School Year: **2023-24**

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	Santa Clarita Elementary School
Address	27177 Seco Canyon Road Saugus, CA 91350
County-District-School (CDS) Code	19649986022701
Principal	Rose Villanueva
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	May 22, 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.

Table of Contents

School Vision and Mission

The staff of Santa Clarita Elementary is a dedicated group of highly qualified professionals. Our mission is to create an environment where people of integrity work together with respect and passion. We are committed to providing excellence in education while modeling good character in order to shape young lives to become productive citizens of tomorrow. Our Vision is Creating innovative thinkers through science, technology, engineering, and math.

School Profile

Santa Clarita houses approximately 200 students in grades 2nd through sixth grade and approximately 150 preschool children in special education. The school population is the following: African American, 4.9%, Asian 2.3%, Filipino 6.1%, Hispanic 48.6%, two or more races 4.0%, and White 33.8%. Of the students in 1- 6, 11.0% are English Learners and 19.1% are students with disabilities and 51.2% are Socially Economically Disadvantaged. Our school is becoming an authentic professional leaning community to implement effective processes and procedures to ensure all students are learning at high levels. Teachers work collaboratively in professional learning teams focusing on data and the four essential questions,
1) What do we want students to learn? 2) How will we know if they have learned it? 3) What will we do if they don't learn it? 4)What will we do if they already know it?

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

Review and update of the previous plan was done with teachers and staff during several staff meetings. We looked at our Dashboard and analyzed the data and discussed next steps to meet the learning needs of all our students. We also focused on our subgroups and the achievement gap . Our school student leadership also provided input regarding our student attendance and student engagement. The English Learner Advisory Council and School Site Council members and parents gave their input and what trends they noticed during School Site Council and ELAC meetings which were held on the following dates:(SSC 9/26/2022,10/24/2022, 12/12/2022, 1/30/2023, 2/27/2023, 3/20/2023, 4/24/2023,and 5/22/2023) (ELAC 10/21/2022, 12/14/2022, 2/15/2023, and 5/17/2023). During our Coffee with the Principal meetings (9/19/2022,10/21/2022, 11/14/22, 12/12/2022, 1/30/2023, 3/1/2023, 4/24,2023,5/26/2023,our SPSA was reviewed and discussed with a focus on student achieve, closing the achievement gap, and student attendance. This information was also shared during our Parent Teacher Committee meetings, Positive Behavior Intervention and Supports meetings, and our leadership team meetings. We continue to reach out to our educational partners via ParentSquare messages, phone call, and through our Parent Liaison to support and increase family engagement.

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	17	63	
Grade 1	35	36	41
Grade 2	24	54	28
Grade3	31	36	33
Grade 4	48	45	36
Grade 5	32	67	44
Grade 6	37	45	72
Total Enrollment	224	346	254

Conclusions based on this data:

1. The school enrollment had showed a decline in 2020-2021and then an increase in the 2021-2022 school year.

2. The percentage of the different subgroups has remained stable in the past three years. There has been an increase in enrollment in the past three years in the following subgroups: African American and Filipino. There has been an decrease in enrollment the past three years in the White subgroup.

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	20	38	30	8.90%	11.0%	11.8%
Fluent English Proficient (FEP)	13	23	26	5.80%	6.6%	10.2%
Reclassified Fluent English Proficient (RFEP)	3			15.0%		

Conclusions based on this data:

1. The number of English Learners has increased in the 2021-2022 school year compared to the 2020-2021school year.

2. There was a significant gain in the number of reclassified students in 2021-2022 with 4.9% compared to 2020-2021 school year with 1.30%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (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	34	39		0	39		0	39		0.0	100.0	
Grade 4	52	48		0	47		0	47		0.0	97.9	
Grade 5	32	67		0	63		0	63		0.0	94.0	
Grade 6	42	48		0	48		0	48		0.0	100.0	
All Grades	160	202		0	197		0	197		0.0	97.5	

Overall Participation for All Students

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

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		2435.			23.08			35.90			20.51			20.51	
Grade 4		2474.			25.53			34.04			19.15			21.28	
Grade 5		2502.			20.63			31.75			17.46			30.16	
Grade 6		2502.			10.42			31.25			27.08			31.25	
All Grades	N/A	N/A	N/A		19.80			32.99			20.81			26.40	

Overall Achievement for All Students

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		28.21			56.41			15.38	
Grade 4		21.28			61.70			17.02	
Grade 5		26.98			55.56			17.46	
Grade 6		14.58			56.25			29.17	
All Grades		22.84			57.36			19.80	

*Reading
Demonstrating understanding of literary and non-fictional texts*

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		10.26			53.85			35.90	
Grade 4		21.28			57.45			21.28	
Grade 5		17.46			44.44			38.10	
Grade 6		8.33			50.00			41.67	
All Grades		14.72			50.76			34.52	

Listening Demonstrating effective communication skills								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		15.38			71.79			12.82	
Grade 4		12.77			65.96			21.28	
Grade 5		15.87			77.78			6.35	
Grade 6		12.50			75.00			12.50	
All Grades		14.21			73.10			12.69	

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		15.38			74.36			10.26	
Grade 4		17.02			68.09			14.89	
Grade 5		14.29			63.49			22.22	
Grade 6		22.92			60.42			16.67	
All Grades		17.26			65.99			16.75	

Conclusions based on this data:

1. Approximately 57% of all students met the standard in ELA in the last two years. The students who nearly met standard were consistent in 2017-2018 and 2018-2019 while those that did not meet standard declined from 18.81% to 17.44%.

2. Reading and writing continue to be areas of weakness with 17.95% (reading) and 23.8% (writing) of students below standard.

3. The percentage of students who were below standard in Listening and speaking decreased from 14.68% to 13.33%. Research and inquiry increased from 17.43% 18.97% of students 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	34	39		0	39		0	39		0.0	100.0	
Grade 4	52	48		0	47		0	47		0.0	97.9	
Grade 5	32	67		0	63		0	63		0.0	94.0	
Grade 6	42	48		0	48		0	48		0.0	100.0	
All Grades	160	202		0	197		0	197		0.0	97.5	

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

	Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard			% 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		2442.			15.38			41.03			23.08			20.51	
Grade 4		2485.			25.53			23.40			31.91			19.15	
Grade 5		2485.			12.70			15.87			34.92			36.51	
Grade 6		2509.			10.42			22.92			37.50			29.17	
All Grades	N/A	N/A	N/A		15.74			24.37			32.49			27.41	

	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		28.21			51.28			20.51	
Grade 4		25.53			53.19			21.28	
Grade 5		9.52			57.14			33.33	
Grade 6		12.50			54.17			33.33	
All Grades		17.77			54.31			27.92	

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		20.51			64.10			15.38	
Grade 4		23.40			55.32			21.28	
Grade 5		11.11			50.79			38.10	
Grade 6		6.25			60.42			33.33	
All Grades		14.72			56.85			28.43	

Communicating Reasoning Demonstrating ability to support mathematical conclusions								
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
Grade 3		15.38			71.79			12.82	
Grade 4		17.02			65.96			17.02	
Grade 5		12.70			61.90			25.40	
Grade 6		6.25			70.83			22.92	
All Grades		12.69			67.01			20.30	

Conclusions based on this data:

1. The number of students who met or exceeded standard decreased from 46.79% in 2017 - 2018 to 44.27% in 2018-2019. Students who did not meet standard increased from 19.27% to 20.83% in 2018-2019.

2. The number of students who achieved above standard or near standard in each of the claim areas remained the same or slightly decreased from 2017-2018 to 2018-2019.. However, concept and procedures is still the weakest area with 34.90% of the students not meeting standard.

3. Of the 55.73% of students who did not meet standard in 2018-2019, 34.90% were on the cusp of meeting standard.

School and Student Performance Data

ELPAC Results

Grade Level	ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students											
	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	*	1421.6		*	1436.1		*	1387.5		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		6	7	
4	*	*		*	*		*	*		6	*	
5	*	*		*	*		*	*		*	5	
6	*	*		*	*		*	*		7	6	
All Grades										27	39	

Grade Level	Overall Language Percentage of Students at Each Performance Level for All Students														
	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	*	9.09		*	36.36		*	45.45		*	9.09		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	37.04	25.64		33.33	38.46		22.22	30.77		7.41	5.13		27	39	

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	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		*	27.27		*	45.45		*	9.09		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	51.85	41.03		25.93	33.33		18.52	20.51		3.70	5.13		27	39	

Written Language Percentage of Students at Each Performance Level for All Students														
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	18.18		*	63.64		*	18.18		*	11	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.81	7.69		37.04	30.77		29.63	43.59		18.52	17.95		27	39	

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	*	36.36		*	63.64		*	0.00		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	44.44	51.28		40.74	46.15		14.81	2.56		27	39	

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	*	18.18		*	72.73		*	9.09		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	55.56	38.46		40.74	58.97		3.70	2.56		27	39	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	0.00		*	72.73		*	27.27		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	22.22	12.82		37.04	58.97		40.74	28.21		27	39	

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	*	18.18		*	63.64		*	18.18		*	11	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.11	17.95		74.07	66.67		14.81	15.38		27	39	

Conclusions based on this data:

1. Due to COVID-19 we were unable to test students for the ELPAC Summative for the 2018-2019 school year.

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**
346	**51.2**	**11.0**	**1.2**
Total Number of Students enrolled in Santa Clarita Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	38	11.0
Foster Youth	4	1.2
Homeless	2	0.6
Socioeconomically Disadvantaged	177	51.2
Students with Disabilities	66	19.1

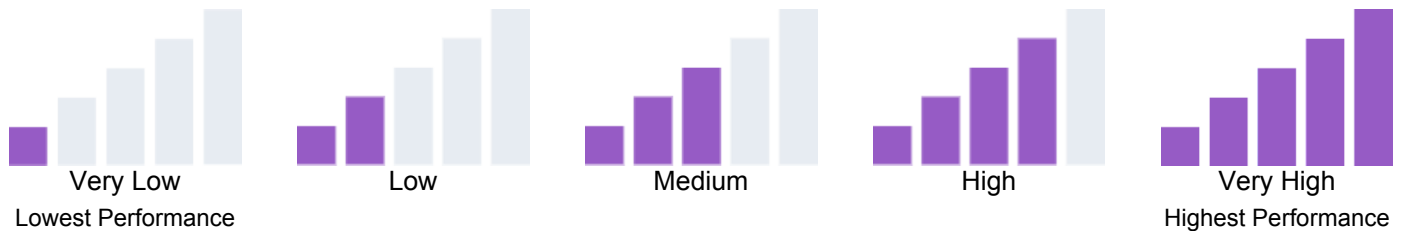| Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	4.9
American Indian		
Asian	8	2.3
Filipino	21	6.1
Hispanic	168	48.6
Two or More Races	14	4.0
Pacific Islander		
White	117	33.8

Conclusions based on this data:

1. A significant number of the student population 18.8% or 1 out of every 6 students are students with disabilities.

2. 27.4 % or approximately 1 out of every 3 students are socioeconomically disadvantaged.
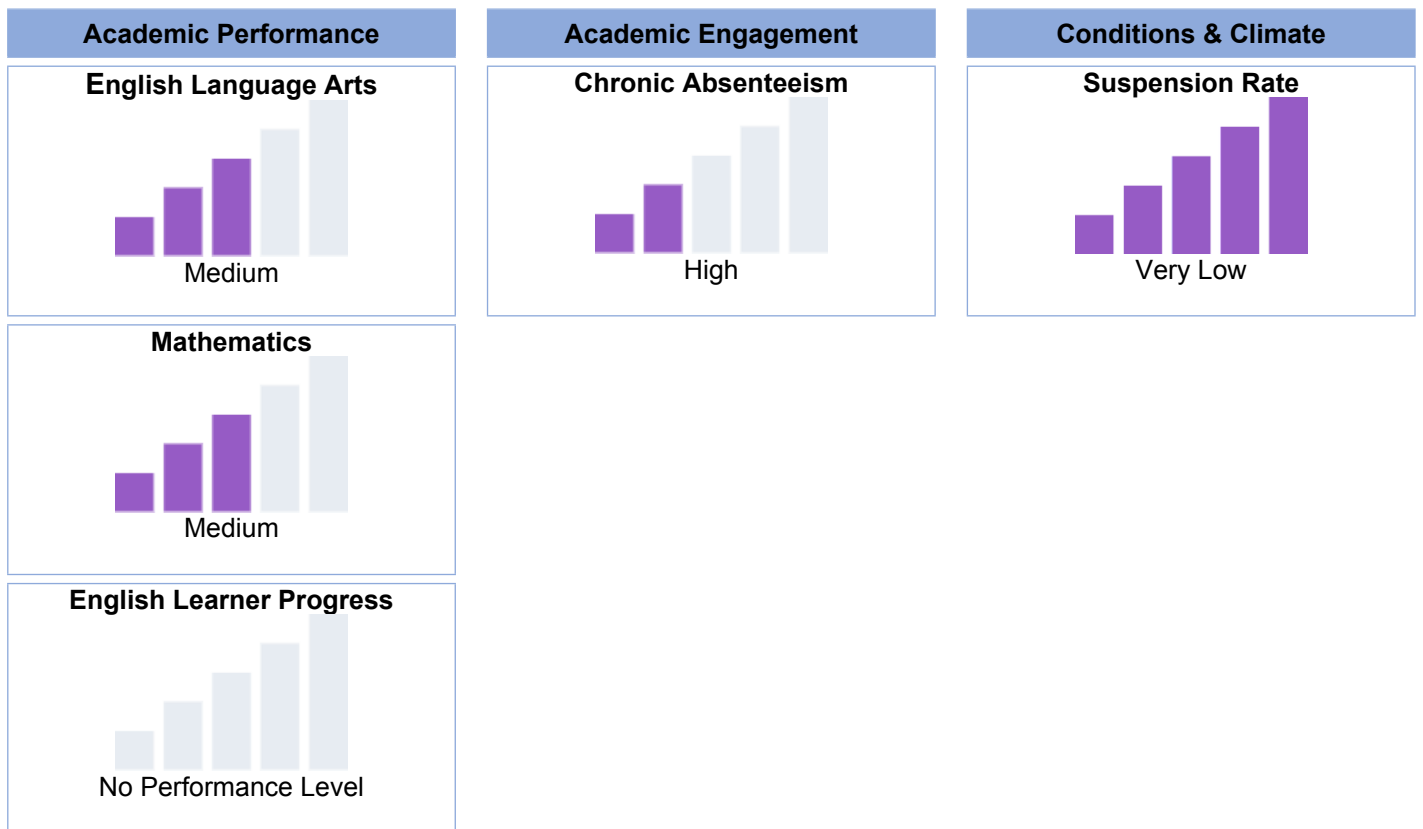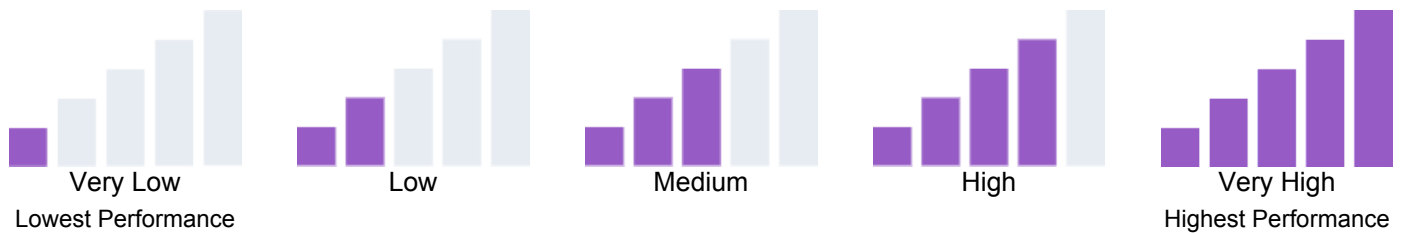
School and Student Performance Data

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts — Medium	**Chronic Absenteeism** — High	**Suspension Rate** — Very Low
Mathematics — Medium		
English Learner Progress — No Performance Level		

Conclusions based on this data:

1. Overall student performance increased in ELA and decreased in Mathematics.

2. Chronic absenteeism and suspension rates need to improve and be in the blue which is the highest performance on the scale.

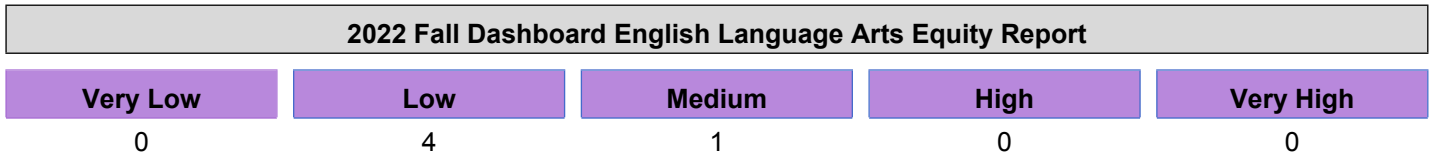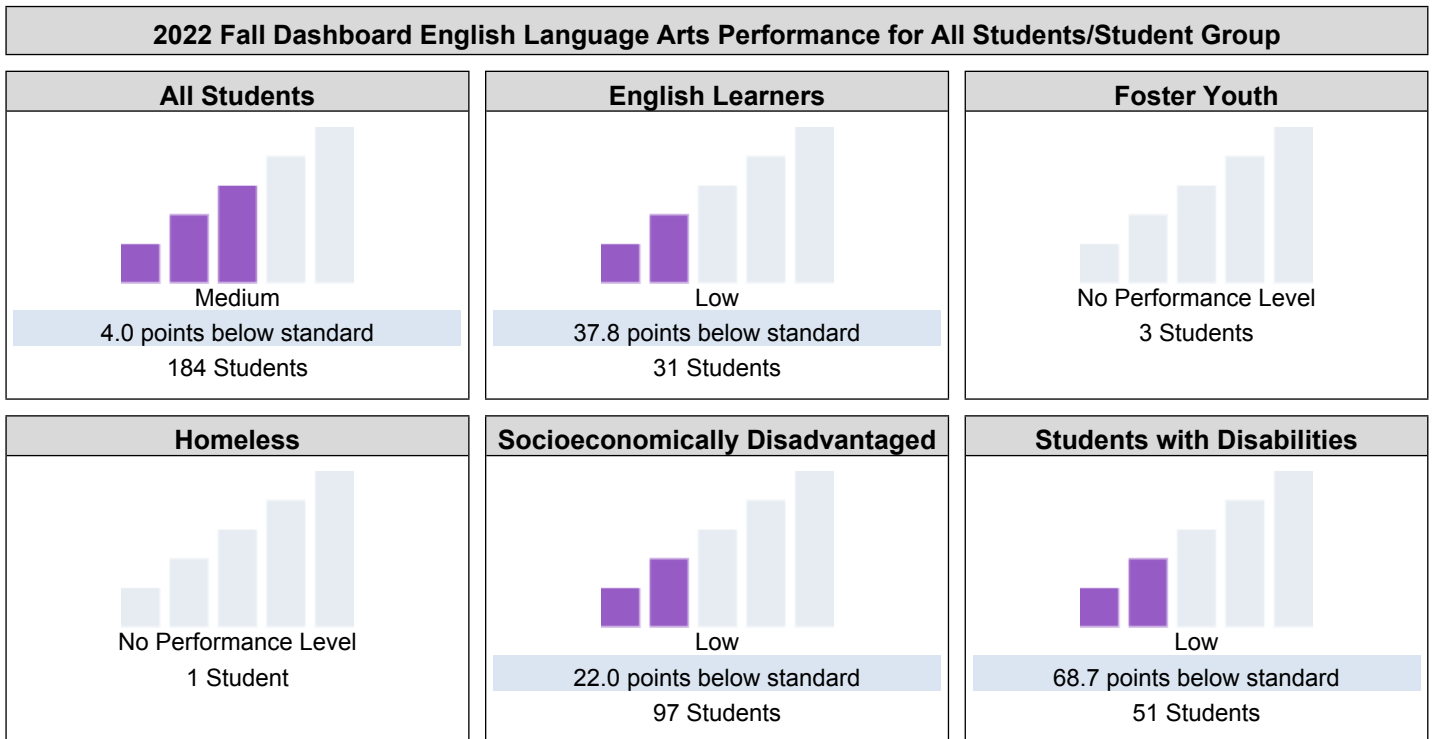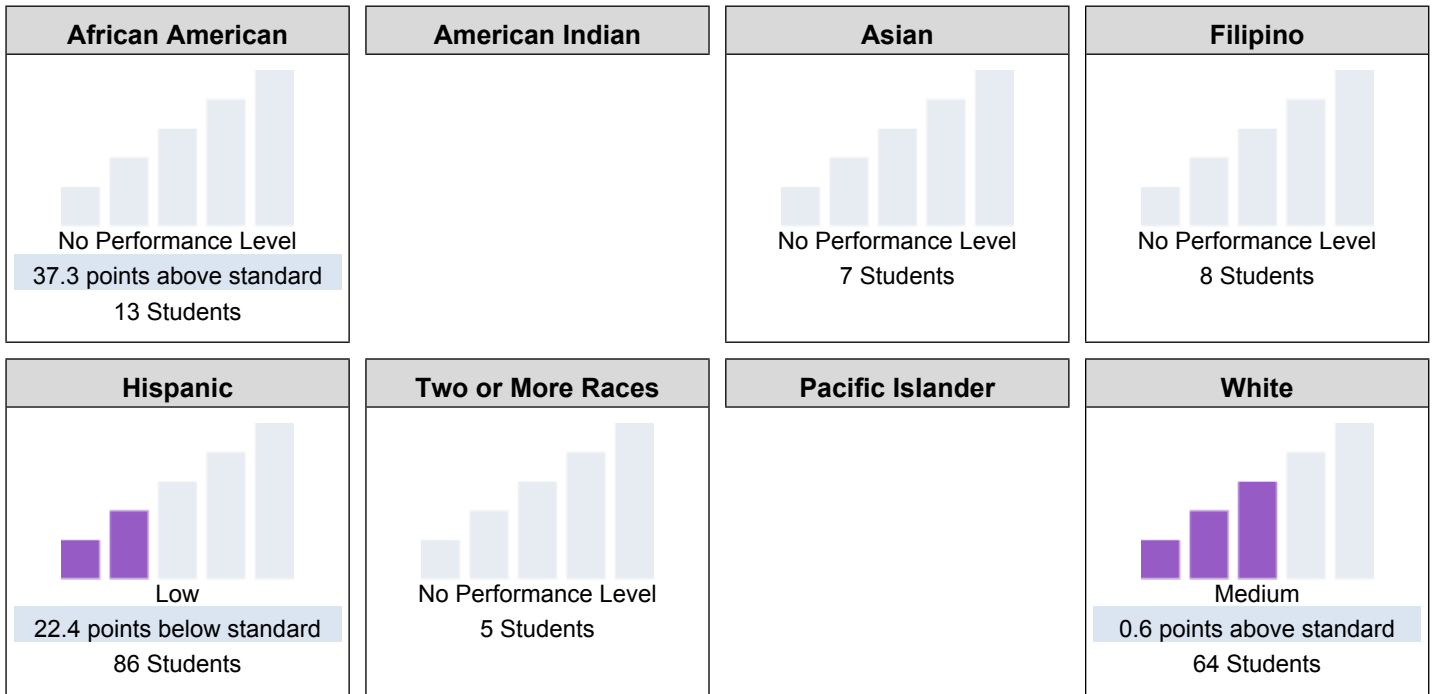# School and Student Performance Data

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).
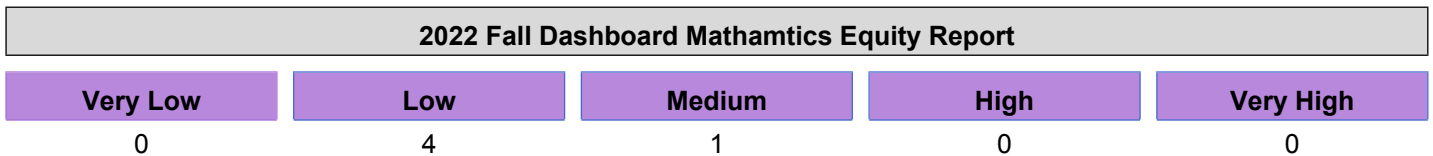

| Very Low | Low | Medium | High | Very High |
| Lowest Performance | | | | Highest Performance |

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Medium	Low	No Performance Level
4.0 points below standard	37.8 points below standard	3 Students
184 Students	31 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
1 Student	22.0 points below standard	68.7 points below standard
	97 Students	51 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
37.3 points above standard		7 Students	8 Students
13 Students			

Hispanic	Two or More Races	Pacific Islander	White
Low	No Performance Level		Medium
22.4 points below standard	5 Students		0.6 points above standard
86 Students			64 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
111.8 points below standard	23.1 points above standard	1.3 points below standard
14 Students	17 Students	145 Students

Conclusions based on this data:

1. Overall, all students including the socioeconomically disadvantaged, Hispanic and White groups improved their performance from the previous year.

2. The performance of our students with disabilities increased 10.2 points from the previous year. However, they are still 48.2 points below standards.

3. Our reclassified English Learners increased significantly by 38.4 points. They scored 61.5 points above standard compared to our English only students who scored 12.9 points above standards.

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).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	4	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	Low	No Performance Level
21.0 points below standard	29.6 points below standard	3 Students
184 Students	31 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Low	Low
1 Student	35.9 points below standard	76.9 points below standard
	97 Students	51 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
5.4 points above standard
13 Students

American Indian

Asian

No Performance Level
7 Students

Filipino

No Performance Level
8 Students

Hispanic

Low
37.5 points below standard
86 Students

Two or More Races

No Performance Level
5 Students

Pacific Islander

White

Medium
15.5 points below standard
64 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

86.1 points below standard
14 Students

Reclassified English Learners

16.9 points above standard
17 Students

English Only

22.6 points below standard
145 Students

Conclusions based on this data:

1. Each significant groups maintained or decreased their performance from the previous year.

2. Although each significant group maintained or decreased their performance from the pervious year, students with disabilities declined significantly with 75.8 points below standards.

3. Reclassified English Learners increased by 15 points and scored at 23.5 points above standard compared to English only students who scored at 16.5 points below standard.

School and Student Performance Data

Academic Performance
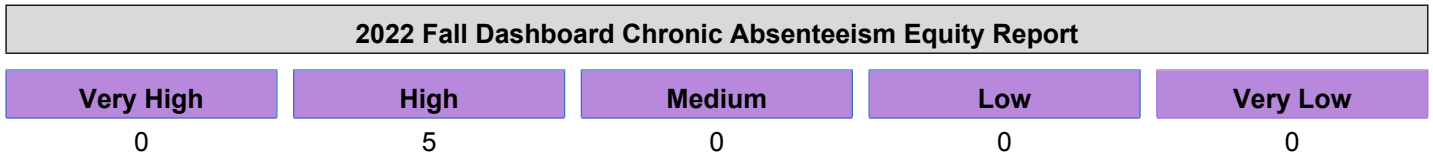## English Learner Progress

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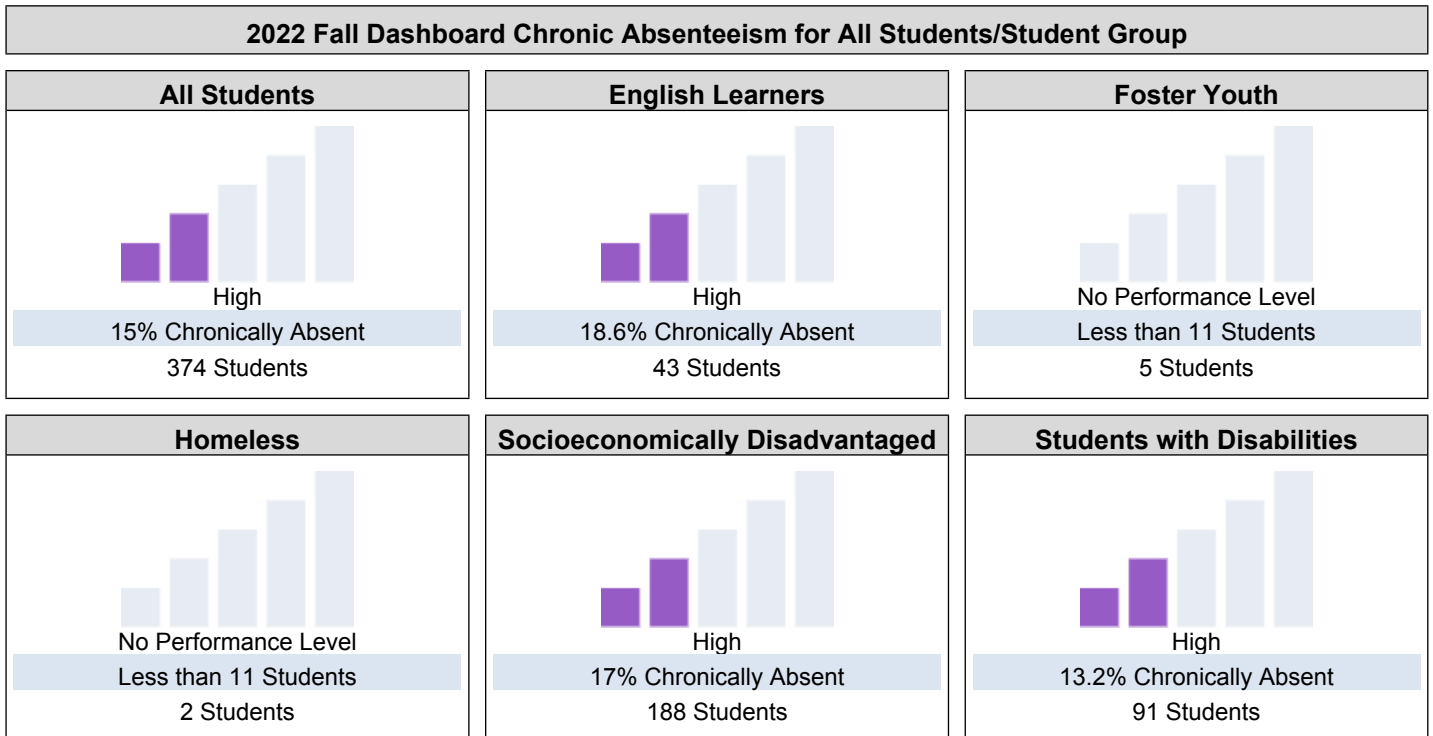
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
56.0 making progress towards English language proficiency
Number of EL Students: 25 Students
Performance Level: No Performance Level
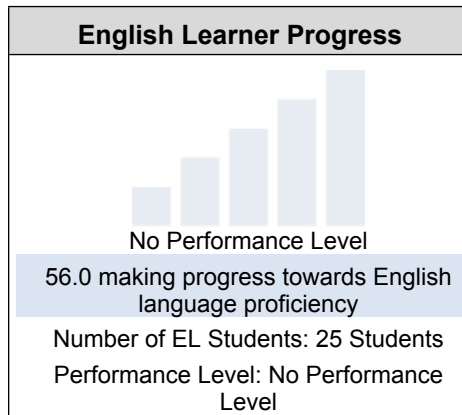
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
12.0%	32.0%	8.0%	48.0%

Conclusions based on this data:

1. 48.1 percent of English Learners progressed at least one EPLI 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:
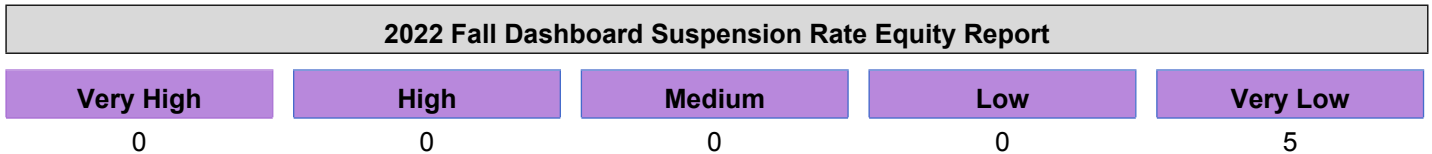
1.

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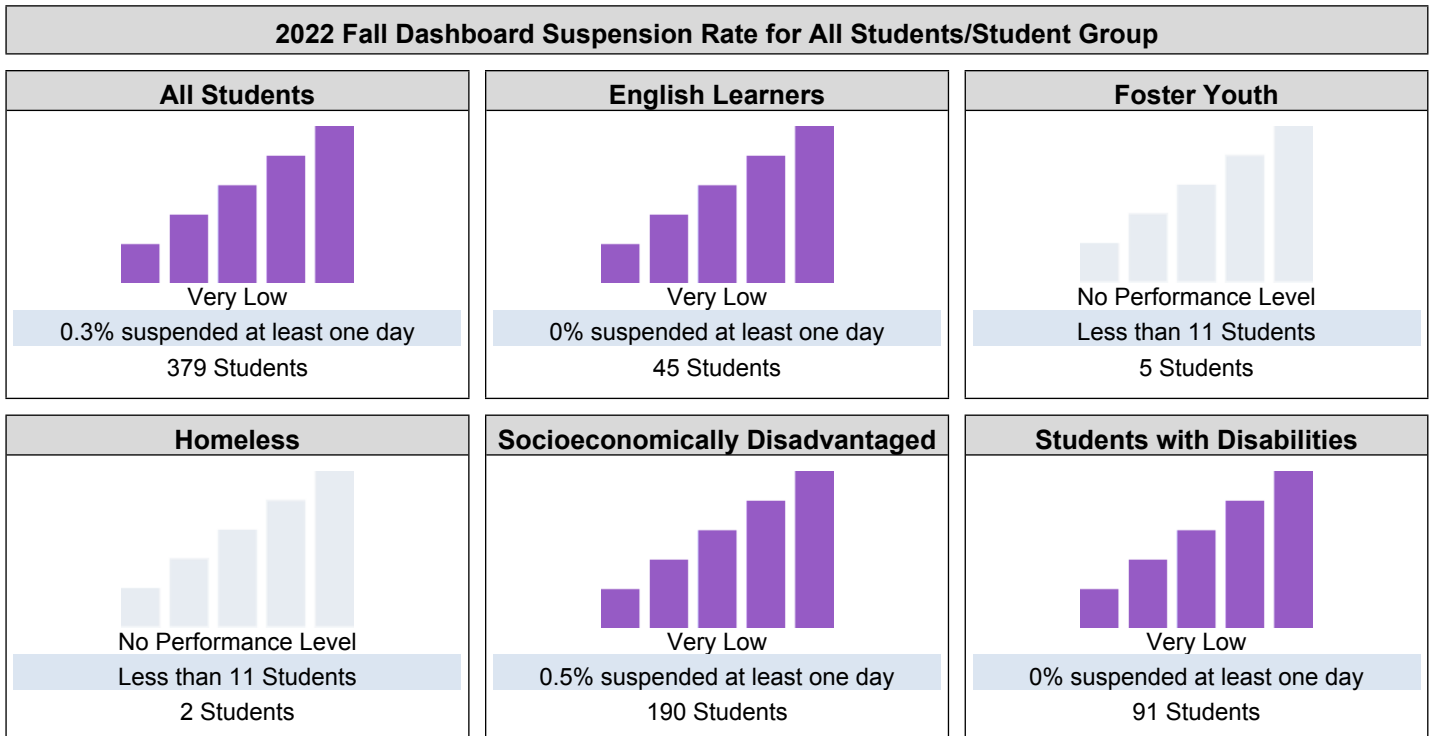
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
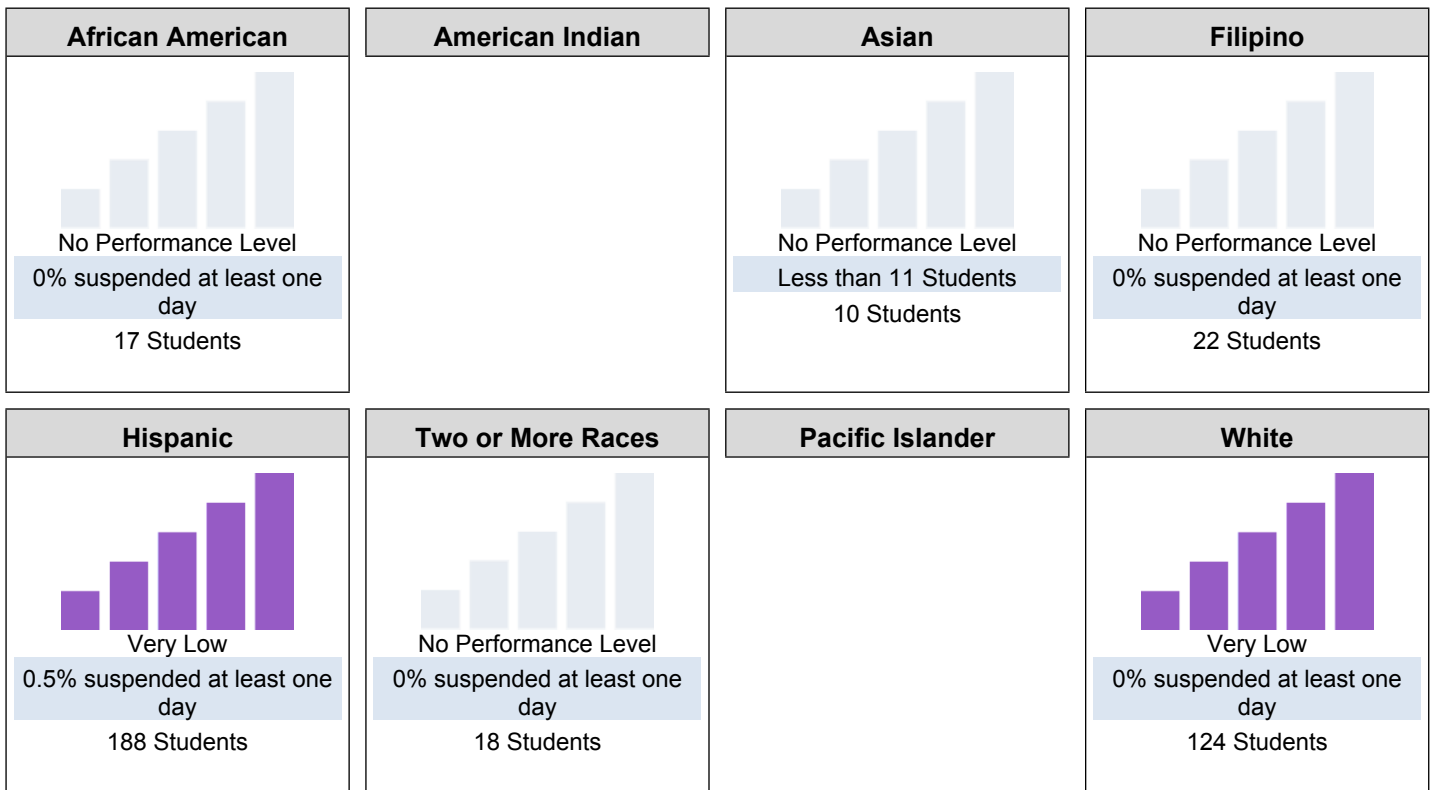

Very High	High	Medium	Low	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	5	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
High	High	No Performance Level
15% Chronically Absent	18.6% Chronically Absent	Less than 11 Students
374 Students	43 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	High
Less than 11 Students	17% Chronically Absent	13.2% Chronically Absent
2 Students	188 Students	91 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
5.9% Chronically Absent		Less than 11 Students	18.2% Chronically Absent
17 Students		9 Students	22 Students

Hispanic	Two or More Races	Pacific Islander	White
High	No Performance Level		High
18.1% Chronically Absent	12.5% Chronically Absent		12.3% Chronically Absent
188 Students	16 Students		122 Students

Conclusions based on this data:

1. Chronic absenteeism increased by 1.1% for a total of 9.1% for the whole school.

2. Chronic absenteeism increased for the socioeconomically disadvantaged subgroup by 2.5% for a total of 12.5% compared to English Learners with a decrease of 1.6% for a total of 2.5%.

3. Chronic absenteeism increased for students with disabilities by 3.3% to 11.3% and for White students by 2.7% to 9.7%.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](Dashboard%20Communications%20Toolkit).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

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).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report					
Very High	**High**	**Medium**	**Low**	**Very Low**
0	0	0	0	5

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 for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Very Low	Very Low	No Performance Level
0.3% suspended at least one day	0% suspended at least one day	Less than 11 Students
379 Students	45 Students	5 Students

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	Very Low	Very Low
Less than 11 Students	0.5% suspended at least one day	0% suspended at least one day
2 Students	190 Students	91 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
0% suspended at least one day		Less than 11 Students	0% suspended at least one day
17 Students		10 Students	22 Students

Hispanic	Two or More Races	Pacific Islander	White
Very Low	No Performance Level		Very Low
0.5% suspended at least one day	0% suspended at least one day		0% suspended at least one day
188 Students	18 Students		124 Students

Conclusions based on this data:

1. There were no significant changes with suspension rates from the previous year.

2. Continue to implement PBIS practices.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:
English Learners
Hispanic
Socioeconomically Disadvantaged

LCAP Goal

Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school. (Increase Meaningful and Purposeful Student and Parent Engagement)

Basis for this Goal

Looking at the 2021-2022 California Dashboard, 15% of our students were chronically absent and 43.61% of our 4th-6th grades reported that they regularly look forward to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absence Report California Dashboard	15% Chronically Absent	June 2024, we will decrease our student chronic absenteeism rate by at least 5% as measured by the California Dashboard.
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school")	43.61% Strongly Agree/Agree	By June 2024, we will increase the percentage of strongly agree/agree 55% or higher.
Local Chronic Absentee Data	English Learners 18.6% Hispanic 18.1% Socioeconomically Disadvantaged 13.2%	By June 2024 our sub groups will decrease by 10% for being chronically absent English Learners 8.6% Hispanic 8.1% Socioeconomically Disadvantaged 3.2%

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Classified Staff, Site Council,
Teachers, Principal, PBIS Coach, School Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies

Amount	2,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PD/Trainings/Sub Cost

Amount	1000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PD/Trainings/Sub Cost

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learner Academic Needs

Goal Statement

June 2024, the percentage of English learner students scoring proficient in Reading will increase by 10% as measured by the iReady diagnostic.

LCAP Goal

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

Basis for this Goal

Our second diagnostic iReady data in ELA showed that 9% of our English Learners scored at or above grade level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
i-Ready	9% of our English Learners scored at or above grade level on the second diagnostic assessment ELA iReady.	By the second diagnostic ELA iReady assessment 19% of EL students will score at or above grade level.
ELPAC - CA Dashboard	56% percent of our English Learners moved up in their overall proficiency level on the Summative ELPAC assessment.	100% of EL students will move up one level on their summative ELPAC

Planned Strategies/Activities

Strategy/Activity 1

*ELA Enrichment Time
*3-6 English Learners have the opportunity to practice and build their language skills after school during ELA after school Enrichment Time.

Students to be Served by this Strategy/Activity

English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Principal & Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Planning Hourly/ELA Academic Enrichment (after school)

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials

Amount	1,500.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC

Strategy/Activity 2

Training for teachers on the ELD component in the Wonders curriculum
Teachers develop SMART goals with LTELs to focus on the Road to Reclassification

Students to be Served by this Strategy/Activity

English Learners

Timeline

2023-2024

Person(s) Responsible

Admin, teachers, classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Professional Development

Strategy/Activity 3

Parent Workshop for English Learner parents (light dinner)

Students to be Served by this Strategy/Activity

EL Students

Timeline

2023-2024 School Year

Person(s) Responsible

Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	EL Coaches-Extra Duty Extra Pay

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Closing the Achievement Gap

Goal Statement

By June 2024, all students will make at least 5% growth in their Math i-Ready proficiency by the i-Ready diagnostic assessment. Number of students in the specified groups in green (at or above grade level) will increase by at least 5% as measured by the i-Ready diagnostic assessment. Number of students in the specified groups in red (one grade level below or more) will decrease by 10% on the I-Ready diagnostic assessment:
Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas-English Language Arts (ELA), Mathematics, Science, and Social Studies.

Basis for this Goal

In conducting a comprehensive needs assessment, challenge that was identified based on our data was the number of our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities that didn't meet standards in Math and there was a gap between these students and the ALL students proficiency.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Math Diagnostic	Our spring diagnostic iReady data in Math showed that 35% of all students scored in green (above or at grade level) Hispanic 28% Socioeconomically Disadvantaged 24% Students with Disabilities 17% Number of students in the specified groups in red (one grade level below or more) Hispanic 18% Socioeconomically Disadvantaged 19% Students with Disabilities 33%	By June 2024, all students will make at least 5% growth in their Math i-Ready proficiency. Number of students in the specified groups in green (at or above grade level) will increase by at least 5% as measured by the i-Ready diagnostic assessment. Number of students in the specified groups in red (one grade level below or more) will decrease by 10% on the I-Ready diagnostic assessment: Hispanic increase to 33% at or above grade level Socioeconomically Disadvantaged increase to 29% at or above grade level Students with Disabilities increase to 22% at or above grade level

Metric/Indicator	Baseline	Expected Outcome
		Number of students in the specified groups in red (one grade level below or more) will decrease by 10% on the I-Ready diagnostic assessment: Hispanic 8% Socioeconomically Disadvantaged 9% Students with Disabilities 23%

Planned Strategies/Activities

Strategy/Activity 1

PLCs -Provide targeted intervention within the school day (targeted intervention based on iReady diagnostic and common formative assessments)

Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of all students. This includes
professional development and curriculum development activities around PLC tenets.
Parent engagement/workshops

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administration, certificated staff & classified staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra duty extra pay for grade level collaboration and leadership coaches

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials

Strategy/Activity 2

Students will set SMART Goals in the area of Math that will be evaluated several times a year by the student and teacher.

Students to be Served by this Strategy/Activity

Hispanic
Socioeconomically Disadvantaged
Students with Disabilities

Timeline

2023-2024 School Year

Person(s) Responsible

All Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Diversity and Understanding

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Diversity and Understanding-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 when learning in school.

Basis for this Goal

Based on the 2023 LCAP end the year survey, 52% of students,56% of staff, and 75% of families see their culture presented in the school and the academic content taught.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Student, staff, and Parent Survey Student, Staff, Family LCAP Survey question: Students see their family's culture represented in the school and in the academic content taught	Based on the 2023 LCAP end the year survey, 52% of students,56% of staff, and 75% of families see their culture presented in the school and the academic content taught.	By June 2024, we will increase cultural awareness and feelings of inclusion of students and families by at least 5% as measured by EOY survey data.

Planned Strategies/Activities

Strategy/Activity 1

Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful.
Family engagement workshops (guest speakers and a light dinner)
Highlighting the calendar of ceremonies and observances
Awards Assemblies
Social Emotional Learning
Teachers focus lessons on cultural awareness and highlight individuals and their contributions
Professional Development

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Admin, Certificated and Classified Staff

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Instructional Materials/Awards Incentives

Amount	1,000.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PDs-Extra Duty Extra Pay

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Parental Engagement & Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that their school asks parents, employee, and students to help in the decisions made at the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Goal #1: Parental Engagement & Core Services - 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

After looking at our data the current percentage of our comprehensive needs assessment showed that only 61% of students, 76% of parents, and 54% of staff member felt that parents, employees, and students help in the decision making process at their school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Question 16: My child's school promotes stakeholders (parents, employees, & students) in decisions that impact the programs offered at the school	Strongly Agree/Agree = students 61% Strongly Agree/Agree = staff 54% Strongly Agree/Agree = parents 76%	Strongly Agree/Agree = increase 5% Strongly Agree/Agree = students 66% Strongly Agree/Agree = staff 59% Strongly Agree/Agree = parents 81%

Planned Strategies/Activities

Strategy/Activity 1

Increase opportunities for engagement such as workshops, education, events, and educational partner meetings involving parents, staff, and students.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 School Year

Person(s) Responsible

* Administration
* Certificated Staff
* Classified Staff
* Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Light Meal- ELAC / PTC / SSC / Parent Education Nights/Parent Outreach

Amount	500.00
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Guest Speakers for Purpose of Parent Education

Amount	400.00
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for Certificated Personnel to Hold Parent Events

Amount	100.00
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and Supplies Necessary to Increase Parent Engagement (Events and Meetings)

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

Increase student engagement and connectedness to learning at school.
Increase the number of students who respond positively to the LCAP Student Survey statement "I regularly look forward to coming to school. From 60.74% to at least 75%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 Chronic Absence Report California Dashboard	June 2023, we will decrease our student chronic absenteeism rate by at least 6% as measured by the California Dashboard.	15% of students were chronically absent
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school")	By June 2023, we will increase student engagement at least 75% or higher as measured by the end of the year attendance rates (95% or higher) and the end of year LCAP survey.	43% of students stated that they regularly look forward to coming to school as shown by the LCAP Student Survey.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS. • PBIS team create action plans for specific students who are consisted chronically absent each month (tier 2 strategies) • implement positive phone calls home each week • SST setup smart goal meetings	Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff PDs in PBIS. • PBIS team create action plans for specific students who are consisted chronically absent each month (tier 2 strategies) • implement positive phone calls home monthly • attendance meeting were	4000-4999: Books And Supplies LCFF - Supplemental 2,000.00	4000-4999: Books And Supplies LCFF - Supplemental 2,000
		PD/Trainings/Sub Cost 1000-1999: Certificated Personnel Salaries Unrestricted 1000.00	PD/Trainings/Sub Cost 1000-1999: Certificated Personnel Salaries Unrestricted 0
		Instructional Aides - Kindergarten/TK 2000-2999: Classified Personnel Salaries General Fund 3,064.00	Instructional Aides - Kindergarten/TK 2000-2999: Classified Personnel Salaries General Fund 0
		None Specified None Specified	
		None Specified None Specified	
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
with kids who are chronically absent mutually developed with student • parent workshops for kids who are chronically absent Class recognition announcements on the PA system Attendance rates per class displayed in the library Parent Recognition Certificates Best Attendance for the Month Certificates/Recognition Class Name on the Marquee Attendance Committee Saturday School STEAM Opportunity	held to support students and families along with home visits as needed • parent workshops for kids who are chronically absent Class recognition announcements on the PA system Attendance rates per class shout outs and certificates Parent Recognition Certificates Best Attendance for the Month Certificates/Recognition Class Name on the Marquee Attendance Committee Saturday School STEAM Opportunity		
*Students earn red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior.	*Students earn red tickets when implementing the 3Rs, Be Respectful, Be Responsible, and Be Ready to Learn and receive rewards for positive behavior.		
		PBIS Incentives 4000-4999: Books And Supplies LCFF - Supplemental 2,500.00	PBIS Incentives 4000-4999: Books And Supplies LCFF - Supplemental 2,000.00
*Wonder Wednesdays STEAM		Wonder Wednesdays/STEM 2000-2999: Classified Personnel Salaries Unrestricted 2687.00	Wonder Wednesdays/STEM 2000-2999: Classified Personnel Salaries Unrestricted 0

Analysis

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

PBIS Implementation and practices- all actions related to this strategy were implemented.
During the school year we worked hard to input or PBIS program with fidelity and review our attendance daily. We review our goals and strategies with our school team, during our SSC and ELAC meetings and during Coffee with he principal. We made phone calls home and scheduled parent meetings to discuss the importance of good attendance. We had weekly attendance awards and certificates.

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

Our school wide attendance did improve overall compared to last school year. We found that doing the attendance awards and contacting families that were chronically absent help to decease the number of our students who were considered chronically absent. Our students who regularly look forward to coming to school did decrease.

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

We didn't spend all the funds due to not having TK and K at our school this school year. We also couldn't secure staff to implement the Wonder Wednesday STEM program.

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.

There are no changes to this goal with the exception of Wonder Wednesdays/STEM program.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

At least 80% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	By June 2023, 80% of EL students will show improvement in their English Language Development as measured by growth in their overall proficiency score in the Summative ELPAC assessment.	Still waiting for the ELPAC Summative assessment results

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
*Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.	*Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven.	Planning Hourly/Homework Haven 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,500.00	Planning Hourly/Homework Haven 2000-2999: Classified Personnel Salaries LCFF - Supplemental 533.68
		Instructional Materials 4000-4999: Books And Supplies Unrestricted 500.00	Instructional Materials 4000-4999: Books And Supplies Unrestricted 500.00
		Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC 1000-1999: Certificated Personnel Salaries Unrestricted 500.00	Substitute Costs/EL Coordinator/Trainings /Extra Duty Extra Pay /ELAC 1000-1999: Certificated Personnel Salaries Unrestricted 0
		None Specified None Specified	
		None Specified None Specified	
Professional Development Language Instruction for staff	Professional Development Language Instruction for staff	Professional Development 1000-1999: Certificated Personnel Salaries	Professional Development 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Incorporate number talks into ELD times and throughout the school day Training for teachers on the ELD component in the Wonders curriculum Teachers developed SMART goals with LTELs in September focused on Road to Reclassification, checked in with them once a month, met with parents and student at both conference times *Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven. Professional Development Language Instruction for staff Parent Workshop for English Learner parents	Incorporate number talks into ELD times and throughout the school day Training for teachers on the ELD component in the Wonders curriculum Teachers developed SMART goals with LTELs in September focused on Road to Reclassification, checked in with them once a month, met with parents and student at both conference times *Homework Haven * 3-6 English Learners have the opportunity to practice and build their language skills after school during Homework Haven. Professional Development Language Instruction for staff Parent Workshop for English Learner parents	LCFF - Supplemental 3,000.00	
Parent Workshop for English Learner parents	Parent Workshop for English Learner parents	EL Coachers-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,500.00	EL Coachers-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500.00

Analysis

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

Homework Haven
Professional development

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

We made growth however, it wasn't the expected 80 growth made. We had 56% making progress towards English language proficiency

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

We didn't expend all of the funds for guest teachers because we had difficulty securing guest teachers this school year due to shortage and availability. Teachers also attended District Trainings and Workshops instead of site trainings.

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

The changes are that 100% of EL students will move up one level on their summative ELPAC and by the second diagnostic ELA iReady assessment 19% of EL students will score at or above grade level.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

To close the achievement gap between "Socioeconomically Disadvantaged" and "All Students" on the iReady Diagnostic in Reading and Math by decreasing the number of students scoring below two or more grade levels on the Comprehension Information Text and in Geometry.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021- 2022 iReady Diagnostic #3	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the area of Comprehension Informational Text.	
2021-2022 iReady Diagnostic #3	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels in the iReady Diagnostic assessment in the areas of Comprehension Informational Text and in Geometry.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PLCs -Provide targeted inventions within the school day (targeted intervention based on iReady diagnostic and common formative assessments) Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of all students and to better address the language needs of our EL students. This includes	PLCs -Provide targeted inventions within the school day (targeted intervention based on iReady diagnostic and common formative assessments) Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of all students and to better address the language needs of our EL students. This includes	Extra duty extra pay for grade level collaboration and leadership coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000.00	Extra duty extra pay for grade level collaboration and leadership coaches 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 248.47
		Instructional assistant salaries -RTI, TK/Kinder support , Wonder Wednesdays (STEM) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 3,500.00	Instructional assistant salaries -RTI, TK/Kinder support , Wonder Wednesdays (STEM) 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0
		Instructional Materials 4000-4999: Books And Supplies LCFF - Supplemental 1,513.00	Instructional Materials 4000-4999: Books And Supplies LCFF - Supplemental 500.00

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
professional development and curriculum development activities around PLC tenets.	professional development and curriculum development activities around PLC tenets.	None Specified None Specified	
Set measurable goals for students as part of the student study team process (SST).		District Funded 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,500.00	District Funded 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

PLCs- All actions related to this strategy were implemented. Our teachers worked in grade levels to review the iReady data and create CFAs and focused on the 4 essential questions. 1) Continue working in Professional Learning Teams 2) Continue focusing on the 4 essential questions. What do we want students to learn? How will we know if they have learned it? What will we do if they don't learn it? What will we do if they already know it?
iReady- our students used iReady with fidelity.

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

The PLCs were proven to be effective. Our teacher teams review data and discussed next steps in regarding to tier 1 and tier 2 interventions.
iReady usage was effective as we saw overall growth when comparing our 1st diagnostic assessment to our 2nd diagnostic assessments. We don't have the current results for the 3rd iReady diagnostic assessment.

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

We didn't expend all of the funds for guest teachers because we had difficulty securing guest teachers this school year due to shortage and availability. Teachers also attended District Trainings and Workshops instead of site trainings.

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 4

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 when learning in school. Why- This goals allows us to create culturally responsive school environment where all students "see themselves" within the school culture, within the school curriculum, and they develop the resiliency needed to be successful in the world.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Student, Staff, and Parent Survey	By June 2023, we will increase cultural awareness and feelings of inclusion of staff, students, and parents to at least 75% as measured by EOY survey data.	38% of students, 56% of staff, and 72% of parents saw themselves represented in the school and the academic content taught.

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful. *New diversity library books *Highlighting the calendar of ceremonies and observances *Awards Assemblies *Social Emotional Learning *Study Buddies *Teachers focus lessons on cultural awareness and highlight individuals and their contributions *Professional Development	Read library books that allow all students to see themselves represented to support in developing the resiliency needed to be successful. *New diversity library books *Highlighting the calendar of ceremonies and observances *Awards Assemblies *Social Emotional Learning *Study Buddies *Teachers focus lessons on cultural awareness and highlight individuals and their contributions *Professional Development	Instructional Materials/Awards Incentives 4000-4999: Books And Supplies LCFF - Supplemental 500.00	Instructional Materials/Awards Incentives 4000-4999: Books And Supplies LCFF - Supplemental 642.16
		PDs-Extra Duty Extra Pay 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000.00	PDs-Extra Duty Extra Pay 0001-0999: Unrestricted: Locally Defined LCFF - Supplemental 0
		None Specified None Specified	
		None Specified None Specified	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		None Specified None Specified	
		None Specified None Specified	

Analysis

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

Classroom Lessons for heritage months
Diversity library books

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

We made growth however, it wasn't the expected 75% growth as measured by EOY survey data. The EOY survey data showed that 38% of students, 56% of staff, and 72% of parents saw themselves represented in the school and the academic content taught.

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

We over spent for Instructional Materials/Awards Incentives but we didn't expend our funds for PDs-Extra Duty Extra Pay because our staff attended District Trainings and Workshops instead of site trainings.

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

The changes are that By June 2024, we will increase cultural awareness and feelings of inclusion of students and families by at least 5% as measured by EOY survey data. This can be found in Goal 4 of the SPSA.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

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 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	17,000.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	17,000	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	17,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	500.00
1000-1999: Certificated Personnel Salaries	8,900.00
2000-2999: Classified Personnel Salaries	2,500.00
4000-4999: Books And Supplies	3,600.00
5800: Professional/Consulting Services And Operating Expenditures	1,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	8,900.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	2,500.00
4000-4999: Books And Supplies	LCFF - Supplemental	3,600.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	1,500.00

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
Apryl Levine	Parent or Community Member
Emma Morales	Parent or Community Member
Ana Bautista	Parent or Community Member
Megan Deschamps	Parent or Community Member
Ricki Macken Chivers	Parent or Community Member
Lisa Barton	Other School Staff
Erin Wiseman	Classroom Teacher
Scott Cusack	Classroom Teacher
Wendy Katona	Classroom Teacher
Rose Villanueva	Principal

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2023.

Attested:

	Principal, Rose Villanueva on 05/22/2023
	SSC Chairperson, Apryl Levine on 5/22/2023

Addendum

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

Instructions: Linked Table of Contents

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 measureable 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: **Santa Clarita Elementary**   **SCHOOL YEAR: 2022-2023**

EDUCATIONAL PARTNERS

Review and update of the previous plan was done with teachers and staff during several staff meetings. Our school student leadership also provided input regarding our student attendance and student engagement. The English Learner Advisory Council and School Site Council members and parents give input during School Site Council and ELAC meetings which were held on the following dates:(SSC 9/26/2022,10/24/2022, 12/12/2022, 1/30/2023, 2/27/2023, 3/20/2023, 4/24/2023, and 5/22/2023) (ELAC 10/21/2022, 12/14/2022, 2/15/2023, and 5/17/2023). During our Coffee with the Principal meetings (9/19/2022,10/21/2022, 11/14/22, 12/12/2022, 1/30/2023, 3/1/2023,4/24,2023,5/26/2023,our SPSA was reviewed and discussed with a focus on student achieve, closing the achievement gap, and student attendance. This information was also shared during our Parent Teacher Committee meetings, Positive Behavior Intervention and Supports meetings, and our leadership team meetings. We continue to reach out to our educational partners via ParentSquare messages, phone calls, and through our Parent Liaison to support and increase family engagement.

DATA SOURCES

a.   2021-22 Data
    i.   CA Dashboard
    ii.   California Assessment of Student Performance and Progress (CAASPP) by student group
    iii.   English Learner Data - dataquest
    iv.   Attendance - dataquest
    v.   Suspensions - dataquest
    vi.   21-22 LCAP Survey Data
b.   2022-23 Current Data
    i.   Tier Fidelity Interventions (FTI)%
    ii.   i-Ready diagnostic 2
        1.   English Learners
        2.   Socioeconomically Disadvantaged (SED)
        3.   Special Education

    4. Races/Ethnicity
   iii. Current Chronic Absenteeism data
   iv. Current suspension data
   v. School Wide Information System (SWIS) data

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.

I. School Wide
The 2022 CAASPP data showed in the California Dashboard that our students scored 21 points below standards in Math. In ELA our students scored 4 points below standards. Our chronic absenteeism rate was 15%. Our second diagnostic iReady data showed that 49% of our students were above or at grade level in Reading and 35% of our students were above or at grade level in Math.

II. Student Group
The 2022 California Dashboard for Math showed that our English Learners were 37.8 below standards, our Hispanic group scored 22.4 below standards, our Socioeconomically Disadvantaged scored 22 below standards, and our Students with Disabilities scored 68.7 points below standard.

The 2022 California Dashboard for Math showed that our English Learners were 29.6 below standards, our Hispanic group scored 37.5 below standards, our Socioeconomically Disadvantaged scored 35.9 below standards, and our Students with Disabilities scored 76.9 points below standard.

18.6% of our English Learners were chronically absent, 18.1% of our Hispanic students were chronically absent, 17% of our Socioeconomically Disadvantaged students were chronically absent, 13.2% of our Students with Disabilities were chronically absent, and 12.3% of our White students were chronically absent

Our second diagnostic iReady data in ELA showed that Socioeconomically Disadvantaged students showed that 41% of the students scored at or above grade level. 9% of our English Learners scored at or above grade level. 40% of our Hispanic students scored at or above grade level. 34% of our Special Education students scored at or above grade level.

Our second diagnostic iReady data in Math showed that Socioeconomically Disadvantaged students showed that 24% of the students scored at or above grade level. 35% of our English Learners scored at or above grade level. 27% of our Hispanic students scored at or above grade level. 17% of our Special Education students scored at or above grade level.

CONCLUSIONS

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

Our area of strength is that ELA which showed students scored 4 points below standard.
Our area of strength is that 49% of our students scored at or above grade level in Reading and 35% of our students scored at or above grade level in Math.
A challenge that was identified based on our data was the number of our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities that didn't meet standards in Math.
Another challenge that was identified based on our data was the number of English Learners, Hispanic students, Socioeconomically Disadvantaged students, and Students with Disabilities that are chronically absent.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

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.

Improve our chronically absenteeism rate for our English Learners

Math is an area which needs to be Improve with our Hispanic, Socioeconomically Disadvantaged, and Students with Disabilities CAASPP math scores to meet standards

Improve the percentage of students who look forward to coming to school

There is an achievement gap for our English learners

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

English Learner Academic Needs

*ELA Enrichment Time

*3-6 English Learners have the opportunity to practice and build their language skills after school during ELA after school Enrichment Time.

*Training for teachers on the ELD component in the Wonders curriculum

*Teachers develop SMART goals with LTELs to focus on the Road to Reclassification

Local Chronic Absentee Data (English Learners 18.6%)

*Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness