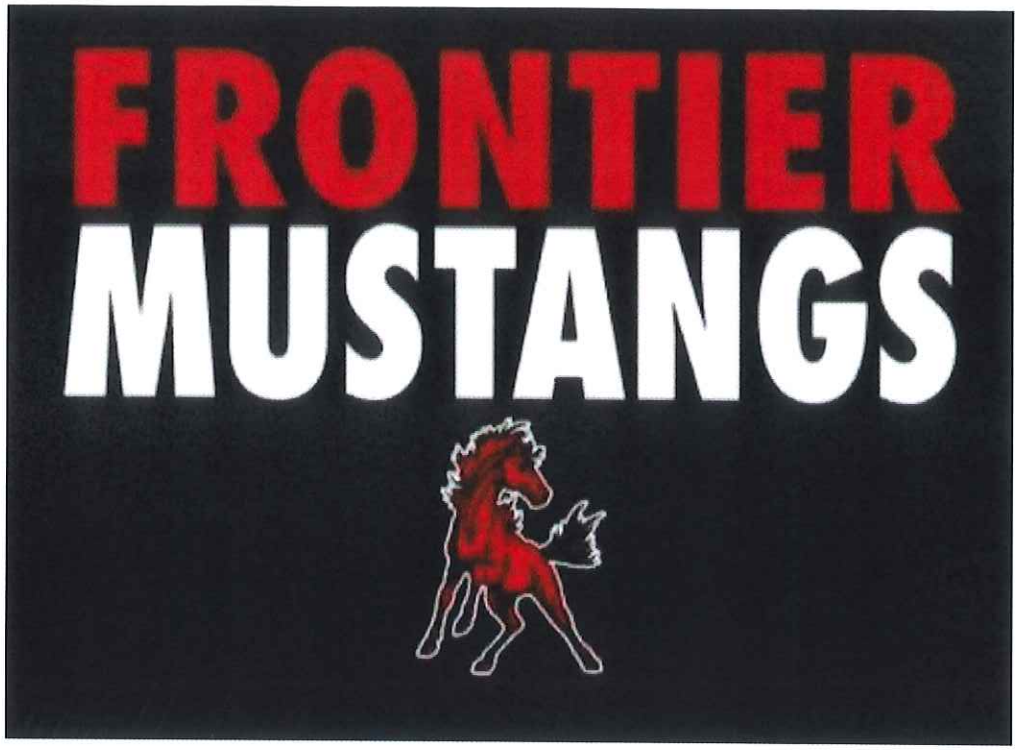
School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Frontier Elementary School	16-63990-0116699	May 28, 2024	June 12, 2024

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

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

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

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

This plan is being used by Frontier Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Frontier Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The goals, actions, and services in this plan meet ESSA requirements for a schoolwide plan, and are aligned with the goals, actions, and services detailed in the district's Local Control Accountability Plan.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Frontier School Site Council is made up of teachers, parents, classified employees, that work with the principal to develop, review and evaluate school improvement programs and school budgets. The School Site Council receives annual training in roles & responsibilities, SSC bylaws, and Robert's Rule of Law. Members of the council meet to review and provide feedback on the SPSA, School Safety Plan, LCAP, academic intervention programs, Parent Involvement Policy, and school wellness plans. PBIS data and academic data is reviewed throughout the year. The School Site Council meets a minimum of 4 times per school year. Members of the Frontier Site Council are elected by their peers.

The stakeholder groups that are consulted with include:

District Parent Advisory Council meetings: 10/4/23, 11/7/23, 2/6/24, 3/19/24, 5/23/24
Title I Parent Meeting: 11/6/23, 11/29/23
English Learner Advisory Council: 10/18/23, 12/6/23, 2/7/24, 5/29/24
Student Survey: Spring 2024
Frontier School Site Council Meetings: 11/8/23, 12/4/23, 4/5/24, 5/28/24
Teacher Survey: Spring 2024

Information shared with the stakeholders include state and local assessment data, actions to achieve goals, feedback on funding, and progress monitoring of metrics related to goals. Student assessment data is reviewed and presented in the following subgroup categories:

*All Students
*Significant Subgroups
*English Language Learners
*Foster/Homeless Students
*Gender, grade, ethnicity
*Socioeconomic Status
*Special Education

Resource Inequities

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

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

None to report at this time.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

Frontier did not have a "red" or "orange" performance category.

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

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.6%	0.63%	0.19%	3	3	1
African American	2.1%	1.26%	2.11%	10	6	11
Asian	4.2%	2.32%	2.3%	20	11	12
Filipino	2.7%	2.95%	3.07%	13	14	16
Hispanic/Latino	53.7%	56.00%	56.24%	259	266	293
Pacific Islander	0.4%	%	0.58%	2	0	3
White	32.2%	31.16%	29.56%	155	148	154
Multiple/No Response	4.2%	5.68%	5.95%	20	27	31
			Total Enrollment	482	475	521

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	79	75	101
Grade 1	90	72	76
Grade 2	73	98	81
Grade3	81	71	108
Grade 4	73	76	77
Grade 5	86	83	78
Total Enrollment	482	475	521

Conclusions based on this data:

1. Over the past 3 years, Hispanics are represented as the highest population at Frontier Elementary. There has been a steady increase in the Hispanic subgroup over the last 3 years (approx. 3% increase).
2. Over the past 3 years, there has been a slight decline in enrollment for the white subgroup which is also the second highest enrollment at Frontier. (2.65% decline)
3. Total enrollment for Frontier has slightly decreased by 16 students in the last 3 years.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	61	50	54	12.7%	10.5%	10.4%
Fluent English Proficient (FEP)	17	9	14	3.5%	1.9%	2.7%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Conclusions based on this data:

1. There was a decrease in enrollment of English Language Learners (11 students).
2. There has been a decline in students proficient in speaking english fluently (3.5% to 1.9%).
3. Since the 19-20 school year, RFEP data has not been reported.

Conclusions based on this data:

1. The effects of the Covid-19 pandemic had a negative impact on school achievement in grades 3-5 during the 20-21 school year with the lowest number of students meeting or exceeding grade level standards. Since, every grade level has increased the number of students at or above grade level in reading.
2. During the 21-22 school year, there was an increase in students meeting/exceeding standards in grades 3-5 compared to the 20-21 school year. (2.51% increase)
3. Since the 18-19 (pre-pandemic) school year, less students are meeting/exceeding standards in reading and writing.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	79	72	107	79	71	107	79	71	107	100.0	98.6	100.0
Grade 4	78	80	82	77	80	79	77	80	79	98.7	100.0	96.3
Grade 5	87	90	78	86	90	78	86	90	78	98.9	100.0	100.0
All Grades	244	242	267	242	241	264	242	241	264	99.2	99.6	98.9

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2416.	2419.	2425.	20.25	16.90	15.89	20.25	28.17	32.71	30.38	19.72	19.63	29.11	35.21	31.78
Grade 4	2473.	2500.	2488.	12.99	25.00	27.85	36.36	33.75	25.32	31.17	27.50	27.85	19.48	13.75	18.99
Grade 5	2503.	2495.	2510.	13.95	13.33	24.36	24.42	23.33	21.79	33.72	27.78	25.64	27.91	35.56	28.21
All Grades	N/A	N/A	N/A	15.70	18.26	21.97	26.86	28.22	27.27	31.82	25.31	23.86	25.62	28.22	26.89

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	79	72	107	79	71	107	79	71	107	100.0	98.6	100.0
Grade 4	78	80	82	77	80	81	77	80	81	98.7	100.0	98.8
Grade 5	87	90	78	86	90	78	86	90	78	98.9	100.0	100.0
All Grades	244	242	267	242	241	266	242	241	266	99.2	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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	2419.	2391.	2429.	25.32	16.90	23.36	22.78	15.49	27.10	24.05	29.58	24.30	27.85	38.03	25.23
Grade 4	2477.	2512.	2464.	27.27	42.50	29.63	25.97	27.50	16.05	20.78	17.50	23.46	25.97	12.50	30.86
Grade 5	2532.	2521.	2537.	32.56	26.67	32.05	32.56	31.11	29.49	22.09	24.44	20.51	12.79	17.78	17.95
All Grades	N/A	N/A	N/A	28.51	29.05	27.82	27.27	25.31	24.44	22.31	23.65	22.93	21.90	21.99	24.81

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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	20.25	9.86	17.76	55.70	70.42	64.49	24.05	19.72	17.76
Grade 4	27.27	32.50	19.75	63.64	53.75	56.79	9.09	13.75	23.46
Grade 5	23.26	30.00	21.79	66.28	56.67	67.95	10.47	13.33	10.26
All Grades	23.55	24.90	19.55	61.98	59.75	63.16	14.46	15.35	17.29

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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	11.39	14.08	12.15	62.03	40.85	64.49	26.58	45.07	23.36
Grade 4	16.88	35.00	17.28	62.34	55.00	59.26	20.78	10.00	23.46
Grade 5	27.91	17.78	26.92	62.79	66.67	60.26	9.30	15.56	12.82
All Grades	19.01	22.41	18.05	62.40	55.19	61.65	18.60	22.41	20.30

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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	16.46	8.45	12.15	69.62	77.46	76.64	13.92	14.08	11.21
Grade 4	15.58	12.50	9.88	72.73	82.50	74.07	11.69	5.00	16.05
Grade 5	13.95	14.44	23.08	79.07	77.78	70.51	6.98	7.78	6.41
All Grades	15.29	12.03	14.66	73.97	79.25	74.06	10.74	8.71	11.28

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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	24.05	8.45	16.82	53.16	63.38	71.03	22.78	28.17	12.15
Grade 4	20.78	21.25	20.99	68.83	67.50	56.79	10.39	11.25	22.22
Grade 5	26.74	23.33	26.92	61.63	62.22	62.82	11.63	14.44	10.26
All Grades	23.97	18.26	21.05	61.16	64.32	64.29	14.88	17.43	14.66

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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	16.46	18.31	23.36	53.16	50.70	52.34	30.38	30.99	24.30
Grade 4	20.78	30.00	43.04	57.14	53.75	39.24	22.08	16.25	17.72
Grade 5	17.44	12.22	21.79	52.33	56.67	51.28	30.23	31.11	26.92
All Grades	18.18	19.92	28.79	54.13	53.94	48.11	27.69	26.14	23.11

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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	24.05	23.94	19.63	41.77	47.89	49.53	34.18	28.17	30.84
Grade 4	22.08	28.75	20.25	51.95	57.50	51.90	25.97	13.75	27.85
Grade 5	10.47	11.11	19.23	62.79	57.78	53.85	26.74	31.11	26.92
All Grades	18.60	20.75	19.70	52.48	54.77	51.52	28.93	24.48	28.79

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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	27.85	22.54	21.50	51.90	54.93	57.94	20.25	22.54	20.56
Grade 4	18.18	27.50	18.99	61.04	52.50	58.23	20.78	20.00	22.78
Grade 5	9.30	8.89	19.23	74.42	74.44	70.51	16.28	16.67	10.26
All Grades	18.18	19.09	20.08	62.81	61.41	61.74	19.01	19.50	18.18

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Conclusions based on this data:

1. Since 18-19 (pre-pandemic), there has been a decline in students meeting/exceeding grade level standards in math.
2. FES students in grades 3-5 continue to need support in the area of Communicating Reasoning: Demonstrating ability to support mathematical conclusions.
3. Based on the math data, FES teachers will increase opportunities for students to engage in mathematical reasoning. Teachers will increase opportunities for students to answer performance task type level questions with an increase in DOK levels. FES teachers will continue to collaborate and pace out math lessons including common formative assessments. Number Talk lessons will continue to be implemented. Teachers will continue to receive professional development for math.

School and Student Performance Data

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

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	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	1423.8	*	1433.8	1442.9	*	1447.5	1379.0	*	1401.7	18	4	14
1	*	1444.1	*	*	1453.1	*	*	1434.6	*	6	15	4
2	*	*	1479.5	*	*	1480.0	*	*	1478.2	7	6	13
3	1480.3	*	*	1471.5	*	*	1488.5	*	*	11	7	6
4	*	*	*	*	*	*	*	*	*	9	9	7
5	*	1540.5	*	*	1539.5	*	*	1541.1	*	8	11	9
All Grades										59	52	53

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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	5.56	*	21.43	55.56	*	35.71	33.33	*	21.43	5.56	*	21.43	18	*	14
1	*	0.00	*	*	46.67	*	*	33.33	*	*	20.00	*	*	15	*
2	*	*	7.69	*	*	46.15	*	*	46.15	*	*	0.00	*	*	13
3	9.09	*	*	36.36	*	*	45.45	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	54.55	*	*	27.27	*	*	0.00	*	*	11	*
All Grades	8.47	9.62	18.87	47.46	55.77	45.28	38.98	25.00	26.42	5.08	9.62	9.43	59	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	11.11	*	28.57	72.22	*	42.86	11.11	*	21.43	5.56	*	7.14	18	*	14
1	*	13.33	*	*	46.67	*	*	33.33	*	*	6.67	*	*	15	*
2	*	*	15.38	*	*	61.54	*	*	15.38	*	*	7.69	*	*	13
3	9.09	*	*	54.55	*	*	27.27	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	45.45	*	*	45.45	*	*	9.09	*	*	0.00	*	*	11	*
All Grades	22.03	26.92	33.96	59.32	48.08	47.17	13.56	19.23	13.21	5.08	5.77	5.66	59	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	14.29	11.11	*	14.29	77.78	*	42.86	11.11	*	28.57	18	*	14
1	*	6.67	*	*	33.33	*	*	13.33	*	*	46.67	*	*	15	*
2	*	*	7.69	*	*	38.46	*	*	46.15	*	*	7.69	*	*	13
3	0.00	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	9.09	*	*	72.73	*	*	0.00	*	*	11	*
All Grades	3.39	5.77	9.43	23.73	40.38	32.08	61.02	32.69	41.51	11.86	21.15	16.98	59	52	53

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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	11.11	*	28.57	83.33	*	64.29	5.56	*	7.14	18	*	14
1	*	13.33	*	*	73.33	*	*	13.33	*	*	15	*
2	*	*	15.38	*	*	84.62	*	*	0.00	*	*	13
3	0.00	*	*	81.82	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	81.82	*	*	9.09	*	*	11	*
All Grades	20.34	21.15	26.42	72.88	71.15	67.92	6.78	7.69	5.66	59	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	22.22	*	21.43	61.11	*	71.43	16.67	*	7.14	18	*	14
1	*	6.67	*	*	86.67	*	*	6.67	*	*	15	*
2	*	*	38.46	*	*	53.85	*	*	7.69	*	*	13
3	36.36	*	*	54.55	*	*	9.09	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	81.82	*	*	18.18	*	*	0.00	*	*	11	*
All Grades	32.20	32.69	43.40	61.02	57.69	50.94	6.78	9.62	5.66	59	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	*	21.43	88.89	*	57.14	11.11	*	21.43	18	*	14
1	*	20.00	*	*	26.67	*	*	53.33	*	*	15	*
2	*	*	7.69	*	*	69.23	*	*	23.08	*	*	13
3	0.00	*	*	63.64	*	*	36.36	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	18.18	*	*	72.73	*	*	9.09	*	*	11	*
All Grades	6.78	9.62	11.32	74.58	65.38	64.15	18.64	25.00	24.53	59	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

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	27.78	*	21.43	38.89	*	28.57	33.33	*	50.00	18	*	14
1	*	6.67	*	*	73.33	*	*	20.00	*	*	15	*
2	*	*	15.38	*	*	84.62	*	*	0.00	*	*	13
3	18.18	*	*	63.64	*	*	18.18	*	*	11	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	9.09	*	*	90.91	*	*	0.00	*	*	11	*
All Grades	17.24	15.38	16.98	63.79	71.15	64.15	18.97	13.46	18.87	58	52	53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. A total of 52 English Learners completed the ELPAC assessment which is a decline of 7 students from the previous school year. 65.39% of FES English Learners scored an overall Level 3 (Moderately Developed) or 4 (Well Developed). These scores indicate that over half of the FES EL population had developed the English language and are able to access academic concepts.
2. 34.62% of FES English Learners scored at a Level 1(Beginning Stage) or 2 (Somewhat Developed). There is a decrease of students that are limited in English Language acquisition in comparison to previous years.
3. Frontier will continue to provide English Learners with support and intervention that will help to build their English language skills. They will continue to receive designated and integrated ELD instruction in the classroom with their teacher and also receive additional small group instruction (Levels 1-3) with the EL instructor during the school day.

School and Student Performance Data

California School Dashboard
Student Population

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
521	**41.3**	**10.4**	**0.6**
Total Number of Students enrolled in Frontier Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	54	10.4
Foster Youth	3	0.6
Homeless	2	0.4
Socioeconomically Disadvantaged	215	41.3
Students with Disabilities	48	9.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	11	2.1
American Indian	1	0.2
Asian	12	2.3
Filipino	16	3.1
Hispanic	293	56.2
Two or More Races	31	6
Pacific Islander	3	0.6
White	154	29.6

Conclusions based on this data:

1. The greatest subgroup at FES is the Socioeconomically Disadvantaged subgroup at 41.3%.
2. 10.4% of Frontier students are English Language Learners (54) which is an increase from previous years.
3. Enrollment by race data shows that over half (56.2%) of the FES student population is Hispanic with the second biggest population being the white subgroup (29.6%).

School and Student Performance Data

Overall Performance

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

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. In three of the identified areas, FES is currently performing at a Level 4 (green) which are positive results - Suspension Rate, EL Progress, and Math. In two of the identified areas, Frontier is currently performing at a level 3 (yellow) - Chronic Absenteeism and English Language Arts.
2. Every year, FES will continue to monitor student academic data in math and English Language Arts, Chronic Absenteeism, and Suspension Rates.

3. Academic, Attendance, and PBIS data will continue to help FES determine interventions and supports for students that qualify for them. In TK-2, criteria was revised to include attendance and behavior goals. Due to PUESD decreasing the number of times a parent can report a sick child without a doctor's note (from 10 to 6), the goal is for student absences to decrease.

School and Student Performance Data

Academic Performance

English Language Arts

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

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Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow 7.9 points above standard Maintained -1.6 points 253 Students	31.9 points below standard Decreased -6.8 points 27 Students	Less than 11 Students 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 No Performance Color 0 Students	 Orange 14.5 points below standard Decreased -13.2 points 116 Students	68.7 points below standard Decreased Significantly -17 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 9.2 points below standard Decreased -11.7 points 134 Students	34.1 points above standard 17 Students	Less than 11 Students 1 Student	Green 27.7 points above standard Increased +9.8 points 80 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
52.8 points below standard Decreased -8.8 points 20 Students	Less than 11 Students 7 Students	12 points above standard Maintained -2.2 points 224 Students

Conclusions based on this data:

1. In Language Arts, Frontier students are performing at a level 3 (yellow). The Frontier Socioecomonically Disadvantaged group is performing at a level 2 (orange).
2. English Learners are performing 52.8 points below standard. There were 20 students in the EL student group.
3. FES students will continue to receive appropriate supports (small group guided reading instruction, reading intervention services, Reading Eggs program) in English Language Arts as identified by reading assessment data.

School and Student Performance Data

Academic Performance

Mathematics

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	0	1	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Green	49.2 points below standard	Less than 11 Students
7.4 points below standard	Maintained -2.7 points	0 Students
Increased +3 points	27 Students	
253 Students		

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	87.5 points below standard
0 Students	31.2 points below standard	Decreased Significantly -39.6 points
	Decreased -7.2 points	31 Students
	116 Students	

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	Less than 11 Students 10 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 26 points below standard Decreased -5.1 points 134 Students	2.8 points below standard 17 Students	Less than 11 Students 1 Student	 Green 23.7 points above standard Increased +11.8 points 80 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
68.3 points below standard Decreased -4 points 20 Students	Less than 11 Students 7 Students	3.1 points below standard Maintained +2.1 points 224 Students

Conclusions based on this data:

1. Hispanic Frontier students and socioecomically disadvantaged subgroups are performing at a level 2 (orange).
2. English Learners scored 68.3 points below the standard.
3. FES will continue to provide math supports for identified students based on formative math assessment data. FES staff will continue to provide students with rigorous math instruction as well as pull small groups in math to provide additional support for students that need additional math support.

School and Student Performance Data

Academic Performance

English Learner Progress

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Green
51.4 points above standard making progress towards English language proficiency
Number of EL Students: 37 Students
Performance Level: 3

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

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
9	9	0	19

Conclusions based on this data:

1. Frontier English Learner students scored in the level 3 (green) range and have showed positive growth in their English language development. They scored 51.4 points above standard. There was a total of 37 students.
2. 28 out of 37 English learners maintained their level from the previous year or progressed at least one proficiency level.
3. EL students at Frontier Elementary will continue to receive additional support (small group instruction) from the EL Instructor as well as receive support in the classroom by the classroom teacher (Integrated and Designated ELD instruction).

School and Student Performance Data

Academic Performance

College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	High	Medium	Low	Very Low

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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	Less than 11 Students
12.1% Chronically Absent	15.5% Chronically Absent	8 Students
Declined Significantly -11.3	Declined -16.1	
544 Students	58 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Yellow
2 Students	15.4% Chronically Absent	16.1% Chronically Absent
	Declined Significantly -13.8	Declined -8.5
	246 Students	56 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
9.1% Chronically Absent	Less than 11 Students	28.6% Chronically Absent	0% Chronically Absent
Maintained 0	1 Student	Declined -2.2	Declined -18.8
11 Students		14 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	10.8% Chronically Absent	Less than 11 Students	Yellow
12.5% Chronically Absent	Declined -20.2	3 Students	10.9% Chronically Absent
Declined Significantly -12.7	37 Students		Declined Significantly -9.2
305 Students			156 Students

Conclusions based on this data:

1. Four subgroups were in the level 3 (yellow) range for chronic absenteeism (All Students, English Learners, Socioecomonically Disadvantaged, and Students with Disabilities.
2. Students with Disabilities had the highest Chronic Absenteeism rate at 16.1% (56 students).
3. FES will continue to work on decreasing overall chronic absenteeism. FES will continue to monitor student attendance and hold SART (School Attendance Review Team) meetings at the school site to address chronic absenteeism. FES will continue to notify parents in writing regarding attendance concerns, and utilize the School Resource Officer. The site will continue to hold attendance SSTs for students that are chronically absent. The site will continue to educate parents on the importance of attendance and the impact it has on student achievement during IEPs/504 meetings. The FES PBIS team will continue to implement student connectedness strategies to increase student engagement in the classroom and school.

School and Student Performance Data

Academic Engagement

Graduation Rate

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

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

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

Red

Lowest Performance

Orange

Yellow

Green

Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	1	1	3

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	Less than 11 Students
0.7% suspended at least one day	0% suspended at least one day	8 Students
Maintained 0.1	Maintained 0	
551 Students	58 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Green	Yellow
2 Students	0.8% suspended at least one day	1.8% suspended at least one day
	Maintained -0.1	Maintained 0.1
	247 Students	57 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
9.1% suspended at least one day	Less than 11 Students	0% suspended at least one day	0% suspended at least one day
Increased 9.1	1 Student	Maintained 0	Declined -6.3
11 Students		14 Students	17 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue	5.4% suspended at least one day	Less than 11 Students	Blue
0.3% suspended at least one day	Increased 2	3 Students	0% suspended at least one day
Maintained 0	37 Students		Maintained 0
312 Students			156 Students

Conclusions based on this data:

1. Overall, 3 out of 4 student groups performed at a level 3 or 4 range for suspension rates - all students, socioeconomically disadvantaged, and English Learners.
2. The Students with Disabilities student group has the highest percentage of suspensions with 1.8% of 57 students suspended.
3. FES will continue to implement best practices by utilizing the site PBIS team. Data will continue to be collected monthly and reviewed. The site PBIS team will continue to identify ways to support FES students behaviorally including explicitly communicating and teaching behavior expectations on campus, utilizing a check in/check out system for identified students, developing student leaders through Student Council and Buddy Squad, holding meetings to create behavior plans for students that need behavior accommodations and support, as well as providing incentives for students that consistently demonstrate appropriate behaviors on campus.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

State Priorites : 4 (Pupil Achievement) and 8 (Other Pupil Outcomes)
57% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2024 Smarter Balanced Assessment California (SBAC).
53% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2024 Smarter Balanced Assessment California (SBAC).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LCAP Goal 2: All students will demonstrate progress towards grade level proficiency as defined by the California Department of Education.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2024	57% of students nearly met/exceeded standards as measured by ELA SBAC Spring 2024	57% of all Frontier students in 3-5 will meet/exceed grade level standards in ELA as measured by the 2024 Smarter Balanced Assessment California (SBAC).
CAASPP Math 2023	53% of students met/exceeded standards as measured by Math SBAC Spring 2024	53% of all Frontier students in 3-5 will meet/exceed grade level standards in math as measured by the 2024 Smarter Balanced Assessment California (SBAC).
ELA - CDE Dashboard Spring 2024	ELA Academic Dashboard Indicator: Medium (9.4 points below standard)	ELA Academic Dashboard Indicator: High
Math - CDE Dashboard Spring 2024	Math Academic Dashboard Indicator: Medium (10.3 points below standard)	Math Academic Dashboard Indicator: High
English Language Learner Progress Spring 2024	EL Academic Dashboard Indicator: Medium 46.7% making progress	EL Academic Dashboard Indicator: High
EL Progress Rate	21-22 % Progress Rate = 46.7%	Increase the EL progress rate to 50%.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Provide one and a half Title 1 Intervention Credentialed Teachers for Reading Intervention.	At-risk, low income students	54,943 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Intervention Teachers 20,775 Title I Part A: Allocation 3000-3999: Employee Benefits Intervention Teachers 1,400 Title I Part A: Allocation 4000-4999: Books And Supplies Intervention Teachers 542 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Intervention Teachers
1.2			0 LCFF - Supplemental 1000-1999: Certificated Personnel Salaries After School Teacher Salaries 0 LCFF - Supplemental 3000-3999: Employee Benefits Teacher Benefits - After School 0.00 LCFF - Supplemental 4000-4999: Books And Supplies After School Supplies 10,929 LCFF - Supplemental 2000-2999: Classified Personnel Salaries EL Support Provider 3,817 LCFF - Supplemental 3000-3999: Employee Benefits EL Support Provider Benefits 150 LCFF - Supplemental 4000-4999: Books And Supplies EL Provider Supplies 0 Unrestricted

			4000-4999: Books And Supplies EL Provider Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Title 1 teachers supported students that were significantly below grade level (at least 2 years below) in most grade levels through their support of the Tier 2 level of interventions (Walk to Learn) and through the reading intervention program (LLI).

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

Budget expenditures align with the services provided to Frontier students.

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.

At this time, no changes, if any, will be made to this goal until Spring 2024 CAASPP data becomes available.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

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

State Priorities 5 (Pupil Engagement); 6 (School Climate)
Frontier Elementary will reduce suspension rates from 0.6% to 0.3%.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

The implementation of the PBIS program (Positive Behavior Intervention Supports) has shown reduced numbers in overall behavior referrals and suspensions. Frontier will need to continue to implement the PBIS program. Frontier will also continue to utilize all tools and support staff for social emotional support and well being.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CDE FES Dashboard 2024 Suspension Results	FES Dashboard Indicator: Low - 0.6% suspended at least once.	FES Dashboard Indicator: Very Low- 0.3% suspended at least once.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	School-wide PBIS Program: School-wide training and assemblies, Behavior Incentives (Parent-Teacher Club funded), Student Behavior Plans, Check-in/Check-out System, Peer Mentors (Buddy Squad), Monthly PBIS Committee Team Meetings, School Counseling group and individual sessions.	All student groups including, but not limited to, Socioeconomically Disadvantaged, Hispanic, Students with Disability.	750 Local Categorical 4000-4999: Books And Supplies Money for school-wide PBIS incentives and rewards. 500 Unrestricted 4000-4999: Books And Supplies PBIS Incentives and Rewards

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Adjustments will be made to this goal once the 2024 Dashboard is published.

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

Budget expenditures are aligned to the services and programs offered to Frontier students.

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.

Adjustments will be made once the 2024 Dashboard is published and the services provided to students are reviewed.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

State Priority: 3 (Parent Involvement)
Parents will have opportunities to participate in two-way, meaningful communication with Frontier staff with regard to student learning and building a positive school culture (involvement of school activities).

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

The district and school site will provide systems and venues for communication and input from parents and stakeholders.

Identified Need

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

Frontier continues to improve communication with our community. We will continue to provide a variety of opportunities (parent/teacher conferences, SSC, DPAC, ELAC, Title 1) for parents to collaborate, provide feedback, and input on school issues and topics. It is also important for the Frontier community to connect with the staff and school through PTC events. PTC is an important partner in providing our parents with school involvement activities.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Office Sign-in sheets/Raptor System Reports	Identify number of parent sign-ins through Raptor System	Increase the number of parents checking in to school functions
School Site Council	Election of Members and Training (Roster) SSC Meeting Agendas & Minutes	At least 4 meetings will be held annually. Meetings will have an agenda and minutes will be documented. Agendas will be posted outside of office.
Parent-Teacher Conferences	Review Parent Sign-in Sheets	100% Parent Attendance at Parent Conferences
Parent Bulletins and Informational Fliers	Copy of School Bulletins and fliers are collected and saved in office. Bulletins provide reminders and information about upcoming events and opportunities for parent volunteering.	Increase the number of parent volunteers and attendance of school events.
Annual Parent Survey	23-24 Parent Survey	Increase the amount of Parent completion of survey by offering a variety of methods for completing (online, hard copy sent home)
Frontier Parent-Teacher Club	Monthly meeting sign-in sheets, agendas, and minutes.	Increase parent volunteers and attendance of PTC school activities.

Infinite Campus Parent Messaging System: Automated phone calls, emails, and text messages	Infinite Campus reports of message usage	Increase messages that are communicated to parents.
Frontier School Events: Read Across America, Awards Assemblies, Back to School Night, Oral Interpretation, Spring Open House, Talent Show	Review attendance Raptor reports	Increase attendance to FES events.

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	FES Parent Meetings - SSC, Parent-Teacher Conferences, PTC meetings FES Parent Communication - Raptor System, Annual Parent Surveys, Bulletins and informational fliers FES Parent Participation - Volunteer Packets, Sign-in sheets	All parents of all Frontier students will receive communication regarding opportunities for participation in school events.	

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Frontier Parents have a variety of opportunities to be notified and to communicate with the school.

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

No major differences at this time.

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.

If there are any changes necessary to this goal, it will be adjusted based on the 23-24 Dashboard data once it is published in the fall.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

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

State Priorities 5 (Pupil Engagement); 6 (School Climate)
Ensure that all students are educated in an academically-focused, bully-free, caring environment while developing a connection with their community. Implement the PBIS program schoolwide with all students and staff actively involved. Focus activities toward teaching students to exhibit healthy school behaviors, encourage participation in donation drives for the community, provide students with opportunities to adopt leadership roles, and welcome families on campus to play an active role in their child's education. Our goal is to create a positive, encouraging atmosphere among students, staff, and families.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote positive student engagement and school climate which advance social and academic success.

Identified Need

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

Increasing parent and student involvement and school connectedness will create a positive learning climate and culture on campus.

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	4.1 Family Activity Nights, PTC Meetings, Fall Festival, Parent information/Education Nights	Frontier Parent Club (FEPTC)	
4.2	4.2 Continue to utilize PBIS program schoolwide/ongoing review	All Students	0 LCFF - Supplemental 4000-4999: Books And Supplies PBIS Supplies
4.3	4.3 Active parent club/Parent advisory participation	Frontier Parent PTC	
4.4	4.4 Anti-Bully Pledge/Anti-Bullying Assemblies/Character Counts Program	All Students	
4.5	4.5 Buddy Squad opportunities for students to increase student responsibility and leadership.	Students in grades 4-5	

4.6	4.6 Character Counts Assemblies, Mustang Spirit Recognition, and Mustang of the Month Program.		

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

Frontier staff provide many opportunities for students to be engaged and connected to school. The staff has increased opportunities for students to build their leadership skills on campus. Based on student surveys, Frontier students are strongly connected to the school. Parents have many opportunities to participate in the various community events held on campus. The Frontier PTC is very active in building community connectedness to the school

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

No major differences.

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.

At this time there are no changes that will be made to this goal. School Connectedness for students and parents is very important.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

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

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

Annual Review

SPSA Year Reviewed: 2023-24

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

Analysis

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

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

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

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$77,660
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$93,806.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I Part A: Allocation	$77,660.00

Subtotal of additional federal funds included for this school: $77,660.00

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 - Supplemental	$14,896.00
Local Categorical	$750.00
Unrestricted	$500.00

Subtotal of state or local funds included for this school: $16,146.00

Total of federal, state, and/or local funds for this school: $93,806.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	14,896	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	14,896.00
Local Categorical	750.00
Title I Part A: Allocation	77,660.00
Unrestricted	500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	54,943.00
2000-2999: Classified Personnel Salaries	10,929.00
3000-3999: Employee Benefits	24,592.00
4000-4999: Books And Supplies	2,800.00
5000-5999: Services And Other Operating Expenditures	542.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	0.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,929.00
3000-3999: Employee Benefits	LCFF - Supplemental	3,817.00
4000-4999: Books And Supplies	LCFF - Supplemental	150.00
4000-4999: Books And Supplies	Local Categorical	750.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	54,943.00
3000-3999: Employee Benefits	Title I Part A: Allocation	20,775.00

4000-4999: Books And Supplies	Title I Part A: Allocation	1,400.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	542.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	92,556.00
Goal 2	1,250.00
Goal 4	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

0 Secondary Students

Name of Members	Role
Tenci Brown	Principal
Rebecca Woods	Classroom Teacher
Madelyn Cardoza	Classroom Teacher
Janet Chennault	Classroom Teacher
Doug Woods	Parent or Community Member
Joey Contente	Parent or Community Member
Adriana Anderson	Parent or Community Member
Mohammed Mallik	Parent or Community Member
Open	Parent or Community Member
Whitney Nelson	Other School Staff

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 May 28, 2024.

Attested:

Principal, Tenci Murillo-Brown on 5-28-24

SSC Chairperson, Doug Woods on 5-28-24

Instructions

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

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

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

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

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

Instructions: Table of Contents

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

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

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

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

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

Educational Partner Involvement

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

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

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

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

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

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

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

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

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

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

Goals, Strategies/Activities, and Expenditures

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

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

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

Goal

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

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

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

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

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

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

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

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

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

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

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

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

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

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

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

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

Annual Review

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

Goal Analysis

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

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

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

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Budget Summary

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

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

Additional CSI Planning Requirements:

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

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

Additional ATSI Planning Requirements:

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

Budget Summary Table

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

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

Requirements for the Plan

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

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

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

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

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

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

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

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

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

CSI Resources

For additional CSI resources, please see the following links:

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

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

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

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

Single School Districts and Charter Schools Eligible for ESSA School Improvement

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

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

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

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

ATSI Resources:

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

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

Appendix C: Select State and Federal Programs

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

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

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