



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Leona Cox Community School	19-65045	April 15, 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 Leona Cox Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

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 Leona Cox Community School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The School Plan for Student Achievement (SPSA) is a site plan that describes the actions and strategies based on analysis of quantifiable and qualitative data. This plan will serve to improve student academic outcomes, student engagement, school climate, and the involvement of parents and the school community. The SPSA is aligned with the District Local Control Accountability Plan (LCAP) and measurable student outcomes are in support of the LCAP goals, metrics and targets for improvement. The SPSA is a plan that is developed in collaboration with input from stakeholders and finalized and approved for submission to the Board of Education by the School Site Council.

Educational Partner Involvement

How, when, and with whom did Leona Cox Community 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

February 23, 2024: Input from parents in ELAC meeting.
March 13, 2024: Input from parents, students, and staff through LCAP surveys.
March 25, 2024: Input from School Site Council.
March 28, 2024: Input from leadership team leads in regards to team needs
March 29, 2024: Input from students via Healthy Kids Survey on school climate.
April 15, 2024: Final review and approval from School Site Council.

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.

Leona Cox scored red or orange in the following areas: all students in math, school climate, and pupil engagement; English Learners in math, school climate, and pupil engagement; socio-economically disadvantaged in ELA, Math, school climate, and pupil engagement; student disabilities for Math, school climate, and pupil engagement; Hispanic students in ELA, Math, school climate, and pupil engagement; and White students in school climate and pupil engagement.

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.

White students scored two performance levels above all students in Math.

Other Needs

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

According to iReady Data from February 2024, English learners are not scoring consistently on or above grade level standards in math. Most are scoring 1 year behind, with approximately 30% 2-3 years behind grade level.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Leona Cox Community 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		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0.24%	0.23%%	0	1	1
African American	5.28%	5.65%	4.73%%	21	24	21
Asian	1.76%	1.41%	1.35%%	7	6	6
Filipino	6.03%	5.41%	7.43%%	24	23	33
Hispanic/Latino	67.84%	65.88%	64.86%%	270	280	288
Pacific Islander	%	0%	0.00%%	0	0	0
White	15.08%	15.53%	16.22%%	60	66	72
Multiple Race	3.02%	4.47%	4.05%%	12	19	18
Total Enrollment				398	425	444

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	76	62
Grade 1	61	57	59
Grade 2	47	63	62
Grade 3	56	52	59
Grade 4	54	60	59
Grade 5	60	53	57
Grade 6	56	64	53
Total Enrollment	398	425	444

Conclusions based on this data:

1. Student enrollment has continued to increase 19 students from 22/23 to 23/24.
2. All classes were at capacity with only three remaining spots causing the need to hire another teacher mid-year to reduce classroom size.
3. A steady increase of hispanic students are seen from 21/22 to 23/24.

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		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners (EL)	71	65	72	17.8%	15.3%	16.22%
Fluent English Proficient (FEP)	28	34	31	7.0%	8.0%	6.98%
Reclassified Fluent English Proficient (RFEP)	14	9	18	3.5%	2.1%	4.05%

Conclusions based on this data:

1. The English Learners population has increased from 22/23 to 23/24 by 7 students.
2. In 2022-2023, the FEP population decreased by 3 students in 2023-2024.
3. RFEP percentage doubled from 2022-2023 to 2023-2024 by 2.05% with 25% of EL Learners being classified as RFEP.

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	52	56	56	0	53	54	0	53	54	0.0	94.6	96.4
Grade 4	67	50	61	0	49	60	0	49	60	0.0	98.0	98.4
Grade 5	60	58	54	0	57	54	0	57	54	0.0	98.3	100.0
Grade 6	57	58	66	0	58	63	0	58	63	0.0	100.0	95.5
All Grades	236	222	237	0	217	231	0	217	231	0.0	97.7	97.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2448.	2422.		37.74	16.67		24.53	29.63		18.87	27.78		18.87	25.93
Grade 4		2478.	2497.		22.45	43.33		30.61	18.33		26.53	18.33		20.41	20.00
Grade 5		2493.	2494.		17.54	12.96		21.05	27.78		35.09	31.48		26.32	27.78
Grade 6		2540.	2530.		18.97	12.70		41.38	41.27		24.14	25.40		15.52	20.63
All Grades	N/A	N/A	N/A		23.96	21.65		29.49	29.44		26.27	25.54		20.28	23.38

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									
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		13.21	18.52		69.81	62.96		16.98	18.52
Grade 4		12.24	21.67		75.51	61.67		12.24	16.67
Grade 5		8.77	14.81		71.93	75.93		19.30	9.26
Grade 6		20.69	17.46		58.62	58.73		20.69	23.81
All Grades		13.82	18.18		68.66	64.50		17.51	17.32

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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		33.96	9.26		52.83	64.81		13.21	25.93
Grade 4		26.53	25.00		57.14	61.67		16.33	13.33
Grade 5		10.53	12.96		63.16	68.52		26.32	18.52
Grade 6		20.69	15.87		56.90	61.90		22.41	22.22
All Grades		22.58	16.02		57.60	64.07		19.82	19.91

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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		15.09	9.26		67.92	79.63		16.98	11.11
Grade 4		12.24	16.67		81.63	75.00		6.12	8.33
Grade 5		17.54	20.37		71.93	70.37		10.53	9.26
Grade 6		17.24	14.29		72.41	80.95		10.34	4.76
All Grades		15.67	15.15		73.27	76.62		11.06	8.23

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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		26.42	18.52		62.26	61.11		11.32	20.37
Grade 4		14.29	31.67		73.47	61.67		12.24	6.67
Grade 5		12.28	12.96		70.18	70.37		17.54	16.67
Grade 6		22.41	11.11		67.24	73.02		10.34	15.87
All Grades		18.89	18.61		68.20	66.67		12.90	14.72

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Conclusions based on this data:

1. 50.66% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded"
2. 3rd and 6th grade showed a decline in overall scores from 21/22-22/23.
3. Writing has a higher percentage of students below standard at 19.91%

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	52	56	56	0	54	56	0	54	56	0.0	96.4	100.0
Grade 4	67	50	61	0	50	60	0	50	60	0.0	100.0	98.4
Grade 5	60	58	54	0	57	54	0	57	54	0.0	98.3	100.0
Grade 6	57	58	66	0	58	65	0	58	65	0.0	100.0	98.5
All Grades	236	222	237	0	219	235	0	219	235	0.0	98.6	99.2

* 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		2455.	2423.		29.63	14.29		33.33	39.29		18.52	17.86		18.52	28.57
Grade 4		2453.	2499.		2.00	28.33		30.00	33.33		40.00	16.67		28.00	21.67
Grade 5		2463.	2449.		10.53	1.85		14.04	12.96		24.56	27.78		50.88	57.41
Grade 6		2529.	2505.		20.69	13.85		10.34	21.54		50.00	24.62		18.97	40.00
All Grades	N/A	N/A	N/A		15.98	14.89		21.46	26.81		33.33	21.70		29.22	36.60

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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		40.74	23.21		37.04	48.21		22.22	28.57
Grade 4		10.00	38.33		56.00	41.67		34.00	20.00
Grade 5		10.53	5.56		35.09	35.19		54.39	59.26
Grade 6		15.52	12.31		58.62	44.62		25.86	43.08
All Grades		19.18	20.00		46.58	42.55		34.25	37.45

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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		24.07	25.00		59.26	42.86		16.67	32.14
Grade 4		8.00	26.67		66.00	45.00		26.00	28.33
Grade 5		14.04	3.70		43.86	62.96		42.11	33.33
Grade 6		17.24	13.85		56.90	49.23		25.86	36.92
All Grades		15.98	17.45		56.16	49.79		27.85	32.77

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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		35.19	28.57		51.85	50.00		12.96	21.43
Grade 4		8.00	28.33		66.00	51.67		26.00	20.00
Grade 5		7.02	0.00		49.12	68.52		43.86	31.48
Grade 6		15.52	12.31		63.79	60.00		20.69	27.69
All Grades		16.44	17.45		57.53	57.45		26.03	25.11

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Conclusions based on this data:

- 41.7% of all students in Grades 3-6 scored in "Standards Met" or "Standards Exceeded" which is an increase of 4.26% from 21/22 to 22/23.
- Communicating Reasoning was the strongest of the claims tested in 22/23.
- Problem Solving and Modeling/Data Analysis and Communicating Reasoning is the area of greatest improvement needed.

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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) 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	*	1418.0	1438.3	*	1427.2	1453.4	*	1396.6	1402.7	8	14	15
1	*	*	1451.1	*	*	1466.8	*	*	1434.8	7	6	13
2	*	*	*	*	*	*	*	*	*	7	*	5
3	1499.7	*	*	1508.3	*	*	1490.9	*	*	15	5	5
4	1506.6	*	*	1505.0	*	*	1507.8	*	*	16	7	6
5	1540.1	1534.6	*	1544.6	1538.2	*	1535.2	1530.5	*	15	11	6
6	*	*	1552.4	*	*	1554.6	*	*	1549.8	7	9	11
All Grades										75	55	61

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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	*	14.29	13.33	*	28.57	46.67	*	35.71	40.00	*	21.43	0.00	*	14	15
1	*	*	7.69	*	*	38.46	*	*	30.77	*	*	23.08	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	33.33	*	*	46.67	*	*	0.00	*	*	15	*	*
4	12.50	*	*	50.00	*	*	31.25	*	*	6.25	*	*	16	*	*
5	33.33	27.27	*	53.33	45.45	*	13.33	27.27	*	0.00	0.00	*	15	11	*
6	*	*	54.55	*	*	18.18	*	*	18.18	*	*	9.09	*	*	11
All Grades	24.00	18.18	29.51	45.33	43.64	32.79	20.00	25.45	26.23	10.67	12.73	11.48	75	55	61

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	21.43	20.00	*	35.71	46.67	*	21.43	33.33	*	21.43	0.00	*	14	15
1	*	*	30.77	*	*	38.46	*	*	23.08	*	*	7.69	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	33.33	*	*	66.67	*	*	0.00	*	*	0.00	*	*	15	*	*
4	50.00	*	*	25.00	*	*	25.00	*	*	0.00	*	*	16	*	*
5	73.33	45.45	*	26.67	45.45	*	0.00	9.09	*	0.00	0.00	*	15	11	*
6	*	*	63.64	*	*	27.27	*	*	0.00	*	*	9.09	*	*	11
All Grades	52.00	36.36	47.54	32.00	38.18	29.51	12.00	16.36	16.39	4.00	9.09	6.56	75	55	61

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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	*	7.14	6.67	*	21.43	20.00	*	42.86	60.00	*	28.57	13.33	*	14	15
1	*	*	7.69	*	*	30.77	*	*	15.38	*	*	46.15	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	6.67	*	*	26.67	*	*	60.00	*	*	6.67	*	*	15	*	*
4	0.00	*	*	25.00	*	*	62.50	*	*	12.50	*	*	16	*	*
5	0.00	0.00	*	40.00	45.45	*	46.67	36.36	*	13.33	18.18	*	15	11	*
6	*	*	27.27	*	*	27.27	*	*	27.27	*	*	18.18	*	*	11
All Grades	9.33	3.64	13.11	30.67	25.45	27.87	42.67	49.09	32.79	17.33	21.82	26.23	75	55	61

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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	*	28.57	26.67	*	50.00	73.33	*	21.43	0.00	*	14	15
1	*	*	38.46	*	*	61.54	*	*	0.00	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	20.00	*	*	73.33	*	*	6.67	*	*	15	*	*
4	25.00	*	*	62.50	*	*	12.50	*	*	16	*	*
5	33.33	18.18	*	60.00	72.73	*	6.67	9.09	*	15	11	*
6	*	*	18.18	*	*	72.73	*	*	9.09	*	*	11
All Grades	29.33	32.73	34.43	61.33	52.73	62.30	9.33	14.55	3.28	75	55	61

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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	*	14.29	26.67	*	50.00	66.67	*	35.71	6.67	*	14	15
1	*	*	15.38	*	*	61.54	*	*	23.08	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	66.67	*	*	33.33	*	*	0.00	*	*	15	*	*
4	50.00	*	*	50.00	*	*	0.00	*	*	16	*	*
5	93.33	81.82	*	6.67	18.18	*	0.00	0.00	*	15	11	*
6	*	*	72.73	*	*	18.18	*	*	9.09	*	*	11
All Grades	60.00	49.09	47.54	36.00	36.36	40.98	4.00	14.55	11.48	75	55	61

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	7.14	6.67	*	78.57	86.67	*	14.29	6.67	*	14	15
1	*	*	30.77	*	*	15.38	*	*	53.85	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	0.00	*	*	53.33	*	*	46.67	*	*	15	*	*
4	12.50	*	*	62.50	*	*	25.00	*	*	16	*	*
5	13.33	9.09	*	73.33	72.73	*	13.33	18.18	*	15	11	*
6	*	*	36.36	*	*	27.27	*	*	36.36	*	*	11
All Grades	14.67	7.27	18.03	56.00	61.82	50.82	29.33	30.91	31.15	75	55	61

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	*	28.57	33.33	*	35.71	46.67	*	35.71	20.00	*	14	15
1	*	*	7.69	*	*	69.23	*	*	23.08	*	*	13
2	*	*	*	*	*	*	*	*	*	*	*	*
3	13.33	*	*	80.00	*	*	6.67	*	*	15	*	*
4	6.25	*	*	87.50	*	*	6.25	*	*	16	*	*
5	6.67	9.09	*	93.33	81.82	*	0.00	9.09	*	15	11	*
6	*	*	54.55	*	*	36.36	*	*	9.09	*	*	11
All Grades	12.00	14.55	27.87	76.00	65.45	55.74	12.00	20.00	16.39	75	55	61

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. Level 4 overall has increased by 11%.
2. Written language scores have increase with more students passing with a score of 3 or higher.
3. An increase in Reading Domain seen scoring well-developed.

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.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
425	63.5	15.3	0.2
Total Number of Students enrolled in Leona Cox Community 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	65	15.3
Foster Youth	1	0.2
Homeless	8	1.9
Socioeconomically Disadvantaged	270	63.5
Students with Disabilities	58	13.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.6
American Indian	1	0.2
Asian	6	1.4
Filipino	23	5.4
Hispanic	280	65.9
Two or More Races	19	4.5
White	66	15.5

Conclusions based on this data:

- Socio-economically disadvantaged students make up approximately 63.5% of our student population which has decreased by 2.3%.

2. Students identified as hispanic make up 65.9% of our student population which has decreased by 1.9%.
3. 15.3% of our students are identified as English Learners on the home language survey when completed at the time of registration which is down 205% from last year.

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.”



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Suspension rate is in the high range. A positive behavior approach to discipline continues to be a focus utilizing the programs CHAMPS and Capturing Kids' Hearts to address maladaptive behaviors.
2. Chronic Absenteeism is high. Continued monitoring using A2A with letters being sent and attendance meetings with parents. Addition of SART contracts and daily check ins with students.

-
-
3. English Language Arts and Math are identified as medium. Math will be a focus for the site, and a continuous focus on ELA.

School and Student Performance Data

Academic Performance English Language Arts

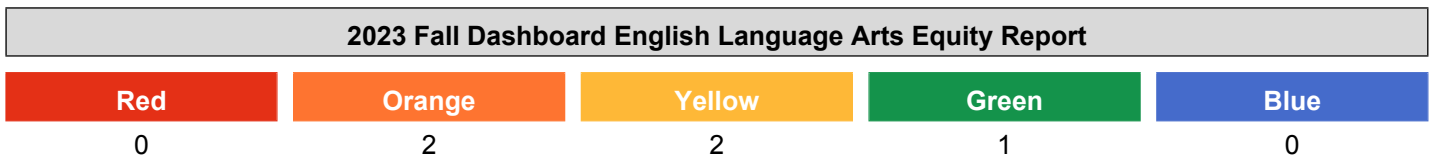
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 3.2 points above standard Maintained -2.2 points 224 Students	English Learners  Yellow 8 points below standard Increased +13.5 points 45 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 12.4 points below standard Maintained -2.6 points 144 Students	Students with Disabilities  Yellow 46.5 points below standard Increased Significantly +19.6 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	20.4 points above standard Decreased Significantly - 34.7 points 14 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 18.9 points below standard Decreased -8.4 points 145 Students	21.6 points above standard 11 Students	 No Performance Color 0 Students	 Green 32.5 points above standard Increased +10.7 points 42 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
51 points below standard Increased Significantly +19.9 points 23 Students	37 points above standard Maintained -0.9 points 22 Students	3.5 points above standard Decreased -9.8 points 170 Students

Conclusions based on this data:

1. White student group is performing above all other groups at 21.8 points above standard.
2. Students with disabilities scored the lowest with 66.1% below standard.
3. Socio economically disadvantaged students are performing 9.8 points below standard.

School and Student Performance Data

Academic Performance Mathematics

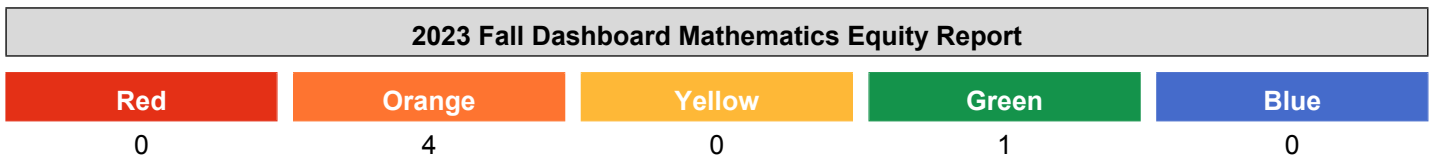
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Orange 28.6 points below standard Decreased -4.3 points 225 Students	English Learners  Orange 44.5 points below standard Maintained +2.4 points 46 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 6 Students	Socioeconomically Disadvantaged  Orange 49.3 points below standard Decreased -7.3 points 144 Students	Students with Disabilities  Orange 85.3 points below standard Maintained +1.9 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 8 Students	Less than 11 Students 1 Student	Less than 11 Students 4 Students	6 points below standard Decreased Significantly - 29.5 points 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 52 points below standard Decreased -4.6 points 145 Students	33.2 points above standard 11 Students	 No Performance Color 0 Students	 Green 12.6 points above standard Increased +8.5 points 42 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
76.7 points below standard Increased +8.1 points 23 Students	12.2 points below standard Decreased -12.3 points 23 Students	28 points below standard Decreased -10.1 points 170 Students

Conclusions based on this data:

1. All sub-groups in Math, remain below standard except the white subgroup.
2. Hispanic, Socio Economically Disadvantaged, Students with Disabilities and English Learners scored in the low status.
3. Overall, math took a decline among all grade levels with 24.4% below standard.

School and Student Performance Data

Academic Performance English Learner Progress

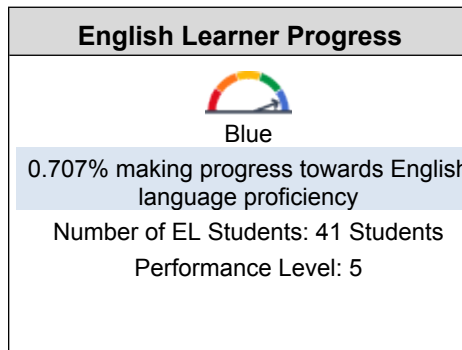
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

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
4	8	1	28

Conclusions based on this data:

1. The percentage of students decreasing or maintaining their EL level is comparable to those that maintained or progressed at least one level.
2. 0% of EL students maintained ELPI level 4.
3. Over half of all students progressed 1 EL Level.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

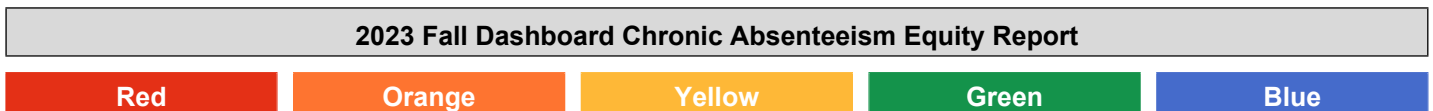
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students Red 23.4% Chronically Absent Increased Significantly 4.5 444 Students	English Learners Orange 18.6% Chronically Absent Increased 3.7 70 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 8 Students	Socioeconomically Disadvantaged Red 26.8% Chronically Absent Increased Significantly 5.1 287 Students	Students with Disabilities Red 20.3% Chronically Absent Increased 3.4 64 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>16.7% Chronically Absent</p> <p>Declined -6.1</p> <p>24 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>8% Chronically Absent</p> <p>Increased 3.8</p> <p>25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>24.4% Chronically Absent</p> <p>Increased 2.7</p> <p>295 Students</p>	<p>24% Chronically Absent</p> <p>Increased 12.2</p> <p>25 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Red</p> <p>26.5% Chronically Absent</p> <p>Increased 14.3</p> <p>68 Students</p>

Conclusions based on this data:

1. Socio Economically Disadvantaged and Hispanic students score very high on chronic absenteeism.
2. White, English Learners, and Students with Disabilities scored in the low performance level.
3. Hispanic students have an overall high absenteeism rate.

School and Student Performance Data

Conditions & Climate Suspension Rate

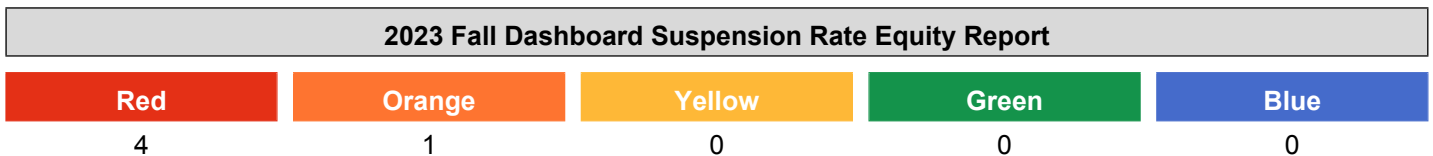
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Orange</p> <p>6% suspended at least one day</p> <p>Increased 1.6 448 Students</p>	<p>English Learners</p>  <p>Red</p> <p>11.4% suspended at least one day</p> <p>Increased 6.2 70 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>Less than 11 Students 8 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>6.9% suspended at least one day</p> <p>Increased Significantly 2.9 291 Students</p>	<p>Students with Disabilities</p>  <p>Red</p> <p>7.7% suspended at least one day</p> <p>Increased 1.6 65 Students</p>

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>8.3% suspended at least one day</p> <p>Increased 4 24 Students</p>	<p>Less than 11 Students 1 Student</p>	<p>Less than 11 Students 6 Students</p>	<p>0% suspended at least one day</p> <p>Maintained 0 25 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Red</p> <p>7% suspended at least one day</p> <p>Increased 1.1 299 Students</p>	<p>4% suspended at least one day</p> <p>Increased 4 25 Students</p>	<p> No Performance Color</p> <p>0 Students</p>	<p> Orange</p> <p>4.4% suspended at least one day</p> <p>Increased 2.9 68 Students</p>

Conclusions based on this data:

1. Suspension rate continues to be high overall for our student population.
2. Focus on social emotional learning should continue to be a focus to increase student engagement, leading to less overall suspensions.
3. Students with Disabilities show the highest suspension rate.

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.

Student Engagement and Involvement

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

In order to continue to strengthen student engagement and involvement for all students, including low income, English Learners, and Foster Youth, all students will learn from properly credentialed administrators and teachers in their authorized areas of instruction utilizing standards-aligned instructional materials in safe school facilities that are in good repair.

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.

In the 2023-2024 school year, grades 3-6 scored 2.2 points below the previous year in ELA and 4.3 points below the previous year in math. Comparing the Beginning of the Year i-Ready Reading diagnostic to the diagnostic in February, grades K-6 are showing growth in On or Above grade level in ELA increasing 26% with a decrease in 2-3 years below grade level by 17%. In the 2023-2024 school year, comparing the Beginning of the Year i-Ready Math diagnostic to the diagnostic in February, grades K-6 are showing growth in On or Above grade level in Math increasing 29% with a decrease in 2-3 years below grade level by 22%.

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
ELA: Increase proficiency in Reading	3-6 students: scored in below the previous year by 2.2 points, most significantly in 5th grade. K-6 students: 51% scored at or above grade level on the February iReady Reading Diagnostic test .	An increase of 5% of all students will meet or exceed grade level standards on the CAASPP in ELA. An increase of 4% of all students will score at or above grade level in the February 2025 iReady Reading diagnostic.
Math: Increase proficiency in Math	3-6 students: scored below the previous year by 4.3 points, most significantly in 5th grade. K-6 students: 38% scored at or above grade level on the February iReady Math Diagnostic test .	An increase of 5% of all students will meet or exceed grade level standards on the CAASPP in Math. An increase of 4% of all students will score at or above grade level in the February 2025 iReady Math diagnostic.

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	Leona Cox will recruit and retain highly qualified staff to provide an exemplary education for all students to master grade level standards.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries
1.2	Leona Cox will provide current CA State approved textbooks and materials in all core subject areas for all students to support students' instructional program.	All students	0 LCFF-Base 4000-4999: Books And Supplies
1.3	Leona Cox will implement a maintenance plan to repair and maintain facilities and play areas to support all students' learning in safe and secure facilities.	All students	0 LCFF-Base None Specified
1.4	Leona Cox will maintain noon supervisors at all sites to support all students' safety and supervision.	All students	0 LCFF-Base None Specified
1.5	Leona Cox will conduct monthly safety drills to support safety for all students and staff. The District will provide 2 disaster drills in the year to support safety for all students and staff.	All students	0 District Funded None Specified
1.6	Leona Cox will proactively engage families of low income, homeless, English Learners, and Foster Youth students by regularly monitoring attendance and by providing families resources, such as an online communication system, that removes barriers and allows parents to communicate and engage with school staff.	All students	0 LCFF- Supplemental None Specified
1.7	The 2023 CA Dashboard reflects a red indicator in chronic absenteeism at Leona Cox Community School. Leona Cox show students that are socioeconomically disadvantaged, students with disabilities and Hispanic are in the red performance levels. Additional Social Worker time will be placed at the school site to support and partner with families by removing barriers that may be interfering with students coming daily to school and on time.	All students	0 District Funded None Specified
1.8	Leona Cox will provide transportation to and from school for unduplicated student populations living outside allowable zones to walk to school in order to remove barriers from accessing their educational program.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries

1.9	Leona Cox will purchase materials and supplies as needed for supporting universal access to core instruction.	All students	26507.06 LCFF-Base 4000-4999: Books And Supplies
1.10	Leona Cox will purchase materials to support the efficiency of the office to ensure school community needs are met.	All students	900 LCFF-Base 4000-4999: Books And Supplies 1500 LCFF- Supplemental 4000-4999: Books And Supplies
1.11	Leona Cox will purchase custodial supplies for the site to ensure a safe and clean environment.	All students	13,000 LCFF-Base 4000-4999: Books And Supplies
1.12	Six noon supervisors will participate in a one hour noon supervisor meeting every month to better practices outside their regular hours: hourly rate	All students	1080 LCFF-Base 2000-2999: Classified Personnel Salaries 406.94 LCFF-Base 3000-3999: Employee Benefits

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.

Overall, implementation of strategies and activities were achieved as scheduled.

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

i-Ready was implemented in both ELA and Math supporting students with individualize instruction and provided teachers with targeted data for intervention.

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.

Previously CAASPP and STAR data was used to identify needs and determine outcomes. Moving forward, we will be analyzing i-Ready and CAASPP data. i-Ready provides targeted next steps, small group intervention and diagnostic data to monitor growth throughout the year as seen in 1.2

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.

Student Achievement

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Increase all student achievement by providing high quality instruction and curriculum that promotes college and career readiness, with academic interventions and enrichments in place to foster student 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.

To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.

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
English Learners: Reclassifications	In 2023-2024, 8 students were reclassified due to writing scores on the ELPAC and report card.	In 2024-2025, Reclassifications will increase by 10%.

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	For English Learners, low income and Foster Youth students who have not demonstrated proficiency in English Language Arts and mathematics and/or are in need of further connection and engagement, Leona Cox will provide professional development to address academic and social/emotional needs. Teachers and administrators will attend trainings focused on differentiation, use of multiple modalities, ways to utilize technology to further enhance student learning, as well as, addressing social/emotional needs of students.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified

2.2	To mitigate learning loss, as evidenced by state and local assessments, Leona Cox will provide California State supplementary standards-based materials for English Learners, Foster Youth and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 LCFF- Supplemental 5800: Professional/Consulting Services And Operating Expenditures
2.3	To address the learning needs of English Learners, Foster Youth and Low Income students as evidenced by state and local performance data, school administrators will provide collaboration time for teachers to support student learning by monitoring student data, providing interventions to mitigate learning loss, and enrichment activities during and outside the school day in order to support mastery of grade level standards.	English Foster Income	Learner Youth,	(EL), Low	8571.46 LCFF- Supplemental/Concentration 3000-3999: Employee Benefits Data Digs 22748.04 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries Data Digs
2.4	To address students not meeting grade level standards on state and local assessments, Leona Cox will provide staff professional development, conferences, and workshops to support the educational program in all content areas to address standards based instruction and mitigate learning loss for English Learners, Foster Youth, and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 LCFF- Supplemental 5800: Professional/Consulting Services And Operating Expenditures
2.5	Leona Cox will provide additional instructional minutes for teachers to support mastery of English proficiency and grade level standards for English Learners and Low Income students.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.6	Leona Cox will utilize the LSTs to administer the Summative English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)			0 District Funded None Specified
2.7	Leona Cox will provide staff, and training for those staff, to administer the Initial English Language Proficiency Assessment for California (ELPAC) for English Learner students to support mastery of the English language.	English Learner (EL)			0 District Funded None Specified
2.8	For unduplicated students who are not meeting grade level standards, teachers will provide students outside of the school year intervention to mitigate learning loss, as well as, enrichment opportunities to positively influence academic achievement levels.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified
2.9	Leona Cox will continue matriculation with William S. Hart Union High School District to support students transitioning to Junior High School to assist with preparing students with their educational program.	All students			0 District Funded None Specified
2.10	Library Resource Technicians will enhance student learning by assisting teachers to provide access to a wide variety of literacy sources for low income students who may have limited access to literacy materials at home.	English Foster Income	Learner Youth,	(EL), Low	0 District Funded None Specified

2.11	To address the underperformance on state and local assessment, the District will provide Teachers and Teachers on Special Assignment (TOSAs) who will provide coaching and intervention support for teachers to assist English Learners, Foster Youth and Low Income students.	English Foster Income	Learner Youth, (EL), Low	0 District Funded None Specified
2.12	To ensure low income students receive opportunities to develop creativity and innovative practices, Leona Cox teachers will implement and provide materials to support the visual and performing arts (VAPA) plan with a focus on arts integration.	Low Income		50000 Prop 28 1000-1999: Certificated Personnel Salaries Provide music 1x/wk for 10 months for Preschool-6: No Cost 13720 Prop 28 2000-2999: Classified Personnel Salaries Provide music 1x/wk for 10 months for Preschool-6: No Cost
2.13	Leona Cox will provide additional digital devices to support instruction and further assist with closing the achievement gap for English Learners, Foster Youth and Low Income students.	English Foster Income	Learner Youth, (EL), Low	21537.54 LCFF- Supplemental/Concentration 4000-4999: Books And Supplies Update chromebooks and chromebook carts that are being obsoleted due to age
2.14	To support equitable access to differentiated instruction and access to online curricular programs, Leona Cox will provide and train Computer Lab Assistants at all sites to support low income students in the use of technology to meet grade level standards.	English Foster Income	Learner Youth, (EL), Low	0 LCFF- Supplemental
2.15	Provide opportunities for integration for students with special needs into a preschool environment with typically developing peers.	Special Students: and K	Education Preschool, Tk	0 District Funded None Specified
2.16	Learning Support Teachers will provide additional Tiers II and III intervention supports to identified students to support academic achievement. In addition, Learning Student Teachers will assist teachers with instructional programs and intervention support as needed to further support academic achievement.	English Foster Income	Learner Youth, (EL), Low	0 District Funded None Specified
2.17	Leona Cox will purchase materials to support OG and Tier III intervention	All students		500 LCFF- Supplemental 4000-4999: Books And Supplies
2.18	Leona Cox will purchase math manipulatives to be used for Tier III math intervention	All students		500 LCFF- Supplemental

			4000-4999: Books And Supplies
2.19	Leona Cox will provide 7 teachers, 2 hours tutoring + 1 hour planning time, 11 sessions for unduplicated students in math.	Unduplicated students	9702 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 2772 LCFF- Supplemental 2000-2999: Classified Personnel Salaries
2.20	Leona Cox will provide supplies to support the library.	All students	750 LCFF- Supplemental 4000-4999: Books And 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.

LSTs maximize their schedule to provide coaching, intervention, and additional support for newcomer students. LSTs have increased the implementation of Orton Gillingham in classrooms through coaching.

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

Data Digs among grade levels consistently were implemented every 6-8 weeks allowing teachers to analyze data, create small group instruction, and develop further units.

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.

Implementation of LST support in the form of coaching teachers: modeling lessons, teachers observing lessons, etc as identified in 2.16.

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.

Student Engagement and Involvement

All families and the broader community are welcomed and are partners in supporting the whole child.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All families and the broader community are welcomed and are partners in supporting the whole child.

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.

In 2023-2024, parent participation maintained in the following parent groups: ELAC and PTA, and a decline in DELAC.

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
Parent Square	98% of all guardians were signed up through Parent Square.	99.5% of all guardians will be signed up for Parent Square.
Parent Participation	In 2023-2024, PTA membership met 100%. Parent participation for all school events averaged 59% including parent meetings.	Parent participation will increase 5% for all after school events and meetings. PTA membership to meet 100%.

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	Leona Cox will increase home/school communication and engagement for families of low income and English Learner students by providing families access to resources, educational, social/emotional, and/or basic needs, that further removes barriers from students accessing their educational program.	English Learners and Low Income	0 LCFF- Supplemental None Specified
3.2	Leona Cox will provide translation services to families of students that are English Learners to remove language barriers that may impede families from information regarding their child's educational program.	English Learners	Language 1300.00 LCFF- Supplemental 2000-2999: Classified Personnel Salaries Translators 261 LCFF- Supplemental

			2000-2999: Classified Personnel Salaries Translators
3.3	Staff will continue to maintain advisory groups such as PAC, LCAP Advisory, SSCs, ELACs, and DELACs, who will provide input to Administration in the schools' and District's plans (i.e. School Plan for Student Achievement (SPSA), Comprehensive School Safety Plans, Local Control and Accountability Plan (LCAP), etc.) to further support the educational program for all students, especially unduplicated students.	All students	2100 LCFF-Base 1000-1999: Certificated Personnel Salaries 502 LCFF-Base 3000-3999: Employee Benefits Benefits
3.4	To support parents of English Learners who are scoring below proficiency, the Director of Curriculum and Instruction and the Educational Services Program Coordinator will provide parent workshops and educational resources to support parents with meeting the needs of their child to achieve grade level standards. Funds are accounted for in Goal 2 Action 4.	English Learners (EL)	0 District Funded None Specified
3.5	To assure low income and Foster Youth students have awareness and access to community services, the District will continue to provide a Student and Family Wellness Collaborative that engages community, staff, and parents to provide children and families with social/emotional assistance, as well as, basic needs, in and out of school. The District will continue to partner with William S. Hart Union High School District to plan and host a Family Resource Fair that connects families with resources focused on student and family wellness.	Low Income and Foster Youth	0 District Funded None Specified
3.6	Leona Cox will provide signage in both English and in Spanish regarding school events	Spanish speaking students and families	1000 LCFF- Supplemental 4000-4999: Books And Supplies
3.7	Leona Cox will update school website and schedules once a month: extra duty 10 hours	All students	420 LCFF- Supplemental 1000-1999: Certificated Personnel Salaries 100.40 LCFF- Supplemental 3000-3999: Employee Benefits Benefits
3.8	Leona Cox will purchase Nicky Folders for grades Preschool-6th grade to aide in home-school communication.	All students	800 LCFF- Supplemental 4000-4999: Books And 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.

100% participation of PTA membership was met.

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

Although PTA is at 100% participation, ELAC continues to maintain low participation.

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.

In an effort to increase parent participation in ELAC meetings, different schedules and platforms will be offered as seen in 3.1.

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.

Supporting the Whole Child

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, and academic success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students, including low income, English Learners and Foster Youth, and will be provided a safe and healthy learning environment to achieve social, emotional, 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.

Provide a safe and nurturing learning environment for all students, reducing student discipline referrals, suspensions, and increasing attendance.

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
Increase student attendance	In 2023-2024, attendance was 93.7% on average per month.	Increase average per month attendance by 2%.
Decrease suspensions	In 2023-2024, there were 12 suspensions, or .02% of the enrollment.	Reduce the number of suspensions by 4, or 0.016% of the enrollment.

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	Students connectedness and engagement will be evidenced by reporting positive relationships and safety on student surveys from the District and California Healthy Kids' surveys.	All students	0 District Funded None Specified
4.2	To remove barriers for low income students from accessing their academic program, Leona Cox will provide counseling to support social/emotional wellness and academic success in school.	Low income students	83,603.44 Title I 1000-1999: Certificated Personnel Salaries 30344.56 Title I 3000-3999: Employee Benefits

4.3	To remove barriers for students from accessing their academic program, Leona Cox will provide counseling services to support social/emotional wellness and academic success in school.	All students	0 District Funded 1000-1999: Certificated Personnel Salaries See Goal#4
4.4	To promote student engagement and positive school climate, Leona Cox will implement Playworks during PE and unstructured times.	All students	4000 LCFF- Supplemental 5000-5999: Services And Other Operating Expenditures Provide Playworks to all students.
4.5	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist unduplicated students in general education classes to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide preventative behavioral supports to unduplicated students who may need behavioral support to access their instructional program.	English Learner (EL), Foster Youth, Low Income	0 District Funded None Specified
4.6	To address barriers that limit low income, Foster Youth, and homeless students from receiving full benefit from their educational experience, Leona Cox and the District will provide Social Workers and support personnel to provide comprehensive services.	English Learner (EL), Foster Youth, Low Income	0 LCFF-Base None Specified
4.7	To support student connectedness and build positive relationships at the school site, Leona Cox will provide positive academic and behavior programs that promote student engagement for unduplicated students: CHAMPS, CKH, Second Step	English Learner (EL), Foster Youth, Low Income	0 LCFF- Supplemental None Specified
4.8	To support student engagement and connectedness, Leona Cox will promote a positive school climate to foster youth development and academic achievement.	All students	0 District Funded None Specified
4.9	To support the need for school engagement and connection, Behavior Intervention Supervisor and Behavioral Intervention Assistants will assist special education students to strengthen student connectedness and access to the core program by providing behavior intervention techniques and strategies that benefit students. This position will provide support to special education students who required behavioral intervention per their IEP.	Students with Disabilities (SWD)	0 District Funded None Specified
4.10	Leona Cox will provide Health Supplies for students as needed.	All students	1000 LCFF-Base 4000-4999: Books And Supplies

4.11	Provide awards and celebrations or Super Achievers, Cougar CHAMPS, Student Council, AR, etc. Estrella Awards and Cafeteria incentives.	All students	500 LCFF-Base 4000-4999: Books And Supplies
4.12	Leona Cox will purchase incentives for CAASPP attendance and perseverance	3-6th grade	500 LCFF- Supplemental 4000-4999: Books And Supplies
4.13	Leona Cox will implement a cafeteria incentive to reduce noise level based on CHAMPS and provide a pizza party for all classes who earn 95% of possible stars for the month.	All students	500 LCFF- Supplemental 4000-4999: Books And 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.

Suspensions were decreased through the social-emotional support provided in a proactive manner by the 100% site social worker. Through the SST process, students are carefully monitored throughout the year.

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

Through the implementation of Playworks, student engagement in play has increased during unstructured 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.

As called out in 4.4, Playworks will continue to be implemented during unstructured times. Site Social Worker will implement small groups based on needs identified in 4.1

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	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$301,126.44
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	\$113,948.00

Subtotal of additional federal funds included for this school: \$113,948.00

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 (\$)
District Funded	\$0.00
LCFF- Supplemental	\$47,353.44
LCFF- Supplemental/Concentration	\$30,109.00
LCFF-Base	\$45,996.00
Prop 28	\$63,720.00

Subtotal of state or local funds included for this school: \$187,178.44

Total of federal, state, and/or local funds for this school: \$301,126.44

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF-Base	45996.00	0.00
LCFF- Supplemental/Concentration	30109.00	0.00
Title I	113948.00	0.00
PTA	0	0.00
Misc. Grants	0	0.00
Prop 28	67820.00	4,100.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF- Supplemental	47,353.44
LCFF- Supplemental/Concentration	30,109.00
LCFF-Base	45,996.00
Prop 28	63,720.00
Title I	113,948.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	168,573.48
2000-2999: Classified Personnel Salaries	19,133.00
3000-3999: Employee Benefits	39,925.36
4000-4999: Books And Supplies	69,494.60
5000-5999: Services And Other Operating Expenditures	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	0.00

None Specified

0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	0.00
None Specified	District Funded	0.00
	LCFF- Supplemental	0.00
1000-1999: Certificated Personnel Salaries	LCFF- Supplemental	32,870.04
2000-2999: Classified Personnel Salaries	LCFF- Supplemental	4,333.00
3000-3999: Employee Benefits	LCFF- Supplemental	100.40
4000-4999: Books And Supplies	LCFF- Supplemental	6,050.00
5000-5999: Services And Other Operating Expenditures	LCFF- Supplemental	4,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF- Supplemental	0.00
None Specified	LCFF- Supplemental	0.00
3000-3999: Employee Benefits	LCFF- Supplemental/Concentration	8,571.46
4000-4999: Books And Supplies	LCFF- Supplemental/Concentration	21,537.54
1000-1999: Certificated Personnel Salaries	LCFF-Base	2,100.00
2000-2999: Classified Personnel Salaries	LCFF-Base	1,080.00
3000-3999: Employee Benefits	LCFF-Base	908.94
4000-4999: Books And Supplies	LCFF-Base	41,907.06
None Specified	LCFF-Base	0.00
1000-1999: Certificated Personnel Salaries	Prop 28	50,000.00
2000-2999: Classified Personnel Salaries	Prop 28	13,720.00
1000-1999: Certificated Personnel Salaries	Title I	83,603.44
3000-3999: Employee Benefits	Title I	30,344.56

Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4

Total Expenditures
43,394.00
130,801.04
6,483.40
120,448.00

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
- 2 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Tiffany Desgroseillers, PTA President	Parent or Community Member
Bristol Murray, Classified	Other School Staff
Nancy McLellan, Parent	Parent or Community Member
Chrissy Crase, Teacher	Classroom Teacher
Melanie Elder, Teacher	Classroom Teacher
Heather Drew, Principal	Principal
Breanna Moffett, Teacher	Classroom Teacher
Amber Starling: Chairperson/ parent	Parent or Community Member
Janet Gamez: ELAC	Parent or Community Member
Chuck Carothers, Parent	Parent or Community Member

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


Recommendations and Assurances

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

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

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

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

Signature


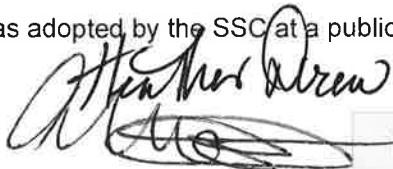

Committee or Advisory Group Name
English Learner Advisory Committee
Special Education Advisory Committee

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 April 15, 2024.

Attested:

Principal, Mrs. Heather Drew on May 11, 2024
SSC Chairperson, Amber Starling on May 11, 2024