



School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Plum Canyon Elementary
Address	28360 North Alfred Way Saugus, CA 91350
County-District-School (CDS) Code	19649986115513
Principal	Ardrella Hamilton
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	June 1, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Plum Canyon Elementary School teaches the whole child to ensure academic, social, and emotional success.

Plum Canyon Elementary School is committed to promoting a positive and safe environment that empowers student to excel in their personal and academic goals.

School Profile

Plum Canyon Elementary School provides a supportive and nurturing environment that gives over 820 students in Transitional Kindergarten through sixth grade an opportunity to build confidence to apply new learning and assume leadership roles. Our rigorous student centered academic program is designed to help each individual student to expand their desire and ability to acquire and apply knowledge. An emphasis on developing academic language across disciplines prepares our students for bold explorations of 21st century challenges.

Our school is privileged to have parents with a high degree of involvement in the education of their children. Volunteers work daily in the classroom, sit on site and district oversight committees, support technology, the arts and PTA. Our mission is to provide an education that inspires each individual child to love learning, embrace challenges, build character, and cultivate creativity so that they continue to develop as kind, caring citizens.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Plum Canyon's Educational Partners (School Site Council, PTA, ELAC, Leadership Team, staff and students) had input in the creation of the SPSA. Input was sought through discussions, surveys and educational partner's/ school meetings.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	78	131	175
Grade 1	65	99	112
Grade 2	56	95	110
Grade3	61	98	103
Grade 4	65	100	107
Grade 5	66	93	109
Grade 6	75	99	96
Total Enrollment	466	715	812

Conclusions based on this data:

1. Plum Canyon School's average total K-6 enrollment from 2022-2023 is 812 students.
2. Plum Canyon Elementary School's overall student enrollment increased significantly over the past 3 year.
3. The largest cohort continues to be our kindergarten grade cohort.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	21	32	44	4.50%	4.5%	5.4%
Fluent English Proficient (FEP)	11	53	77	2.40%	7.4%	9.5%
Reclassified Fluent English Proficient (RFEP)	4			19.0%		

Conclusions based on this data:

1. Plum Canyon Elementary School has an average of 12.9% (67 students) of English Learners from 2018-2023.
2. Plum Canyon Elementary School had a decrease of 1.1% of Fluent English Proficient students from 2019-2021.
3. Plum Canyon Elementary School reclassified 0.4% less of English Learners in 2020-2021 using district criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	102		0	101		0	101		0.0	99.0	
Grade 4	63	105		0	105		0	105		0.0	100.0	
Grade 5	67	92		0	91		0	91		0.0	98.9	
Grade 6	78	104		0	103		0	103		0.0	99.0	
All Grades	274	403		0	400		0	400		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2453.			28.71			33.66			19.80			17.82	
Grade 4		2498.			33.33			31.43			17.14			18.10	
Grade 5		2522.			25.27			37.36			18.68			18.68	
Grade 6		2596.			43.69			35.92			15.53			4.85	
All Grades	N/A	N/A	N/A		33.00			34.50			17.75			14.75	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		26.73			63.37			9.90	
Grade 4		28.57			64.76			6.67	
Grade 5		34.07			53.85			12.09	
Grade 6		34.95			57.28			7.77	
All Grades		31.00			60.00			9.00	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		18.81			63.37			17.82	
Grade 4		25.00			55.77			19.23	
Grade 5		18.68			63.74			17.58	
Grade 6		39.81			51.46			8.74	
All Grades		25.81			58.40			15.79	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.82			73.27			8.91	
Grade 4		17.31			74.04			8.65	
Grade 5		15.38			79.12			5.49	
Grade 6		24.27			73.79			1.94	
All Grades		18.80			74.94			6.27	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		25.74			64.36			9.90	
Grade 4		20.95			65.71			13.33	
Grade 5		19.78			67.03			13.19	
Grade 6		37.86			57.28			4.85	
All Grades		26.25			63.50			10.25	

Conclusions based on this data:

1. Based upon the 21-22 CAASPP data Plum Canyon Elementary School had a 99.3 percentage rate of students that participated on the state assessment.
2. Based upon the 21-22 CAASPP data Plum Canyon Elementary School over all had 67.5% of students Meeting or Exceeding Standards in English Language Arts/Literacy.
3. Based upon the 21-22 CAASPP data Plum Canyon Elementary School has the greatest need on the English Language Arts/Literacy Assessment in the area of writing with 15.79% of students scoring Below Standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	66	102		0	101		0	101		0.0	99.0	
Grade 4	63	105		0	105		0	104		0.0	100.0	
Grade 5	67	92		0	91		0	91		0.0	98.9	
Grade 6	78	104		0	103		0	103		0.0	99.0	
All Grades	274	403		0	400		0	399		0.0	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2471.			36.63			28.71			23.76			10.89	
Grade 4		2487.			19.23			36.54			28.85			15.38	
Grade 5		2518.			23.08			18.68			39.56			18.68	
Grade 6		2563.			33.01			21.36			32.04			13.59	
All Grades	N/A	N/A	N/A		28.07			26.57			30.83			14.54	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		50.50			40.59			8.91	
Grade 4		23.08			63.46			13.46	
Grade 5		24.18			57.14			18.68	
Grade 6		32.04			58.25			9.71	
All Grades		32.58			54.89			12.53	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		31.68			54.46			13.86	
Grade 4		21.15			57.69			21.15	
Grade 5		13.19			65.93			20.88	
Grade 6		26.21			56.31			17.48	
All Grades		23.31			58.40			18.30	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		34.65			54.46			10.89	
Grade 4		22.12			62.50			15.38	
Grade 5		18.68			68.13			13.19	
Grade 6		26.21			65.05			8.74	
All Grades		25.56			62.41			12.03	

Conclusions based on this data:

1. Based upon the 21-22 CAASPP data Plum Canyon Elementary School had a 99.3 percentage rate of students that participated on the state assessment.
2. Based upon the 21-22 CAASPP data Plum Canyon Elementary School has 54.64% students Meeting or Exceeding Standards in Math overall.
3. Based upon the 21-22 CAASPP data Plum Canyon Elementary School has the greatest need on the Math Assessment in the area of problem solving and modeling/data analysis with 18.30% of students scoring Below Standard.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1486.1		*	1490.4		*	1475.5		8	11	
1	*	*		*	*		*	*		6	*	
2	*	*		*	*		*	*		*	7	
3	*	*		*	*		*	*		*	5	
4	*	*		*	*		*	*		4	4	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		4	*	
All Grades										31	35	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	54.55		*	36.36		*	9.09		*	0.00		*	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	45.16	31.43		51.61	48.57		3.23	17.14		0.00	2.86		31	35	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	54.55		*	36.36		*	9.09		*	0.00		*	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	51.61	37.14		41.94	45.71		6.45	11.43		0.00	5.71		31	35	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	18.18		*	63.64		*	18.18		*	0.00		*	11	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	35.48	14.29		35.48	57.14		29.03	28.57		0.00	0.00		31	35	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	54.55		*	45.45		*	0.00		*	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	54.84	40.00		38.71	54.29		6.45	5.71		31	35	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	45.45		*	54.55		*	0.00		*	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	58.06	45.71		41.94	48.57		0.00	5.71		31	35	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	27.27		*	72.73		*	0.00		*	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	35.48	22.86		58.06	71.43		6.45	5.71		31	35	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	72.73		*	18.18		*	9.09		*	11	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	41.94	42.86		58.06	51.43		0.00	5.71		31	35	

Conclusions based on this data:

1. Based upon the 21-22 ELPAC data Plum Canyon Elementary School English Learners has increased slightly.
2. Based upon the 21-22 ELPAC data Plum Canyon Elementary School EL Students overall students scored 31.43% Well-Developed/Level 4, 48.57% were Moderately Developed/Level 3, 17.14% scored Somewhat Developed/Level 2, and 2.86% were Minimally Developed/Level 1.
3. Based upon the 21-22 ELPAC data Plum Canyon Elementary School has the greatest need on the ELPAC Assessment in the Written Language domain 28.57% of students scored at the Somewhat Developed/Level 2.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
715	21.3	4.5	0.6
Total Number of Students enrolled in Plum Canyon Elementary.	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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	32	4.5
Foster Youth	4	0.6
Homeless		
Socioeconomically Disadvantaged	152	21.3
Students with Disabilities	81	11.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	18	2.5
American Indian		
Asian	66	9.2
Filipino	47	6.6
Hispanic	224	31.3
Two or More Races	62	8.7
Pacific Islander		
White	288	40.3

Conclusions based on this data:

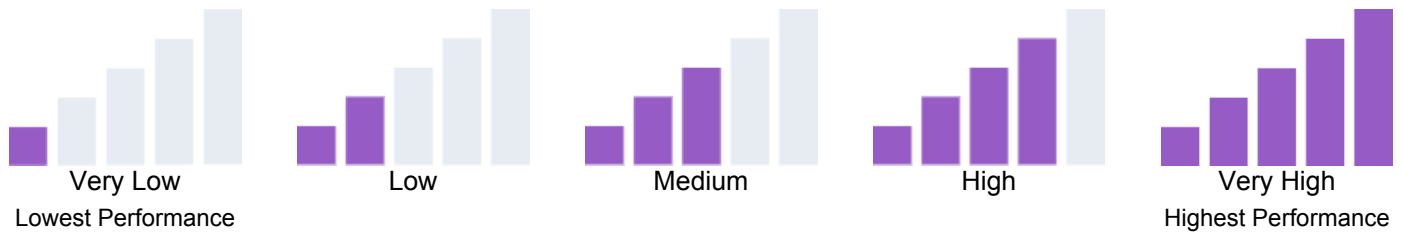
1. Plum Canyon Elementary School has many ethnic groups including African American, Asian, Filipino and Two or More Races. Two student groups with the highest enrollment percentages are Hispanic at 31.3% and White at 40.3%
2. Plum Canyon represents many ethnicities including African American, Asian, Filipino and Two or More Races. Two student groups with the highest enrollment percentage are Hispanic and White at 77.7%
3. Plum Canyon's student population comprise of 21.3% socioeconomically disadvantaged, and 11.3% students with disabilities. These student groups will need support in social and emotional development as well as academics.

School and Student Performance Data

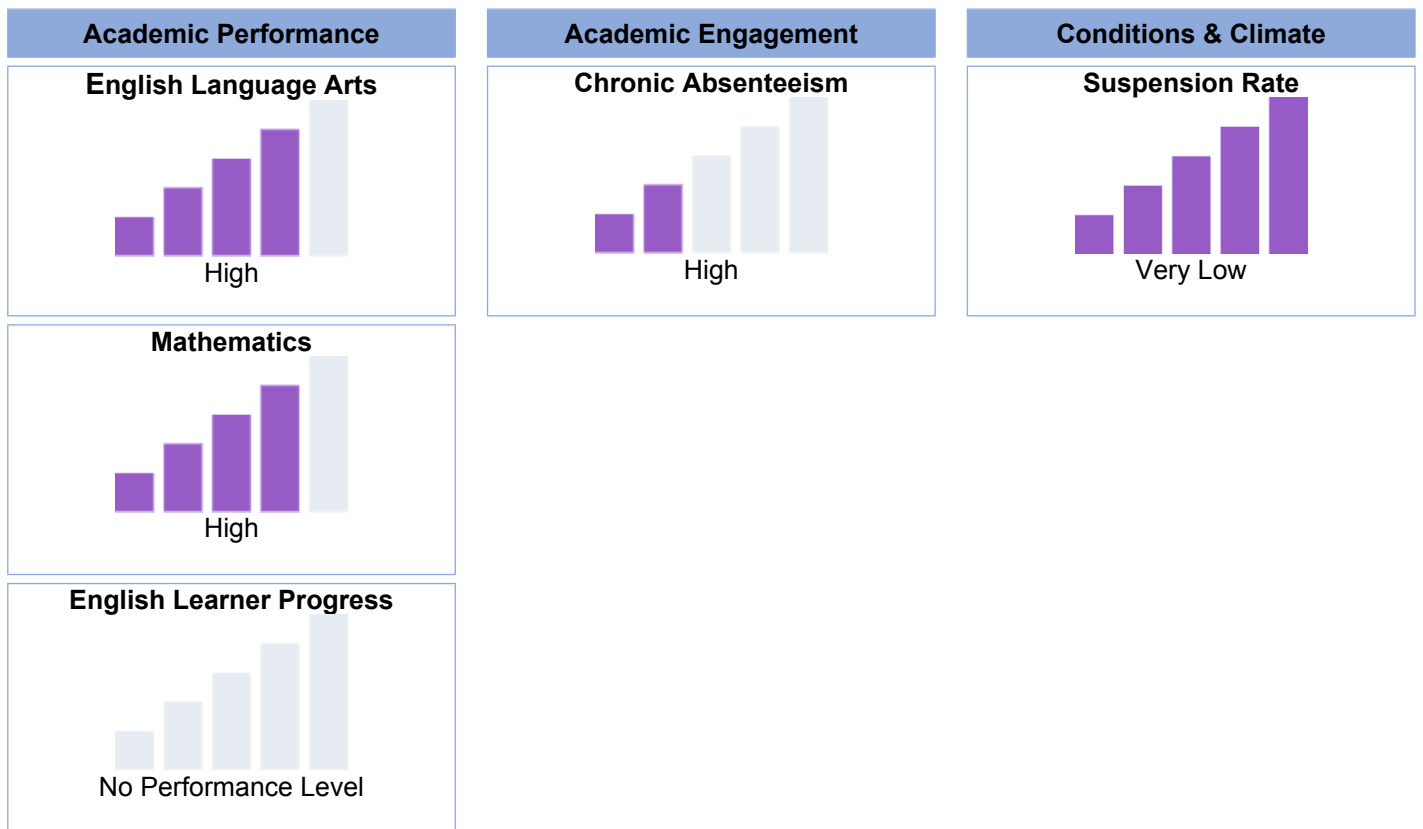
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Based upon the 2022 Fall Dashboard data Plum Canyon performance overall was High in English Language Arts and Mathematics.
2. Based upon the 2022 Fall Dashboard data Plum Canyon chronic absenteeism is high over all. This continues to be an area of need and must be addressed.

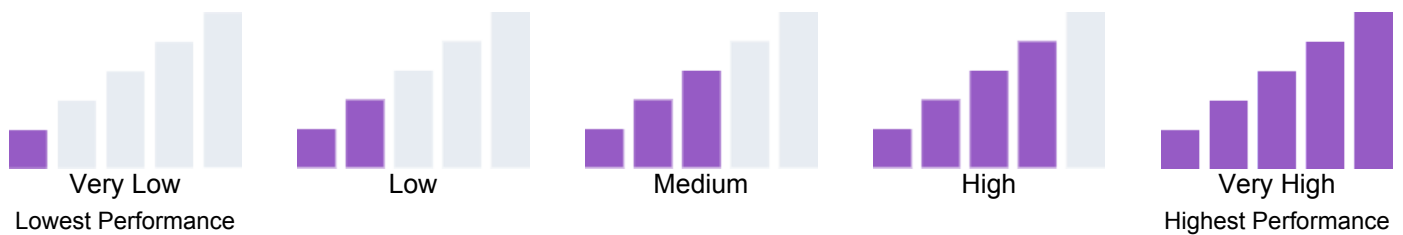
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3. Based upon the 2022 Fall Dashboard data Plum Canyon overall suspension rate is very low.

School and Student Performance Data

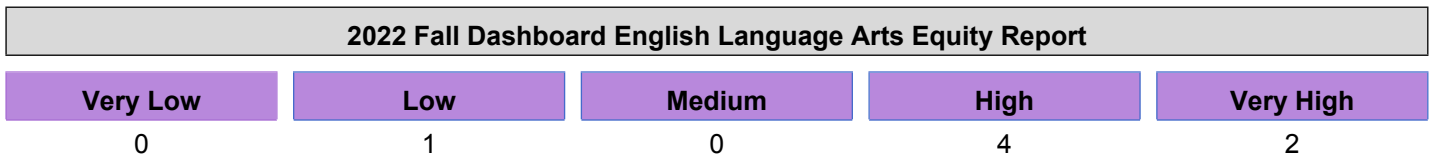
Academic Performance English Language Arts

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

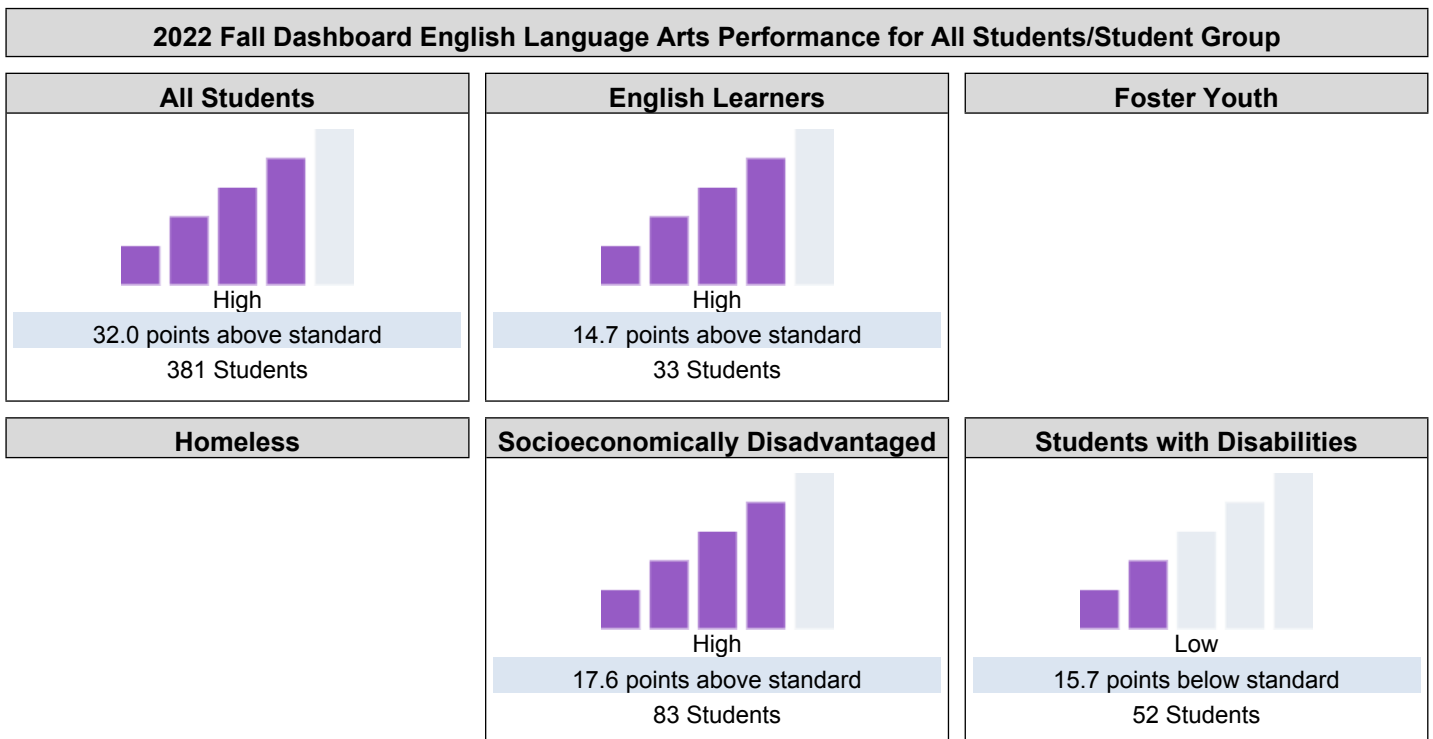
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



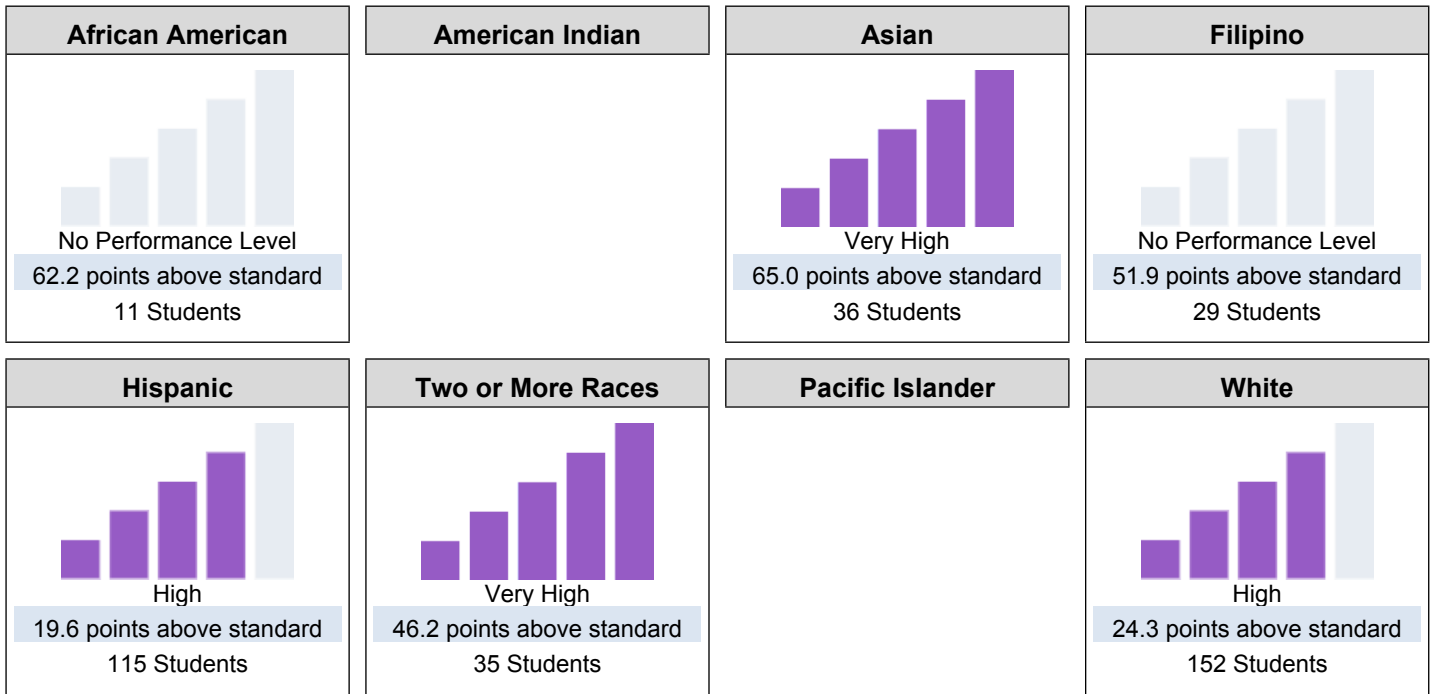
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
49.9 points below standard 14 Students	62.3 points above standard 19 Students	31.4 points above standard 334 Students

Conclusions based on this data:

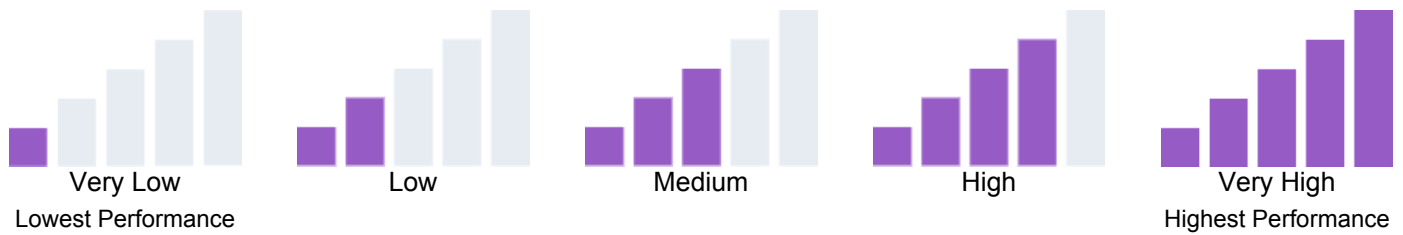
- Based upon the 2022 Fall Dashboard data most of our student groups scored high or very high. Our English Language Learners scored high 14.7 points above standard, our Socioeconomically Disadvantage student group scored high 17.6 points above standard, our Hispanic student group scored high 19.6 points above standard, our White student group scored high 24.3 points above standard, our Two or More student group scored very high 46.2 points above standard as well as our Asian student group scored very high 65.0 points above standard.
- Based upon the 2022 Fall Dashboard data our students with disabilities scored low 15.7 points below standard. This indicates that Plum Canyon should continue to work on strategies to support this group.
- Based upon the 2022 Fall Dashboard data Plum Canyon's reclassified English Learners is one of the highest achieving group as these students as a whole scored 62.3 points above standard.

School and Student Performance Data

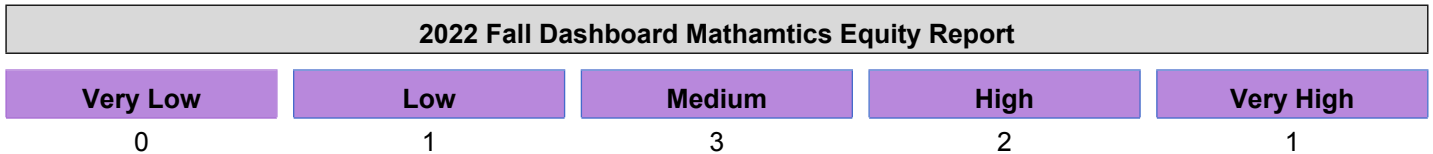
Academic Performance Mathematics

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

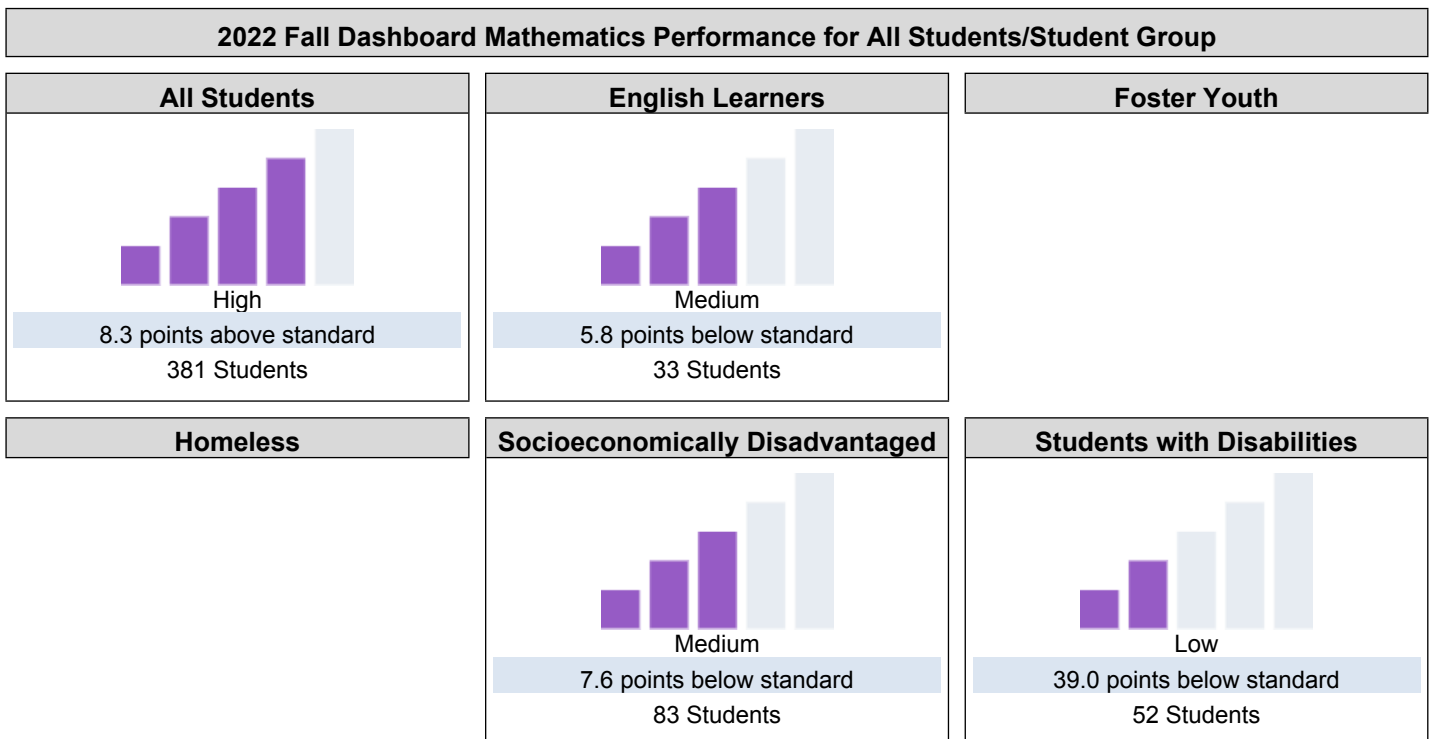
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



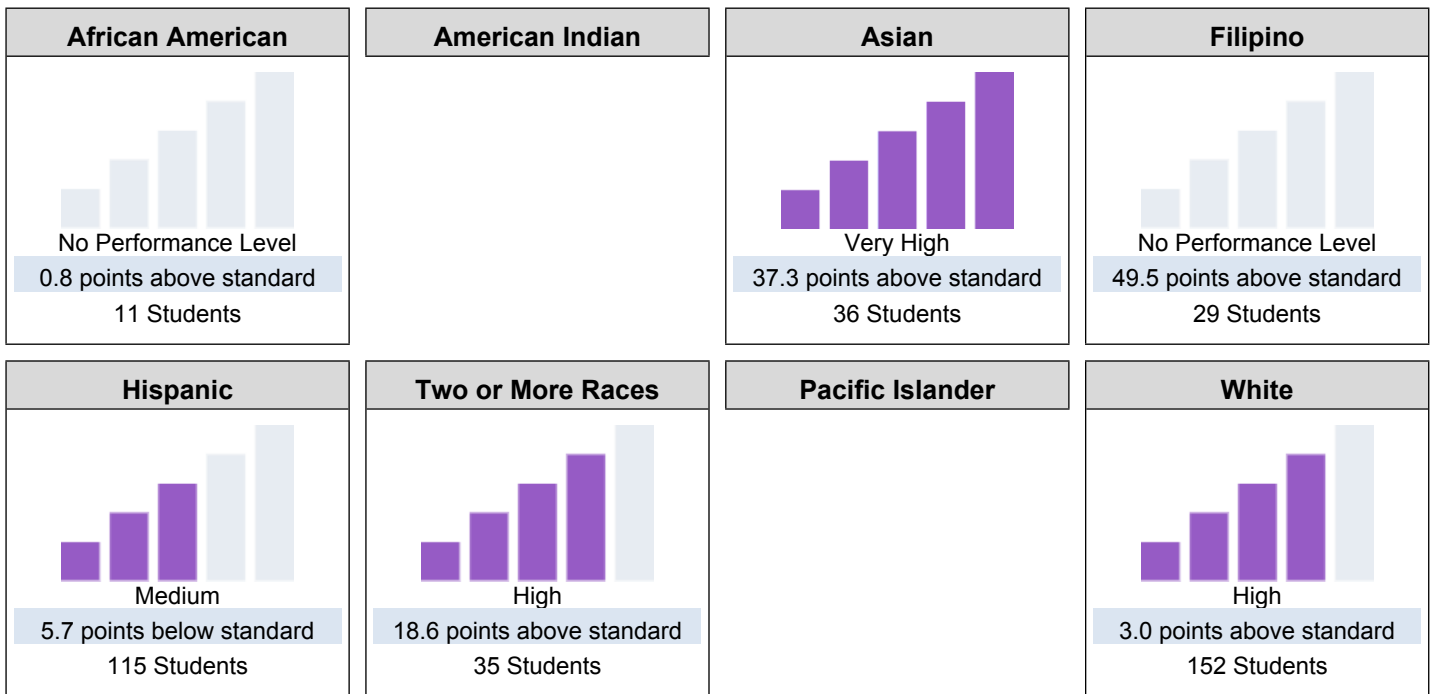
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>40.4 points below standard 14 Students</p>	<p>19.6 points above standard 19 Students</p>	<p>7.5 points above standard 334 Students</p>

Conclusions based on this data:

1. Based upon the 2022 Fall Dashboard data three our student groups scored high or very high. Our White student group scored high 3.0 points above standard, our Two or More student group scored high 18.6 points above standard, and our Asian student group scored very high 37.3 points above standard.
2. Based upon the 2022 Fall Dashboard data four student groups scored medium or low. Our English Language Learners scored medium 5.8, our Hispanic group scored medium 5.7 points below standard, Our Socioeconomic Disadvantage group scored medium 7.6 below standard, our lowest scoring student group is Students with Disabilities scoring low 39.0 points below standard. Plum Canyon must put some strategies in place to support these student groups.
3. Based upon the 2022 Fall Dashboard data Plum Canyon's reclassified English Learners is one of the highest achieving group as these students as a whole scored 19.6 points above standard.

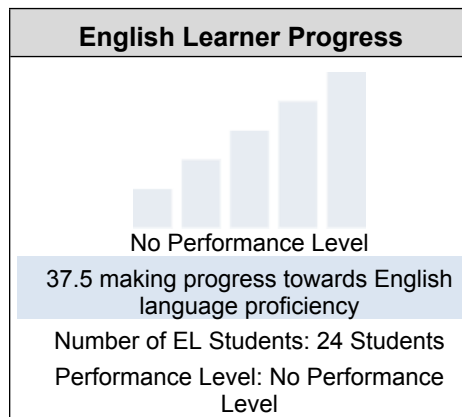
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
29.2%	33.3%	4.2%	33.3%

Conclusions based on this data:

1. Based upon the 2022 Fall Dashboard data Plum Canyon had only 24 students assessed as a result we did not receive a performance level score.
2. Based upon the 2022 Fall Dashboard data of the 24 students assessed 29.2% Decreased one ELPI Level, 33.3% Maintained ELPI level 1, 2L, 2H, 3L or 3H, 4.2% Maintained ELPI Level 4.
3. Based upon the 2022 Fall Dashboard data of the 24 students assessed 33.3% Progressed at least one ELPI Level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

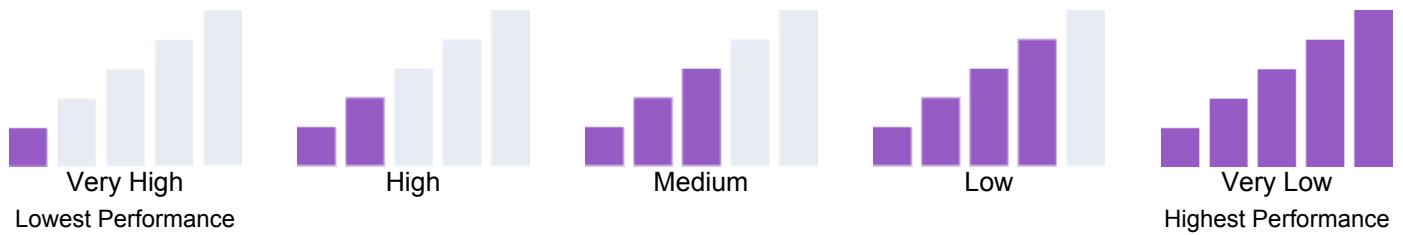
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School and Student Performance Data

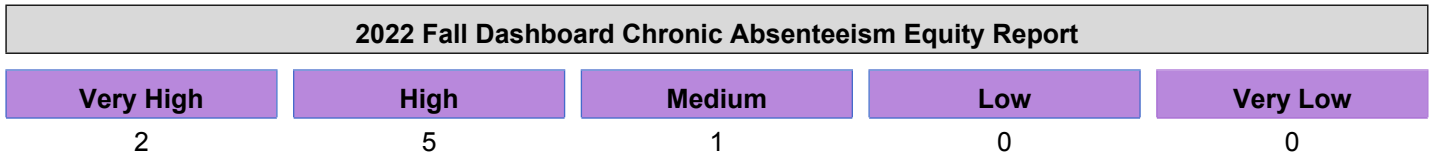
Academic Engagement Chronic Absenteeism

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

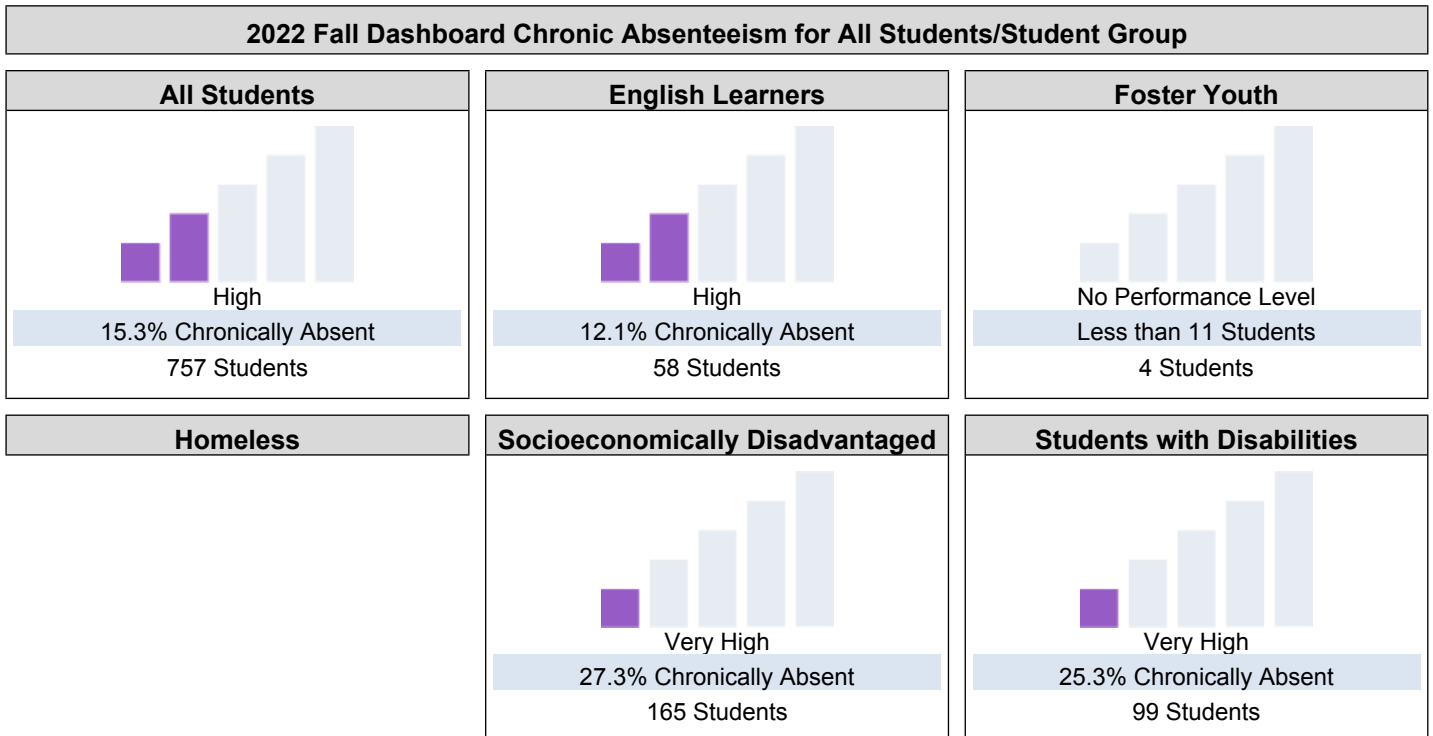
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



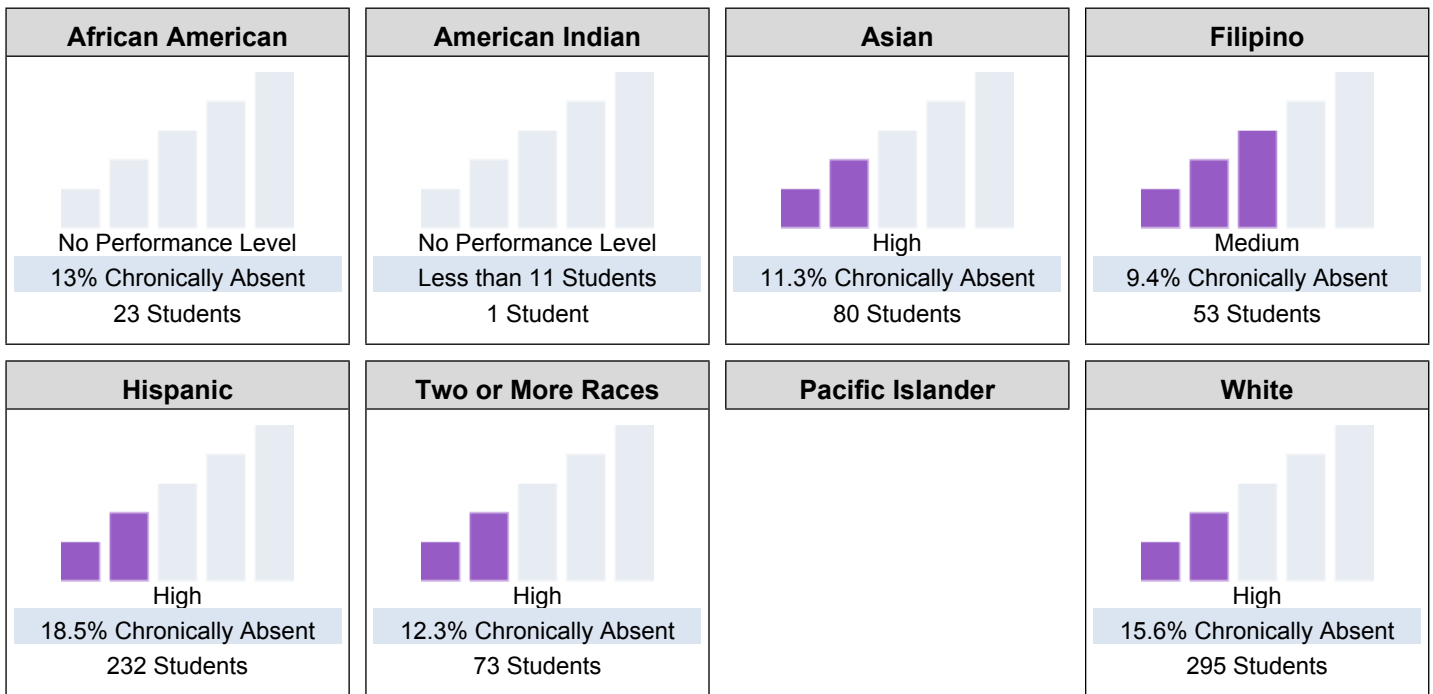
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

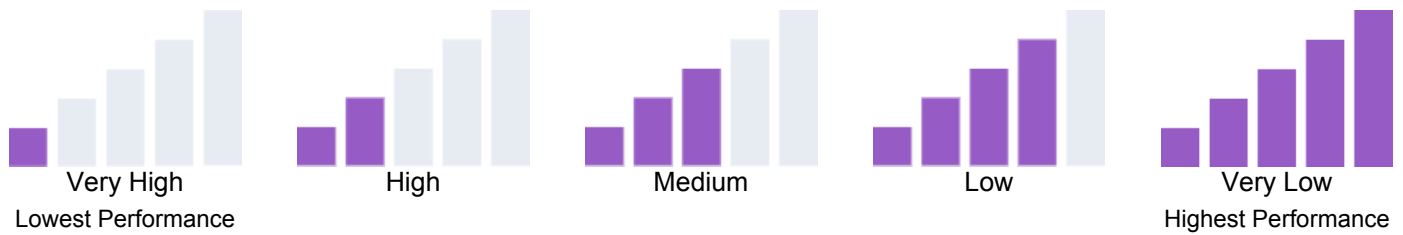
1. Based upon the 2022 Fall Dashboard data Plum Canyon fall into the very high level of Chronic Absenteeism. Plum Canyon has an overall student rate of 15.3% chronic absenteeism.
2. Based upon the 2022 Fall Dashboard data Plum Canyon student groups that had a medium or high rate of Chronic Absenteeism is our Filipino student group which had a medium rate at 9.4% Chronically Absent. Our students with high rates are our English Learners at 12.1% Chronically Absent, our Asian student group at 11.3% Chronically Absent, our Two races or More at 12.3% Chronically Absent, our White student group at 15.6% Chronically Absent, and our Hispanic group at 18.5% Chronically Absent.
3. Based upon the 2022 Fall Dashboard data Plum Canyon our Students with Disabilities and our Socioeconomically Disadvantaged Student groups had the highest rate of Chronic Absenteeism. Our Students with Disabilities at 25.3% Chronically Absent and our Socioeconomically Disadvantaged at 27.3% Chronically Absent.

School and Student Performance Data

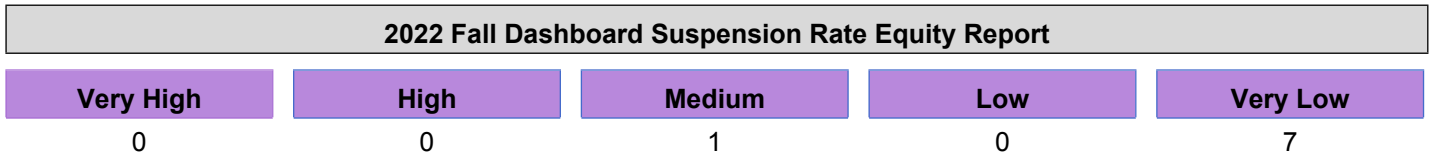
Conditions & Climate Suspension Rate

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

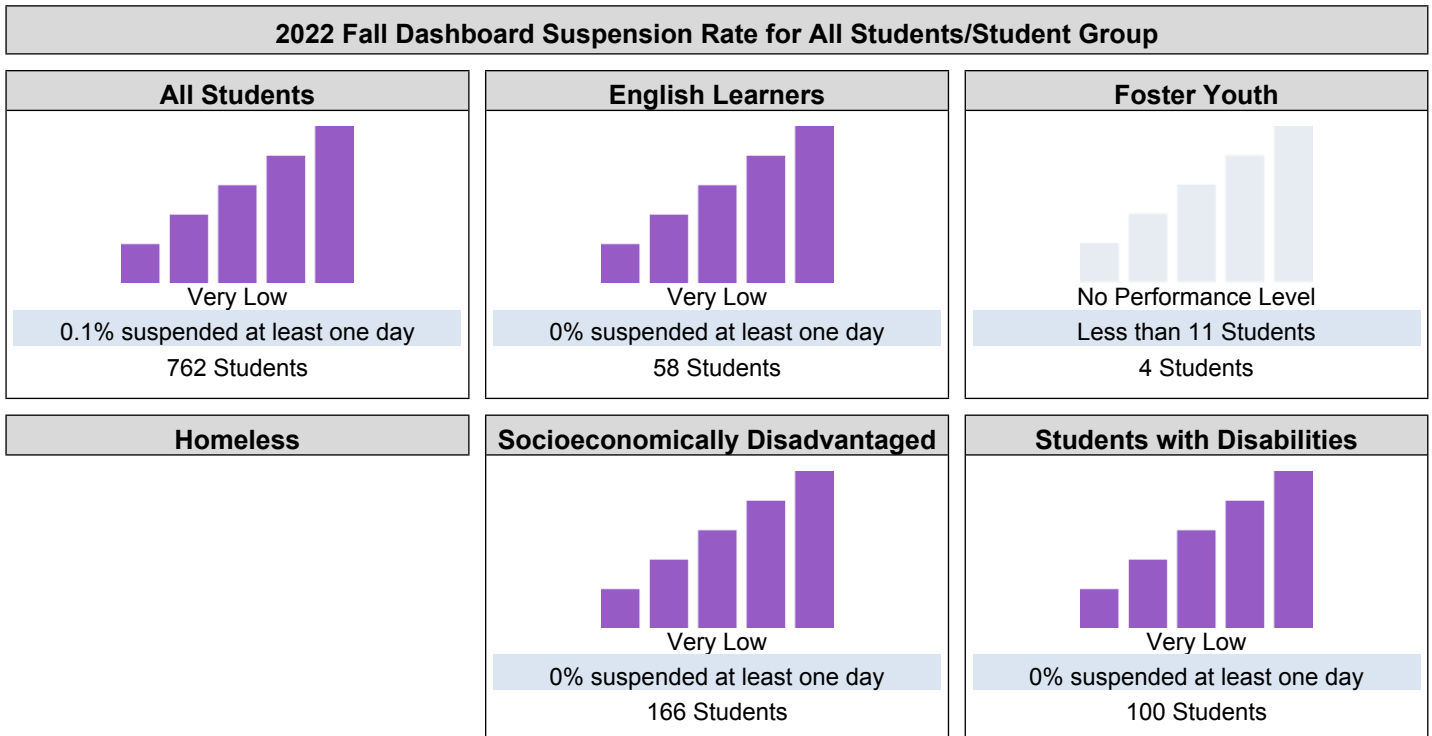
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



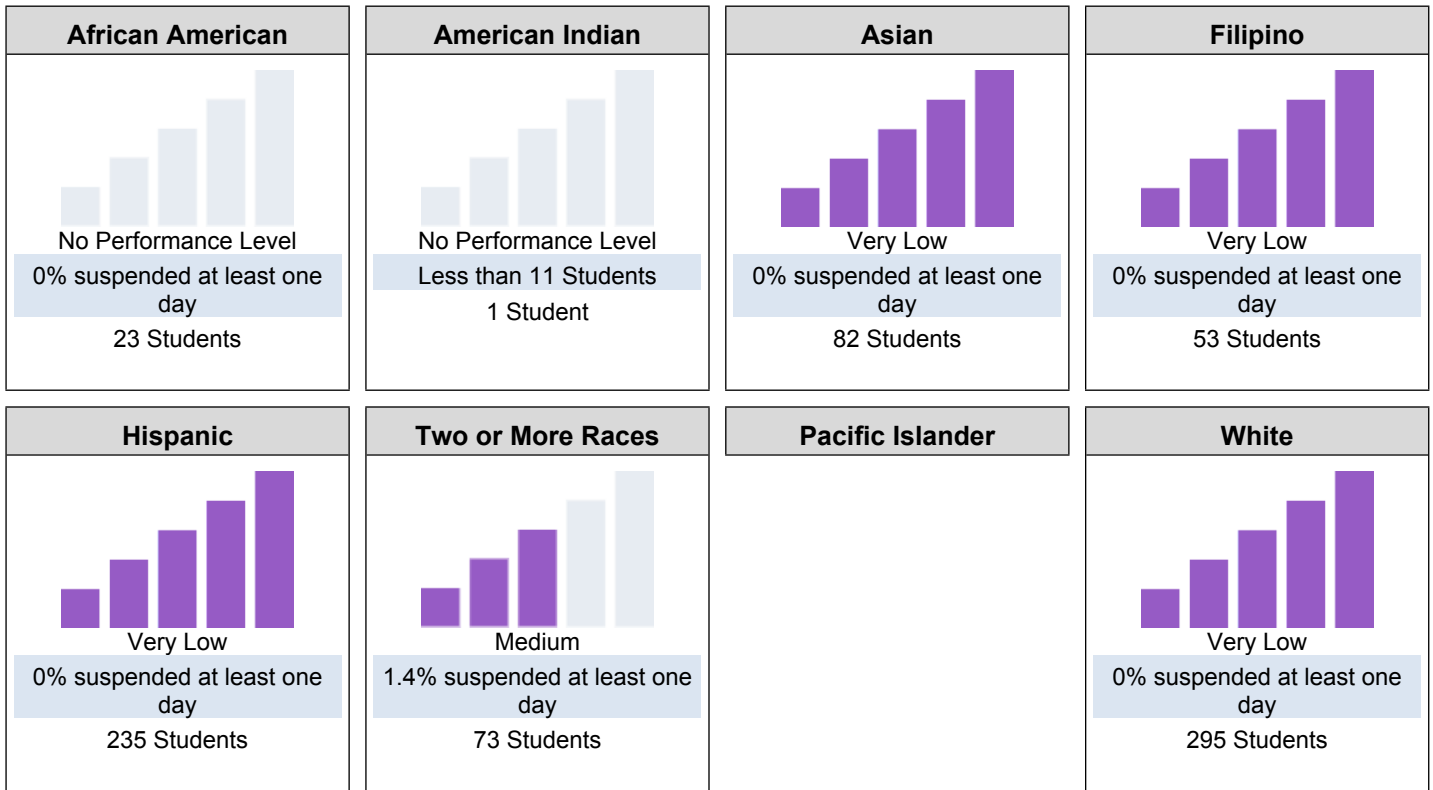
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Based upon the 2022 Fall Dashboard data Plum Canyon overall suspension rate is at the very low rate with 0.1% suspended at least one day.
2. Based upon the 2022 Fall Dashboard data only one student group scored at the medium level our Two or More Races with 1.4% suspended at least one day.
3. Based upon the 2022 Fall Dashboard data seven student groups scored at the very low level. Our English Learners, Students with Disabilities, Socioeconomically Disadvantage, Asian, Filipino, Hispanic and White all at the 0% suspended at least one day.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement Gap

Goal Statement

By June 2024 all students in grades K-6 will increase in grade level proficiency as measured by the i-Ready Reading Diagnostic Assessment by 8%. Students with Disabilities at or above grade level will increase by 15% in their ELA i-Ready proficiency on the Diagnostic Assessment.

By June 2024 the percentage of students in grades K-6 at or above grade level will increase by 7% growth in their Math i-Ready proficiency on the Diagnostic Assessment. In addition, the following student groups at or above grade level will increase in proficiency by the following percentages:

- English Language Learners 10% growth
- Hispanic 10% growth
- Socioeconomic Disadvantage 12% growth
- Students with Disabilities 15% growth

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas.

Basis for this Goal

Plum Canyon Elementary School had 72% students on or above grade level in the ELA/Literacy i-Ready Diagnostic 3 in Spring 2022. Student groups presenting with an achievement gap were students with disabilities.

Plum Canyon Elementary School had 68% students on or above grade level in the Math i-Ready Diagnostic 3 in Spring 2022. Student groups presenting with an achievement gap were English learners, Hispanic, socioeconomically disadvantaged, and students with disabilities.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELA i-Ready Diagnostic 3	All Students - 76% Students with Disabilities - 60%	All Students - 84% Students with Disabilities - 75%
Math I-Ready Diagnostic 3	All Students - 67% English Language Learners - 37% Hispanic - 51% Socioeconomic Disadvantage - 65% Students with Disabilities - 59%	All Students - 74% English Language Learners - 47% Hispanic - 61% Socioeconomic Disadvantage - 67% Students with Disabilities - 74%

Planned Strategies/Activities

Strategy/Activity 1

COMMON CORE ELA AND MATH PLANNING AND INSTRUCTION

During Professional Learning Community (PLC) time, teachers will align their planning and instruction with the Common Core State Standards by using the adopted ELA Wonders, My Math curriculum and the district pacing guides.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Teachers on Special Assignment
Leadership Team
Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	2,501
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Additional collaboration time for grade levels

Strategy/Activity 2

Additional tier 2 interventions

Students to be Served by this Strategy/Activity

K-6 At-Risk Students

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Leadership Team
Teachers
Teacher on Special Assignment
Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	28,124
Source	LCFF - Supplemental

Budget Reference

2000-2999: Classified Personnel Salaries

Description

Additional adult support for interventions

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Student Engagement and Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 10%. The following student groups will decrease by 15%:
 Socioeconomic Disadvantage
 Students with Disabilities

LCAP Goal

Create school environments that are responsive to student and Educational Partners using Social Emotional Learning (SEL) to increase their engagement and connectedness to learning and school.

Basis for this Goal

Based upon the 2022 Fall Dashboard data Plum Canyon fell into the very high level of Chronic Absenteeism. Plum Canyon has an overall student rate of 15.3% chronic absenteeism. Based upon our Infinite Campus Data from August 2022 to May 2023 our attendance rate is 94.49%

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Infinite Campus Attendance Summary Reports	In the 2022-2023 school year from August-May 2023, our attendance rate was 94.49%.	By June 2024, the schoolwide attendance percentage of students in grades TK-6 will improve to 96% as measured by the Infinite Campus Attendance Summary Report.
LCAP Student Connectedness Survey	On the 2022-2023 LCAP Student Connectedness Survey, 69% of students in grades 4-6 responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more.	By June 2024, the percentage of students in grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' will increase to 80% as measured by LCAP Student Connectedness Survey (#2).
TK-6 Site Student Survey Survey	None	By June 2024, the percentage of students in grades TK-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' and other questions will be at 80% as

Metric/Indicator	Baseline	Expected Outcome
		measured by a TK-6 Site Student Survey.
Chronic Absenteeism California Dashboard	All Student groups have an absenteeism rate of 15.3% Socioeconomic Disadvantage 27.3% Students with Disabilities 25.3%.	By June 2024 student groups will decrease by 10% and Socioeconomic Disadvantage will decrease by 15% Students with Disabilities will decrease by 15%

Planned Strategies/Activities

Strategy/Activity 1

ATTENDANCE LETTERS AND TRUANCY MEETINGS

Truancy meetings with parents/guardians whose student(s) have chronic absenteeism. During truancy meetings, a Student Attendance Success Plan will be developed by examining student's attendance data, formulating goals for improvement and identify concrete strategies parents/guardians can implement.

We will implement a student attendance incentive plan and work more closely with our chronic absentee population. This plan will be based off daily, monthly and Trimester data.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Social Worker
Office Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 2

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)

Positive Behavior Interventions and Supports (PBIS) will be implemented used as a decision-making framework that will guide teachers' implementation of the best evidence- and researched-based academic and behavioral practices for improving academic, behavior and attendance outcomes for all students.

The Positive Behavior Interventions and Supports (PBIS) Tier 1 and Tier 2 Committee members will regularly meet and implement PBIS practices including teaching schoolwide positive expectations and behaviors (PRIDE Matrix). Tier 2 will analyze office discipline referral data and make decisions on professional development and evaluating our systems.

To address student engagement and wellness, the following PBIS practices and strategies will be implemented: Panther Proclamations, Panther PRIDE Ticket Winners and Student Store, Trimester Awards Ceremonies, spirit wear days, Student Leadership Team, Anti-Bullying Week, Red Ribbon Week and the Great Kindness Challenge.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Social Worker
Instructional Assistants
Office Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

STUDENT SEL SUPPORT

The principal and teachers will identify and refer students to receive behavioral, emotional and social support from our support staff our social worker or psychologist. To be more successful in the classroom and playground, the following services will be provided: SEL lessons taught or co-taught by our support staff, Check-ins and direct and group support and counseling by our social worker.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Social Worker
Psychologist

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Achievement

Goal Statement

By June 2024, at least 10% of English Learners will score Well Developed/Level 4.

LCAP Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

Plum Canyon currently has 34 English Learners .05% scored Well Developed/Level 4.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Scores	During the 2022-2023 school year 35% of the students scored in the Somewhat Developed/ Level 2 and 32% scored at the the Moderately Developed/Level 3 performance level.	By June 2024 the percentage of students in grades TK-6 with an overall score of Somewhat Developed/ Level 2 and at the the Moderately Developed/Level 3 performance level will increase by one performance level as measured by the English Language Proficiency Assessments for California (ELPAC).
ELPI	37.5% English Learners made progress.	By June 2024 47.5% of English Language Learners will make progress.

Planned Strategies/Activities

Strategy/Activity 4

ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS

To support our implementation of Designated and Integrated ELD and addressing the needs of our English Learners it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee.

The Principal, Assistant Principal District ELD Coach, EL Coordinator and with recommendations from Leadership Team will provide:

- * ELD resources, lesson/observation feedback and coaching
- * EL mini-PDs and ELPAC data analyses during Staff Meeting and/or Admin CIP (Collaborative Instructional Planning)

- * ELPAC administration support
- * Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process

Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs an opportunity to be familiar with the ELPAC testing format.

The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make parents aware of the statewide annual language census and the importance of school attendance.

Students to be Served by this Strategy/Activity

TK-6

Timeline

January-March 2024

Person(s) Responsible

Principal
 Assistant Principal
 Teachers
 ELD Coach
 EL Coordinator

Proposed Expenditures for this Strategy/Activity

Amount

0

Description

ELPAC Bootcamp teacher hourly rate for planning and instruction

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Parent Engagement

Goal Statement

By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' will increase by 6% (from 74% to 80%) as measured by the LCAP Parent Survey (#15).

By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'I am aware of parent groups offered on campus that allow me to be involved in schoolwide decisions' will be at 80% as measured by a site parent survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

In last year's LCAP Parent Connectedness Survey, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' was 74%.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Connectedness Survey Results	The percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' was 74%	By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' will increase by 6% (from 74% to 80%) as measured by the LCAP Parent Survey (#15).
Site Parent Survey	none	By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'I am aware of parent groups offered on campus that allow me to be involved in schoolwide decisions' will be at 80% as measured by a site parent survey.

Planned Strategies/Activities

Strategy/Activity 1

PARENT PARTICIPATION

Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending our monthly Plum Parent Patios, video conferencing and telephone correspondence allow for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school.

To create deeper personal connections with the parent community, the following actions will also take place:

- * TK/K Family Orientation and School Tour
- * Weekly positive parent phone calls from the principal
- * Volunteer opportunities

To encourage parents to attend and participate in educational partner meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Office Staff
Social Worker
PTA
SSC
ELAC

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Diversity and Inclusivity

Goal Statement

By June 2024, the percentage of parents and who responded strongly agree/agree to the question, 'my child sees/I see our family's culture represented in the school and the academic content taught' will increase by 14% (from 66% to 80%) as measured by the LCAP Parent/Student Survey

LCAP Goal

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

On the 2022-2023 LCAP Parent/Student Connectedness Survey, 66% parents/63.3% students responded strongly agree/agree to the question, 'my child sees/I see our family's culture represented in the school and the academic content taught.'

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Connectedness Survey	On the 2022-2023 LCAP Parent/Student Connectedness Survey, 66% parents/ 63.3% Students responded strongly agree/agree to the question, 'my child sees our family's culture represented in the school and the academic content taught.'	By June 2024, the percentage of parents/Students who responded strongly agree/agree to the question, 'my child sees/I see our family's culture represented in the school and the academic content taught' will increase to 80% as measured by the LCAP Parent Survey.

Planned Strategies/Activities

Strategy/Activity 1

OBSERVANCES AND CELEBRATIONS

Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slidedecks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis and parents will be informed via the Panther Press, Panther Morning Announcements all the cultural observances and celebrations that are being honored at school which include but not limited to: National Hispanic Heritage Month (Sept.-Oct.), National Native American Heritage Month (Nov), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month (May).

Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have

teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year such as our annual Multicultural Fair.

Students to be Served by this Strategy/Activity

TK-6

Timeline

August 2023-June 2024

Person(s) Responsible

Principal
Assistant Principal
Teachers
Library Media Technician

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator

Baseline

Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

By June 2023 the percentage of students in grades K-6 will increase by 8% (from 72% to 80%) in the “on or above grade level” range on the ELA i-Ready Diagnostic Assessment.

By June 2023 the percentage of students in grades K-6 will increase by 7% (from 68% to 75%) in the “on or above grade level” range on the Math i-Ready Diagnostic Assessment.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELA i-Ready Diagnostic 3	By June 2023, 80% of students will score on or above grade level on the ELA i-Ready Diagnostic 3 Assessment.	Based upon the 2023 3rd diagnostic results 76% of the students scored "on or above" grade level.
Math I-Ready Diagnostic 3	By June 2023, 75% of students will score on or above grade level on the Math i-Ready Diagnostic 3 Assessment.	Based upon the 2023 3rd diagnostic results 66% of the students scored "on or above" grade level.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>COMMON CORE ELA AND MATH PLANNING AND INSTRUCTION</p> <p>During Professional Learning Community (PLC) time, teachers will align their planning and instruction with the Common Core State Standards by using the adopted ELA Wonders, My Math curriculum and the district pacing guides.</p> <p>Teachers will also use the following adopted curriculum for interdisciplinary instruction to design and deliver lessons that addresses Common Core State Standards: * Studies Weekly (Social Studies) * STEMScopes (Science)</p>	<p>During Professional Learning Community (PLC) time, teachers collaborated with their grade level to look at data to best meet the needs of their students, adjust instructional practices, and create common formative assessments. Teachers collaborated as they developed Promise Standard Planning Charts to support short and long term instructional practices, strategies, interventions and assessment based upon data (iReady, BPST, and Common Formative Assessments).</p>	Administrator Agreement Budget - CAPS Training 5000-5999: Services And Other Operating Expenditures District Funded 1500	
		Administrator Support Budget 5000-5999: Services And Other Operating Expenditures District Funded 2500	
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Teachers will also use the following supplemental resources, materials and supplies to design and deliver lessons that addresses the Common Core State Standards:</p> <ul style="list-style-type: none"> • i-Ready <p>* Heggerty (Phonemic Awareness for K-2)</p> <ul style="list-style-type: none"> • NextGen Math 			
<p>DISTRICT-FUNDED ELA AND MATH INTERVENTIONS</p> <p>Our Intervention TOSA and 2 instructional aides will provide Tier 2 and 3 reading and math intervention for at-risk students.</p> <p>In our TK-K classrooms, instructional aides funded by the district will provide one-on-one or small group Tier 2 interventions for at-risk students.</p>	<p>Our Intervention TOSA and 2 instructional aides have provided Tier 2 and 3 reading and math intervention for at-risk students in TK-6th grade.</p> <p>In our TK-1st grade classrooms, instructional aides funded by the district and site have provide one-on-one and small group Tier 2 interventions for at-risk students.</p>	<p>General education kindergarten instructional aides 2000-2999: Classified Personnel Salaries District Funded 10,000</p>	
<p>SITE SUPPLEMENTAL-FUNDED ELA AND MATH INTERVENTION AND ACCELERATION</p> <p>Teachers will analyze i-Ready Diagnostic Assessment results and teacher-created common formative assessments during their PLC time as well as additional collaboration time to determine students' reading and math levels and plan strong Tier 1 and Tier 2 standards-based lessons.</p> <p>The principal and teachers will establish a Multi-Tiered System of</p>	<p>Teachers have analyzed i-Ready Diagnostic Assessment results and teacher-created common formative assessments during their PLC time as well as additional collaboration time to determine students' reading and math levels and plan for first time tier 1 instruction.</p> <p>The principal, assistant principal supported the TOSA in establishing a Multi-Tiered System of Support (MTSS) Master Schedule to indicate when grade level Tier 2 interventions, acceleration and pull-out services to</p>	<p>After school teachers' hourly rate and substitute teacher coverage for PLC training and collaboration 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 5,000</p> <p>Instructional aides in general education classrooms 2000-2999: Classified Personnel Salaries LCFF - Supplemental 10,000</p> <p>None Specified None Specified</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Support (MTSS) Master Schedule indicate when grade level Tier 2 interventions, acceleration and pull-out services will take place so we can maximize our staffing to provide differentiated instruction for all students.</p> <p>In our 1st-6th grade classrooms, instructional aides will provide one-on-one or small group Tier 2 interventions/acceleration for students.</p>	<p>maximize our staffing to provide differentiated instruction for all students.</p> <p>In our 1st-6th grade classrooms our TOSA and instructional aides provided one-on-one or small group Tier 2 interventions/acceleration instruction for students.</p>		
		None Specified	
		None Specified	

Analysis

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

COMMON CORE ELA AND MATH PLANNING AND INSTRUCTION: During Professional Learning Community (PLC) time, teachers collaborated twice a month with their grade level. They reviewed data to best meet the needs of their students, adjust instructional practices, and create common formative assessments. Teachers collaborated once a week over a period of a month to developed Promise Standard Planning Charts. These charts were then used to support short and long term instructional practices, strategies, interventions and assessment based upon data (iReady, BPST, and Common Formative Assessments).

DISTRICT-FUNDED ELA AND MATH INTERVENTIONS: Our Intervention TOSA and 2 instructional aides have provided Tier 2 and 3 reading and math intervention for at-risk students in TK-6th grade in four to six week cycles of instruction. In our TK-1st grade classrooms, instructional aides funded by the district and site funds have provide one-on-one and small group Tier 2 interventions for at-risk students in four to six week cycles of instruction.

SITE SUPPLEMENTAL-FUNDED ELA AND MATH INTERVENTION AND ACCELERATION: Teachers have analyzed i-Ready Diagnostic Assessment results and teacher-created common formative assessments during their PLC time as well as additional collaboration time (once a week) to determine students' reading and math levels and plan for first time tier 1 instruction. The principal, assistant principal supported the TOSA in establishing a Multi-Tiered System of Support (MTSS) Master Schedule to indicate when grade level Tier 2 interventions, acceleration and pull-out services to maximize our staffing to provide differentiated instruction for all students. In our 1st-6th grade classrooms our TOSA and instructional aides provided one-on-one or small group Tier 2 interventions/acceleration instruction for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

COMMON CORE ELA AND MATH PLANNING AND INSTRUCTION:
DISTRICT-FUNDED ELA AND MATH INTERVENTIONS:
SITE SUPPLEMENTAL-FUNDED ELA AND MATH INTERVENTION AND ACCELERATION:

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There were no material differences between the proposed expenditures and estimated actual expenditures.

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

By June 2024 Students with Disabilities at or above grade level will increase by 15% in their ELA i-Ready proficiency on the Diagnostic Assessment.

By June 2024 the percentage of students in grades K-6 at or above grade level will increase by 7% growth in their Math i-Ready proficiency on the Diagnostic Assessment. In addition, the following student groups at or above grade level will increase in proficiency by the following percentages:

English Language Learners 10% growth

Hispanic 10% growth

Socioeconomic Disadvantage 12% growth

Students with Disabilities 15% growth

See Planned Improvements: Goal # 1

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

By June 2023, the schoolwide attendance percentage of students in grades TK-6 will improve by 1.68% (from 94.32% to 96%) as measured by the Infinite Campus Attendance Summary Report.

By June 2023, the percentage of students in grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' will increase by 8% (from 72% to 80%) as measured by a TK-3 SEL Site Survey and 4-6 LCAP Student Survey (Question #2).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Infinite Campus Attendance Summary Reports	By June 2023, the schoolwide attendance percentage of students in grades TK-6 will improve by 96% as measured by the Infinite Campus Attendance Summary Report.	Based upon the Infinite Campus Attendance Summary data Plum Canyon's attendance rate is 94.49%
LCAP Student Connectedness Survey	By June 2023, the percentage of students in grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' will increase by 80% as measured by LCAP Student Connectedness Survey (#2).	Based upon the 2022-2023 LCAP Survey the percentage of students in grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' was 69.75%
TK-3 Site Student Survey Survey	By June 2022, the percentage of students in grades TK-3 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' will be at 70% as measured by a TK-3 Site Student Survey Survey.	Students will complete this survey by June 2, 2023.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
ATTENDANCE LETTERS AND TRUANCY MEETINGS Monthly attendance letters will be sent to parents/guardians whose student(s) have 3 or more unexcused absences	Monthly Attendance Letters were sent home to parents/guardians for students who had 3 or more unexcused absences and/or unexcused tardies.	Attendance student incentives 4000-4999: Books And Supplies LCFF - Supplemental 381.00 None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and/or 3 or more unexcused tardies.</p> <p>Truancy meetings with parents/guardians whose student(s) have 5 or more unexcused absences and/or 10 or more unexcused tardies will take place after each trimester with the principal. During truancy meetings, a Student Attendance Success Plan will be developed by examining student's attendance data, formulating goals for improvement and identify concrete strategies parents/guardians can implement.</p> <p>We will implement a student attendance incentive plan and work more closely with our chronic absentee population.</p>	<p>Truancy meetings were held with parents/guardians whose students were 6 or more unexcused absences and 10 or more tardies. Discussion was held with the principal and/or assistant principal to create strategies and goals to improve student's attendance. Plum Canyon implemented a school wide incentive plan that included rewarding students, classes, and grade levels that had attendance 96% or higher with the following: Weekly mascot per grade level Earning grade level banner Monthly trophy Brag tags VIP parking for two families</p>		
<p>SOCIAL EMOTIONAL LEARNING</p> <p>Teachers and our support staff will teach/co-teach Social Emotional Learning (SEL) for 15 minutes daily using the Sanford Harmony curriculum and other lessons recommended by our district Physical Education TOSA and counselor team. SEL time promotes student engagement and wellness by explicitly teaching students how to recognize their own thoughts and feelings and regulating their own emotions and behaviors. SEL also improves awareness for the needs</p>	<p>The teaching (and support staff) will co-teach SEL for 15 minutes daily the District TOSA, School Social Worker, Teachers and our support staff will teach/co-teach Social Emotional Learning (SEL) for 15 minutes daily using the Harmony curriculum and other lessons recommended by our district TOSA and Social worker team.</p>	<p>None Specified</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>of others and helps to improve peer support by developing and maintaining positive relationships with others.</p>			
<p>POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS)</p> <p>Positive Behavior Interventions and Supports (PBIS) will be implemented used as a decision-making framework that will guide teachers' implementation of the best evidence- and researched-based academic and behavioral practices for improving academic, behavior and attendance outcomes for all students.</p> <p>The Positive Behavior Interventions and Supports (PBIS) Tier 1 and Tier 2 Committee members will regularly meet and implement PBIS practices including teaching schoolwide positive expectations and behaviors (PRIDE Matrix). Tier 2 will analyze office discipline referral data and make decisions on professional development and evaluating our systems.</p> <p>To address student engagement and wellness, the following PBIS practices and strategies will be implemented: Panther Proclamations, PAW PRIDE Ticket Winners and Student Store, Trimester Awards Ceremonies, spirit wear</p>	<p>PBIS assemblies were conducted at the beginning of the year to learn about the expectations associated with each location of the school and the school wide matrix as a whole. We conducted grade level assemblies to go over the expectations when we returned in January. Within our Tier 1 support, teachers teach expectations within the classroom, display posters and signage indicating the behavioral expectations, and recognize PRIDE behaviors.</p> <p>Within our Tier 2, the social worker supports and meets with students conducting group and individual counseling. We conduct check in and check out support for students who need it.</p>	<p>None Specified None Specified</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
days, Student Leadership Team and celebrating White Ribbon Week, Anti-Bullying Week, Red Ribbon Week and the Great Kindness Challenge.			
STUDENT SEL SUPPORT The principal and teachers will identify and refer students to receive behavioral, emotional and social support from our support staff or psychologist. To be more successful in the classroom and playground, the following services will be provided: SEL lessons taught or co-taught by our support staff, Panther's Den, 4-Week Check-ins and direct counseling.	The principal, assistant principal and teachers will identify and refer students to receive behavioral, emotional and social support from our social worker and or psychologist. To help students to be more successful in the classroom and playground, the following services will be provided: SEL lessons taught or co-taught by our support staff, Check-in-check-out system and group and direct individual counseling.	None Specified	
		None Specified	
		None Specified	

Analysis

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

ATTENDANCE LETTERS AND TRUANCY MEETINGS: Monthly Attendance Letters were sent home to parents/guardians for students who had 3 or more unexcused absences and/or unexcused tardies. Truancy meetings were held with parents/guardians whose students were 6 or more unexcused absences and 10 or more tardies. Discussion was held with the principal and/or assistant principal to create strategies and goals to improve student's attendance. Plum Canyon implemented a school wide incentive plan that included rewarding students, classes, and grade levels that had attendance 96% or higher with the following:

- Weekly mascot per grade level
- Earning grade level banner
- Monthly trophy
- Brag tags
- VIP parking for two families

SOCIAL EMOTIONAL LEARNING: The teaching (and support staff) will co-teach SEL for 15 minutes daily the District TOSA, School Social Worker, Teachers and our support staff will teach/co-teach Social Emotional Learning (SEL) for 15 minutes daily using the Harmony curriculum and other lessons recommended by our district TOSA and Social worker team.

POSITIVE BEHAVIOR INTERVENTIONS AND SUPPORTS (PBIS): PBIS assemblies were conducted at the beginning of the year to learn about the expectations associated with each location of the school and the school wide matrix as a whole. We conducted grade level assemblies to go over the expectations when we returned in January. Within our Tier 1 support, teachers teach expectations within the classroom, display posters and signage indicating the behavioral expectations, and recognize PRIDE behaviors. Within our Tier 2, the social worker supports and meets with students conducting group and individual counseling. We conduct check in and check out support for students who need it.

STUDENT SEL SUPPORT: The principal, assistant principal and teachers will identify and refer students to receive behavioral, emotional and social support from our social worker and or psychologist. To help students to be more successful in the classroom and playground, the following services will be provided: SEL lessons taught or co-taught by our support staff, Check-in-check-out system and group and direct individual counseling.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Based upon the Infinite Campus Attendance Summary data Plum Canyon's attendance rate is 94.49%.

Based upon the 2022-2023 LCAP Survey the percentage of students n grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' was 69.75%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Based upon the Infinite Campus Attendance Summary data Plum Canyon's attendance rate is 94.49%. Based upon the 2022-2023 LCAP Survey the percentage of students n grades 4-6 who responded strongly agree/agree to the question, 'my school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more' was 69.75%

See Planned Improvements: Goal # 2

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

By June 2023 the percentage of students in grades TK-6 with an overall score of "Well-Developed"/Level 4 range will increase by 10% as measured by the English Language Proficiency Assessments for California (ELPAC).

By June 2023, 15% of English Learners will reclassify as Fluent English Proficient as determined by the district reclassification criteria.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Scores	By June 2022 the percentage of students in grades TK-6 with an overall score of Well-Developed/Level 4 range will increase by 25% (8 students) as measured by the English Language Proficiency Assessments for California (ELPAC).	Based upon the 2022 Fall Dashboard 4.2% of students scored Well-Developed"/Level 4.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT PLANNING AND INSTRUCTION</p> <p>English Learners were grouped by no more than 2 proficiency levels and prioritized when determining class placement. Teachers will plan and deliver Designated ELD instruction for 30 minutes daily targeting each EL proficiency level using Systematic ELD and/or Wonders ELD. Our goal is to build language proficiency by explicitly teaching students how use academic language, encourage participation by express their</p>	<p>DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT PLANNING AND INSTRUCTION</p> <p>Teachers will plan and deliver Designated ELD instruction for 30 minutes daily targeting each EL proficiency level using Systematic ELD and/or Wonders ELD. Our goal is to build language proficiency by explicitly teaching students how use academic language, encourage participation by express their understanding of content and bridging language functions and skills to all regular content areas.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>understanding of content and bridging language functions and skills to all regular content areas.</p> <p>Teachers will also plan and deliver Integrated ELD instruction using Constructing Meaning to teach content-specific language that enables students to think, discuss, read, and write to the lesson goals. When planning, teachers will determine entry points of access to the content based in students' proficiency levels and analyze the language demands of content lessons.</p>	<p>Teachers will also plan and deliver Integrated ELD instruction using Constructing Meaning to teach content-specific language that enables students to think, discuss, read, and write to the lesson goals. When planning, teachers will determine entry points of access to the content based in students' proficiency levels and analyze the language demands of content lessons.</p>		
<p>ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS</p> <p>To support our implementation of Designated and Integrated ELD and addressing the needs of our Long-Term English Learners (and those at-risk to be LTELs), it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee.</p> <p>The Principal, District ELD Coach, EL Coordinator and with recommendations from Leadership Team will provide:</p>	<p>ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS</p> <p>To support our implementation of Designated and Integrated ELD and addressing the needs of our Long-Term English Learners (and those at-risk to be LTELs), it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee.</p> <p>The Principal, Assistant Principal, District ELD Coach, EL Coordinator and with recommendations from Leadership Team will provide:</p>	<p>ELPAC Bootcamp teacher hourly rate for planning and instruction 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1000</p> <p>ELAC Parent Meeting Refreshments 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>* ELD resources, lesson/observation feedback and coaching</p> <p>* EL mini-PDs and ELPAC data analyses during Staff Meeting and/or Admin CIP (Collaborative Instructional Planning)</p> <p>* ELPAC administration support</p> <p>* Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process</p> <p>Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs an opportunity to be familiar with the ELPAC testing format.</p> <p>The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make</p>	<p>* ELD resources, lesson/observation feedback and coaching</p> <p>* EL mini-PDs and ELPAC data analyses during Staff Meeting and/or Admin CIP (Collaborative Instructional Planning)</p> <p>* ELPAC administration support</p> <p>* Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process</p> <p>Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs an opportunity to be familiar with the ELPAC testing format.</p> <p>The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
parents aware of the statewide annual language census and the importance of school attendance.	parents aware of the statewide annual language census and the importance of school attendance.		

Analysis

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

DESIGNATED AND INTEGRATED ENGLISH LANGUAGE DEVELOPMENT PLANNING AND INSTRUCTION:
 During Intergrated ELD Teachers will provide language clarification and language acquisition support during and while teaching all of the content areas. Students will learn the content an academic language used in each lesson. The Learning Objectives for the integrated ELD lesson will come directly form the content standards of the lesson being taught in all content areas.

During Designated ELD there will be a protected block of time for 30 minutes and teachers will provided lessons for ELs to develop English Language proficiency. Students will learn and they will develop the language skills needed to learn the content being taught. The same content will be taught with increasing language complexity based upon the students' language proficiency level.

ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS:
 To support our implementation of Designated and Integrated ELD and addressing the needs of our English Learners it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee.

The Principal,Assistant Principal District ELD Coach, EL Coordinator and with recommendations from Leadership Team will provide:

- * ELD resources, lesson/observation feedback and coaching
- * EL mini-PDs and ELPAC data analyses during Staff Meeting and/or Admin CIP (Collaborative Instructional Planning)
- * ELPAC administration support
- * Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process

Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs an opportunity to be familiar with the ELPAC testing format.

The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make parents aware of the statewide annual language census and the importance of school attendance.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

During the 2022-2023 school year 35% of the students scored in the Somewhat Developed/ Level 2 and 32%scored at the the Moderately Developed/Level 3 performance level.

37.5% English Learners made progress.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

ADDRESSING THE NEEDS OF LONG-TERM ENGLISH LEARNERS

To support our implementation of Designated and Integrated ELD and addressing the needs of our English Learners it is important to build the capacity of teachers in collaboration with school leadership which includes our on-site ELD District Coach, EL Coordinator, Leadership Team and our English Learner Advisory Committee.

The Principal, Assistant Principal District ELD Coach, EL Coordinator and with recommendations from Leadership Team will provide:

- * ELD resources, lesson/observation feedback and coaching
- * EL mini-PDs and ELPAC data analyses during Staff Meeting and/or Admin CIP (Collaborative Instructional Planning)
- * ELPAC administration support
- * Guidance on how to monitor EL language growth including LTEL action planning, academic performance and the reclassification process

Prior to the administration of the ELPAC Summative, we will hold an ELPAC Bootcamp before or after school so our ELs an opportunity to be familiar with the ELPAC testing format.

The English Learner Advisory Committee encourage parents of English Learners to be leaders and be informed about the ELPAC, reclassification process and the impact of LTEL status. The ELAC help develop and recommend to approve the English Learner goals of the Single Plan for Student Achievement and site budget. The ELAC also reviews and analyzes student ELPAC, ELA and Math data to make recommendations on programs and services for English Learners and allocating resources to support student achievement. The ELAC will distribute and tabulate a needs assessment survey and help make parents aware of the statewide annual language census and the importance of school attendance.

By June 2024 the percentage of students in grades TK-6 with an overall score of Somewhat Developed/ Level 2 and at the the Moderately Developed/Level 3 performance level will increase by one performance level as measured by the English Language Proficiency Assessments for California (ELPAC).

By June 2024 47.5% of English Language Learners will make progress.

See Planned Improvements: Goal # 3

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that affects school' will increase by 12% (from 63% to 75%) as measured by the LCAP Parent Survey (#15).

By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'I am aware of parent groups offered on campus that allow me to be involved in schoolwide decisions' will be at 80% as measured by a site parent survey.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Connectedness Survey Results	By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that affects school' will increase by 12% (from 63% to 80%) as measured by the LCAP Parent Survey (#15).	The percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' was 74%
Site Parent Survey	By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'I am aware of parent groups offered on campus that allow me to be involved in schoolwide decisions' will be at 80% as measured by a site parent survey.	Site parent survey was not conducted in 2023.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>PARENT PARTICIPATION</p> <p>Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending</p>	<p>PARENT PARTICIPATION</p> <p>Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending our monthly Plum Parent</p>	<p>Parent Patio and SSC Meeting Refreshments 4000-4999: Books And Supplies LCFF - Supplemental 500</p>	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>our monthly Plum Parent Patios, video conferencing and telephone correspondence allow for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school.</p> <p>To create deeper personal connections with the parent community, the following actions will also take place:</p> <ul style="list-style-type: none"> * TK/K Family Orientation and School Tour * Weekly positive parent phone calls from the principal * Volunteer opportunities <p>To encourage parents to attend and participate in stakeholder meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings.</p>	<p>Patios, video conferencing and telephone correspondence allow for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school.</p> <p>To create deeper personal connections with the parent community, the following actions will also take place:</p> <ul style="list-style-type: none"> * TK/K Family Orientation and School Tour * Weekly positive parent phone calls from the principal * Volunteer opportunities <p>To encourage parents to attend and participate in educational partner meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings.</p>		

Analysis

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

PARENT PARTICIPATION

Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending our monthly Plum Parent Patios, video conferencing and telephone correspondence allow for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school.

To create deeper personal connections with the parent community, the following actions will also take place:

- * TK/K Family Orientation and School Tour
- * Weekly positive parent phone calls from the principal
- * Volunteer opportunities

To encourage parents to attend and participate in stakeholder meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' was 74%

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

PARENT PARTICIPATION

Plum Canyon has an active and supportive parent community. Parents participate in School Site Council, the English Learner Advisory Committee and PTA Executive Board and General Meetings. Reading our weekly Panther Press and ParentSquare postings and messages, attending our monthly Plum Parent Patios, video conferencing and telephone correspondence allow for multiple methods of communication between the school and parent community. School events such as Back-To-School Night and Parent/Teacher Conferences also enhance the connection that parents have with the school.

To create deeper personal connections with the parent community, the following actions will also take place:

- * TK/K Family Orientation and School Tour
- * Weekly positive parent phone calls from the principal
- * Volunteer opportunities

To encourage parents to attend and participate in educational partner meetings we will implement the following: personal invitations to meetings, stakeholder Google Surveys, giveaways and/or special student or guest speaker presentations at meetings.

By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'my child's school promotes parent participation in decision making that impacts the programs offered at the school' will increase by 6% (from 74% to 80%) as measured by the LCAP Parent Survey (#15).

By June 2024, the percentage of parents who responded strongly agree/agree to the question, 'I am aware of parent groups offered on campus that allow me to be involved in schoolwide decisions' will be at 80% as measured by a site parent survey.

See Planned Improvements: Goal # 4

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'my child sees our family's culture represented in the school and the academic content taught' will increase by 16% (from 54% to 70%) as measured by the LCAP Parent Survey (#11).

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Parent Connectedness Survey	By June 2023, the percentage of parents who responded strongly agree/agree to the question, 'my child sees our family's culture represented in the school and the academic content taught' will increase to 70% as measured by the LCAP Parent Survey (#11).	On the 2022-2023 LCAP Parent Connectedness Survey, 66% parents responded strongly agree/agree to the question, 'my child sees our family's culture represented in the school and the academic content taught.'

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>OBSERVANCES AND CELEBRATIONS</p> <p>Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slidedecks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis and parents will be informed via the Panther Press, Panther Proclamations all the cultural observances and celebrations that are being honored at school which include but not</p>	<p>OBSERVANCES AND CELEBRATIONS</p> <p>Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slidedecks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis and parents will be informed via the Panther Press, Panther Morning Announcements all the cultural observances and celebrations that are being honored at school which include but not</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>limited to: National Hispanic Heritage Month (Sept.-Oct.), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month (May).</p> <p>Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year.</p>	<p>limited to: National Hispanic Heritage Month (Sept.-Oct.), National Native American Heritage Month (Nov), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month (May).</p> <p>Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year such as our annual Multicultural Fair.</p>		

Analysis

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

OBSERVANCES AND CELEBRATIONS

Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slidedecks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to

encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis and parents will be informed via the Panther Press, Panther Proclamations all the cultural observances and celebrations that are being honored at school which include but not limited to: National Hispanic Heritage Month (Sept.-Oct.), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month (May).

Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

On the 2022-2023 LCAP Parent Connectedness Survey 66% parents responded strongly agree/agree to the question, 'my child sees our family's culture represented in the school and the academic content taught.'

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There are no material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

OBSERVANCES AND CELEBRATIONS

Teachers will teach diversity and inclusivity by using our adopted Social Studies Weekly curriculum, library slidedecks that include resources, read-aloud videos, book excerpts and recommendations, and other supplementary materials to encourage classroom discussions about the contributions of underrepresented groups in our society. Teachers will promote and share content that they have covered on a monthly basis and parents will be informed via the Panther Press, Panther Morning Announcements all the cultural observances and celebrations that are being honored at school which include but not limited to: National Hispanic Heritage Month (Sept.-Oct.), National Native American Heritage Month (Nov), Learning Disabilities Awareness Month (Oct.), Black History Month (Feb.) Women's History Month (Mar.) and Asian American Pacific Islander Month (May).

Strategies/activities that we will implement to inform parents how their families' culture(s) are represented in the school and in the academic content taught include: surveying students and parents about their cultural heritage at the beginning of the year, working with our school librarian to connect students with literature and resources that they can bring home/share in the classroom, highlighting individual students' ethnic/cultural background on a weekly basis, have teachers post more frequently/monthly what students are learning about the diversity in their classroom and work with ELAC and PTA to calendar cultural events throughout the year such as our annual Multicultural Fair.

See Planned Improvements: Goal # 5

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 6

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 7

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 8

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 9

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 10

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 11

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator

Expected Outcomes

Actual Outcomes

Strategies/Activities for Goal 12

Planned
Actions/Services

Actual
Actions/Services

Proposed
Expenditures

Estimated Actual
Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	30,625.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	30,625	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	30,625.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	2,501.00
2000-2999: Classified Personnel Salaries	28,124.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	2,501.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	28,124.00

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
Ardrella Hamilton	Principal
Dina Ticas	Other School Staff
Rinda Cook	Classroom Teacher
Michelle Menchaca	Classroom Teacher
Amanda Leon	Classroom Teacher
Jodi Osburn	Other School Staff
Jennifer Girardi	Parent or Community Member
Anna Kumar	Parent or Community Member
Monica Broderick	Parent or Community Member
Rosalind Yang	Parent or Community Member
Aung Wun	Parent or Community Member
Bronwyn Shields	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 6.6.23.

Attested:



Principal, Ardrella Hamilton on 6.1.23



SSC Chairperson, Monica Broderick on 6.1.23

Addendum

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

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

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.

Goals, Strategies, & Proposed 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.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected 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 be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

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.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

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.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- 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.

Budget Summary and Consolidation

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. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

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 students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - 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.
2. 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).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. 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).
5. 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
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. 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.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Plum Canyon

SCHOOL YEAR: 2023

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Site Instructional Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

School Site Council Meetings: 8/23/22, 9/28/22, 10/27/22, 11/29/22, 12/15/22, 1/19/23, 1/30/23, 3/30/23, 4/20/23, 6/1/23

English Language Advisory Committee: 9/22/22, 10/20/22, 11/10/22, 1/12/23, 3/16/23, 5/24/23

Coffee with the Principal: 8/18/22, 9/15/22, 10/13/22, 11/10/22, 12/15/22, 1/26/23, 2/16/23, 3/16/23, 4/20/23, 5/18/23

Positive Behavioral Intervention and Supports: 8/18/22, 9/28/22, 10/20/22, 11/10/22, 12/13/22, 1/23/23, 2/9/23, 3/6/23, 3/14/23, 5/2/23, 5/16/23

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- iReady Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL) information from ELlevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)
- Interim Assessment Block (IAB) Data
- NextGen Assessments
- Common Formative Assessments
- Attendance Data
- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey Data

The comprehensive needs assessment shall 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. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Schoolwide:

ELA

32 points above standard in ELA





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

15.7 points below standard (students with disabilities)
62.3 points above standard (Reclassified English Learners)
37.5% students making progress towards English Language Proficiency

Math

8.3 points above standard in Math
39 points below standard (students with disabilities)

Attendance

15.3% Chronically absent
0.1% suspension of at least 1 day

Student Groups:

Absenteeism Rate

African American 13%
Asian 11.3%
Hispanic or Latino 18.5%
White 15.6%
Two or more races 12%

iReady Diagnostic

Overall ELA:

On or Above grade level 76%
1 Grade level below 19%
2 or more grade levels below 6%

Kinder ELA

On or Above grade level 88%
1 Grade level below 12%

1st Grade ELA

On or Above grade level 72%





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

1 Grade level below 28%

2nd Grade ELA

On or Above grade level 82%

1 Grade level below 18%

3rd Grade ELA

On or Above grade level 81%

1 Grade level below 14%

2 or more grade levels below 5%

4th Grade ELA

On or Above grade level 62%

1 Grade level below 30%

2 or more grade levels below 8%

5th Grade ELA

On or Above grade level 68%

1 Grade level below 16%

2 or more grade levels below 16%

6th Grade ELA

On or Above grade level 71%

1 Grade level below 19%

2 or more grade levels below 10%

Overall Math

On or Above grade level 66%

1 Grade level below 32%

2 or more grade levels below 1%





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Kinder Math

On or Above grade level 76%

1 Grade level below 24%

1st Grade Math

On or Above grade level 66%

1 Grade level below 33%

2 or more grade levels below 1%

2nd Grade Math

On or Above grade level 53%

1 Grade level below 44

2 or more grade levels below 3%

3rd Grade Math

On or Above grade level 66%

1 Grade level below 31%

2 or more grade levels below 3%

4th Grade Math

On or Above grade level 72%

1 Grade level below 24%

2 or more grade levels below 4%

5th Grade Math

On or Above grade level 60%

1 Grade level below 29%

2 or more grade levels below 11%

6th Grade Math

On or Above grade level 68%

1 Grade level below 26%

2 or more grade levels below 5%





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes

ELA

Based upon the 21-22 CAASPP data Plum Canyon Elementary School had a 99.3 percentage rate of students that participated on the state assessment.

Based upon the 21-22 CAASPP data Plum Canyon Elementary School overall had 67.5% of students Meeting or Exceeding Standards in English Language Arts/Literacy.

Based upon the 2022 Fall Dashboard data most of our student groups scored high or very high. Our English Language Learners scored high 14.7 points above standard, our Socioeconomically Disadvantaged student group scored high 17.6 points above standard, our Hispanic student group scored high 19.6 points above standard, our White student group scored high 24.3 points above standard, our Two or More student group scored very high 46.2 points above standard as well as our Asian student group scored very high 65.0 points above standard.

Based upon the 2022 Fall Dashboard data Plum Canyon's reclassified English Learners is one of the highest achieving group as these students as a whole scored 62.3 points above standard.

Math

Based upon the 21-22 CAASPP data Plum Canyon Elementary School had a 99.3 percentage rate of students that participated on the state assessment.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Based upon the 21-22 CAASPP data Plum Canyon Elementary School has 54.64% students Meeting or Exceeding Standards in Math overall.

Based upon the 2022 Fall Dashboard data three our student groups scored high or very high. Our White student group scored high 3.0 points above standard, our Two or More student group scored high 18.6 points above standard, and our Asian student group scored very high 37.3 points above standard.

Based upon the 2022 Fall Dashboard data Plum Canyon's reclassified English Learners is one of the highest achieving groups as these students as a whole scored 19.6 points above standard.

Challenges

ELA

Based upon the 2022 Fall Dashboard data our students with disabilities scored low 15.7 points below standard. This indicates that Plum Canyon should continue to work on strategies to support this group.

Math

Based upon the 2022 Fall Dashboard data four student groups scored medium or low. Our English Language Learners scored medium 5.8, our Hispanic group scored medium 5.7 points below standard, Our Socioeconomic Disadvantage group scored medium 7.6 below standard, our lowest scoring student group is Students with Disabilities scoring low 39.0 points below standard. Plum Canyon must put some strategies in place to support these student groups.

Absenteeism

Based upon the 2022 Fall Dashboard data Plum Canyon fall into the very high level of Chronic Absenteeism. Plum Canyon has an overall student rate of 15.3% chronic absenteeism.

Based upon the 2022 Fall Dashboard data Plum Canyon student groups that had a medium or high rate of Chronic Absenteeism is our Filipino student group which had a medium rate at 9.4% Chronically Absent. Our students with high rates are our English Learners at 12.1% Chronically Absent, our Asian student group at 11.3% Chronically Absent, our Two races or More at 12.3% Chronically Absent, our White student group at 15.6% Chronically Absent, and our Hispanic group at 18.5% Chronically Absent.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Based upon the 2022 Fall Dashboard data Plum Canyon our Students with Disabilities and our Socioeconomically Disadvantaged Student groups had the highest rate of Chronic Absenteeism. Our Students with Disabilities at 25.3% Chronically Absent and our Socioeconomically Disadvantaged at 27.3% Chronically Absent.

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Plum Canyon has a high level of chronic absenteeism that has to be addressed for all student groups.

Math is an area which all student groups need to improve.

ELA is an area which needs to be improved with our EL student group, African American Student group, and students with Disability student group.

Social and emotional support is an area of need for all student groups evidenced by our Social Worker referral data and the support groups in place such as for anxiety, divorce/family support, anger management and social skills.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Describe potential root causes of the prioritized needs or concerns.

Based upon our attendance report Plum Canyon has a high level of chronic absenteeism that has to be addressed for all student groups. After having meetings with parents there seems to be a fear of bringing students to school when they are sick and not wanting to get others sick.

Based upon our CAASPPs data and iReady data Math is an area which all student groups need to improve. This seems to be due to students learning in a non-traditional setting during COVID. Not being able to have small group instruction, the ability to not have interventions during school as well as after school. As well as chronic absenteeism.

Based upon our CAASPPs data and iReady data ELA is an area which needs to be improved with our EL student group, African American Student group, and students with Disability student group. This seems to be due to students learning in a nontraditional setting during COVID. As well as chronic absenteeism.

Based upon our Social Worker referral data. Social and emotional support is an area of need for all student groups. This seems to be due to learning in a nontraditional setting during COVID.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

