

## School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ruth Brown Elementary School	33-67181-6032494	5/29/2026	6/23/2026

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 Ruth Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

**Schoolwide Program**

Mathematics are in the orange performance level on the CA Dashboard 2025.

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 Ruth Brown Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Mathematics are in the orange performance level on the CA Dashboard 2025.

Ruth Brown School will provide extra support through this SPSA and through the PVUSD LCAP for all students according to the following state indicators: English Language Arts, Mathematics, Science, Chronic Absenteeism, and Suspension Rate.

## Educational Partner Involvement

How, when, and with whom did Ruth Brown 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

SSC members reviewed and approved SPSA plan on \_\_\_\_\_.

## 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.

Not applicable

## 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.

Mathematics: Orange

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.

English Language Arts: English Learners and White Students are 2 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.

STAR Reading Proficiency Rates (State Benchmark) for Winter 2025-26 show 32% proficiency, staying the same as Winter 2024-25.

STAR Math Proficiency Rates (State Benchmark) for Winter 2025-26 show 17% proficiency, decreasing from 18% in Winter 2024-25.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Ruth Brown 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		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.80%	0.82%	0.53%	5	5	3
African American	12.26%	9.36%	8.77%	77	57	50
Asian	0.32%	0.49%	0.18%	2	3	1
Filipino	0.32%	0.16%	%	2	1	
Hispanic/Latino	68.63%	70.61%	72.11%	431	430	411
Pacific Islander	0.48%	0.49%	0.35%	3	3	2
White	12.74%	13.30%	13.68%	80	81	78
Two or More Races	4.14%	4.60%	3.51%	26	28	20
Not Reported	0.32%	0.16%	0.88%	2	1	5
<b>Total Enrollment</b>				628	609	570

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		25	42
Kindergarten	71	66	50
Grade 1	70	69	65
Grade 2	64	69	63
Grade 3	63	70	64
Grade 4	83	58	61
Grade 5	62	73	56
Grade 6	64	56	65
Grade 7	61	61	47
Grade 8	67	62	57
<b>Total Enrollment</b>	628	609	570

**Conclusions based on this data:**

1. There has been a steady decline in the Hispanic/Latino student group population.
2. There was a decrease in the African American student group population.
3. Our Hispanic/Latino subgroup is the largest of our total enrollment in 2024-25.

# 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		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	42	46	35	6.7%	7.6%	6.1%
Fluent English Proficient (FEP)	9	9	10	1.4%	1.5%	1.8%
Reclassified Fluent English Proficient (RFEP)	9	7		1.4%	1.1%	

### Conclusions based on this data:

1. There was a slight increase in the number of English Learner students enrolled, from 6.7% to 7.6%.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73	61	69	71	59	66	71	58	66	97.3	96.7	95.7
Grade 4	57	81	57	56	81	55	56	81	55	98.2	100	96.5
Grade 5	68	56	67	68	52	66	68	52	66	100.0	92.9	98.5
Grade 6	62	60	53	61	58	44	61	58	44	98.4	96.7	83
Grade 7	66	61	60	66	58	55	66	58	55	100.0	95.1	91.7
Grade 8	73	64	62	69	63	56	69	63	56	94.5	98.4	90.3
All Grades	399	383	368	391	371	342	391	370	342	98.0	96.9	92.9

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2347.	2325.	2348.	9.86	5.17	7.58	12.68	10.34	18.18	21.13	15.52	10.61	56.34	68.97	63.64
Grade 4	2383.	2379.	2408.	10.71	8.64	12.73	12.50	13.58	14.55	12.50	12.35	18.18	64.29	65.43	54.55
Grade 5	2436.	2387.	2420.	7.35	3.85	7.58	19.12	9.62	6.06	20.59	19.23	25.76	52.94	67.31	60.61
Grade 6	2443.	2472.	2444.	1.64	3.45	4.55	21.31	25.86	13.64	21.31	24.14	29.55	55.74	46.55	52.27
Grade 7	2478.	2513.	2513.	3.03	5.17	9.09	22.73	29.31	27.27	19.70	27.59	23.64	54.55	37.93	40.00
Grade 8	2473.	2472.	2509.	5.80	3.17	7.14	11.59	14.29	17.86	28.99	23.81	28.57	53.62	58.73	46.43
All Grades	N/A	N/A	N/A	6.39	5.14	8.19	16.62	17.03	16.08	20.97	20.00	22.22	56.01	57.84	53.51

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	5.63	8.62	9.09	49.30	41.38	53.03	45.07	50.00	37.88
<b>Grade 4</b>	5.36	6.17	5.45	51.79	50.62	69.09	42.86	43.21	25.45
<b>Grade 5</b>	7.35	5.77	6.06	57.35	46.15	45.45	35.29	48.08	48.48
<b>Grade 6</b>	13.11	6.90	4.55	31.15	51.72	50.00	55.74	41.38	45.45
<b>Grade 7</b>	6.06	12.07	3.64	56.06	56.90	72.73	37.88	31.03	23.64
<b>Grade 8</b>	5.80	6.35	12.50	42.03	46.03	46.43	52.17	47.62	41.07
<b>All Grades</b>	7.16	7.57	7.02	48.08	48.92	55.85	44.76	43.51	37.13

<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	7.04	1.72	4.55	35.21	36.21	36.36	57.75	62.07	59.09
<b>Grade 4</b>	5.36	6.17	3.64	39.29	33.33	50.91	55.36	60.49	45.45
<b>Grade 5</b>	11.76	0.00	6.06	42.65	38.46	43.94	45.59	61.54	50.00
<b>Grade 6</b>	3.28	6.90	11.36	36.07	53.45	34.09	60.66	39.66	54.55
<b>Grade 7</b>	6.06	12.07	16.36	45.45	58.62	45.45	48.48	29.31	38.18
<b>Grade 8</b>	5.80	6.35	7.14	37.68	33.33	53.57	56.52	60.32	39.29
<b>All Grades</b>	6.65	5.68	7.89	39.39	41.62	44.15	53.96	52.70	47.95

<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>	<b>22-23</b>	<b>23-24</b>	<b>24-25</b>
<b>Grade 3</b>	7.04	5.17	1.52	66.20	53.45	63.64	26.76	41.38	34.85
<b>Grade 4</b>	5.36	6.17	9.09	69.64	59.26	61.82	25.00	34.57	29.09
<b>Grade 5</b>	2.94	7.69	9.09	73.53	42.31	65.15	23.53	50.00	25.76
<b>Grade 6</b>	9.84	8.62	9.09	70.49	74.14	59.09	19.67	17.24	31.82
<b>Grade 7</b>	9.09	3.45	3.64	68.18	75.86	76.36	22.73	20.69	20.00
<b>Grade 8</b>	8.70	11.11	5.36	65.22	66.67	80.36	26.09	22.22	14.29
<b>All Grades</b>	7.16	7.03	6.14	68.80	62.16	67.84	24.04	30.81	26.02

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.23	3.45	3.03	50.70	46.55	50.00	45.07	50.00	46.97
Grade 4	8.93	6.17	5.45	50.00	50.62	69.09	41.07	43.21	25.45
Grade 5	5.88	5.77	4.55	60.29	38.46	53.03	33.82	55.77	42.42
Grade 6	3.28	8.62	6.82	60.66	60.34	43.18	36.07	31.03	50.00
Grade 7	6.06	8.62	12.73	59.09	60.34	65.45	34.85	31.03	21.82
Grade 8	5.80	3.17	12.50	57.97	60.32	67.86	36.23	36.51	19.64
All Grades	5.63	5.95	7.31	56.52	52.97	58.19	37.85	41.08	34.50

**Conclusions based on this data:**

1. UPDATE  
Students scored the lowest in writing in 23/24. 52.70% of students scored below the standard in writing.
2. UPDATE  
The 6th and 7th grade students are the 2 grade levels that improved the most in writing based on the 23/24 CAASPP results.
3. UPDATE  
There was a big decline in the overall achievement scores for our 5th grade group.

# 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	73	61	69	71	60	66	71	60	66	97.3	98.4	95.7
Grade 4	57	81	57	56	81	55	56	81	55	98.2	100	96.5
Grade 5	68	56	67	68	51	66	68	51	66	100.0	91.1	98.5
Grade 6	62	60	53	61	58	45	61	58	45	98.4	96.7	84.9
Grade 7	66	61	60	65	59	56	65	59	55	98.5	96.7	93.3
Grade 8	73	65	62	69	64	56	69	64	56	94.5	98.5	90.3
All Grades	399	384	368	390	373	344	390	373	343	97.7	97.1	93.5

\* 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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	2362.	2347.	2383.	4.23	3.33	4.55	21.13	13.33	18.18	16.90	21.67	33.33	57.75	61.67	43.94
Grade 4	2372.	2385.	2405.	0.00	1.23	1.82	14.29	8.64	18.18	19.64	30.86	27.27	66.07	59.26	52.73
Grade 5	2416.	2370.	2398.	1.47	0.00	0.00	4.41	3.92	3.03	14.71	7.84	21.21	79.41	88.24	75.76
Grade 6	2415.	2425.	2399.	3.28	1.72	0.00	4.92	12.07	4.44	21.31	20.69	20.00	70.49	65.52	75.56
Grade 7	2435.	2456.	2446.	0.00	1.69	0.00	6.15	13.56	9.09	23.08	25.42	30.91	70.77	59.32	60.00
Grade 8	2433.	2428.	2432.	0.00	1.56	3.57	4.35	4.69	5.36	18.84	21.88	17.86	76.81	71.88	73.21
Grade 11															
All Grades	N/A	N/A	N/A	1.54	1.61	1.75	9.23	9.38	9.91	18.97	22.25	25.36	70.26	66.76	62.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.27	6.67	7.58	32.39	36.67	53.03	56.34	56.67	39.39
Grade 4	0.00	1.23	1.82	32.14	35.80	38.18	67.86	62.96	60.00
Grade 5	2.94	0.00	0.00	26.47	21.57	18.18	70.59	78.43	81.82
Grade 6	3.28	3.45	0.00	24.59	27.59	20.00	72.13	68.97	80.00
Grade 7	0.00	1.69	0.00	23.08	38.98	41.82	76.92	59.32	58.18
Grade 8	0.00	3.13	3.57	24.64	31.25	23.21	75.36	65.63	73.21
Grade 11									
All Grades	3.08	2.68	2.33	27.18	32.44	32.94	69.74	64.88	64.72

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	11.27	8.33	6.06	33.80	35.00	48.48	54.93	56.67	45.45
Grade 4	1.79	4.94	7.27	26.79	32.10	36.36	71.43	62.96	56.36
Grade 5	1.47	0.00	0.00	39.71	29.41	30.30	58.82	70.59	69.70
Grade 6	1.64	1.72	0.00	36.07	32.76	26.67	62.30	65.52	73.33
Grade 7	1.54	0.00	1.82	38.46	55.93	43.64	60.00	44.07	54.55
Grade 8	1.45	1.56	3.57	47.83	37.50	41.07	50.72	60.94	55.36
All Grades	3.33	2.95	3.21	37.44	37.00	38.19	59.23	60.05	58.60

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
Grade 3	4.23	3.33	9.09	49.30	45.00	60.61	46.48	51.67	30.30
Grade 4	5.36	3.70	7.27	35.71	44.44	54.55	58.93	51.85	38.18
Grade 5	1.47	1.96	1.52	52.94	25.49	33.33	45.59	72.55	65.15
Grade 6	3.28	0.00	0.00	49.18	56.90	46.67	47.54	43.10	53.33
Grade 7	4.62	1.69	5.45	58.46	62.71	61.82	36.92	35.59	32.73
Grade 8	1.45	1.56	1.79	44.93	60.94	44.64	53.62	37.50	53.57
All Grades	3.33	2.14	4.37	48.72	49.60	50.15	47.95	48.26	45.48

**Conclusions based on this data:**

1. UPDATE  
In math, students scored the lowest in concepts and procedures.
2. UPDATE  
Students scored the highest in Communicating and Reasoning.
3. UPDATE  
5th grade students scored the lowest on the overall achievement scores.

# 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 \(ELPAC\)](https://www.cde.ca.gov/ta/tg/ela/elpac/) web page or the [ELPAC.org](https://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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	6	*	*
1	*	*	*	*	*	*	*	*	*	*	5	*
2	*	*	*	*	*	*	*	*	*	*	4	5
3	*	*	*	*	*	*	*	*	*	8	*	6
4	*	*	*	*	*	*	*	*	*	4	9	*
5	*	*	*	*	*	*	*	*	*	8	4	7
6	*	*	*	*	*	*	*	*	*	9	6	*
7	*	*	*	*	*	*	*	*	*	*	9	6
8	*	*	*	*	*	*	*	*	*	4	*	8
<b>All Grades</b>										45	46	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	4.35	9.09	26.67	28.26	34.09	35.56	34.78	34.09	26.67	32.61	22.73	45	46	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	24.44	21.74	25.00	35.56	41.30	40.91	15.56	10.87	13.64	24.44	26.09	20.45	45	46	44

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		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	6.67	2.17	6.82	8.89	8.70	9.09	44.44	41.30	50.00	40.00	47.83	34.09	45	46	44

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	4.35	9.09	62.22	65.22	68.18	26.67	30.43	22.73	45	46	44

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	40.00	41.30	43.18	40.00	36.96	31.82	20.00	21.74	25.00	45	46	44

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	0.00	9.09	31.11	34.78	43.18	57.78	65.22	47.73	45	46	44

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25	22-23	23-24	24-25
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	8.89	13.04	4.55	64.44	50.00	65.91	26.67	36.96	29.55	45	46	44

**Conclusions based on this data:**

1. UPDATE  
There were 46 students tested in the 23/24 ELPAC assessment.

# School and Student Performance Data

## Student Population

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

2024-25 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>609</b>	<b>86.7%</b>	<b>7.6%</b>	<b>2.8%</b>
Total Number of Students enrolled in Ruth Brown 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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	46	7.6%
Foster Youth	17	2.8%
Homeless	20	3.3%
Socioeconomically Disadvantaged	528	86.7%
Students with Disabilities	104	17.1%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	57	9.4%
American Indian	5	0.8%
Asian	3	0.5%
Filipino	1	0.2%
Hispanic	430	70.6%
Two or More Races	28	4.6%
Pacific Islander	3	0.5%
White	81	13.3%

### Conclusions based on this data:

1. Hispanics are the largest ethnic group.

2. White is the second largest ethnic group.
3. African American is the third largest ethnic group.

# 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

### 2025 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Yellow

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Yellow

##### Mathematics



Orange

##### English Learner Progress



Green

#### Conclusions based on this data:

1. Chronic Absenteeism rate declined by 15.8%, keeping Ruth Brown in the yellow color.
2. English Language Arts increased 10.2 points. Mathematics increased by 6 points.
3. Suspension rate declined by 5.1%, keeping Ruth Brown in the yellow color.

# School and Student Performance Data

## Academic Performance English Language Arts

The 2025 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 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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>69.2 points below standard Increased 10.2 points</p> <p>326 Students</p>	<p><b>English Learners</b></p> <p> Red</p> <p>91.2 points below standard Declined 18.1 points</p> <p>33 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>109.4 points below standard</p> <p>12 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>10 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Orange</p> <p>77.1 points below standard Increased 10 points</p> <p>272 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>138.7 points below standard</p> <p>Increased 31.4 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>103.7 points below standard</p> <p>Increased 26.7 points</p> <p>32 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>65.7 points below standard</p> <p>Increased 5.4 points</p> <p>229 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>75.8 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>72.8 points below standard</p> <p>Maintained 2.5 points</p> <p>50 Students</p>

**Conclusions based on this data:**

1. Our English learner students declined by 18.1 points in their English Language Arts performance.
2. The African American group increased by 26.7 points in their English Language Arts performance.
3. Students with Disabilities increased by 31.4 points in their English Language Arts performance.

# School and Student Performance Data

## Academic Performance Mathematics

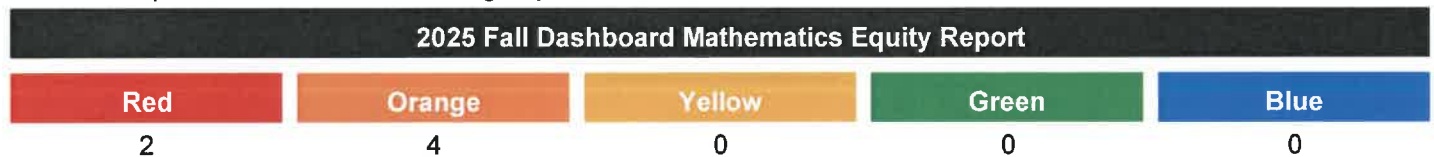
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group																
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>109.9 points below standard</td> </tr> <tr> <td>Increased 6 points</td> </tr> <tr> <td>328 Students</td> </tr> </tbody> </table>	All Students	 Orange	109.9 points below standard	Increased 6 points	328 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Red</td> </tr> <tr style="background-color: #e6f2ff;"> <td>123 points below standard</td> </tr> <tr> <td>Declined 12.8 points</td> </tr> <tr> <td>35 Students</td> </tr> </tbody> </table>	English Learners	 Red	123 points below standard	Declined 12.8 points	35 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Long-Term English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>10 Students</td> </tr> </tbody> </table>	Long-Term English Learners	 No Performance Color	Fewer than 11 students - No Data for Privacy	10 Students
All Students																
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<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e6f2ff;"> <td>119.6 points below standard</td> </tr> <tr> <td>12 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	119.6 points below standard	12 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Homeless</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr> <td>Fewer than 11 students - No Data for Privacy</td> </tr> <tr> <td>10 Students</td> </tr> </tbody> </table>	Homeless	 No Performance Color	Fewer than 11 students - No Data for Privacy	10 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #cccccc;"> <th>Socioeconomically Disadvantaged</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e6f2ff;"> <td>115.3 points below standard</td> </tr> <tr> <td>Increased 7.7 points</td> </tr> <tr> <td>274 Students</td> </tr> </tbody> </table>	Socioeconomically Disadvantaged	 Orange	115.3 points below standard	Increased 7.7 points	274 Students	
Foster Youth																
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<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>158 points below standard</p> <p>Increased 12.8 points</p> <p>58 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>147.6 points below standard</p> <p>Increased 10.9 points</p> <p>32 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>2 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Orange</p> <p>107.8 points below standard</p> <p>Increased 3.8 points</p> <p>230 Students</p>
<p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>105.8 points below standard</p> <p>12 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p>  <p>Red</p> <p>102 points below standard</p> <p>Declined 9.3 points</p> <p>50 Students</p>

**Conclusions based on this data:**

1. The African American group increased their math performance by 10.9 points.
2. The White group declined in their math performance by 9.3 points.
3. Students with Disabilities increased in their math performance by 12.8 points.

# School and Student Performance Data

## Academic Performance Science

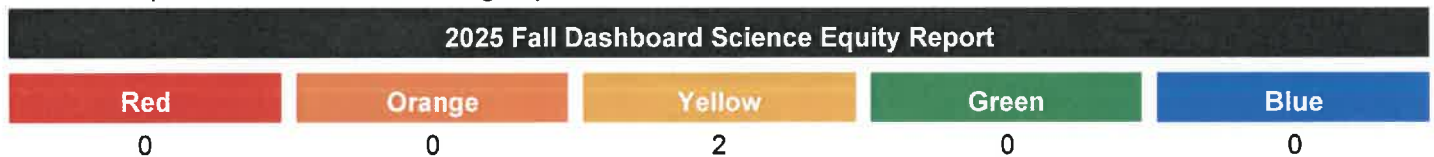
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
<p><b>All Students</b></p> <p> Yellow</p> <p>39.1 science points Increased 4.7 points</p> <p>117 Students</p>	<p><b>English Learners</b></p> <p> No Performance Color</p> <p>34.1 science points 16 Students</p>	<p><b>Long-Term English Learners</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy 6 Students</p>
<p><b>Foster Youth</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy 2 Students</p>	<p><b>Homeless</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy 1 Student</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p> Yellow</p> <p>36.7 science points Increased 3.8 points</p> <p>89 Students</p>

<p><b>Students with Disabilities</b></p> <p> No Performance Color</p> <p>33.4 science points</p> <p>Increased 11 points</p> <p>16 Students</p>	<p><b>African American</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>9 Students</p>	<p><b>American Indian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>
<p><b>Asian</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Filipino</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p> <p> Yellow</p> <p>39.1 science points</p> <p>Increased 4.4 points</p> <p>82 Students</p>
<p><b>Two or More Races</b></p> <p> No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Pacific Islander</b></p> <p> No Performance Color</p> <p>0 Students</p>	<p><b>White</b></p> <p> No Performance Color</p> <p>41.4 science points</p> <p>22 Students</p>

**Conclusions based on this data:**

1. Overall our school performed in the yellow performance band in Science.

# School and Student Performance Data



## Academic Performance English Learner Progress

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2025 Fall Dashboard English Learner Progress Indicator	
<b>English Learner Progress</b>  Green 48.6 making progress. Number Students: 37 Students	<b>Long-Term English Learner Progress</b>  No Performance Color 63.6 making progress. Number Students: 11 Students

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.

2025 Fall Dashboard Student English Language Acquisition Results			
<b>Decreased One ELPI Level</b> 8.6%	<b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b> 40%	<b>Maintained ELPI Level 4</b> 0%	<b>Progressed At Least One ELPI Level</b> 51.4%

### Conclusions based on this data:

1. 51.4% of our English learners progressed at least one ELPI level.
2. 40% of our English learners maintained ELPI levels.
3. 8.6% of our English learners decreased one ELPI level.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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









This section provides number of student groups in each level.










### 2025 Fall Dashboard Chronic Absenteeism Equity Report



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.

### 2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
 Yellow 29.5% Chronically Absent Declined 15.8 662 Students	 Yellow 18% Chronically Absent Declined 14.6 50 Students	 No Performance Color 15.4% Chronically Absent Declined 2.8 13 Students
Foster Youth	Homeless	Socioeconomically Disadvantaged
 No Performance Color 28.6% Chronically Absent Declined 12.1 28 Students	 No Performance Color 25% Chronically Absent Declined 18.8 20 Students	 Yellow 31.6% Chronically Absent Declined 16.8 576 Students

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>33.8% Chronically Absent</p> <p>Declined 20.7</p> <p>142 Students</p>	<p><b>African American</b></p>  <p>Orange</p> <p>41.3% Chronically Absent</p> <p>Declined 19.3</p> <p>75 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>27.3% Chronically Absent</p> <p>Declined 15.8</p> <p>450 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>43.2% Chronically Absent</p> <p>Declined 8.4</p> <p>37 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Orange</p> <p>23.9% Chronically Absent</p> <p>Declined 13.3</p> <p>88 Students</p>

**Conclusions based on this data:**

1. The Hispanic group declined by 15.8%, and they are 27.3% chronically absent.
2. The White group declined by 13.3%, and they are 23.9% chronically absent.
3. The African American group declined by 19.3%, and they are 41.3% chronically absent.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

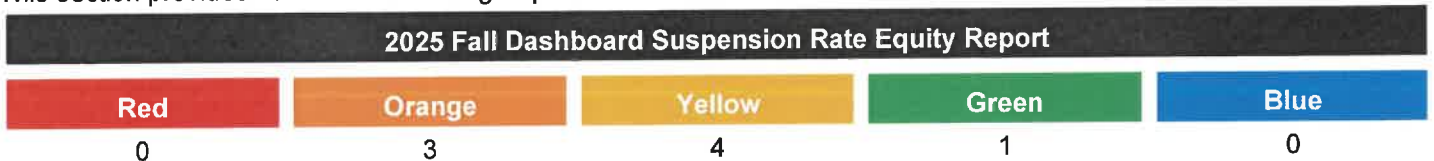
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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







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












This section provides number of student groups in each level.



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

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  <p>Yellow</p> <p>4.1% suspended at least one day</p> <p>Declined 5.1%</p> <p>691 Students</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>1.9% suspended at least one day</p> <p>Declined 4%</p> <p>52 Students</p>	<p><b>Long-Term English Learners</b></p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Increased 7.7%</p> <p>13 Students</p>
<p><b>Foster Youth</b></p>  <p>Orange</p> <p>6.7% suspended at least one day</p> <p>Declined 16.9%</p> <p>30 Students</p>	<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>9.5% suspended at least one day</p> <p>Increased 9.5%</p> <p>21 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Yellow</p> <p>4.5% suspended at least one day</p> <p>Declined 5.4%</p> <p>604 Students</p>

<p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>7.5% suspended at least one day</p> <p>Declined 9.2%</p> <p>147 Students</p>	<p><b>African American</b></p>  <p>Yellow</p> <p>4.7% suspended at least one day</p> <p>Declined 11.3%</p> <p>85 Students</p>	<p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>5 Students</p>
<p><b>Asian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>1 Student</p>	<p><b>Hispanic</b></p>  <p>Yellow</p> <p>3.2% suspended at least one day</p> <p>Declined 3.8%</p> <p>463 Students</p>
<p><b>Two or More Races</b></p>  <p>Orange</p> <p>7.9% suspended at least one day</p> <p>Declined 3.5%</p> <p>38 Students</p>	<p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - No Data for Privacy</p> <p>3 Students</p>	<p><b>White</b></p>  <p>Yellow</p> <p>5.4% suspended at least one day</p> <p>Declined 6.8%</p> <p>93 Students</p>

**Conclusions based on this data:**

1. The hispanic group declined by 3.8%
2. The white group declined by 6.8%
3. The african american group declined by 11.3%

# 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.

#### Academic Achievement

Increase student academic achievement with daily lesson delivery aligned with research-based instructional practices that ensure students active participation with mastering state content standards.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Increase student achievement to ensure all students will be college and career ready.

### 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.

Based on a review of the Dashboard and local data, Ruth Brown Elementary needs to significantly improve in English Language Arts (medium) and Math due to its low performance among all students groups.

### 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
School Dashboard ELA Indicator	ELA for all students = 69.2 points below standard (yellow)	ELA for all students = Increase by 15 points (yellow)
School Dashboard Math Indicator	Math for all students = 109.9 points below standard (orange)	Math for all students = Increase by 15 points (yellow)

### 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	Alignment of instruction with content standards > Use of standards-aligned, district adopted core instructional materials > Supplemental core support: 95% Intervention program, Corrective Reading Intervention Program, Xtra Math, and other supplemental programs and materials > Master schedule accessible for all grade levels	All students	2000 Title I 5000-5999: Services And Other Operating Expenditures Software Licenses Instructional  15,000 Title I 4000-4999: Books And Supplies Textbooks
1.2	Use of district adopted, evidence-based instructional strategies >Direct Instruction (implementation of 4 quadrants) >Standards-Based lesson design and delivery	All students	

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.3	Academic Intervention Support > Students in need of Tier 3 intervention support will be identified and have access to intervention sessions during the school day. 95% group, Corrective Reading.	Students at academic risk	
1.4	Paraeducators supporting grades 3-5 strategic intervention 95% group, Corrective Reading.	All students	69,235 Title I 2000-2999: Classified Personnel Salaries Paraeducator Salaries (Intervention/Tutoring paras)  60,000 Title I 3000-3999: Employee Benefits Fixed Charges/Benefits (Intervention/Tutoring paras)
1.5			
1.6			
1.8			

## Annual Review

### SPSA Year Reviewed: 2025-26

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.

Students had access to their board-approved core curriculum, and we provided professional development to our teachers around direct instruction. Intervention class opportunities were also offered to all students at academic risk. High chronic absenteeism is improving but still a concern causing low academic performance.

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

In the area of English Language Arts and Math, our articulated goal is to increase by 10 points on the School Dashboard ELA and Math Indicators, setting us up to move from orange or yellow to yellow.

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.

No changes made at this time in the goal. We will continue to work on the same goal but have updated the strategies / activities to better fit a 3-5 school.

# 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.

#### Academic Achievement

Improve student achievement by increasing daily student attendance. Decline chronic absenteeism by 5%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #1: Increase student achievement to ensure all students will be college and career ready.

### 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.

Based on a review of Dashboard and local data, Ruth Brown needs to continue to improve on chronic absenteeism rates due to its low performance among all student groups.

### 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
State Dashboard indicator for chronic absenteeism	State Dashboard indicator for chronic absenteeism: 29.5% chronically absent. (yellow)	State Dashboard indicator for chronic absenteeism: decline by 5% or more (yellow)

### 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	Build a school site attendance team. Create an effective attendance intervention system.	All students	2000 Title I 1000-1999: Certificated Personnel Salaries Extra duty for meetings  2000 Title I 2000-2999: Classified Personnel Salaries Extra duty / overtime for meetings  3000 Title I 3000-3999: Employee Benefits Certificated and classified benefits

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.2	Provide positive recognition for students attending school everyday and on-time.	All students	

## Annual Review

**SPSA Year Reviewed: 2025-26**

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.

We achieved the articulated goal. We implemented Positive Behavioral Supports (PBIS) improving school climate and trying to prevent student behavior that could negatively impact attendance. Our chronic absenteeism declined by 15.8%.

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

In the area of chronic absenteeism, our articulated goal was to reduce our absences on the School Dashboard Chronic Absenteeism Indicator in chronic absenteeism rates. We achieved this goal with 29.5% chronically absent.

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.

No changes made at this time in this goal. We combined activities.

# 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.

**Safe and Healthy learning environments**  
Continue to implement Positive Behavior Interventions and Supports (PBIS) model supporting positive behavior for students to decrease annual suspension rates by 1.1%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #2 Provide a safe and healthful learning environment for students, staff, and parents

### 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.

Based on a review of Dashboard and local data, Ruth Brown needs to improve on suspension rates due to its low performance among the all student group.

### 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
State Dashboard Indicator for Suspension Rates	State Dashboard indicator for suspension rate = 4.1% suspended at least one day (yellow)	State Dashboard indicator for suspension rate = decline by 1.1% or more from previous year. (green)

### 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	Continue to support Ruth Brown's PBIS Team.	All students	
3.2	Establish a student behavioral Multi-Tiered System of Supports model based on the 3-5 grade span.	All students	
3.3	Continue to recognize and reinforce positive student behavior.	All students	
3.4	Establish weekly social emotional small group support.	All students	
3.5	Establish reteach opportunities for students needing extra behavioral support.	All students	
3.8			

# Annual Review

**SPSA Year Reviewed: 2025-26**

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.

We achieved the articulated goal. We implemented Positive Behavioral Supports (PBIS) to improve our school climate, supporting positive behavior for students to decrease annual suspension rates. We stayed yellow. Our suspension rates declined 5.1%.

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

In the area of suspensions, our articulated goal was to reduce our suspensions on the School Dashboard Suspensions Indicator,. We met the goal by declining by 5.1%

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.

No changes made at this time. We will continue to work on the same goal and activities.

# 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.

#### Educational partner collaboration and engagement

Increase community involvement activities and communication at Ruth Brown Elementary

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal #3 Increase collaboration and engagement with all educational partners to advance learning and continuous improvement.

### 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.

Based on local indicators, Ruth Brown will aim to enhance parent communication by utilizing a variety of communication methods and platforms to ensure consistent, inclusive, and effective engagement.

### 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
Monthly community involvement activities and communication.	Increase community involvement activities and communication	Increase communication methods and platforms

### 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	Parent involvement events and communication at Ruth Brown for all educational partners.	All students	

## Annual Review

SPSA Year Reviewed: 2025-26

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.

In an effort to increase family engagement, our school worked closely with the Ruth Brown PTO to help us outline events that parents can volunteer. With the increase of positive events, our hope was to provide more opportunities for families to feel connected to Ruth Brown. Ruth Brown used School Messenger, flyers and newsletters, ELAC and SSC to open communication lines to families. This had a positive outcome.

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

In the area of Community Engagement, our articulated goal was to increase our community engagement and communication. There were 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.

No changes made at this time. We will continue to work on the same goal and activity.

# 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	\$153,235.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$153,235.00
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	\$153,235.00

Subtotal of additional federal funds included for this school: \$153,235.00

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 (\$)
-------------------------	-----------------

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

Total of federal, state, and/or local funds for this school: \$153,235.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	153,235	0.00

## Expenditures by Funding Source

Funding Source	Amount
Title I	153,235.00

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	2,000.00
2000-2999: Classified Personnel Salaries	71,235.00
3000-3999: Employee Benefits	63,000.00
4000-4999: Books And Supplies	15,000.00
5000-5999: Services And Other Operating Expenditures	2,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Title I	2,000.00
2000-2999: Classified Personnel Salaries	Title I	71,235.00
3000-3999: Employee Benefits	Title I	63,000.00
4000-4999: Books And Supplies	Title I	15,000.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	146,235.00
Goal 2	7,000.00

# 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
- 5 Parent or Community Members

Name of Members	Role
Jacob Deutsch	Principal
Courtney Hurt	Classroom Teacher
Leticia Lopez	Classroom Teacher
Stephanie Steffens	Classroom Teacher
Lindsey Stewart	Other School Staff
Michael Calabrese	Parent or Community Member
Nikki Sain	Parent or Community Member
Ashlee Guzman	Parent or Community Member
Margarita Santana	Parent or Community Member
Bridget Fields	Parent or Community Member

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



## Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

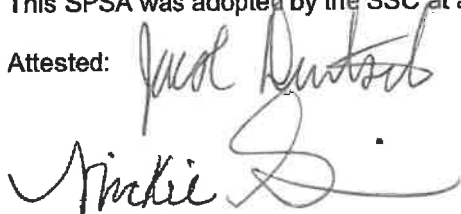
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 05/29/2026.

Attested:



Principal, Jacob Deutsch on May 29, 2026

SSC Chairperson, Michael Calebrese -SSC Chairperson on May 29 , 2026



## 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](mailto: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](mailto: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 as the S.M.A.R.T. approach.

A S.M.A.R.T. goal is:

- Specific,
- Measurable,
- Achievable,
- Realistic, and
- Time-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](mailto: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/fq/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/fq/fo/af/>

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