

School Year: **2022-23**

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	James Foster Elementary School
Address	22500 Pamplico Drive Saugus, CA 91350
County-District-School (CDS) Code	19649986107924
Principal	Misty Covington
District Name	Saugus Union School District
SPSA Revision Date	4-26-22
Schoolsite Council (SSC) Approval Date	5-24-22
Local Board Approval Date	

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

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School Vision and Mission

It is the mission of James Foster Elementary School, in partnership with the community, to develop socially responsible students who have the skills, attitudes, and knowledge to function successfully in a rapidly changing and culturally diverse world. Our students benefit from a student-centered institution guided by a skilled staff in a stimulating and safe environment.

Academic excellence and social growth are promoted through a rich and challenging learning environment. A simple philosophy drives the momentum of James Foster: "SOAR, Safety First; Own your Actions, Accept Others; Ready to Learn!" It is the force behind all decisions, discussions and resource allocations.

School Profile

Foster Elementary School has an enrollment of 497 students in both on campus learning and Saugus Digital Learning Academy. 25 students are English Learners. 30 students are Gifted and Talented. 75 students are in our Special Education Resource or Speech Programs. 107 students are socioeconomically disadvantaged. Foster School has been the worthy recipient of several grants and awards. Foster School has been recognized four times as a "California Distinguished School" and "Gold Ribbon School." Last year we received the PBIS Silver award. We truly believe that children come first.

James Foster Elementary School develops aspiring leaders. We strive to produce life-long learners who are problem solvers and critical thinkers. James Foster Elementary School focuses on creating leadership opportunities for all students. Our primary students run a school-wide recycling program. Upper grade service opportunities include: Peace Patrol, Valet, Student Liaisons, Big Buddies, and Tech Team. Our unique Student Council model cultivates shared leadership and encourages all students to think of themselves as leaders. All 4th-6th grade students are invited to attend student council meetings which concentrate on building a positive school culture through special student-led activities and character assemblies.

Parents and community members overwhelmingly support the programs at James Foster with their gifts of time, talent, and generous donations. A visitor will quickly notice this parental presence in the classrooms as volunteers help assist small groups of students in reading, math, writing and other curricular areas.

We are very proud of our school and community! At Foster, we take the business of loving and teaching children seriously. Educating our children requires that we all work together—not for our single issues, but for our greater good that is represented in our children. To this end, teachers, students, parents, and community members all contribute to the reputation and rich culture that James Foster School exemplifies.

Stakeholder 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

During staff meetings, we began the SPSA process by writing goals for the 2022-2023 school year. These goals were presented at a staff meeting, to the School Site Council, PTA, and ELAC for input and reflection. The School Site Council also reviewed the annual parent survey from 2021-2022. Multiple sources of data were shared at Site Council, PTA, ELAC, and Staff meetings. The feedback provided was the basis for the goals and actions of James Foster Elementary School's 2022-2023 School Plan for Student Achievement.

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		
	18-19	19-20	20-21
Kindergarten	105	116	31
Grade 1	92	84	46
Grade 2	70	95	53
Grade3	111	71	52
Grade 4	73	106	32
Grade 5	68	73	58
Grade 6	86	75	54
Total Enrollment	605	620	326

Conclusions based on this data:

1. Enrollment was on a steady incline
2. Due to COVID enrollment decreased in 20-21.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	37	40	11	6.1%	6.5%	3.4%
Fluent English Proficient (FEP)	20	23	10	3.3%	3.7%	3.1%
Reclassified Fluent English Proficient (RFEP)	1	6	2	3.1%	16.2%	5.0%

Conclusions based on this data:

1. The number of English Learners has decreased from year to year.
2. We will continue to monitor students identified as English Learners and Reclassified students. We will continue ELD visits with Ed Services.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	112	51	66	109	0	66	109	0	93	97.3	0.0
Grade 4	66	72	36	65	69	0	65	69	0	98.5	95.8	0.0
Grade 5	82	70	59	82	70	0	82	70	0	100	100	0.0
Grade 6	95	86	58	93	86	0	93	86	0	97.9	100	0.0
All Grades	314	340	204	306	334	0	306	334	0	97.5	98.2	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2463.	2451.		36.36	36.70		31.82	20.18		21.21	25.69		10.61	17.43	
Grade 4	2510.	2487.		43.08	40.58		24.62	15.94		20.00	15.94		12.31	27.54	
Grade 5	2514.	2544.		24.39	30.00		28.05	42.86		25.61	17.14		21.95	10.00	
Grade 6	2554.	2533.		17.20	15.12		46.24	40.70		24.73	27.91		11.83	16.28	
All Grades	N/A	N/A	N/A	28.76	30.54		33.66	29.34		23.20	22.46		14.38	17.66	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	34.85	40.37		54.55	41.28		10.61	18.35	
Grade 4	40.00	34.78		52.31	43.48		7.69	21.74	
Grade 5	26.83	41.43		50.00	52.86		23.17	5.71	
Grade 6	30.43	25.58		50.00	50.00		19.57	24.42	
All Grades	32.46	35.63		51.48	46.41		16.07	17.96	

2019-20 Data:

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Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	37.88	25.69		48.48	51.38		13.64	22.94	
Grade 4	35.38	30.43		49.23	53.62		15.38	15.94	
Grade 5	39.02	34.29		39.02	47.14		21.95	18.57	
Grade 6	28.57	27.91		58.24	51.16		13.19	20.93	
All Grades	34.87	29.04		49.01	50.90		16.12	20.06	

2019-20 Data:

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	28.79	29.36		60.61	60.55		10.61	10.09	
Grade 4	24.62	24.64		66.15	63.77		9.23	11.59	
Grade 5	18.29	25.71		62.20	67.14		19.51	7.14	
Grade 6	16.67	13.95		75.56	74.42		7.78	11.63	
All Grades	21.45	23.65		66.67	66.17		11.88	10.18	

2019-20 Data:

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.94	31.19		42.42	49.54		13.64	19.27	
Grade 4	35.38	28.99		53.85	44.93		10.77	26.09	
Grade 5	30.49	37.14		51.22	42.86		18.29	20.00	
Grade 6	39.56	24.42		49.45	55.81		10.99	19.77	
All Grades	37.17	30.24		49.34	48.80		13.49	20.96	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was no data for the 20-21 School Year.
2. Fluency and Reading Comprehension continues to be an area of focus.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	71	112	51	65	109	0	65	109	0	91.5	97.3	0.0
Grade 4	66	72	36	65	70	0	65	70	0	98.5	97.2	0.0
Grade 5	82	70	59	82	69	0	82	69	0	100	98.6	0.0
Grade 6	95	86	58	93	84	0	93	84	0	97.9	97.7	0.0
All Grades	314	340	204	305	332	0	305	332	0	97.1	97.6	0.0

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2461.	2445.		32.31	24.77		30.77	33.03		26.15	22.02		10.77	20.18	
Grade 4	2492.	2480.		18.46	17.14		36.92	37.14		32.31	28.57		12.31	17.14	
Grade 5	2494.	2505.		14.63	15.94		18.29	21.74		36.59	33.33		30.49	28.99	
Grade 6	2547.	2533.		13.98	19.05		40.86	32.14		31.18	23.81		13.98	25.00	
All Grades	N/A	N/A	N/A	19.02	19.88		31.80	31.33		31.80	26.20		17.38	22.59	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	46.15	40.37		38.46	36.70		15.38	22.94	
Grade 4	38.46	22.86		38.46	51.43		23.08	25.71	
Grade 5	17.07	20.29		35.37	46.38		47.56	33.33	
Grade 6	28.26	28.92		50.00	42.17		21.74	28.92	
All Grades	31.25	29.61		41.12	43.20		27.63	27.19	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	35.38	31.19		44.62	45.87		20.00	22.94	
Grade 4	26.15	21.43		52.31	58.57		21.54	20.00	
Grade 5	18.29	21.74		50.00	43.48		31.71	34.78	
Grade 6	11.83	22.62		69.89	50.00		18.28	27.38	
All Grades	21.64	25.00		55.41	49.10		22.95	25.90	

2019-20 Data:

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Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	43.08	29.36		44.62	44.95		12.31	25.69	
Grade 4	24.62	24.29		53.85	52.86		21.54	22.86	
Grade 5	19.51	15.94		48.78	53.62		31.71	30.43	
Grade 6	18.28	20.24		56.99	51.19		24.73	28.57	
All Grades	25.25	23.19		51.48	50.00		23.28	26.81	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. There was no data for the 20-21 school year.
2. We need to continue to focus on concepts and procedures and problem solving.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students													
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested			
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	
K	*	*	*	*	*	*	*	*	*	*	8	*	
1	*	*	*	*	*	*	*	*	*	*	4	*	
2	*	*	*	*	*	*	*	*	*	*	*	*	
3	*	*	*	*	*	*	*	*	*	*	4	*	
4	*	*	*	*	*	*	*	*	*	*	7	*	
5	*	*	*	*	*	*	*	*	*	*	4	*	
6	*	*	*	*	*	*	*	*	*	*	*	5	
All Grades											30	31	14

2019-20 Data:

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*		*	*		*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	60.00	19.35	14.29	*	54.84	71.43	*	25.81	14.29	*	0.00	0.00	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*		*	*		*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*		*	*	*	*	*
5	*	*	*		*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*		*	*	*	*	*
All Grades	70.00	25.81	57.14	*	51.61	42.86	*	19.35	0.00	*	3.23	0.00	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*	*	*	*
6	*	*	*		*	*		*	*		*	*	*	*	*
All Grades	43.33	19.35	14.29	*	41.94	35.71	*	38.71	42.86	*	0.00	7.14	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*		*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3	*	*	*	*	*	*		*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	60.00	41.94	35.71	36.67	54.84	64.29	*	3.23	0.00	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3	*	*	*		*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
All Grades	80.00	29.03	42.86	*	64.52	57.14	*	6.45	0.00	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*		*	*		*	*	*	*	*
2	*	*	*	*	*	*		*	*	*	*	*
3		*	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*		*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*	*	*
6	*	*	*		*	*		*	*	*	*	*
All Grades	46.67	16.13	14.29	43.33	70.97	64.29	*	12.90	21.43	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*		*	*	*	*	*
2	*	*	*		*	*		*	*	*	*	*
3		*	*	*	*	*		*	*	*	*	*
4	*	*	*		*	*		*	*	*	*	*
5	*	*	*	*	*	*		*	*	*	*	*
6	*	*	*	*	*	*		*	*	*	*	*
All Grades	63.33	51.61	21.43	*	45.16	78.57	*	3.23	0.00	30	31	14

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
326	24.2	3.4	0.6
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	11	3.4
Foster Youth	2	0.6
Homeless	11	3.4
Socioeconomically Disadvantaged	79	24.2
Students with Disabilities	52	16.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	8	2.5
American Indian or Alaska Native		
Asian	10	3.1
Filipino	8	2.5
Hispanic	98	30.1
Two or More Races	24	7.4
Native Hawaiian or Pacific Islander	1	0.3
White	177	54.3

Conclusions based on this data:

1. We have a high number of socioeconomically disadvantaged students and students with disabilities.

2. We will continue to target our students who are socioeconomically disadvantaged using supplemental funds to modify and increase math and reading intervention programs.
3. We will continue to target increasing the academic achievement of our students with disabilities through our resource program and specific instructional measurable IEP goals.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 667 480 699">English Language Arts</p>  <p data-bbox="295 749 371 779">Green</p>	<p data-bbox="672 667 946 699">Chronic Absenteeism</p>  <p data-bbox="764 749 854 779">Orange</p>	<p data-bbox="1179 667 1398 699">Suspension Rate</p>  <p data-bbox="1256 749 1320 779">Blue</p>
<p data-bbox="251 867 415 898">Mathematics</p>  <p data-bbox="295 949 371 978">Yellow</p>		

Conclusions based on this data:

1. Chronic Absenteeism Increased in the 20-21 and 21-22 school year. Continue with SART and DART meetings. Create Individualized Attendance Plans for students who are at risk of becoming chronically absent.

School and Student Performance Data

Academic Performance English Language Arts

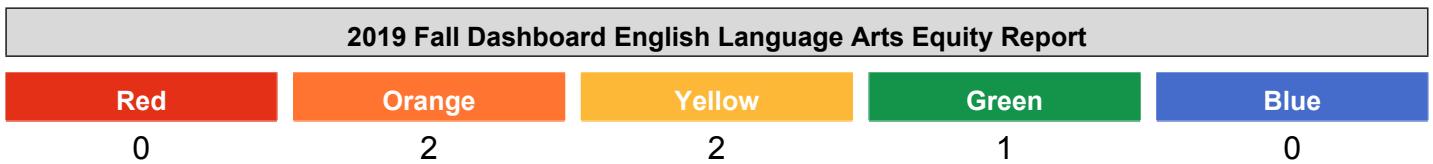
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Green 20.1 points above standard Declined -5.1 points 326	<p>English Learners</p> Orange 15.5 points below standard Declined Significantly -22.6 points 33	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	<p>Socioeconomically Disadvantaged</p> Yellow 4.8 points below standard Declined -5.3 points 66	<p>Students with Disabilities</p> Orange 57.2 points below standard Maintained -2.6 points 64

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color 0 Students	 No Performance Color 38.3 points above standard Maintained ++0.9 points 12	 No Performance Color 9.9 points below standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6.7 points above standard Declined -8.3 points 102	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0 Students	 Green 30.9 points above standard Maintained ++1.2 points 184

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
56.3 points below standard Declined Significantly -22.7 points 18	33.3 points above standard Declined Significantly -17.1 points 15	23.4 points above standard Declined -3 points 291

Conclusions based on this data:

- There is still a significant gap between all students and students with disabilities. The district will continue to provide an Intervention TOSA and RTI programs will continue in 22-23.

School and Student Performance Data

Academic Performance Mathematics

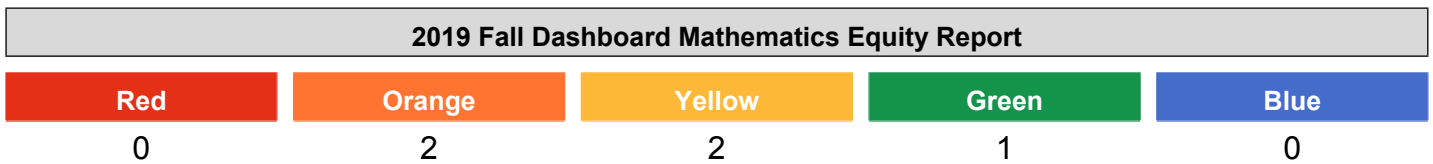
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>6.1 points below standard</p> <p>Maintained -2.9 points</p> <p>325</p>	<p>English Learners</p> <p>Orange</p> <p>27.3 points below standard</p> <p>Declined Significantly -22.9 points</p> <p>33</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>8</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>26.4 points below standard</p> <p>Increased ++8.3 points</p> <p>66</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>65.1 points below standard</p> <p>Maintained -0.2 points</p> <p>63</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 33.8 points above standard Maintained ++2 points 12	 No Performance Color 23.4 points below standard 14
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 20.1 points below standard Declined Significantly -17.1 points 101	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color 0.7 points above standard Increased ++6.8 points 184	 Green 0.7 points above standard Increased ++6.8 points 184

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
51.5 points below standard Declined -14.8 points 18	1.7 points above standard Declined Significantly -28.3 points 15	4.2 points below standard Maintained ++0.3 points 290

Conclusions based on this data:

1. We will continue current math programs and current math RTI programs, as data indicates we are moving toward meeting grade level standards with these programs.

School and Student Performance Data

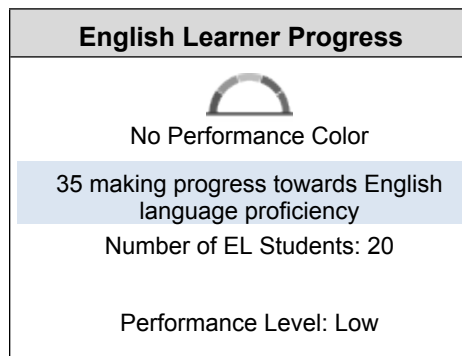
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

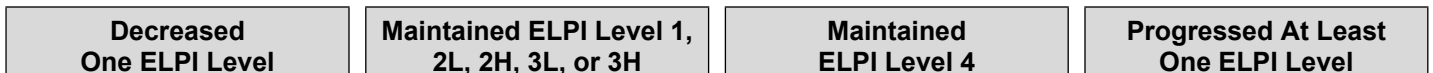
This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results



Conclusions based on this data:

1. We will continue our current Systematic English Language Development Program.
2. We will continue to include Systematic English Language Development time in our school's Master Schedule.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

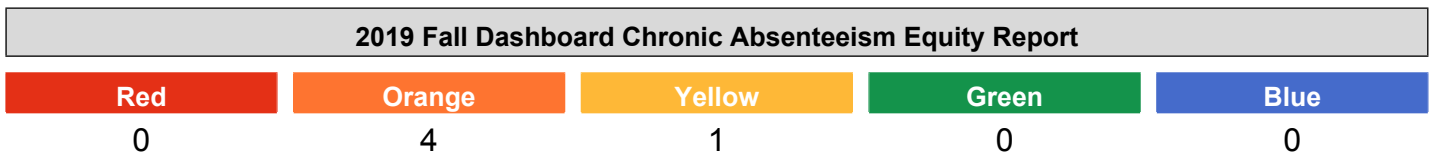
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> Orange 7.9 Increased +2.3 632	<p>English Learners</p> Yellow 5.4 Maintained 0 37	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p>Homeless</p> No Performance Color 17.6 17	<p>Socioeconomically Disadvantaged</p> Orange 17.2 Increased +3.7 134	<p>Students with Disabilities</p> Orange 10.1 Increased +2.5 99

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 13	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 0 Declined -5.3 17	 No Performance Color 0 Declined -3.4 28
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased Significantly +4.8 189	 No Performance Color 13 Increased +4.7 23	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 8 Increased +2 362

Conclusions based on this data:

1. Chronic Absenteeism increased in 20-21 and increased again in 21-22.
2. We will continue SART and DART meetings.
3. We will use a research based PBIS strategy called 2 X 10. Campus Supervisors and teachers will build relationships with these students 2 minutes for 10 days.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

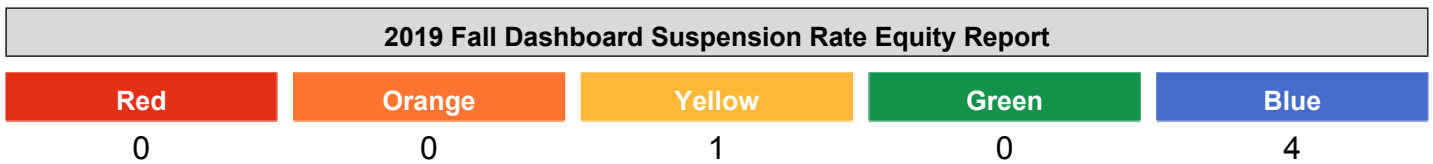
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> Blue 0.2 Maintained 0 635	<p>English Learners</p> Blue 0 Maintained 0 37	<p>Foster Youth</p> No Performance Color Less than 11 Students - Data Not 1
<p>Homeless</p> No Performance Color 0 Maintained 0 18	<p>Socioeconomically Disadvantaged</p> Blue 0 Maintained 0 136	<p>Students with Disabilities</p> Yellow 1 Increased +1 99

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Maintained 0 14		 No Performance Color 0 Maintained 0 17	 No Performance Color 0 Maintained 0 28
Hispanic	Two or More Races	Pacific Islander	White
 Blue 0 Maintained 0 190	 No Performance Color 0 Maintained 0 23		 Blue 0.3 Maintained 0 363

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.2	0.2

Conclusions based on this data:

1. Continue implementing PBIS as data is showing a positive effect on school climate and culture.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

Increase student engagement and connectedness to learning at school.
Increase the number of students who respond agree and strongly agree to the LCAP Student Survey statement, "I regularly look forward to coming to school." from 77.24% to at least 85%

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 2018-2019 California Dashboard, 5.6% of our students were chronically absent; however, during the 2021-2022 school year 14.11% of students were Chronically Absent. 77.24% of our students who completed the LCAP Student Survey, reported that they regularly look forward to coming to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 Chronic Absence Report California Dashboard	5.7% Chronically Absent Students in 2019. In 2022 14.11% of students Chronically Absent	June 2023, we will decrease our current student chronic absenteeism rate of 14.11% back to 5.7% as measured by the California Dashboard
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school.")	77.24%	By June 2023, we will increase student engagement to at least 85% or higher as measured by the end of the year attendance rates and the end of the year LCAP survey

Planned Strategies/Activities

Strategy/Activity 1

Use ParentSquare features and data to help support two-way (back and forth)communications with parents (polls, surveys,etc)

Students to be Served by this Strategy/Activity

All students

Timeline

Entire 2022-2023 School Year in grades TK-6. At least one time per trimester poll/survey will be sent to families to gain input about engagement at school

Person(s) Responsible

Administrator

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	None Specified
Description	Parent Square is the communication system that will be used to send attendance messages, polls and surveys.

Strategy/Activity 2

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

PBIS team will create individual attendance/action plans for specific students who are considered chronically absent. Smart Goal meetings with students who are chronically absent where goals will be mutually developed with student SST meetings with parents of students who are chronically absent to offer attendance support and intervention

Students to be Served by this Strategy/Activity

All students

Timeline

Entire 2022-2023 School Year in Grades TK-6

Person(s) Responsible

Administration, Teachers, Office Staff, Campus Supervisors, PBIS Coach, School Counselor and School Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub cost or extra duty pay to hold student and parent engagement meetings.

Strategy/Activity 3

Students earn SOAR slips when implementing positive behavior strategies, and use the slips to buy rewards at the SOAR store

Students to be Served by this Strategy/Activity

All Students

Timeline

Entire 2022-2023 School Year

Person(s) Responsible

Administrator, Teachers, Counselor, RSP teachers

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	Site Formula Funds
Budget Reference	4000-4999: Books And Supplies
Description	Printing cost for PBIS tickets and PBIS Incentives

Strategy/Activity 4

Continue use SST Online to document SART meetings, interventions, and re-engagement plans

Students to be Served by this Strategy/Activity

Students in grades TK - 6th Grade

Timeline

After five weeks of academic, social, or re-engagement intervention; an SST will be held for any student making little to no progress in the intervention program.

Person(s) Responsible

Teachers, SST Coordinator, Administrator

Proposed Expenditures for this Strategy/Activity

Amount	640.00
Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	SST Coordinator will manage system and coordinate meetings. The SST Coordinator may use up to 20 hours of extra duty extra pay

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Equity

Goal Statement

Create grade level content for our District Calendar of Celebrations and Observances

Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.

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

Students who feel connected at school are more likely to have a greater sense of personal well-being and higher academic performance. On the 2022 LCAP connectedness survey 13.60% of our students and 13.67% of our parents disagreed with the following statement, "I see my family's culture represented in the school and things I learn."

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2023 LCAP Survey	13.60% of our students and 13.67% of our parents disagreed with the following statement, "I see my family's culture represented in the school and things I learn."	June 2023, we will decrease by at least 2% the number of students and parents who disagreed with the following statement, "I see my family's culture represented in the school and things I learn." on the LCAP survey.

Planned Strategies/Activities

Strategy/Activity 1

Create grade level content for our District Calendar of Celebrations and Observances

Students to be Served by this Strategy/Activity

All Students

Timeline

1st Day of School until the Last Day of School

Person(s) Responsible

teachers, administrator

Proposed Expenditures for this Strategy/Activity

Description

Working in grade level teams, teachers will find and create grade specific content for the District Calendar of Celebrations and Observances

Strategy/Activity 2

Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.

Students to be Served by this Strategy/Activity

Students and families of color

Timeline

November 2022 and March 2023

Person(s) Responsible

Principal, Parents, Students, Leadership Team

Proposed Expenditures for this Strategy/Activity

Description

Reach out to families of color and hold meetings with students and parents to understand what is needed to bring more equity and diversity to our school

Strategy/Activity 3

Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students

Students to be Served by this Strategy/Activity

ELL, foster, low income, and homeless students

Timeline

All 2022-2023 School Year

Person(s) Responsible

Administrator, parent liaison, Counselor

Proposed Expenditures for this Strategy/Activity

Description

Call parents, attend meetings, conduct home visits with the goal of engaging students

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Achievement

Goal Statement

At least 90% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score Monitor i-Ready engagement and increase the use of this research-based proven intervention

LCAP Goal

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

Basis for this Goal

EL students are expected to access core curriculum. EL Coaches have designed English Language Development lessons and activities to post in Google Classroom. In addition to the regular ELD instructional activities, SUSD has purchased Rosetta Stone to provide additional support to our newcomers. The district translator stationed within the district office provides families and parents language support. Looking at our 2021-2022 data and comparing it to our 2021-2022 ELPLAC data, we had more students move up a proficiency level; however we fell short of our 90% goal. We reclassified 16% of our students, and moved 46% of our students up a proficiency level as compared to 14% in 20-21. We still have some work to do.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
ELPAC Summative	46% of our English Learners moved up in their overall proficiency level on the Summative ELPAC	By June 2023, 90% 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.

Planned Strategies/Activities

Strategy/Activity 1

Administer the Initial and Summative ELPAC assessment

Students to be Served by this Strategy/Activity

All students identified as English Language Learners

Timeline

Fall 2022 and Spring 2023

Person(s) Responsible

Administrator, ELPAC Coordinator, Teacher ELPAC Assessors

Proposed Expenditures for this Strategy/Activity

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be paid additional duty/extra pay to administer the ELPAC assessment or a substitute will be provided to the class so the teacher can administer the ELPAC

Strategy/Activity 2

Reclassify EL Students

Students to be Served by this Strategy/Activity

EL students

Timeline

Entire 2022-2023 School Year

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	18398
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Instructional Assistants will be used in classrooms, so that teachers can give 30 minutes of designated language instruction to EL students

Strategy/Activity 3

Hold individual goal setting meetings with Long Term English Learners

Students to be Served by this Strategy/Activity

EL Students

Timeline

At each conference period

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Achievement Gap

Goal Statement

Monitor iReady engagement and increase the use of this research-based proven intervention. To close the achievement gap we will decrease the number of students scoring below two or more grade levels iReady Reading and iReady Math.

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 2022 all students in grades K-6 took the iReady Diagnostic. All K-6 students need to learn all standards that correspond to their grade level, and it is our goal that all students would meet standards in all academic areas. However, we recognize that there is an achievement gap. Use of the i-Ready intervention system allows us to address both learning loss and learning gaps that our unduplicated count students face in regular settings and may face as a result of the COVID-19 pandemic. Teachers meet together frequently to review student assessment data and plan interventions and small group instruction (RTI). Looking at our 2021-2022 iReady Diagnostic results 12% of students scored two or more grade levels below on the ELA Diagnostic and 9% of students scored two or more grade levels below on the Math Diagnostic.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 iReady Diagnostic #3 - ELA	ELA - 12% of students scored two or more grade levels below on the 2nd Diagnostic 26% of students scored one grade level below on the 2nd Diagnostic	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Reading Diagnostic Assessment, and a decrease of 10% of students one grade level below.
2022-2023 iReady Diagnostic #3 - Math	Math - 9% of students scored two or more grade levels below on the 2nd Diagnostic 44% of students scored one grade level below on the 2nd Diagnostic	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Math Diagnostic Assessment, and a decrease of 10% of students one grade level below.

Planned Strategies/Activities

Strategy/Activity 1

In order to increase student achievement in English Language Arts and Mathematics, and increase our reclassification rate, we are going to provide tiered response to intervention to targeted students. Teachers will meet together

frequently to review student assessment data and plan targeted virtual tutoring (RTI) . Educational decisions about the intensity and duration of interventions are based on individual students response to instruction.

Students to be Served by this Strategy/Activity

All students

Timeline

August 2022-June 2023

Person(s) Responsible

Administration, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	Site Formula Funds
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be provided subs or extra duty/extra pay to plan intervention

Strategy/Activity 2

Intervention TOSA and Intervention Instructional Assistants will provide Response to Intervention for high needs students. Instructional Assistants will support the classroom while the teacher provides targeted intervention based on iReady diagnostic and common formative assessments.

Students to be Served by this Strategy/Activity

Resource students, EL students, Students scoring two or more years below on the iReady assessment, and students identified as needing support based on Common Formative Assessments.

Timeline

August 2022-June2023

Person(s) Responsible

Administrator, Instructional Aides

Proposed Expenditures for this Strategy/Activity

Amount	4000
Source	Site Formula Funds
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Intervention aides will assist with Response to Intervention and Systematic ELD

Strategy/Activity 3

Continue/Monitor/IEP Goals and Objectives for alignment to CA Standards

Students to be Served by this Strategy/Activity

Students with an IEP

Timeline

Hold monthly Special Education Meetings to calendar meetings and discuss student progress. Report on student progress at each trimester using benchmarking criteria.

Person(s) Responsible

Administrator, RSP teachers, Speech Teacher, School Psychologist, Counselor, Occupational Therapist, APE teacher, Behaviorist

Proposed Expenditures for this Strategy/Activity

Description

SPED Team will meet monthly to discuss SPED students' progress and attendance.

Strategy/Activity 4

Teachers require appropriate materials in order to teach successfully and implement interventions.

Students to be Served by this Strategy/Activity

All students

Timeline

Purchase supplies throughout the year and as needed

Person(s) Responsible

Office Manager, Office Clerk, Nurse, Custodian, Administrator

Proposed Expenditures for this Strategy/Activity

Amount

1940

Source

Site Formula Funds

Budget Reference

4000-4999: Books And Supplies

Strategy/Activity 5

Provide Professional Development in i-Ready

Students to be Served by this Strategy/Activity

All students

Timeline

September 2022-June2023

Person(s) Responsible

Administrator, District Teachers on Special Assignment

Proposed Expenditures for this Strategy/Activity

Source	District Funded
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Teachers will be paid additional duty/extra pay to attend professional development

Goals, Strategies, & Proposed Expenditures

Goal 5

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 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: 2021-22

Goal 1

Increase student engagement and connectedness to learning at school.
 Increase the number of students who respond agree and strongly agree to the LCAP Student Survey statement, "I regularly look forward to coming to school." from 63.72% to at least 75%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2018-2019 Chronic Absence Report California Dashboard	June 2022, we will decrease our student chronic absenteeism rate by at least 2% as measured by the California Dashboard	Our Chronic Absenteeism Rate increased to 14.11%
2020-2021 LCAP Student Survey ("I regularly look forward to coming to school.")	By June 2022, we will increase student engagement at least 75% or higher as measured by the end of the year attendance rates and the end of the year LCAP survey	We met this goal as 77.24% of our students responded that they regularly look forward to coming to school.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use ParentSquare features and data to help support two-way (back and forth)communications with parents (polls, surveys,etc)	Use ParentSquare features and data to help support two-way (back and forth)communications with parents (polls, surveys,etc)	Parent Square is the communication system that will be used to send attendance messages, polls and surveys. None Specified District Funded	Parent Square is the communication system that will be used to send attendance messages, polls and surveys. None Specified District Funded
Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff professional development. PBIS team will create action plans for specific students who are considered chronically absent. Smart Goal meetings with students who are chronically absent mutually developed with student	Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff professional development. Due to staffing shortages we had difficulty holding team meetings for students who were chronically absent. The principal conducted 27 1:1 meetings with parents and the SST team met with 9 parents of students who were chronically absent.	Sub cost or extra duty pay to hold student and parent engagement meetings. 1000-1999: Certificated Personnel Salaries Site Formula Funds 500	Did not use subs or extra duty pay to hold student and parent engagement meetings. We used the money for PBIS incentives instead 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SST meetings with parents of students who are chronically absent to offer attendance support and intervention	Smart Goal meetings were conducted with 10 students who were chronically absent.		
Students earn SOAR slips when implementing positive behavior strategies, and use the slips to buy rewards at the SOAR store	Students earn SOAR slips when implementing positive behavior strategies, and use the slips to buy rewards at the SOAR store	Printing cost for PBIS tickets and PBIS Incentives 4000-4999: Books And Supplies Site Formula Funds 500	Printing cost for PBIS tickets and PBIS incentives 4000-4999: Books And Supplies Site Formula Funds 1500
Continue use SST Online to document SART meetings, interventions, and re-engagement plans	Continue use SST Online to document SART meetings, interventions, and re-engagement plans	SST Coordinator will manage system and coordinate meetings. The SST Coordinator may use up to 20 hours of extra duty extra pay 1000-1999: Certificated Personnel Salaries District Funded 640.00	1000-1999: Certificated Personnel Salaries Site Formula Funds 640.00

Analysis

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

Due to COVID protocols and staffing shortages, it was difficult to implement the comprehensive attendance strategies we had planned. Unique circumstances surrounded daily attendance rates, including spikes in COVID at the beginning of the school year and again after Winter Break. Parents were extra cautious in sending students to school with coughs, sore throats, body aches, or stomach issues. Additionally if a student was a close contact of someone who had tested positive there was a time during the school year that the COVID protocols were such that the student needed to quarantine. While online school was available, our families were not always able to log in their child the first day the student missed school due to quarantine. Due to the shift needed to implement and follow COVID protocols this school year it was difficult to implement the attendance strategies described in this goal.

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

Since more students regularly look forward to attending school in 21-22 than 20-21, it was effective to continue with PBIS and the SOAR Store. Our implementation of attendance strategies was inconsistent and therefore they were ineffective as the significant increase in our Chronic Absenteeism data shows.

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

We spent more on the SOAR store than anticipated and will discuss budgeting this differently as a School Site Council. Due to substitute shortages we were unable to schedule a sub to hold team meetings and additional attendance meetings.

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.

We will create individual attendance plans (IAP) for each of our chronically absent students from the 21-22 school year at the beginning of the 22-23 school year, and call parents every month to review the attendance plan and see if attendance goals are being met. Our School Social worker will conduct Home Visits with the principal, facilitate workshops, and connect families with mental health services in our local community.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 2

Create grade level content for our District Calendar of Celebrations and Observances

Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021 LCAP Survey	June 2022, we will decrease by at least 2% the number of students and parents who disagreed with the following statement, "I see my family's culture represented in the school and things I learn." on the LCAP survey.	The number of students who disagreed with the statement, "I see my family's culture represented in the school and things I learn," increased from 11.92% to 13.60%. The number of parent who disagreed decreased 2% from 16% in 20-21 to 13.67% in 2022.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create grade level content for our District Calendar of Celebrations and Observances	Our district librarians as well as each grade level created lessons and activities for our Calendar of Celebrations and Observances. Our PTA helped by finding short videos to show in the classroom during Conservation, Bird and Arbor Day, Chinese New Year, and Earth Day.	Working in grade level teams, teachers will find and create grade specific content for the District Calendar of Celebrations and Observances 0	Working in grade level teams, teachers will find and create grade specific content for the District Calendar of Celebrations and Observances 0
Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.	We did not hold these meetings this year, and would like to hold them next year.	Reach out to families of color and hold meetings with students and parents to understand what is needed to bring more equity and diversity to our school 0	Reach out to families of color and hold meetings with students and parents to understand what is needed to bring more equity and diversity to our school 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students	Our parent liaison continues to help with outreach to our ELL, foster, economically disadvantaged and homeless students.	Call parents, attend meetings, conduct home visits with the goal of engaging students 0	Call parents, attend meetings, conduct home visits with the goal of engaging students 0

Analysis

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

Our district librarians as well as each grade level created lessons and activities for our Calendar of Celebrations and Observances. Our PTA helped by finding short videos to show in the classroom during Conservation, Bird and Arbor Day, Chinese New Year, and Earth Day. We did not hold the focus groups with families and leadership team this school year.

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

Based on survey data it seems it was effective to use Parent Square to send out newsletters sharing with our parents how we were celebrating cultures and observing specific months and celebrating specific days. We do need to conduct the focus groups to find out more about why 13% of our students and parents do not see their culture represented and what we can do to change that.

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

We did not need to spend any money to implement the strategies for this goal. However, next year PTA is thinking about purchasing a license for Teacher Pay Teachers to help with the planning of more cultural activities at family nights as our school begins to open up for parent meetings and events on campus.

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.

Our staff, Site Council, Leadership Team, and ELAC do not feel that any changes need to be made, only that the meetings with families do need to be held at the beginning of the school year so that information can be gathered, shared with parents and staff, and implemented in the 22-23 school year.

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 3

At least 90% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score Monitor i-Ready engagement and increase the use of this research-based proven intervention

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	By June 2022, 90% 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.	we had more students move up a proficiency level; however we fell short of our 90% goal. We reclassified 16% of our students, and moved 46% of our students up a proficiency level as compared to 14% in 20-21.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administer the Initial and Summative ELPAC assessment	All Initial and Summative ELPAC Assessments were given within the expected timelines.	Teachers will be paid additional duty/extra pay to administer the ELPAC assessment or a substitute will be provided to the class so the teacher can administer the ELPAC 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Teachers will be paid additional duty/extra pay to administer the ELPAC assessment or a substitute will be provided to the class so the teacher can administer the ELPAC 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500
Reclassify EL Students		Instructional Assistants will be used in classrooms, so that teachers can give 30 minutes of designated language instruction to EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18398	Instructional Assistants will be used in classrooms, so that teachers can give 30 minutes of designated language instruction to EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18398

Analysis

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

We were able to implement all strategies planned to meet this goal. We used instructional assistants in classrooms so that teachers could designate 30 minutes of uninterrupted time to teach language skills and hold individual goal setting meetings with students.

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

Since we reclassified more students and moved a higher percentage of students up a proficiency level on the ELPAC this school year, it seems that the strategies implemented were effective. The targeted teaching time as well as targeted goal setting and progress monitoring were effective in helping our EL students achieve growth.

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

We spent our Supplemental dollars as planned on this goal. Additionally, we also used Site Funds to add hours for our instructional assistants to support our teachers as they deliver Systematic ELD and Construct Meaning using EL lessons from the Wonders Core Curriculum with the EL students in their classroom.

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.

We will hold site Professional Development using Wonders core curriculum with Designated ELD and facilitate goal setting meetings with our Long Term English Learners

Annual Review and Update

SPSA Year Reviewed: 2021-22

Goal 4

Monitor iReady engagement and increase the use of this research-based proven intervention. To close the achievement gap we will decrease the number of students scoring below two or more grade levels iReady Reading and iReady Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2021-2022 iReady Diagnostic #2	By June 2022 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Diagnostic Assessment.	9% of our students were below two or more grade levels on the 2nd iReady Reading Diagnostic Assessment
2021-2022 iReady Diagnostic #2	By June 2022 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Diagnostic Assessment.	11% of our students were below two or more grade levels on the 2nd iReady Math Diagnostic Assessment

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to increase student achievement in English Language Arts and Mathematics, and increase our reclassification rate, we are going to provide tiered response to intervention to targeted students. Teachers will meet together frequently to review student assessment data and plan targeted virtual tutoring (RTI). Educational decisions about the intensity and duration of interventions are based on individual students response to instruction.	Teachers met on Early Release Wednesday's to plan, but due to a substitute shortage we were unable to use subs to increase the Professional Learning Community time beyond what was already built into the schedule. We used the funds to increase the days the instructional assistants worked this school year.	Teachers will be provided subs or extra duty/extra pay to plan intervention 1000-1999: Certificated Personnel Salaries Site Formula Funds 500	We were unable to provide subs or extra duty pay to plan intervention and used funds to fund instructional assistants 0
Intervention TOSA and Intervention Instructional Assistants will provide Response to Intervention for high needs students.	Due to staffing shortages we were unable to begin our targeted intervention program until late January 2022.	Intervention aides will assist with Response to Intervention and Systematic ELD 2000-2999: Classified	Intervention aides will assist with Response to Intervention and Systematic ELD 2000-2999: Classified

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Instructional Assistants will support the classroom while the teacher provides targeted intervention based on iReady diagnostic and common formative assessments.		Personnel Salaries Site Formula Funds 8000	Personnel Salaries Site Formula Funds 8000
Continue/Monitor/IEP Goals and Objectives for alignment to CA Standards	The special education team met only when absolutely necessary. In the past the team has been able to meet once a month to monitor progress and create plans based on benchmark data. In the 22-23 school year, we would like to return to that practice.	SPED Team will meet monthly to discuss SPED students' progress and attendance. 0	SPED Team will meet monthly to discuss SPED students' progress and attendance. 0
Teachers require appropriate materials in order to teach successfully and implement interventions.	Materials were provided if requested.	4000-4999: Books And Supplies Site Formula Funds 1940	4000-4999: Books And Supplies Site Formula Funds 913
Provide Professional Development in i-Ready	i-Ready Professional Development was provided district-wide	Teachers will be paid additional duty/extra pay to attend professional development 1000-1999: Certificated Personnel Salaries District Funded	Teachers will be paid additional duty/extra pay to attend professional development 1000-1999: Certificated Personnel Salaries District Funded

Analysis

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

We were able to implement all strategies planned to meet this goal.

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

Since we closed the achievement gap by 10%-15% in each subject area the strategies implemented were effective.

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

We spent less on materials and supplies than anticipated. As teacher's continue professional development in Literacy strategies, it is anticipated that more teachers will request letter boxes, SMARTpals, etc. next school year to implement hands-on learning.

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.

We do not plan on making any changes to this goals since the plan we have in place for intervention seems to be working.

Annual Review and Update

SPSA Year Reviewed: 2021-22

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: 2021-22

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: 2021-22

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: 2021-22

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: 2021-22

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: 2021-22

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: 2021-22

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: 2021-22

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	28,978.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	18898.00	0.00
Site Formula Funds	11440.00	2,000.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	640.00
LCFF - Supplemental	18,898.00
Site Formula Funds	9,440.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	3,640.00
2000-2999: Classified Personnel Salaries	22,398.00
4000-4999: Books And Supplies	2,940.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	640.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	18,398.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	2,500.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	4,000.00
4000-4999: Books And Supplies	Site Formula Funds	2,940.00

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
Misty Covington	Principal
Sherry Cardenas	Parent or Community Member
Christa Murphy	Parent or Community Member
Lance Payne	Parent or Community Member
Hilary Schulz	Parent or Community Member
Nina Withers	Parent or Community Member
Vicki Kubasak	Classroom Teacher
Stephanie Galbreath	Classroom Teacher
Shauna Booth	Classroom Teacher
Mary Beck	Other School Staff

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

Other: Site Council provides oversight for English Language Learners and GATE.

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 5-24-22.

Attested:

Principal, Misty Covington on 5-24-22

SSC Chairperson, Vicki Kubasak on 5-24-22

Addendum

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

Instructions: Linked Table of Contents

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

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

Stakeholder Involvement

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

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

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

Goal

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

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

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

Students to be Served by this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

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

Annual Measurable Outcomes

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

Strategies/Activities

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

Analysis

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

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

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

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder 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

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

J. Kaleka 5.17.2022

Other: Site Council provides oversight for English Language Learners and GATE.

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 5-24-22.

Attested:

Misty Covington 5/24/22

Principal, Misty Covington on 5-24-22

Victoria Kubasak 5/24/22

SSC Chairperson, Vicki Kubasak on 5-24-22