a combination of short and longer practice assessments) has been developed for implementation between February and May.
 - Administration met with teachers and provided printed and online resources for CAASPP practice and preparation.
 - A follow up meeting at the beginning of March will take place to assess progress and data results from practice assessments in order to course correct as needed.
 - Modifications to be made for all DLI students regarding text to speech for ELA and Math CAASPP.
- Data from nearby DLI schools from the California Spanish Assessment in comparison to results from the 2021-22 administration of that exam given to Collegetville's third grade students showed that students fell within expected assessment parameters and were comparable in results to students at Riverbank's California Avenue School's DLI program strand. In addition, ELA and Math CAASPP scores from students in nearby DLI schools were also generally low and comparable to Collegetville's overall scores.

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 district has identified the material difference threshold at a 10% variance between total expected and actual expenditures.

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

The goal for 2023-24 has been altered to the following language in an effort to align it with schoolwide academic growth goals embedded within Goals 1 and 2: "Collegeville Elementary will communicate to all parent groups to encourage regular attendance and active participation in student learning with an emphasis on encouraging student grade level reading development and growth in basic math skills."

The key changes to the annual outcomes, metrics, strategies and activities may be seen in the addition of a metric connected to the development of additional evening events associated with academic growth, particularly in Reading and Math. While the deployment and use of 'Success on Saturday' continues to be an important tool for mitigating student absences, another change in the above is an effort to make more effective use of the SARB process to address students with chronic absenteeism or tardiness who are not already making use of 'SOS' to improve overall attendance.

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	\$73111.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$104,231.00

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 (\$)
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$74,259.00

Subtotal of additional federal funds included for this school: \$74,259.00

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

State or Local Programs	Allocation (\$)
LCFF State Compensatory Education	\$27,589.00
Lottery: Unrestricted	\$2,383.00

Subtotal of state or local funds included for this school: \$29,972.00

Total of federal, state, and/or local funds for this school: \$104,231.00

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	61351	61,351.00

Expenditures by Funding Source

Funding Source	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	74,259.00
LCFF State Compensatory Education	27,589.00
Lottery: Unrestricted	2,383.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	7,500.00
2000-2999: Classified Personnel Salaries	3,000.00
4000-4999: Books And Supplies	51,831.00
5000-5999: Services And Other Operating Expenditures	41,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	7,500.00
2000-2999: Classified Personnel Salaries	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	1,000.00
4000-4999: Books And Supplies	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	38,859.00
5000-5999: Services And Other Operating Expenditures	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	26,900.00
2000-2999: Classified Personnel Salaries	LCFF State Compensatory Education	1,500.00

4000-4999: Books And Supplies	LCFF State Compensatory Education	11,589.00
5000-5999: Services And Other Operating Expenditures	LCFF State Compensatory Education	14,500.00
2000-2999: Classified Personnel Salaries	Lottery: Unrestricted	500.00
4000-4999: Books And Supplies	Lottery: Unrestricted	1,383.00
5000-5999: Services And Other Operating Expenditures	Lottery: Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,300.00
Goal 2	5,883.00
Goal 3	6,048.00

School Site Council Membership

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

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

Name of Members	Role
Myra Pacheco	Parent or Community Member
Javier Mendoza	Parent or Community Member
Amber Wolak	Parent or Community Member
Tulia Cobián	Classroom Teacher
Lucy Ornelas	Other School Staff
Dr. George Megenney	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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 .

Attested:

Principal, Dr. George Megenney on

SSC Chairperson, Amber Wolak on

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/guidanceuseseseinvestment.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/guidanceuseseseinvestment.pdf>.)

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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