



Lowell Joint School District

**Single Plan For
Student Achievement
(SPSA)
2023 – 2024**

All Schools

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
El Portal Elementary School	30647666020127	April 25, 2023	May 1, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
El Portal operates a schoolwide program (SWP)

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and
For the initial year of the schoolwide program:
The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or
Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).
A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking

into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

EI Portal's School Plan for Student Achievement is written to align and support the Lowell Joint School District's three LCAP goals: Goal 1 - All students of the Lowell Joint School District will have

appropriate conditions for successful learning outcomes. Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready. Goal 3 - Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. El Portal's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at El Portal.

On the 2023 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below, where possible, the previous year's percentages are listed in parenthesis.

Guiding Goal #1 Academic Excellence

Strong Academic Program - 99% (92%)

Encourages High Academic Goals - 93% (88%)

Information about academic performance - 98% (99%)

Academic Support - 81% (70%)

Opportunities to work above grade level - 68%; 23% responded "Don't Know" (53%)

Balanced Academic Program - 96% (91%)

Power Source is a positive experience- 64% (34% responded "Did not participate")

Guiding Goal #2 Safe, Orderly, Positive, Respectful Learning Environments

High Expectations for Student Behavior- 98% (93%)

Safe, orderly, and well-disciplined- 94% (92%)

My child is happy to go to school- 95% (94%)

School rules are enforced consistently with all students- 83% (9% responded "Don't Know") (80%)

Guiding Goal #3 High-Quality Staff Providing High-Quality Service

Staff provides a high level of service for students and families- 94% (89%)

Student receives accurate and timely feedback- 96% (91%)

School is friendly, pleasant, respectful, and welcoming- 96% (93%)

Student is provided an appropriate level of academic challenge- 95% (88%)

Guiding Goal #4 School/Family/Community Partnerships and Communication

Staff makes parents feel welcome and part of school- 95% (93%)

I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 97% (94%)

Our family could benefit from educational and family supports. 89%

- I feel comfortable initiating discussion w/ school staff about concerns- 91% (93%)
- Principal treats staff, parents, and students w/ respect- 94% (91%)
- Principal works collaboratively- 85% (90%)
- Principal communicates clearly- 96% 90%
- Principal assists w/ resolution of parent/student concerns- 83% (15% responded "Don't know") (80% (15% responded don't know))
- Principal follows through w/ commitments- 88% (10% responded "Don't know") (84% (15% responded don't know))
- Principal maintains visibility and accessibility- 93% (88%)
- Principal provides adequate and timely information-96% (92%)

I have access to technology and am able to receive e-mails from the school. 99%

Guiding Goal 5: Acquisition and Allocation of Resources to Support Fiscal Excellence
Within its capabilities, the school provides resources needed for a strong educational environment- 97% (90%)
Child has access to needed instructional materials- 98% (94%)
School is kept clean- 93% (90%)
School needs modernization and upgrades 86%

Unique to parents of students who are learning to speak, read, and write in English as a second language
Parents Understand Identification Process for English Learners - 36% (60% responded "My child is not an English Learner")
School Communicates ELPAC Scores - 39% (56% responded "My child is not an English Learner")
Parents Informed of EL Parent Meetings - 36% (61% responded "My child is not an English Learner")
Student Usually Understands Work - 49% (46% responded "My child is not an English Learner")

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high-quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

EI Portal's instructional program is based on Core State Standards (CCSS). Currently, transitional kindergarten - grade six are implementing the California Core State Standards, CCSS. The curriculum and instruction is well aligned to each set of standards. Grade-level long-range plans/pacing guides reflect the standards, and both state and local assessments are used to measure student growth. This assessment information is used to guide instructional practice and modify instruction where needed. Trimester district benchmarks (Teacher created TK/K, IABs 3rd - 6th, and iReady K-6th) are also used to identify and target at-risk students who need additional support and intervention classes. As part of our Multi Tiered System of Support (MTSS) we continually evaluate both state and local measures to target support and provide intervention and enrichment opportunities.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The Illuminate Data Systems is the student tracking software used in the Lowell Joint School District. Administrators and teachers are able to access the student data from district benchmarks, iReady, CAASPP, and the ELPAC assessments and use that information to modify instruction and create intervention classes. Teachers use chapter tests and quizzes from our math adoption to monitor students' understanding of standards-based concepts. Throughout their lessons teachers use Checking For Understanding practices to ensure that students are understanding the content of the lesson.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the EI Portal Staff is highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All staff is credentialed and all meet regularly in professional learning communities. Professional development includes: Data Works, Project GLAD, Thinking Maps, GATE, technology and engagement strategies. They also meet weekly as grade-level teams.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All instruction is currently aligned to and focusing on the implementation of the California Content Standards and part of the ongoing adoption cycle. The continued focus for the 2023-2024 School year is the Science adoption. Due to a need for writing support the district has continued with its implementation of Thinking Maps and Write from the Beginning to improve instruction in writing.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

EI Portal receives support from our district's Teachers On Special Assignment (TOSA) for technology and MTSS. Our TOSAs assist with integrating instructional technology, STEAM, GATE, and MTSS. EI Portal also has three intervention coaches, who support staff with instructional strategies and design and implement the Intervention that takes place throughout the day.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

EI Portal teachers meet weekly by grade-level to plan curriculum and each trimester as a district in grade-level teams.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All transitional kindergarten through sixth grade is implementing the California Core State Standards and use a standards based report card.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the recommended instructional minutes for ELA and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

EI Portal uses the district pacing guide which is aligned to each of the district benchmarks. After an analysis of each of the benchmark tests, intervention groups are created and students are assigned to Intervention classes to meet their needs. Intervention also occurs in the classrooms after whole class direct instruction. The RSP program also offers support to students who qualify. Learning at Lunch is offered to students who need optional additional support. EI Portal also has a thirty-minute Academic Language class to support academic language needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All instructional materials are standards-based and appropriate for all student groups.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All instructional and intervention materials are standards-based and appropriate to all student groups.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Service provided by the common core aligned programs in both ELA and Math that enable underperforming students to meet standards include:

- *No Excuses University
- *Interns and Counselors
- *iReady

Evidence-based educational practices to raise student achievement

Research-based practices used at EI Portal:

- *Data Works, Explicit Direct Instruction
- *Intervention Classes - Small Group Instruction
- *Academic Vocabulary Classes
- *GATE- training, icons of D&C...
- *iReady

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

EI Portal uses different computer-based online software programs that can be accessed at home for more practice. Programs include: iReady, Go Math, Lexia.

Our Annual Back to School Night and implemented No Excuses University (NEU) Parent University sessions help our families understand the mindset that our staff here at EI Portal possesses.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

EI Portal has a School Site Council, ELAC, DELAC representative, and an active PTA.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade-level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those underachieving. After-school intervention classes for underperforming students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title 1, PTA donations, Site Allocations, Tech Allocation, Before/After School Intervention Allocation and a STEAM Allocation.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Collaborating on the 2023-2024 SPSA, EI Portal took the following steps:

Parents and staff reviewed and discussed actions and progress on the 2022-23 goals at School Site Council (SSC) meetings with feedback from the English Language Advisory Committee (ELAC), PTA meetings, meetings with the Leadership Team, and staff meetings.

We reviewed information on the California Dashboard to see which areas are still in need of improvement. All areas in Low or Very Low (orange or red) will be specifically addressed and monitored.

We discussed and reviewed the input from the 2023 LCAP Parent Survey. Teachers were also surveyed as to what the are current needs of EI Portal.

With the help of the EI Portal educational partners, the 2023-24 SPSA goals and action steps were created.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable, no inequities were identified

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.4%	0.21%	0.2%	2	1	1
African American	1.0%	1.04%	0.82%	5	5	4
Asian	4.3%	4.98%	6.15%	22	24	30
Filipino	1.8%	1.24%	1.02%	9	6	5
Hispanic/Latino	64.7%	64.94%	66.6%	332	313	325
Pacific Islander	%	%	0%			0
White	21.8%	21.16%	19.06%	112	102	93
Multiple/No Response	2.5%	3.32%	3.28%	13	16	16
Total Enrollment				513	482	488

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	63	67	76
Grade 1	62	57	62
Grade 2	71	56	61
Grade 3	89	71	55
Grade 4	77	86	74
Grade 5	85	70	95
Grade 6	66	75	65
Total Enrollment	513	482	488

Conclusions based on this data:

1. As a school community, El Portal needs to be aware of the cultural needs of various student groups that are struggling to achieve. El Portal will need to address these learning gaps in our school population.
2. We maintain a culture of universal achievement, which benefits all students.
3. Our largest subgroups continue to be Hispanic and White students. Our school demographics mirror the city demographics.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		58	67		12.0%	13.7%
Fluent English Proficient (FEP)		71	60		14.7%	12.3%

Conclusions based on this data:

1. Due to the supports in place for English Language Learners and our students being back on campus full time, we predict that our reclassification rate will go up in the 22-23 school year.
2. There has been a steady decrease in the percentage of students who remain English Language Learners. We attribute this success to the differentiated instruction in the classrooms throughout the day, which incorporates English Language Development supports alongside interventions and enrichment.
3. Due to COVID-19, our reclassification rate dropped due to our inability to connect with resources with online learning.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	71		84	71		84	71		100.0	100.0	
Grade 4	68	87		66	87		66	87		97.1	100.0	
Grade 5	78	66		76	65		76	65		97.4	98.5	
Grade 6	65	76		65	74		65	74		100.0	97.4	
All Grades	295	300		291	297		291	297		98.6	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2433.	2435.		29.76	26.76		22.62	25.35		28.57	26.76		19.05	21.13	
Grade 4	2468.	2491.		27.27	34.48		16.67	31.03		27.27	19.54		28.79	14.94	
Grade 5	2518.	2504.		28.95	26.15		28.95	24.62		18.42	23.08		23.68	26.15	
Grade 6	2549.	2556.		24.62	35.14		33.85	28.38		18.46	20.27		23.08	16.22	
All Grades	N/A	N/A	N/A	27.84	30.98		25.43	27.61		23.37	22.22		23.37	19.19	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	30.95	25.35		53.57	61.97		15.48	12.68	
Grade 4	19.70	18.39		68.18	71.26		12.12	10.34	
Grade 5	31.58	18.46		56.58	66.15		11.84	15.38	
Grade 6	24.62	29.73		60.00	58.11		15.38	12.16	
All Grades	27.15	22.90		59.11	64.65		13.75	12.46	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	15.48	16.90		58.33	57.75		26.19	25.35	
Grade 4	10.61	22.99		62.12	63.22		27.27	13.79	
Grade 5	21.05	21.54		55.26	50.77		23.68	27.69	
Grade 6	27.69	18.92		49.23	59.46		23.08	21.62	
All Grades	18.56	20.20		56.36	58.25		25.09	21.55	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	10.71	11.27		80.95	76.06		8.33	12.68	
Grade 4	16.67	9.20		72.73	85.06		10.61	5.75	
Grade 5	18.42	16.92		67.11	64.62		14.47	18.46	
Grade 6	15.38	22.97		72.31	64.86		12.31	12.16	
All Grades	15.12	14.81		73.54	73.40		11.34	11.78	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	23.81	19.72		59.52	67.61		16.67	12.68	
Grade 4	15.15	25.29		68.18	65.52		16.67	9.20	
Grade 5	22.37	20.00		61.84	53.85		15.79	26.15	
Grade 6	24.62	17.57		63.08	72.97		12.31	9.46	
All Grades	21.65	20.88		62.89	65.32		15.46	13.80	

Conclusions based on this data:

1. The percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	84	71		84	71		84	71		100.0	100.0	
Grade 4	68	87		66	87		66	87		97.1	100.0	
Grade 5	78	66		77	65		76	65		98.7	98.5	
Grade 6	65	76		65	74		65	74		100.0	97.4	
All Grades	295	300		292	297		291	297		99.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2435.	2463.		15.48	29.58		34.52	35.21		26.19	22.54		23.81	12.68	
Grade 4	2465.	2489.		18.18	20.69		24.24	31.03		31.82	33.33		25.76	14.94	
Grade 5	2488.	2509.		17.11	16.92		14.47	29.23		32.89	24.62		35.53	29.23	
Grade 6	2526.	2539.		21.54	31.08		20.00	16.22		33.85	25.68		24.62	27.03	
All Grades	N/A	N/A	N/A	17.87	24.58		23.71	27.95		30.93	26.94		27.49	20.54	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	27.38	40.85		52.38	46.48		20.24	12.68		
Grade 4	18.18	25.29		50.00	50.57		31.82	24.14		
Grade 5	17.11	23.08		52.63	53.85		30.26	23.08		
Grade 6	18.46	28.38		60.00	43.24		21.54	28.38		
All Grades	20.62	29.29		53.61	48.48		25.77	22.22		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.05	32.39		59.52	53.52		21.43	14.08	
Grade 4	25.76	26.44		43.94	54.02		30.30	19.54	
Grade 5	17.11	15.38		51.32	61.54		31.58	23.08	
Grade 6	12.31	16.22		60.00	54.05		27.69	29.73	
All Grades	18.56	22.90		53.95	55.56		27.49	21.55	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	21.43	36.62		66.67	52.11		11.90	11.27	
Grade 4	18.18	25.29		57.58	57.47		24.24	17.24	
Grade 5	10.53	10.77		60.53	70.77		28.95	18.46	
Grade 6	15.38	28.38		66.15	59.46		18.46	12.16	
All Grades	16.49	25.59		62.89	59.60		20.62	14.81	

Conclusions based on this data:

1. The percentage of students above standards has dropped in most grade levels and categories. We believe this is due to the lack of in-class instruction and the struggles students had attempting to learn from home.
2. Significant in-class interventions must be put in place to help support student learning and growth, which declined due to distance learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1450.3	1410.4		1448.3	1426.1		1454.6	1373.8		18	16	
1	*	1461.3		*	1465.9		*	1456.1		9	12	
2	*	*		*	*		*	*		7	7	
3	1503.6	*		1502.4	*		1504.3	*		12	7	
4	*	*		*	*		*	*		5	8	
5	*	*		*	*		*	*		*	5	
6	*	*		*	*		*	*		7	*	
All Grades										60	56	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	6.25		44.44	12.50		27.78	68.75		5.56	12.50		18	16	
1	*	8.33		*	41.67		*	50.00		*	0.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	25.00	*		25.00	*		33.33	*		16.67	*		12	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	8.93		45.00	37.50		30.00	44.64		8.33	8.93		60	56	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	11.11	12.50		72.22	18.75		16.67	62.50		0.00	6.25		18	16	
1	*	16.67		*	50.00		*	33.33		*	0.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	41.67	*		25.00	*		16.67	*		16.67	*		12	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	31.67	21.43		45.00	41.07		18.33	32.14		5.00	5.36		60	56	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	27.78	0.00		16.67	6.25		44.44	75.00		11.11	18.75		18	16	
1	*	8.33		*	41.67		*	25.00		*	25.00		*	12	
2	*	*		*	*		*	*		*	*		*	*	
3	16.67	*		25.00	*		58.33	*		0.00	*		12	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	16.67	3.57		26.67	25.00		45.00	51.79		11.67	19.64		60	56	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	33.33	12.50		66.67	81.25		0.00	6.25		18	16	
1	*	16.67		*	83.33		*	0.00		*	12	
2	*	*		*	*		*	*		*	*	
3	41.67	*		58.33	*		0.00	*		12	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	33.33	26.79		65.00	69.64		1.67	3.57		60	56	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	16.67	6.25		66.67	75.00		16.67	18.75		18	16	
1	*	16.67		*	66.67		*	16.67		*	12	
2	*	*		*	*		*	*		*	*	
3	33.33	*		50.00	*		16.67	*		12	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	35.00	19.64		50.00	66.07		15.00	14.29		60	56	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	0.00		72.22	87.50		5.56	12.50		18	16	
1	*	33.33		*	41.67		*	25.00		*	12	
2	*	*		*	*		*	*		*	*	
3	8.33	*		58.33	*		33.33	*		12	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	15.00	12.50		60.00	66.07		25.00	21.43		60	56	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	50.00	6.25		33.33	68.75		16.67	25.00		18	16	
1	*	0.00		*	91.67		*	8.33		*	12	
2	*	*		*	*		*	*		*	*	
3	16.67	*		83.33	*		0.00	*		12	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	23.33	10.71		66.67	75.00		10.00	14.29		60	56	

Conclusions based on this data:

1.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
482	57.5	12.0	0.6
Total Number of Students enrolled in El Portal Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	58	12.0
Foster Youth	3	0.6
Homeless	10	2.1
Socioeconomically Disadvantaged	277	57.5
Students with Disabilities	45	9.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.0
American Indian	1	0.2
Asian	24	5.0
Filipino	6	1.2
Hispanic	313	64.9
Two or More Races	16	3.3
Pacific Islander		
White	102	21.2

Conclusions based on this data:

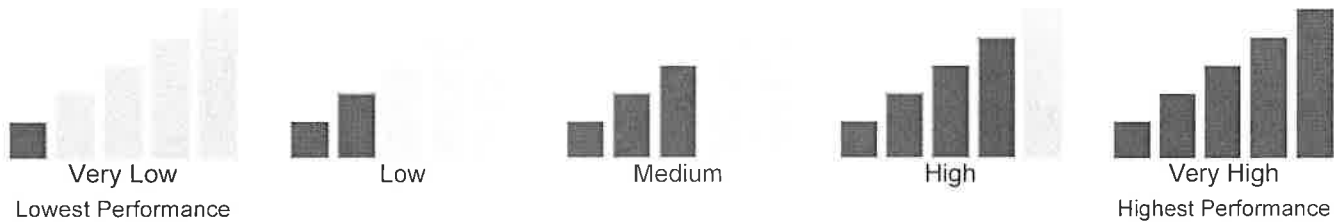
1. Our largest subgroup is SED students. We need to continue to provide a culture of universal achievement through our No Excuses University practices and culture and opportunity through Quest to help support student engagement and attendance.
2. EL students make up 12% of the population. Teachers should continue to provide the 30 minutes of designated ELD instruction to help support the reclassification rate.

School and Student Performance Data

Overall Performance

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

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

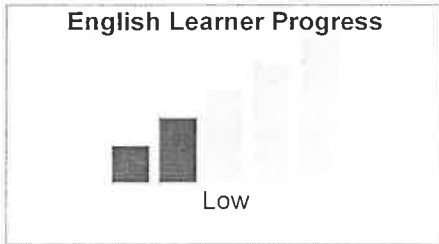
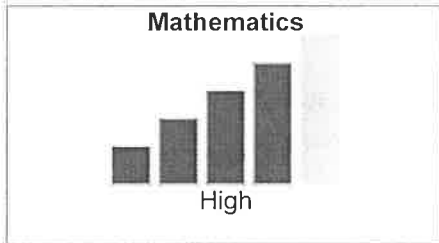
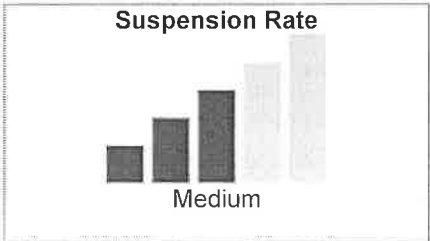
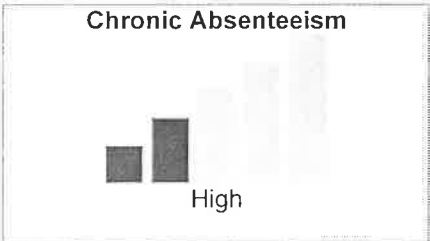
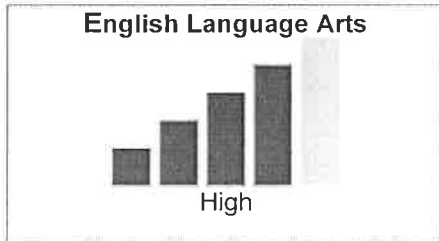


2022 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate



Conclusions based on this data:

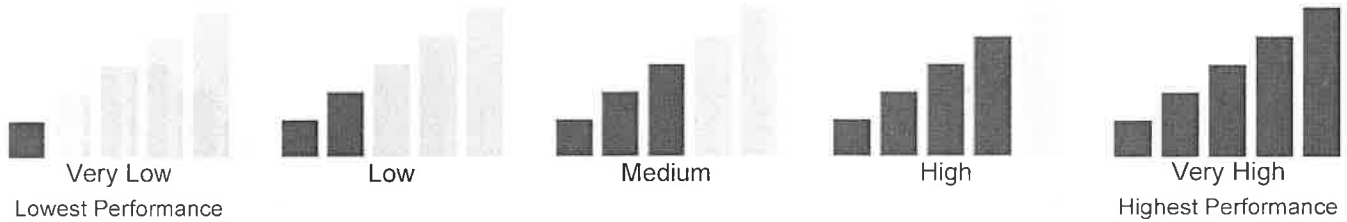
1. Suspension rate has decreased and therefore gone from orange to yellow. UPDATE: EL progress low, AV time continued support for EL will....
2. Overall academic areas in ELA and Math continue to show high level of growth and performance in blue and green.
3. Chronically absent students are in the orange but still lower than state and county average.

School and Student Performance Data

Academic Performance English Language Arts

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

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

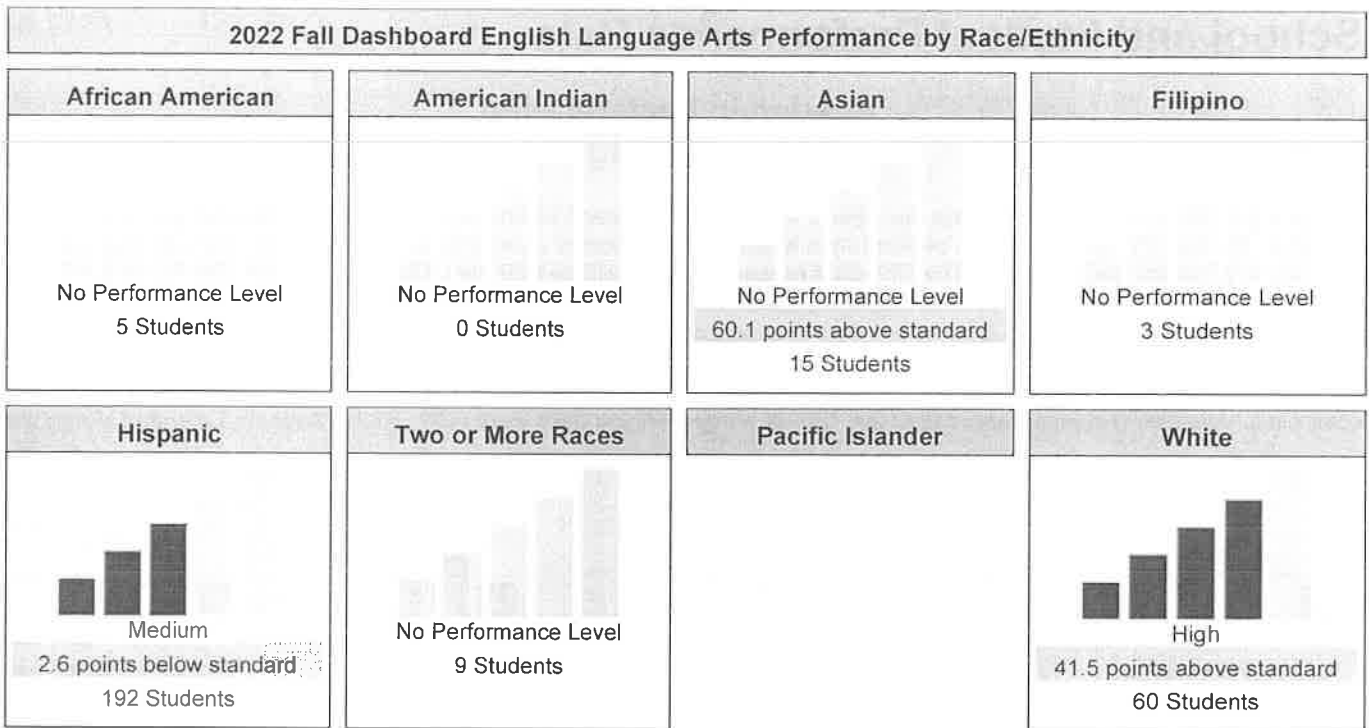


This section provides number of student groups in each level.

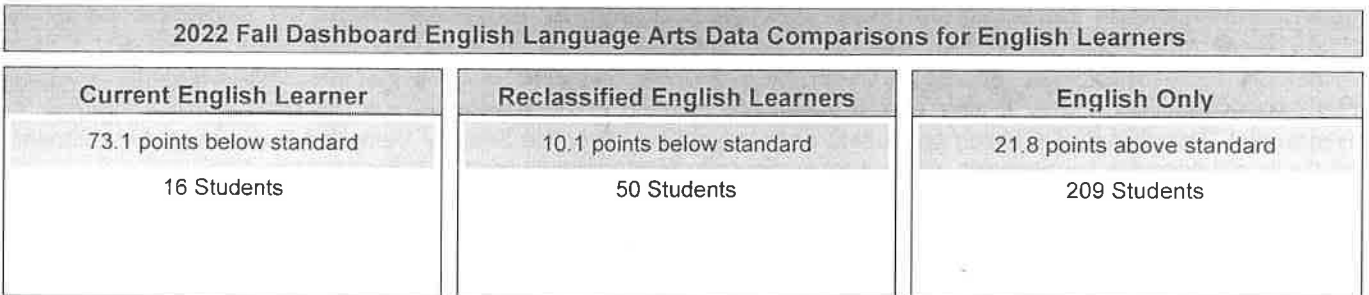
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
0	3	1	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>High 13.4 points above standard 292 Students</p>	<p>English Learners</p> <p>Low 25.4 points below standard 66 Students</p>	<p>Foster Youth</p> <p>No Performance Level 3 Students</p>
<p>Homeless</p> <p>No Performance Level 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 5.2 points below standard 162 Students</p>	<p>Students with Disabilities</p> <p>Low 63.8 points below standard 38 Students</p>



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



Conclusions based on this data:

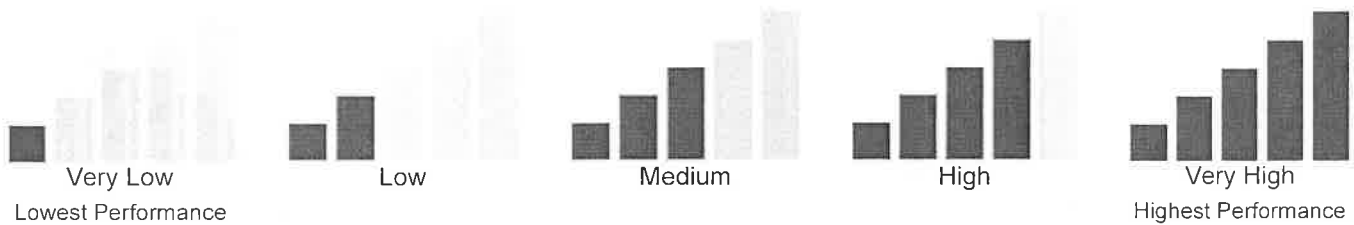
1. EL students have decreased. We believe that is because of a lack of designated targeted ELD instruction for our students. UPDATE
2. EL students need to be provided with various methods in the classroom in order to show progress and not maintain or drop scores.
3. Students with Disabilities falls within the yellow, but have significantly increased by 32 points.

School and Student Performance Data

Academic Performance Mathematics

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

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



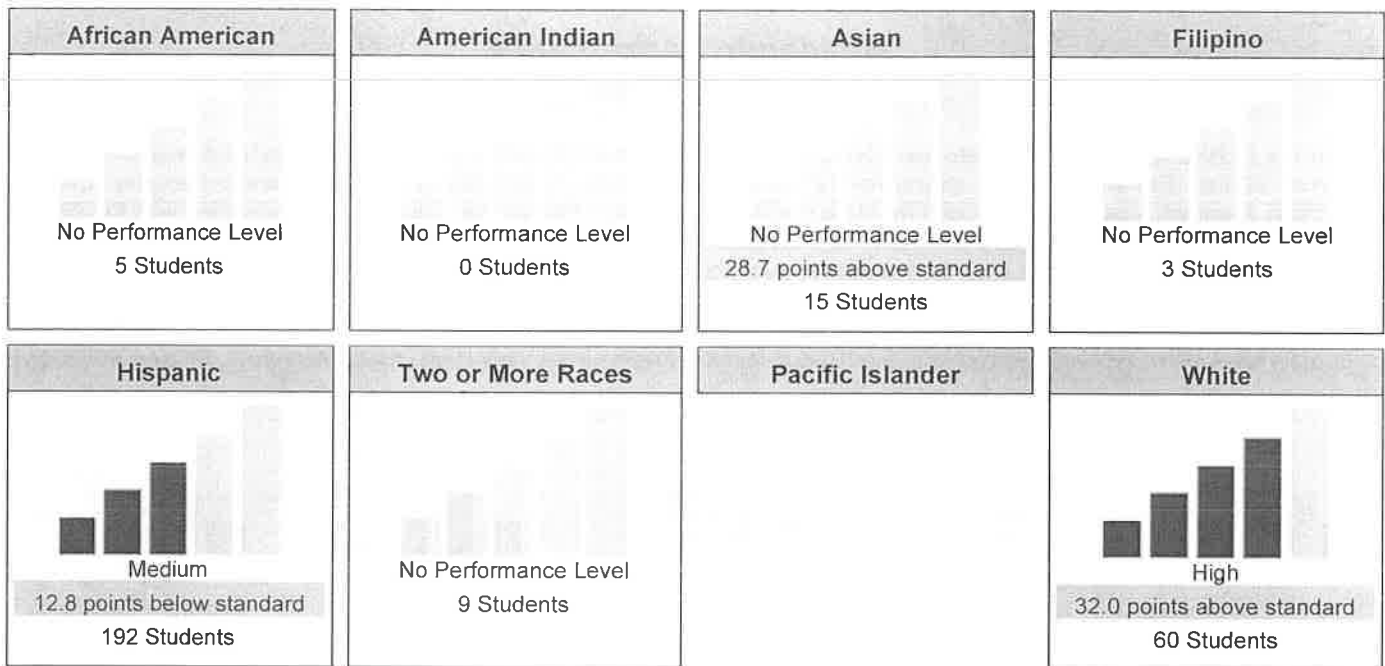
This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
0	2	2	1	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>High</p> <p>0.8 points above standard 292 Students</p>	<p>English Learners</p> <p>Low</p> <p>35.5 points below standard 66 Students</p>	<p>Foster Youth</p> <p>No Performance Level 3 Students</p>
<p>Homeless</p> <p>No Performance Level 8 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium</p> <p>18.0 points below standard 162 Students</p>	<p>Students with Disabilities</p> <p>Low</p> <p>67.7 points below standard 38 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
52.8 points below standard 16 Students	29.9 points below standard 50 Students	12.1 points above standard 209 Students

Conclusions based on this data:

1. Students with disabilities are the lowest subgroup in math at 52 points below standard and a 6 point drop. Specific supports need to be put in place to provide access to learning for our SWD population.
2. All students are in the green with 15.2 points above standard and maintained from last year. Slight changes and modifications to current program will be implemented to promote growth and not maintaining.

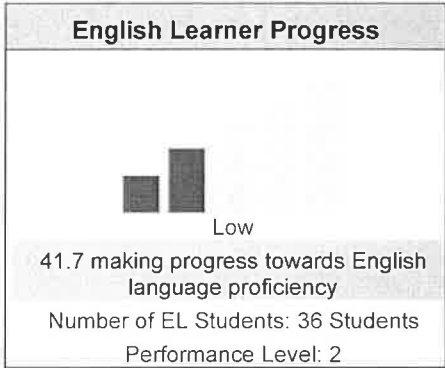
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
36.1%	22.2%	0.0%	41.7%

Conclusions based on this data:

1. EL students continue to show growth in the area of math.
2. EL students are one of two groups in the orange for chronic absenteeism.
3. EL students maintained in ELA, but are in the orange because there was no growth.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

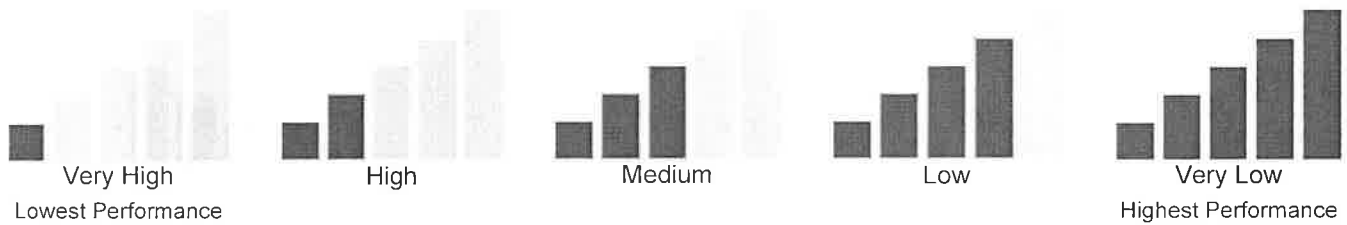
- 1.

School and Student Performance Data

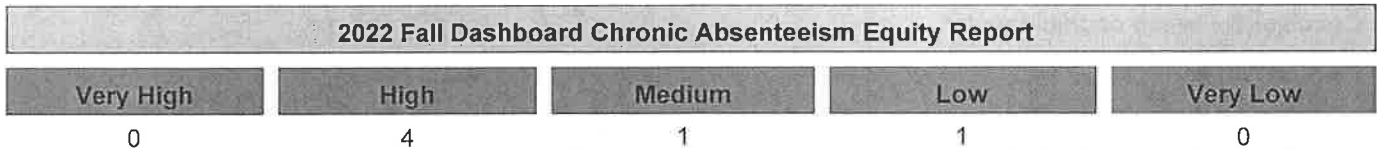
Academic Engagement Chronic Absenteeism

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

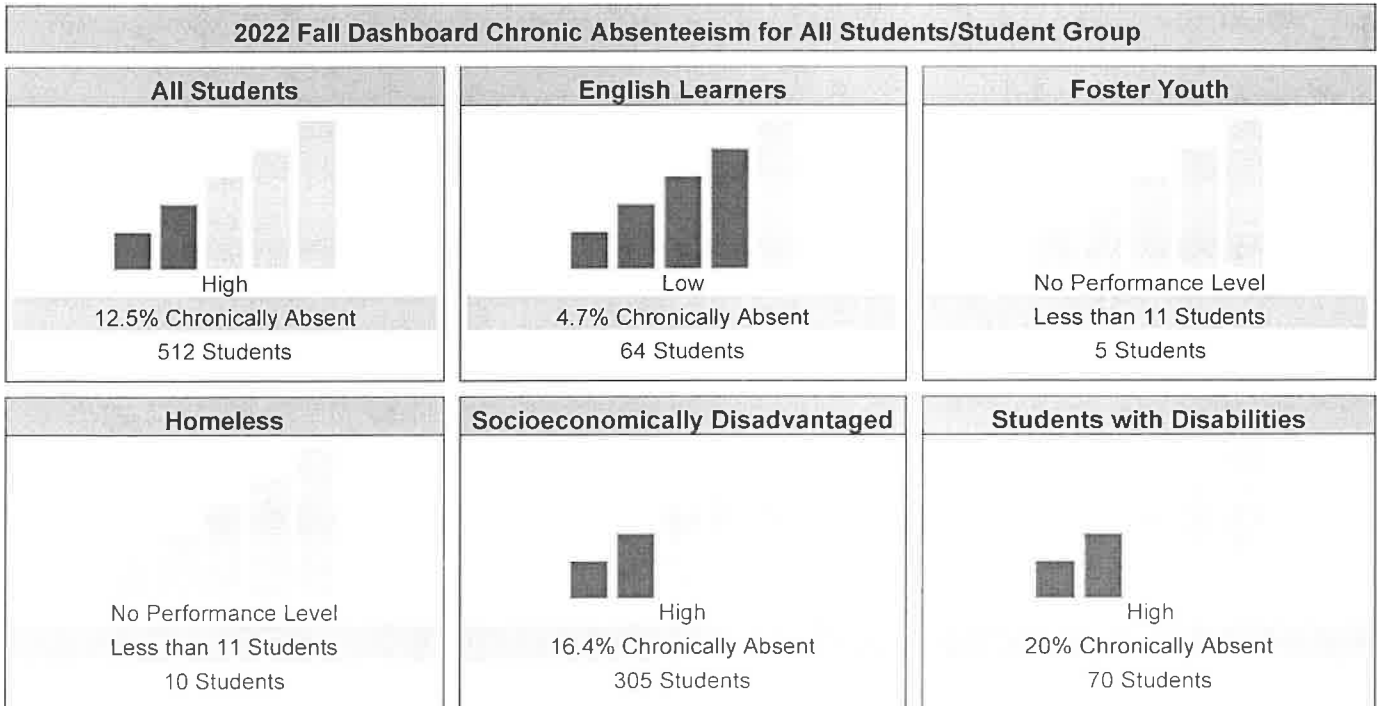
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



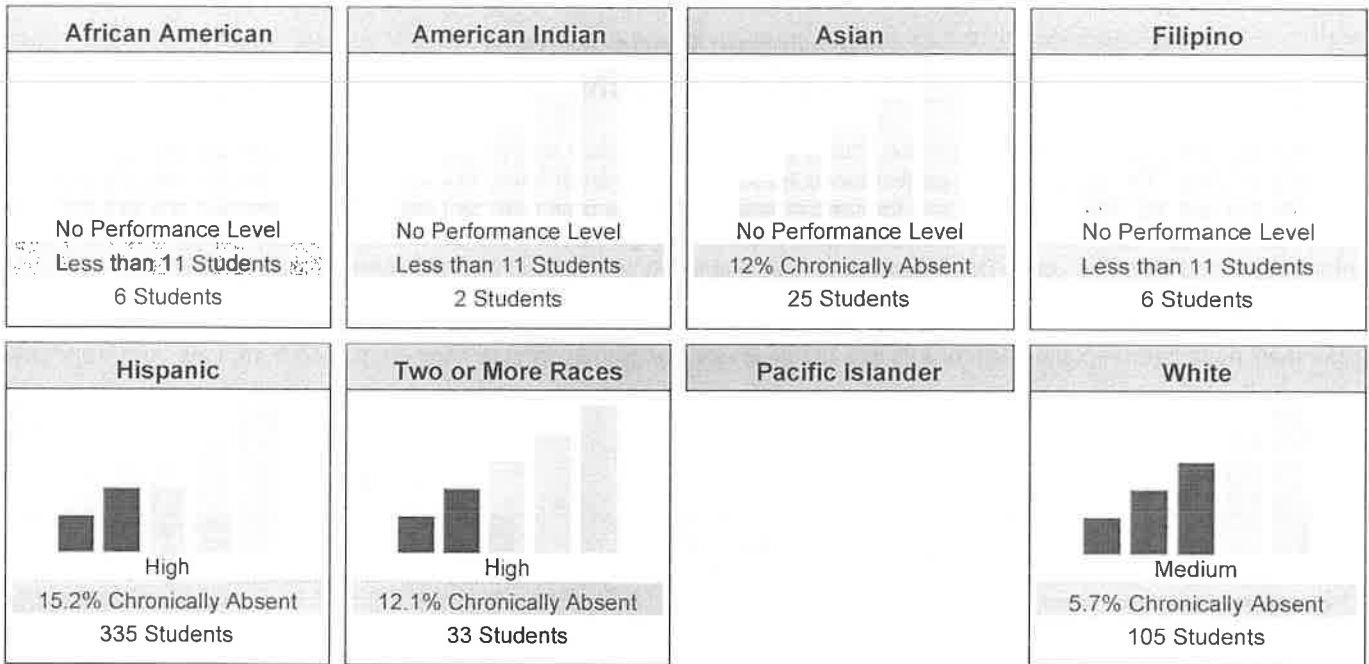
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

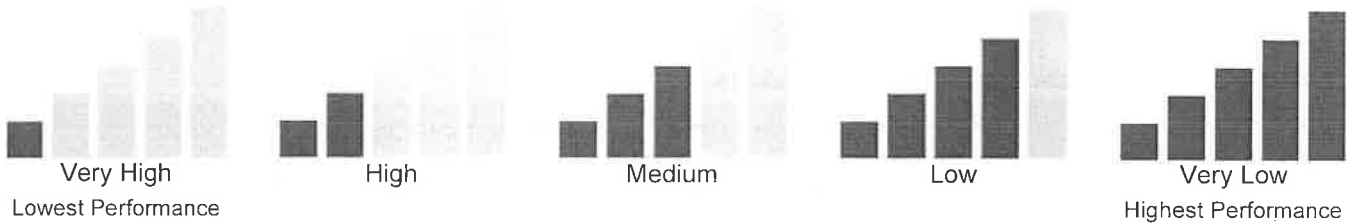
1. Our English Learner and Socio-Economically Disadvantaged students have the highest percentage of chronic absenteeism.
2. More communication should be shared with the home as to the importance of attendance.

School and Student Performance Data

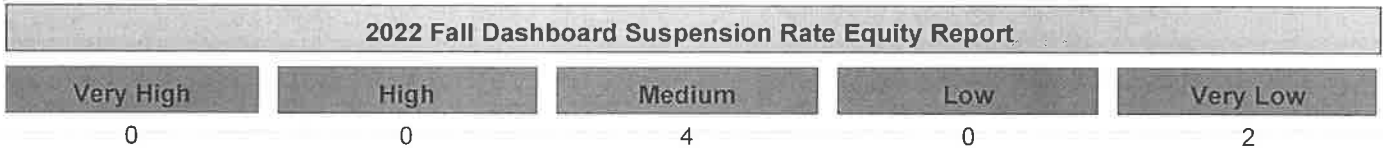
Conditions & Climate Suspension Rate

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

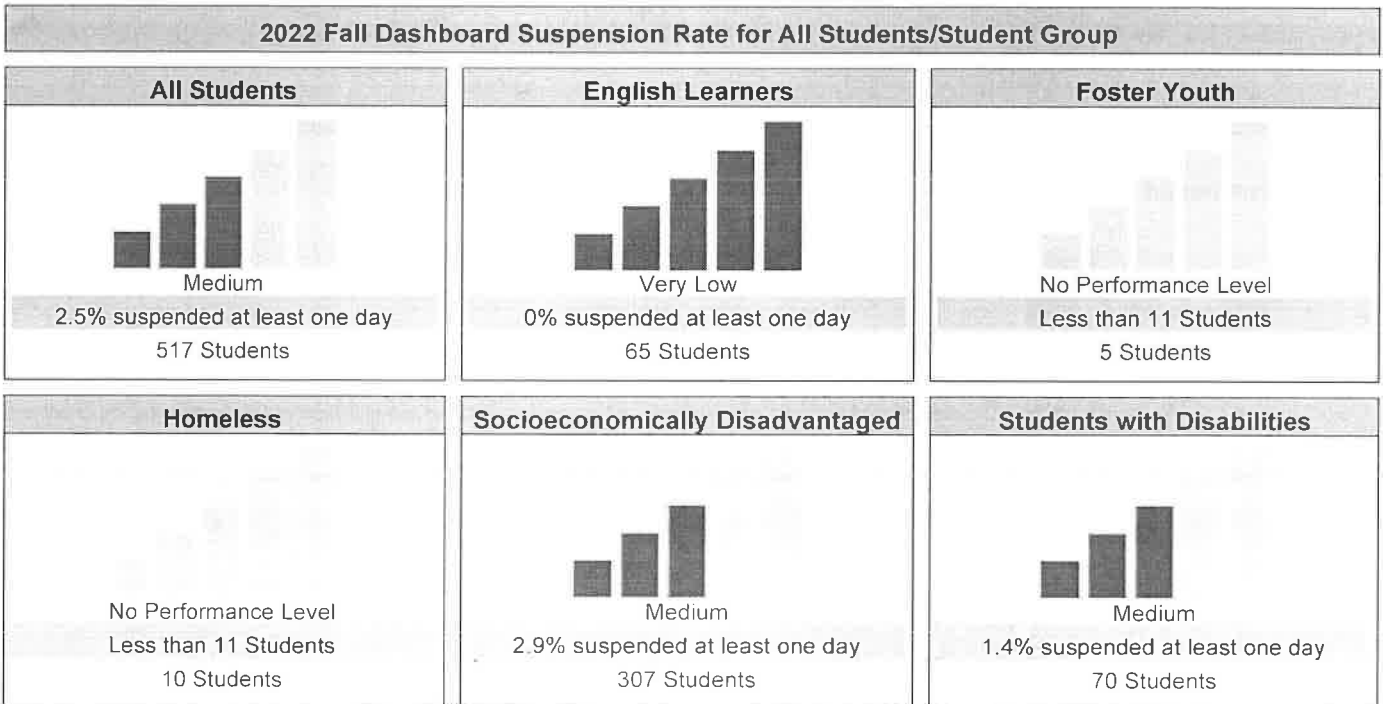
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



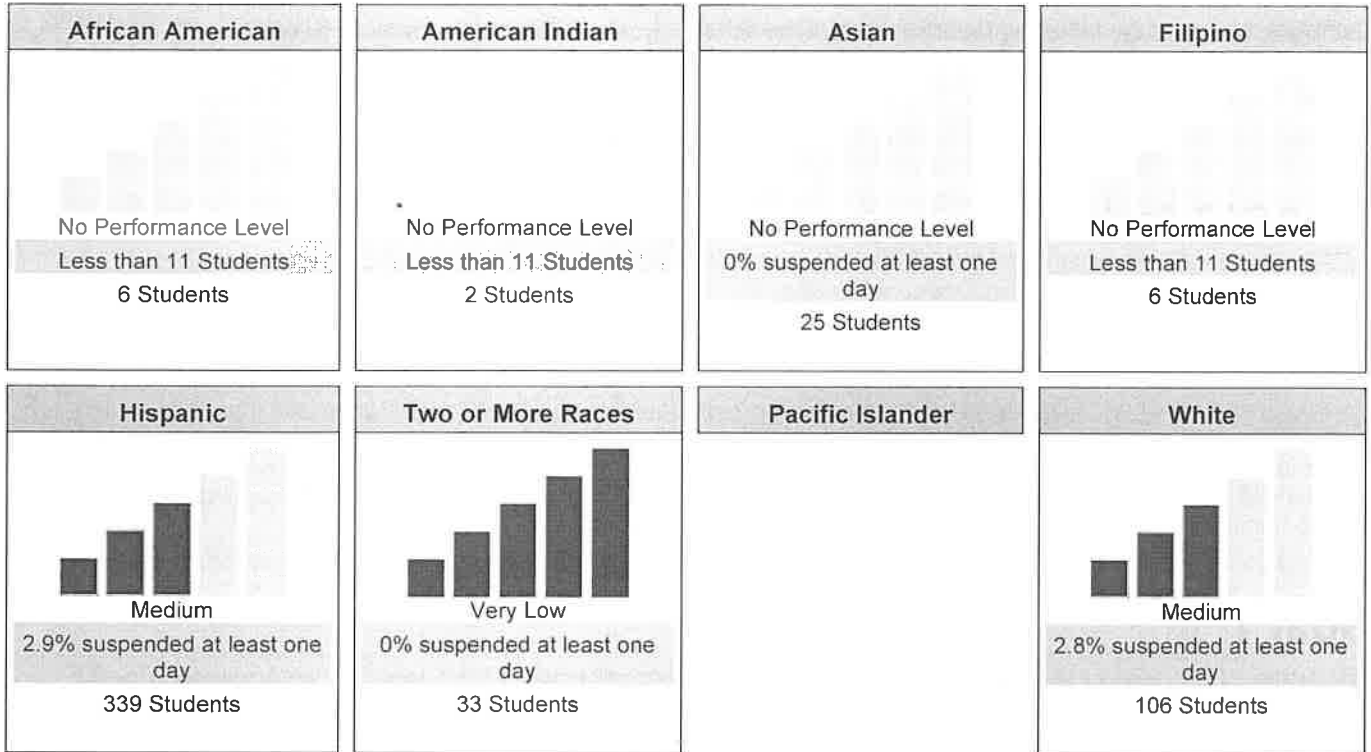
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. All students need to be provided with positive choices and outlets to keep their engagement and excitement about being at school and making positive choices.
2. Our partnership with No Excuses University focuses on good character and school climate, which should impact our suspension rate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence in English/Language Arts and Math

LEA/LCAP Goal

LCAP Goal 2 - All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Guiding Goal:

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

By June 2024, EI Portal students will continue to demonstrate a high level of achievement and growth toward the achievement of college and career readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing in "Low" or "Very Low" status, as measured by annual California School Dashboard reports, as well as school-level assessment data, as listed below under the metric/indicator section.

Identified Need

EI Portal has continued to implement the adopted Common Core Standards in order to prepare students for college and career. We will continue to support our students with intervention and enrichment to maintain academic excellence.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard results in ELA	High	Green or Blue (or High to Very High)
CA Dashboard results in Math	High	Green or Blue (or High to Very High)
iReady Diagnostic Growth Reports	School-wide percentage toward attaining annual growth goals. As of January 2023, we have achieved 88% of expected growth in reading and 64% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.
CAASPP ELA Baseline	47% of students met or exceeded standard (most recent data, Spring 2022)	According to No Excuse University "ALL students without exception, or Excuse,

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards - Current scores appear low seemingly due to the impact of the pandemic.
CAASP Math Baseline	33% of students met or exceeded standard (most recent data, Spring 2022)	According to No Excuse University "ALL students without exception, or Excuse, should be educated in a way that prepares them for college." Current Benchmark: 70% of students will meet or exceed standards - Current scores appear low seemingly due to the impact of the pandemic.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/EL students/SED

Strategy/Activity

Students will be given a the iReady Diagnostic 3 times a year for progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implement a schedule that allows for intervention (MTSS) throughout the instructional day in addition to our core program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30,000

Title I
1000-1999: Certificated Personnel Salaries
Salary for intervention teacher to work with students and collaborate with teachers for ongoing progress monitoring.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will complete a trimester personal worksheet to monitor self growth

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Intervention/MTSS Groups/Tiers/SED

Strategy/Activity

Computer-assisted instruction programs in ELA and Math. Access to technology through programs such as: Flocabulary (K-6), Lexia (TK-2), ST Math (K-6), Khan Academy (4-6) and others to support academic achievement in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	District Funded 5000-5999: Services And Other Operating Expenditures ST Math License
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z for 3rd Grade Teachers
1500	Title I 5000-5999: Services And Other Operating Expenditures Flocabulary License
6988	District Funded 5000-5999: Services And Other Operating Expenditures District Technology Allocation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use other supplemental texts during periods of intervention or in class to improve reading comprehending and academic vocabulary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2200

Source(s)

Title I
4000-4999: Books And Supplies
Cost for materials/scholastic magazines

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Development for staff, including administrators.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Sub and teacher salaries for release

6000

Title I
5000-5999: Services And Other Operating Expenditures
Training, conference fees , and other expenses related to professional development CUE, ISTE, CAG, etc

200

Title I
3000-3999: Employee Benefits
For salaries listed above

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Material and Supplies to support teacher created lessons and classroom instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Title I

4000-4999: Books And Supplies

Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 2 and 3 students

Strategy/Activity

Intervention before and after school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
LCFF before and after school intervention salaries.

1000

District Funded

2000-2999: Classified Personnel Salaries
LCFF before and after school intervention salaries.

1000

District Funded

3000-3999: Employee Benefits
Benefits for salaries listed above

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

EI Portal implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

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

None noted

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.

Upon receiving CAASPP and Dashboard information, our SSC will determine if adjusting these goals are warranted.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student and Family Engagement

LEA/LCAP Goal

LCAP Goal 1 -

Guiding Goal:

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

Goal 2

EI Portal will maintain a high level of engagement measured by daily attendance rate, chronically absent rate, and attendance and participation in Quest (Grades 3 - 6). The percentage of students participating in QUEST intervention/enrichment activities will increase over each trimester, with the highest percentage in the Spring. QUEST's goal is to create an environment where students are excited to come to school by providing opportunities for them to explore their own passions, encourage creativity, and provide a choice in what they learn all while partnering with families and the communities.

Identified Need

There is a correlation between school attendance and engagement. Students who attend school are more likely to reach their goals and not need intervention.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The percentage of students participating in QUEST intervention/enrichment activities will increase throughout the year	Attendance from Fall was 81% / Winter was 76%	Attendance will increase to 85% for Fall 2023 Quest.
Chronic Absentee Rate	12%	8%
CA Dashboard Indicator	Orange (High)	Green or Blue

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students not at goal or meeting standards

Strategy/Activity

Daily interventions will be in place for students who need extra time or support - Before/After school intervention, Learning at Lunch, and extended day for TK-K.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	District Funded 1000-1999: Certificated Personnel Salaries Before/after school intervention
1000	District Funded 3000-3999: Employee Benefits Benefits for salaries above
500	Unrestricted 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will collaborate regularly to monitor student progress, dialogue about best practice, and design intervention programs to meet students needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will become familiar with being a No Excuses University School through conferences and professional development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,150.00

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
No Excuses Cost for remaining in the network.
(Includes two workshop/conference admissions)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will develop CCSS targeted lessons for interventions and classroom instruction to integrate the use of technology to enhance student learning. Teachers will attend conferences that provide professional development specific to educational technology integration. Technology to support engagement for early learning and early literacy and extended learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

14000

Source(s)

Title I
4000-4999: Books And Supplies
Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math,

literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

El Portal implements numerous strategies, actions, and programs to meet this goal. Overall, we met our goal and all benchmarks. Our continued goal is to achieve a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities are being successful in supporting the goal. According to the annual parent LCAP survey, 97% of parents are aware of opportunities for parent involvement at school.

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

None noted

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.

Upon review, SSC can determine if more measure are required in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate and Culture

LEA/LCAP Goal

LCAP Goal 1 - All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes.

Guiding Goal:

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 3

EI Portal will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, parent survey data, No Excuses University systems data, and annual suspension date.

Identified Need

Students who feel safe at school and have positive interactions with the climate and culture of a campus have stronger student outcomes and more likelihood to continue those connections through high school and college.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Results/CA Dashboard - suspension rate	Yellow	Green or Blue
LCAP Annual parent survey data regarding student happiness attending school	94 % Agree/Strongly Agree	95% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of the No Excuses University Systems of Achievement. This includes a positive school culture and the belief that all students have a right to be educated in a way that prepares them for college. Assemblies and daily Panther Paws are given as students demonstrate good

character in alignment with NEU. Monthly calendar assemblies, daily announcements, and our Panther Paws recognize and reinforce positive citizenship and character.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials for lessons and incentive awards for students
1800	Title I 4000-4999: Books And Supplies Spirit Monkey Sticks for students school wide positive climate through NEU
2500	Title I 4000-4999: Books And Supplies Classroom Agendas built on College Conversations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of a School Wide No Excuses University College readiness. We will continue to promote a positive campus climate and when necessary address behaviors that are not in alignment with the core values set forth in NEU.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Purchase and upkeep of school wide college flags/accessories
3000	Title I 5000-5999: Services And Other Operating Expenditures Attendance at annual PD for administrator and teacher team for NEU conferences and training

1000	Title I 1000-1999: Certificated Personnel Salaries Sub release for conferences
200	Title I 3000-3999: Employee Benefits Benefits for salary listed above

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Buddy program between our ABA classroom and our general education peers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Materials used to specifically target students with unique needs so that that can interacted with their general education peers.
1000	Title I 4000-4999: Books And Supplies Pom poms and other college readiness materials used to promote school culture during Motivation Mondays and other assemblies are team pep rallies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Campus support will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. Support will also be used in the office to track office referrals. The school site will cover any additional costs in staffing not covered by the allocation formula for campus support provided by the district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9000

Unrestricted
2000-2999: Classified Personnel Salaries
Salaries for campus supervisors

200

Unrestricted
3000-3999: Employee Benefits
Benefits for salaries above

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

EI Portal implements numerous strategies, actions, and programs to meet this goal. No Excuse positive culture practices, SEL, and character education all contribute to our campus climate. Our continued goal is to improve to a green or better rating in the CDE established criteria for school climate. Based on data available, we are moving in the right direction.

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

None to note

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.

SSC can consider what additional measures could be useful.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Achievement of English Language Learners

LEA/LCAP Goal

LCAP Goal 2

Guiding Goal:

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 4

English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual, ELPAC, reclassification rate, and CAASPP results.

Identified Need

English Learners at EI Portal show needs in the areas of Math and ELA. Based on current interventions and supports in place, EL ranked a Blue status on the CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	CA Dashboard = Blue	Maintain Blue or Green on Dashboard
Percentage of students getting a 3 or 4 on the ELPAC	64%	70% or higher
Percentage of Student being reclassified	17%	25% or higher

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Provide teachers with support with ELD and academic vocabulary time

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Family Nights and events to build school climate

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
2000-2999: Classified Personnel Salaries
Bilingual Aides as support for families and
translation

300

Title I
3000-3999: Employee Benefits
For salary list above

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students/EL Students

Strategy/Activity

Saturday Intervention can will be used to build academic, communication, and social needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

100

Title I
4000-4999: Books And Supplies
Materials for Saturday school

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

This goal was created to help address the needs of the English Language Learners at El Portal and will be monitored to make sure that the level of performance currently attained is continued

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

The strategies listed in this goal are intended to address the needs of All Students and EL's in the area of ELA.

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.

English Language Learners at El Portal will get support in a variety of ways. Most often support for ELs at El Portal looks like small group instruction and differentiated instruction in the classroom. We also provide 30 minutes of daily Academic Vocabulary time focused on Language Development

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$53,870.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,888.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$71,700.00

Subtotal of additional federal funds included for this school: \$71,700.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$31,488.00
Unrestricted	\$9,700.00

Subtotal of state or local funds included for this school: \$41,188.00

Total of federal, state, and/or local funds for this school: \$112,888.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
District Funded	31,488.00
Title I	71,700.00
Unrestricted	9,700.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	49,000.00
2000-2999: Classified Personnel Salaries	11,000.00
3000-3999: Employee Benefits	2,900.00
4000-4999: Books And Supplies	26,100.00
5000-5999: Services And Other Operating Expenditures	22,738.00
5800: Professional/Consulting Services And Operating Expenditures	1,150.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	17,000.00
2000-2999: Classified Personnel Salaries	District Funded	1,000.00
3000-3999: Employee Benefits	District Funded	2,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,488.00

1000-1999: Certificated Personnel Salaries	Title I	32,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	700.00
4000-4999: Books And Supplies	Title I	25,600.00
5000-5999: Services And Other Operating Expenditures	Title I	11,250.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,150.00
2000-2999: Classified Personnel Salaries	Unrestricted	9,000.00
3000-3999: Employee Benefits	Unrestricted	200.00
4000-4999: Books And Supplies	Unrestricted	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,138.00
Goal 2	26,650.00
Goal 3	21,700.00
Goal 4	1,400.00

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
Rhonda Overby	› Principal
Carrie Wood	› Classroom Teacher
Lyn Carty	› Classroom Teacher
Rachel Guerrero	› Classroom Teacher
Regina Fiscus	› Other School Staff
Ross Gould	› Parent or Community Member
Damian Fragoso	› Parent or Community Member
Amanda Malm	› Other School Staff
Loretta McGill	› Parent or Community Member
Dianna Madrigal Munoz - ELAC Rep (voting rep)	› Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 26, 2023.

Attested:



Principal, Amanda Malm on 4/26/2023



SSC Chairperson, Loretta McGill on 4/26/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Jordan Elementary School	30647666020150	April 26, 2023	May 1, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Jordan's School Plan for Student Achievement is written to support the success of all learners with a focus on providing targeted support for our traditionally under-served populations.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Jordan's School Plan for Student Achievement is written to align and support the Lowell Joint School District's Local Control and Accountability Plan (LCAP) along with the district's Guiding Goals. Specifically, the three goals established in Jordan Elementary's School Plan for Student Achievement align with the district's LCAP Goal1: All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes. District Goal 1 addresses State Priorities 1, 2 (Conditions for Learning) and State Priority 3 Family Engagement. Jordan's specific goals address creating an environment that supports academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

A district LCAP survey was offered, in Winter of 2023, to parents, students, and staff at Jordan Elementary. The survey included questions addressing the five district guiding goals:

1. Academic Excellence-Learning for all Students
2. Safe, Orderly, Positive, Respectful Learning Environments
3. High Quality Staff Providing High Quality Service
4. School/Family/Community Partnerships and Communication
5. Acquisition and Allocation of Resources to Support Fiscal Excellence

Based on the responses to the survey the following areas were determined to be areas of need.

1. Opportunities for students to receive extra help.
2. Opportunities for students in the dual language program to receive extra help in Spanish outside of the school day.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Jordan Elementary School in the form of informal walkthroughs. These informal walkthroughs take place two to three times each week in each classroom. In addition to these informal observations. All temporary and probationary teachers have four formal observations each year and two evaluations. All tenured staff have two formal observation and one formal evaluation yearly. Observation forms are based on the California Standards for the Teaching Profession. The data gathered from these observations provide evidence of research based best practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

As part of our on-going multi-tier systems of supports, we continually look at both state and local data to determine students in need of additional support.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers carry out on-going cycles of formative assessment. Teachers meet regularly to analyze student progress toward short and long term targets.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers met the requirement of highly qualified staff under the requirements of ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Professional development is provided to teachers on a regular on-going basis. Teachers are offered training in new adopted materials which coincides with the state's adoption cycle.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development is aligned to the California Content Standards based on the state's content adoption cycle. The focus for the 2023/2024 school year is Science.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

There are multiple systems in place to provide on-going instructional assistance and support for teachers. The district has two TOSAs whose duties include: supporting teachers with curriculum software, training teachers in on-line assessments, modeling and co-teaching lessons, and GATE instructional support. Jordan also has an on-site tech and STEAM coach.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers participate in weekly PLC meetings, on early-release Wednesdays, in which teachers have the opportunity to work in vertically aligned teams and horizontally aligned teams as well. Once a month, teachers are provided time to collaborate with grade level colleagues districtwide.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Staff are provided with district pacing guides in content areas which assist staff with aligning the curriculum and instruction to the California Content Standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Within the district provided pacing guides, staff are provided with the recommended number of instructional minutes for reading/language arts and mathematics. Teachers submit classroom schedules to the principal at the beginning of each year showing the number of instructional minutes for all content areas each day.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

District pacing guides provide teachers and principals with a frame for pacing the curriculum so that all standards are taught over the course of the year. As part of Jordan's multi-tiered system of supports (MTSS), Level 1 intervention for students not meeting standards is provided within the school day as part of small group instruction. For students needing Level 2 intervention in the area of reading, students participate in the Level Literacy Program taught by staff funded by Title I funds described in the goals section of the SPSA .

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

In accordance with the Williams Act, all students at Jordan are provided with textbooks and other materials appropriate to their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

As part of their core instruction, students use district adopted materials along with supplemental materials to create lessons that provide students with a pathway to mastery of the California Content Standard for their grade.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

We have a multi-tiered system of supports that addresses the needs of students academically, behaviorally, and social emotionally. As a piece of the multi-tiered systems of supports, students at Jordan have access to counseling services provided by the school psychologist and counselling interns under the psychologist's supervision.

Evidence-based educational practices to raise student achievement

Teachers at Jordan use a variety of research based instructional practices including: Explicit Direct Instruction, GLAD, and formative assessment.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

In a non-COVID environment, Jordan offers after school homework help for students. As well as before and after school assistance programs targeting mathematics achievement.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Jordan's PTA makes available to parents information about Cyber Bullying by hosting an informational parent night annually. In addition, parents have access to literature in the school office regarding Title I, federal lunch program, support for military families and homeless and foster youth in both English and Spanish. Parents are invited to participate in School Site Council, ELAC meetings, and other school events.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Jordan funds several programs which target underperforming students with Title I funds. These programs include in-school reading invention instruction 4x weekly using the Leveled Literacy Program. Title I funds are also used to purchase Accelerated Reader which provides students the opportunity to set goals for reading based on their individual needs.

Fiscal support (EPC)

In addition to Title I funds, site funds, district technology funds, and donations from PTA are used to enrich and enhance the core program. Programs funded by these sources include ST Math, after school enrichment classes, and visual art within the school day.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

As part of the annual update to Jordan's single school plan, school site council meetings are calendared for each trimester to seek input. The principal attends monthly PTA meetings to share information and seek ongoing input. Additionally, ELAC meetings are held two times during the year to gather input from the families of Jordan's English language learners. Staff is consulted regularly through monthly site leadership team meetings and weekly staff meetings. In addition to meeting with Jordan's stakeholders, results of the LCAP parent survey were analyzed to determine how the needs of our students can better be met.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on parent comments from the district LCAP, parents with students in the dual language program feel more resources need to be allocated for tutoring, intervention, and small class sizes in the dual language program.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	1.2%	1.18%	0.46%	5	5	2
Asian	4.6%	2.83%	1.84%	19	12	8
Filipino	1.4%	0.94%	1.61%	6	4	7
Hispanic/Latino	75.8%	82.08%	82.72%	316	348	359
Pacific Islander	%	%	0%			0
White	13.4%	10.85%	9.22%	56	46	40
Multiple/No Response	2.4%	1.18%	1.84%	10	5	8
Total Enrollment				417	424	434

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	79	94	101
Grade 1	56	56	58
Grade 2	49	56	55
Grade 3	57	60	58
Grade 4	59	52	56
Grade 5	49	55	53
Grade 6	68	51	53
Total Enrollment	417	424	434

Conclusions based on this data:

- Jordan's population is primarily Hispanic with approximately 75% of the students making up that subgroup. As a school community, Jordan Elementary needs to be aware of the cultural needs of various student groups that are struggling to achieve. Jordan will need to address these learning gaps in our school population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		50	50		11.8%	11.5%
Fluent English Proficient (FEP)		35	41		8.3%	9.4%

Conclusions based on this data:

1. The population size of English Language Learners remained constant from the 21-22 school year to the 22-23 school year; however the percentage of students who are fluent English proficient has increased.
2. Based on improved/ increase the the percentage of FEP students, Jordan will continue to use the strategies that are currently in place.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	60		56	60		56	60		98.2	100.0	
Grade 4	58	51		57	51		56	51		98.3	100.0	
Grade 5	49	55		48	55		48	55		98.0	100.0	
Grade 6	67	53		67	52		67	52		100.0	98.1	
All Grades	231	219		228	218		227	218		98.7	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2400	2411		19.64	18.33		23.21	25.00		17.86	20.00		39.29	36.67	
Grade 4	2438	2450		21.43	21.57		21.43	25.49		14.29	15.69		42.86	37.25	
Grade 5	2496	2502		22.92	21.82		31.25	29.09		27.08	14.55		18.75	34.55	
Grade 6	2527	2521		13.43	15.38		43.28	23.08		28.36	48.08		14.93	13.46	
All Grades	N/A	N/A	N/A	18.94	19.27		30.40	25.69		22.03	24.31		28.63	30.73	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.07	18.33		58.93	51.67		25.00	30.00	
Grade 4	16.07	21.57		60.71	52.94		23.21	25.49	
Grade 5	22.92	25.45		66.67	60.00		10.42	14.55	
Grade 6	22.39	23.08		56.72	55.77		20.90	21.15	
All Grades	19.38	22.02		60.35	55.05		20.26	22.94	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	10.00		50.00	63.33		37.50	26.67	
Grade 4	7.14	21.57		51.79	45.10		41.07	33.33	
Grade 5	18.75	20.00		50.00	52.73		31.25	27.27	
Grade 6	11.94	13.46		70.15	50.00		17.91	36.54	
All Grades	12.33	16.06		56.39	53.21		31.28	30.73	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	7.14	5.00		78.57	80.00		14.29	15.00	
Grade 4	12.50	7.84		73.21	74.51		14.29	17.65	
Grade 5	16.67	21.82		77.08	58.18		6.25	20.00	
Grade 6	17.91	15.38		71.64	76.92		10.45	7.69	
All Grades	13.66	12.39		74.89	72.48		11.45	15.14	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.93	10.00		69.64	63.33		21.43	26.67	
Grade 4	14.29	13.73		62.50	68.63		23.21	17.65	
Grade 5	14.58	23.64		64.58	56.36		20.83	20.00	
Grade 6	20.90	11.54		59.70	75.00		19.40	13.46	
All Grades	14.98	14.68		63.88	65.60		21.15	19.72	

Conclusions based on this data:

1. Reading is a schoolwide is an area of need as evidenced by an average of 22.94% of students in grades 3rd through 6th scoring Below Standard. Thusly, students will be provided with additional support in this area through the use of targeted classroom instruction, the i-Ready program and reading intervention assistance.
2. Writing schoolwide is an area of need as evidenced by an average 30.73% of students scoring in grades 3rd through 6th scoring Below Standard. Writing instruction will be an area of focus. Staff grades K-6 will regularly teach strategies learned from Thinking Maps and Write From the Beginning professional development training to increase students' understanding of purpose and organization for different genres of writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	57	60		56	60		56	60		98.2	100.0	
Grade 4	58	51		57	51		57	51		98.3	100.0	
Grade 5	49	55		48	55		48	55		98.0	100.0	
Grade 6	67	53		67	52		67	52		100.0	98.1	
All Grades	231	219		228	218		228	218		98.7	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2394.	2417.		7.14	6.67		32.14	35.00		23.21	35.00		37.50	23.33	
Grade 4	2438.	2447.		8.77	11.76		24.56	25.49		33.33	31.37		33.33	31.37	
Grade 5	2486.	2476.		20.83	12.73		18.75	18.18		16.67	32.73		43.75	36.36	
Grade 6	2530.	2523.		19.40	21.15		23.88	19.23		29.85	30.77		26.87	28.85	
All Grades	N/A	N/A	N/A	14.04	12.84		25.00	24.77		26.32	32.57		34.65	29.82	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	19.64	10.00		44.64	65.00		35.71	25.00	
Grade 4	14.04	7.84		45.61	52.94		40.35	39.22	
Grade 5	18.75	14.55		39.58	45.45		41.67	40.00	
Grade 6	20.90	26.92		55.22	46.15		23.88	26.92	
All Grades	18.42	14.68		46.93	52.75		34.65	32.57	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.93	16.67		55.36	56.67		35.71	26.67	
Grade 4	7.02	13.73		57.89	50.98		35.09	35.29	
Grade 5	14.58	14.55		56.25	45.45		29.17	40.00	
Grade 6	13.43	5.77		53.73	65.38		32.84	28.85	
All Grades	10.96	12.84		55.70	54.59		33.33	32.57	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.29	13.33		60.71	73.33		25.00	13.33	
Grade 4	12.28	21.57		42.11	49.02		45.61	29.41	
Grade 5	14.58	3.64		50.00	69.09		35.42	27.27	
Grade 6	19.40	19.23		64.18	61.54		16.42	19.23	
All Grades	15.35	14.22		54.82	63.76		29.82	22.02	

Conclusions based on this data:

1. In grades 3rd through 6th, roughly one-third of students are not meeting standards in the area of Concepts/Procedures. As a school, we need to identify the gaps in students' computational thinking and provide targeted instruction to address them.
2. In grades 3rd through 6th, roughly one-third of students are not meeting standard in the area of Problem Solving, Modeling/ Data Analysis. As a school, we need to provide students with strategies to understand what is being asked them in mathematical problems, so they are able to apply the computational skills necessary to solve them.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1423.4	1398.3		1444.9	1414.9		1373.8	1359.3		14	21	
1	*	*		*	*		*	*		8	6	
2	*	*		*	*		*	*		4	6	
3	*	*		*	*		*	*		*	4	
4	*	*		*	*		*	*		5	*	
5	*	*		*	*		*	*		4	*	
6	*	*		*	*		*	*		*	4	
All Grades										39	47	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00		28.57	19.05		21.43	66.67		28.57	14.29		14	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	10.26	8.51		30.77	27.66		41.03	53.19		17.95	10.64		39	47	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00		35.71	42.86		35.71	42.86		7.14	14.29		14	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	23.08	14.89		41.03	38.30		25.64	40.43		10.26	6.38		39	47	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	0.00		14.29	14.29		42.86	52.38		35.71	33.33		14	21	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	2.56	0.00		20.51	23.40		43.59	44.68		33.33	31.91		39	47	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.71	14.29		64.29	76.19		0.00	9.52		14	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.21	23.40		71.79	70.21		0.00	6.38		39	47	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.43	0.00		50.00	66.67		28.57	33.33		14	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.21	10.64		51.28	74.47		20.51	14.89		39	47	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	4.76		57.14	66.67		35.71	28.57		14	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	2.56	6.38		61.54	65.96		35.90	27.66		39	47	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.14	14.29		50.00	38.10		42.86	47.62		14	21	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	7.69	6.38		56.41	63.83		35.90	29.79		39	47	

Conclusions based on this data:

1. The percentage of English Language Learners (ELL) has increased by approximately 18% from the 20-21 school year to the 21-22 school year. Although there is an increase in the number of ELL students at Jordan, few scored at Level 1 in the 21-22 school year than in the 20-21 school year.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
424	55.7	11.8	0.7
Total Number of Students enrolled in Jordan Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	50	11.8
Foster Youth	3	0.7
Homeless	6	1.4
Socioeconomically Disadvantaged	236	55.7
Students with Disabilities	49	11.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian		
Asian	12	2.8
Filipino	4	0.9
Hispanic	348	82.1
Two or More Races	5	1.2
Pacific Islander		
White	46	10.8

Conclusions based on this data:

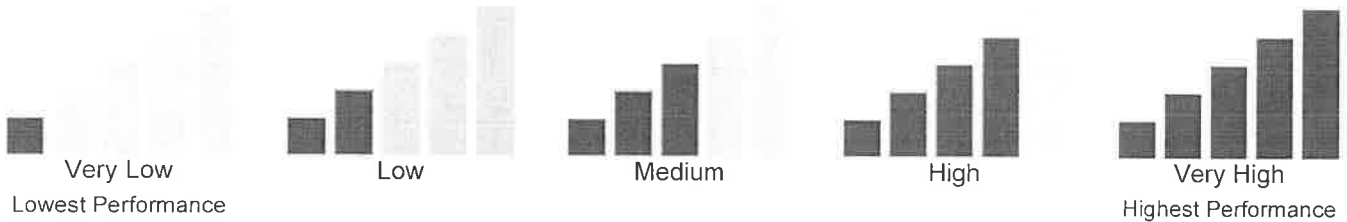
1. Students identified as socioeconomically disadvantaged make up approximately 56% of Jordan's student population. When considering needs and allocation of assets, staff need to take into consideration the unique needs of this population of students and direct resources accordingly.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

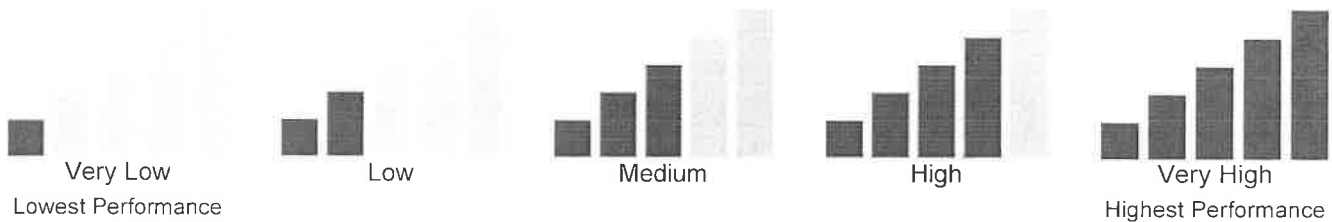
1. Jordan's performance in both academics areas, as measured by the CAASPP Smarter Balanced assessment, is rated as low. Staff need to examine current practices and make adjustments to support students' academic progress and success.
2. The rate of chronic absenteeism for Jordan students overall is rated as high. In examining site level attendance data, during the 21-22 school year COVID-19 restrictions played a role in a higher than typical absentee rate for the school.

School and Student Performance Data

Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Low 9.5 points below standard 208 Students</p>	<p>Low 45.5 points below standard 31 Students</p>	<p>No Performance Level 4 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 1 Student</p>	<p>Low 25.7 points below standard 126 Students</p>	<p>Very Low 88.6 points below standard 30 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 0 Students</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 6 Students</p>	<p>No Performance Level 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Low 16.3 points below standard 171 Students</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 30.5 points above standard 23 Students</p>

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	<p>15.0 points below standard</p> <p>22 Students</p>	<p>6.0 points below standard</p> <p>169 Students</p>

Conclusions based on this data:

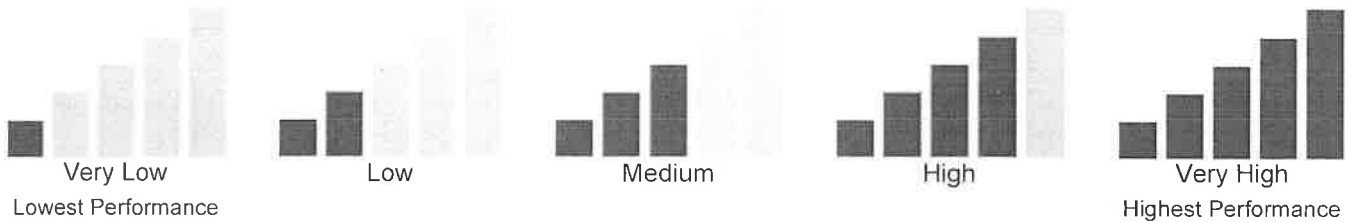
1. Students coming from families who have been identified as socioeconomically disadvantaged had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
2. English Language Learners had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
3. Students with disabilities had a performance rated as very low, Staff need to review and revise instructional practices to better meet the needs of these students.

School and Student Performance Data

Academic Performance Mathematics

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

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









This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	Low	Medium	High	Very High
1	3	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Low</p> <p>28.0 points below standard 208 Students</p>	<p>English Learners</p> <p>Low</p> <p>56.2 points below standard 31 Students</p>	<p>Foster Youth</p> <p>No Performance Level 4 Students</p>
<p>Homeless</p> <p>No Performance Level 1 Student</p>	<p>Socioeconomically Disadvantaged</p> <p>Low</p> <p>46.6 points below standard 126 Students</p>	<p>Students with Disabilities</p> <p>Very Low</p> <p>116.0 points below standard 30 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Level 0 Students</p>		 <p>No Performance Level 6 Students</p>	 <p>No Performance Level 3 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 35.3 points below standard 171 Students</p>	 <p>No Performance Level 1 Student</p>		 <p>No Performance Level 12.5 points above standard 23 Students</p>

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
9 Students	38.1 points below standard 22 Students	25.3 points below standard 169 Students

Conclusions based on this data:

1. Students with disabilities had a performance rated as very low, Staff need to review and revise instructional practices to better meet the needs of these students.
2. English Language Learners had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.
3. Students making up the socioeconomically disadvantaged subgroup had a performance rated as low, Staff need to review and revise instructional practices to better meet the needs of these students.

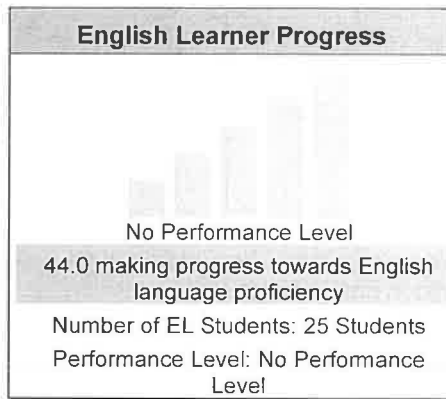
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
28.0%	28.0%	0.0%	44.0%

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

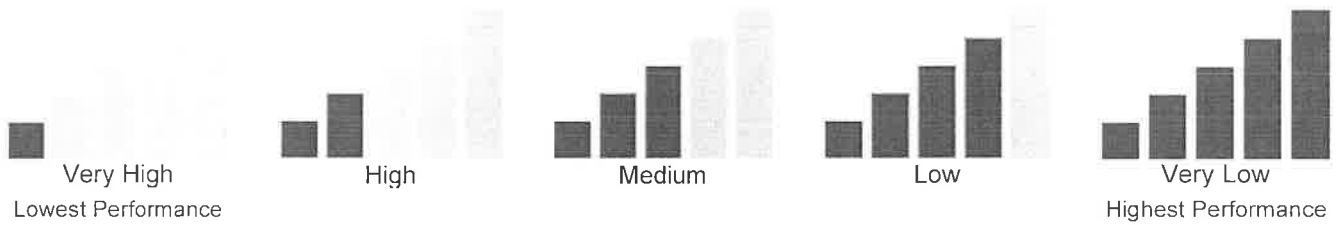
- 1.

School and Student Performance Data

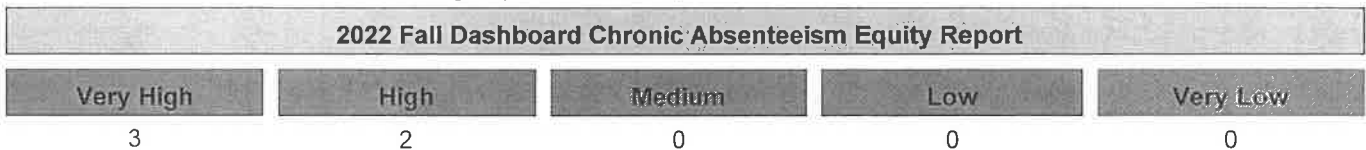
Academic Engagement Chronic Absenteeism

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

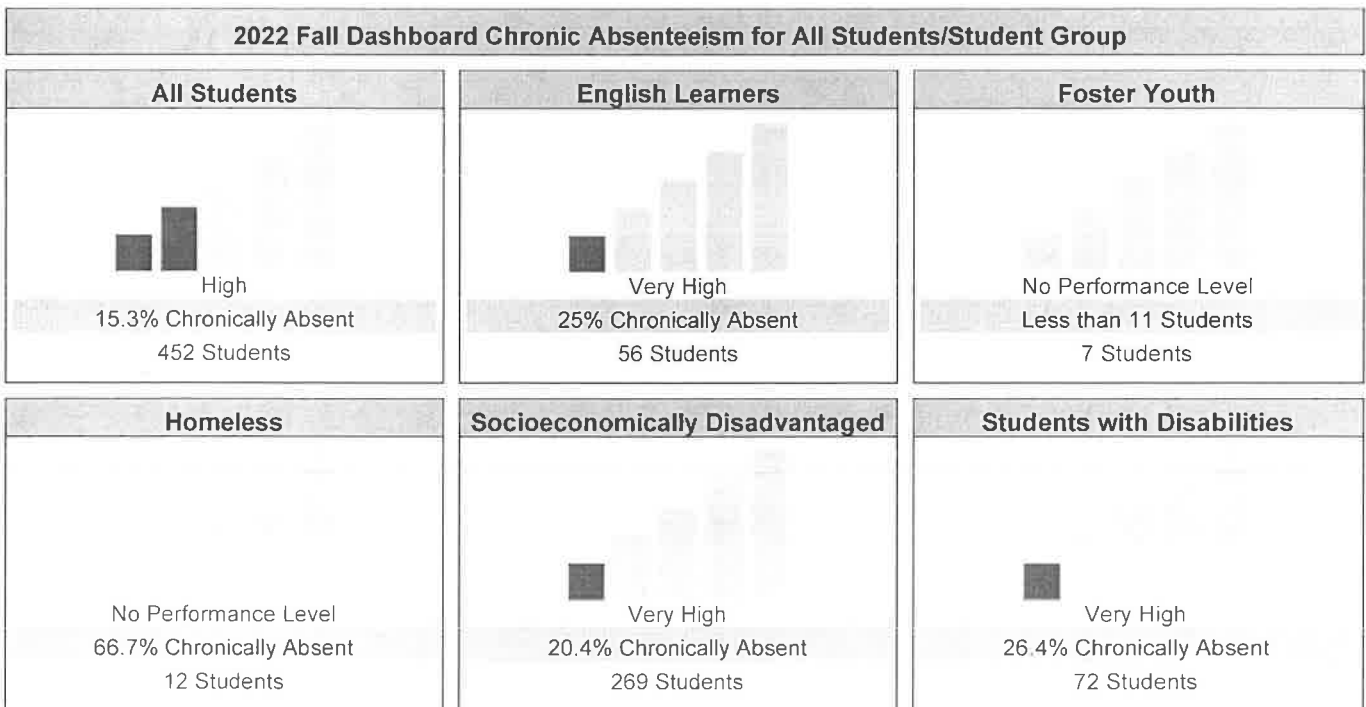
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



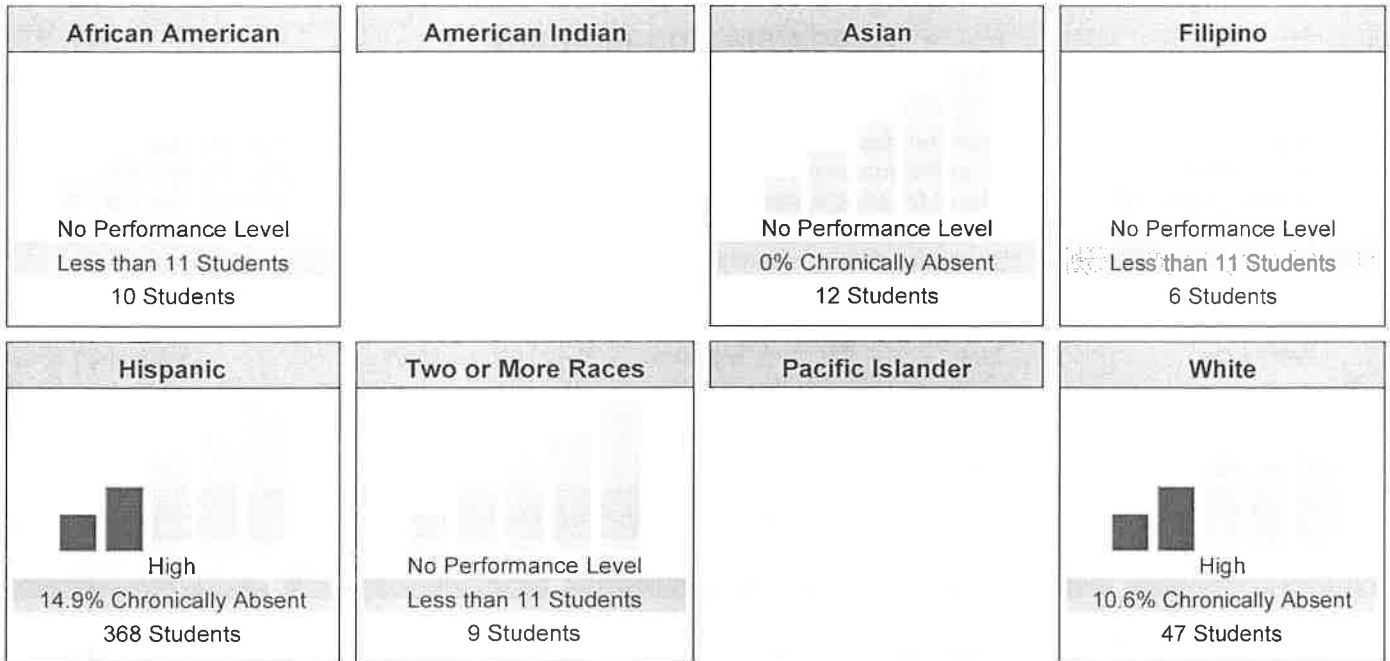
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

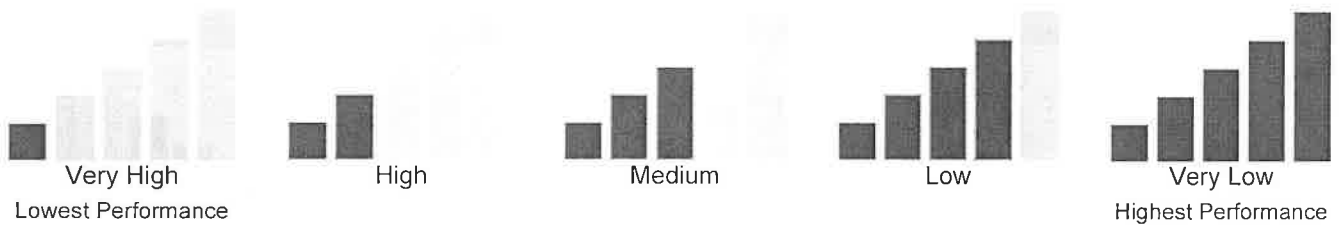
- Chronic Absenteeism is rated high across several groups affected a significant number of students. In examining site attendance data for the 21-22 school year, COVID-19 restrictions/regulation accounted for a higher than typical (pre-covid) rate of chronic absenteeism.

School and Student Performance Data

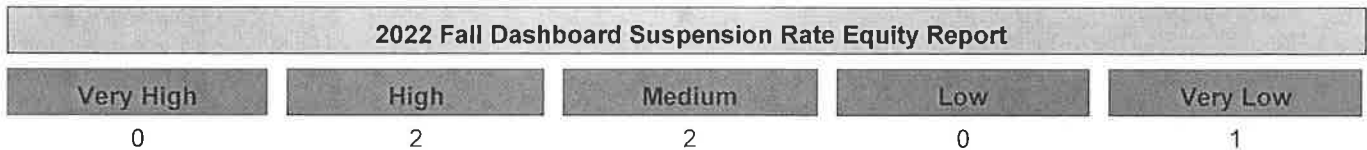
Conditions & Climate Suspension Rate

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

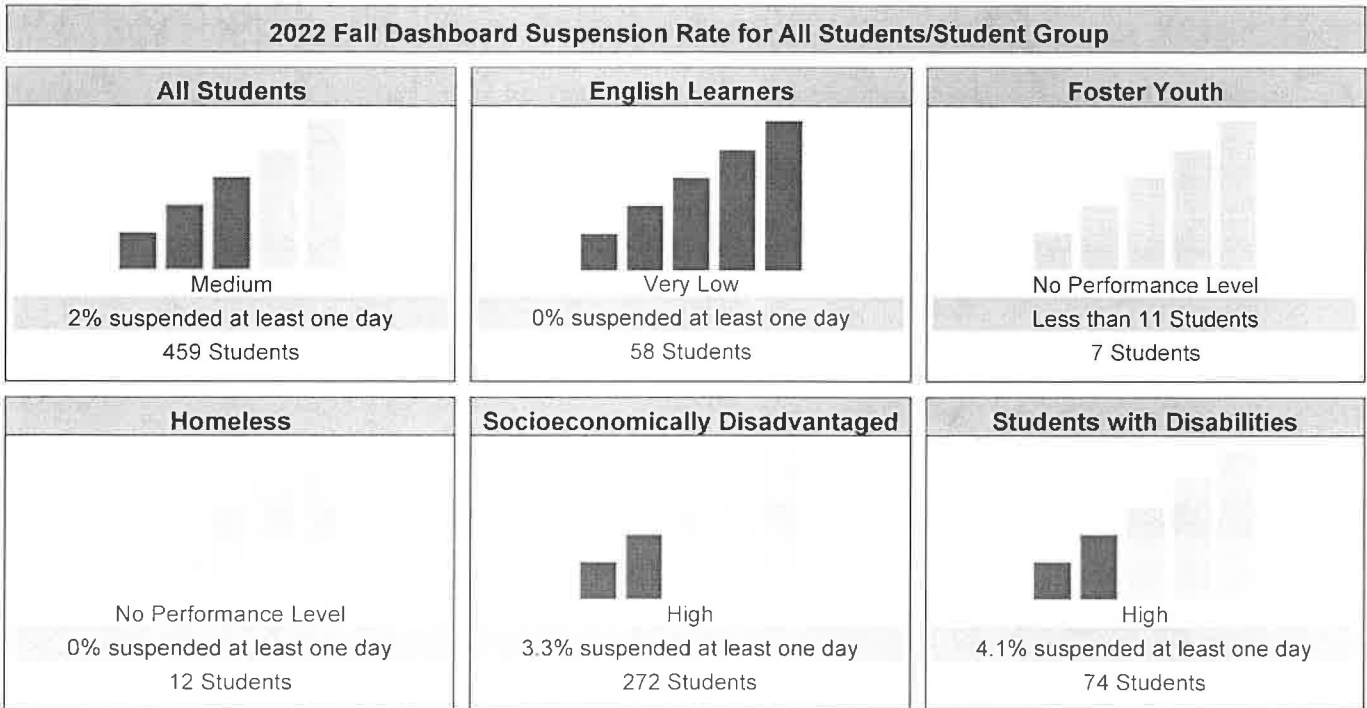
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 10 Students</p>		<p>No Performance Level 0% suspended at least one day 12 Students</p>	<p>No Performance Level Less than 11 Students 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Medium 2.1% suspended at least one day 374 Students</p>	<p>No Performance Level Less than 11 Students 9 Students</p>		<p>Medium 2.1% suspended at least one day 48 Students</p>

Conclusions based on this data:

1. While the school overall has a suspension rating of medium, three subgroups have a rating of high. (Socioeconomically disadvantaged, students with disabilities, and Hispanic).

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence in Mathematics and English Language Arts

LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

Jordan students will demonstrate improved academic achievement in mathematics and English language arts on annual CAASPP Smarter Balanced Assessments as well district level assessment data as indicated by metrics listed below.

Identified Need

21-22 Spring CAASPP data shows Jordan overall performance is categorized as low in both mathematics (28 pts. below standard) and English language arts (9.5 pts. below standard)
 2022 mid-year i-Ready benchmark data showed that 64% of Jordan students are working one or more years below grade level in mathematics, and 49% of Jordan students are working one or more years below grade level in reading.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
21/22 Spring CAASPP Data 23/24 i-Ready Winter Diagnostic Data	<p>21/22 Baseline data, from the Spring CAASPP results shows overall student performance in mathematics was rated as "low".</p> <p>21/22 Baseline data, from the Spring CAASPP results shows overall student performance in English language arts was rated as "low".</p> <p>22/23 Baseline data, from the i-Ready Diagnostic data shows 64% of students schoolwide are working one year or more below grade level in mathematics.</p>	<p>22/23 Spring CAASPP results rating will improve from "low" to "medium" in mathematics.</p> <p>22/23 Spring CAASPP results rating will improve from "low" to "medium" in English language arts.</p> <p>By January 2024, the percentage of students working below grade level in mathematics will decrease by 20% as measure by i-Ready Winter Diagnostic results.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	22/23 Baseline data, from the i-Ready Diagnostic data shows 49% of students schoolwide are working one year or more below grade level in reading.	By January 2024, the percentage of students working below grade level in reading will decrease by 20% as measure by i-Ready Winter Diagnostic results.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

When planning the weekly instructional activities, teachers will include time for student to complete the prescribed amount of i-Ready minutes both mathematics and reading. Teachers will assist students with tracking minutes and recording progress toward weekly goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

During weekly PLC and other planning time, teachers will analyze i-Ready data to identify students who are not successfully completed the amount of prescribed lessons. Teachers will provide in class intervention by means of small group instruction, targeting the specific skill gaps and misconceptions as identified by i-Ready program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Upon completion of the 22/23 beginning of the year i-Ready diagnostic assessment, teachers will refer students scoring more than two years below grade level for Tier II intervention. Intervention teachers will provide targeted instruction to students based on their identified needs for a minimum of 30 minutes/2x weekly per subject.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

46,000

Title I
1000-1999: Certificated Personnel Salaries
Salary for intervention teacher. \$250/day for 180 days

46,000

District Funded
1000-1999: Certificated Personnel Salaries
Salary for intervention teacher. \$250/day for 180 days

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers in grades kindergarten through sixth provide students with daily problem solving practice utilizing the "CUBES" strategy. Classes will work through a minimum of one problem per day following the steps of the "CUBE" strategy to teach students how to determine what a problem is asking and the steps needed to arrive at the correct solution.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students in grades third through sixth will participate in the Accelerated Reader (AR) program to promote daily independent reading. Based on a beginning of the year diagnostic test within the AR program, students will set individualized monthly goals to earn a set number of points. Students who meet their monthly goals will earn a reward.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,612.50

Title I
5800: Professional/Consulting Services And
Operating Expenditures
Annual licensing for the AR program.

500.00

Site Formula Funds
4000-4999: Books And Supplies
Lucky Ducky rewards for students meeting
goals.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as working one or more years below grade level based beginning of the year i-Ready diagnostic

Strategy/Activity

Jordan staff will hold two parent nights to offer families assistance and tips for working with their children in the areas of language arts and mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Materials for the presentations. Take home materials for the families.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified as not meeting standards based on state, local, and classroom assessment data.

Strategy/Activity

Jordan Elementary will increase the opportunities for students for students to receive before and afterschool invention support in language arts and mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,362.76

Source(s)

LCFF - Supplemental
1000-1999: Certificated Personnel Salaries
Approx. 187 hours with staff being compensated at \$50.00/hr

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Teachers in grades three through sixth used the cubes problem solving strategy as part of daily math instruction. Teachers in grades kindergarten through second introduced the strategy and work through a minimum of one problem weekly. Word problems were regularly assigned to students to practice the use of the CUBES strategy as well as other methods for problem solving.

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

Teachers implemented the strategy with fidelity using the View Sonic board to model the steps and their thinking. Students were able to show different ways to solve the problems using the View Sonics.

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

The annual goal for 22/23 is broader to include a wider range of math skills. The metric used to measure students' mathematical skills will be the i-Ready benchmark assessments along with the state CAASPP. The changes are described in Goal 1 and its corresponding strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence in Mathematics and English Language Arts

LEA/LCAP Goal

LCAP Goal #2 Pupil Outcomes

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

By May 2024, students with disabilities will improve proficiency in ELA and math improving their California dashboard from "very low" to "low". This includes a 3% increase in students meeting or exceeding standards in both ELA and math as evidenced by the CAASPP assessment. Students with disabilities will improve their attendance rate by 10% or more and decrease their suspension rate by 2%.

Identified Need

21-22 Spring CAASSP data shows students with disabilities performance is categorized as very low in both mathematics (116 pts. below standard) and English language arts (88.6 pts. below standard)

21-22 Spring CAASSP data shows students with disabilities experienced Chronic Absenteeism rate of Very High.

21-22 Spring CAASSP data shows students with disabilities experienced a Suspension rate of High.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023 California dashboard Local Attendance Data	Fall 2022 California Dashboard: Students with disabilities had a rating of very low in English language arts and mathematics Fall 2022 California Dashboard: Students with disabilities had a rating of high for Chronic Absenteeism and Suspension rate.	Fall 2023 California Dashboard: Students with disabilities will improve to by one rating level in English Language Arts and mathematics. Fall 2023 California Dashboard: Students with disabilities will improve to by one rating level in the areas of Chronic Absenteeism and Suspension rate.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Jordan Elementary will increase the opportunities for students with disabilities to receive additional intervention support in language arts and mathematics. The RSP teacher will provide students with the opportunity for before school intervention for 30min/2x per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Expenditures for this strategy have been accounted for in Goal 1 of this document.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

Jordan general education staff will regularly meet, with students who have IEP goals related to academics, in a small group setting for instruction in the areas of mathematics and English language arts instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

All general education teachers will hold a collaborative meeting with the site RSP teacher a minimum of once a month to monitor progress and identify needed supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

During annual I.E.P meetings, attendance will be a discussion on the agenda for students who are identified as chronically absent.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Conditions and Climate - Chronic Absenteeism/Student Engagement

LEA/LCAP Goal

DISTRICT GOAL 1: ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS Vision: Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

DISTRICT GOAL 4: SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

Goal 3

Jordan Elementary will continue to work with all stakeholder groups in supporting a positive and safe school culture in which students can be engaged and active participants in their learning and work toward reducing the school's rate chronic absenteeism.

Identified Need

Fall 2022, California Dashboard data shows 15.3% of Jordan students are identified as being chronically absent, placing the overall school rating in the "High" range. Fall 2022, California Dashboard data shows 26.4% of students with disabilities are identified as being chronically absent, placing that subgroup of students in the "Very High" range.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2023, California Dashboard data 2024 spring (April) district attendance data Weekly/Monthly Site Attendance data	Fall 2022, California Dashboard data show that 15.3% of Jordan students are identified as "Chronically Absent". 2023 April district attendance data shows 19.7% of Jordan students are chronically absent.	Fall 2023, California Dashboard data will show a decrease of 5% in the number of students identified as Chronically Absent. By the same time (April 2024) next year, the chronic absent rate will decrease by 5%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

At Back to School Night the school will provide information to parents regarding the importance of regular attendance and district attendance policies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

50.00

Source(s)

Site Formula Funds

Copying expensive for parent information on the effects of Chronic Absenteeism.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

In August of the 23/24 school year, principal will meet with families of students, including those in special education, who were chronically absent the prior year to set goals for the upcoming school year. The principal will meet with students monthly to check-in on progress toward goal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal will meet with parents of students who accumulate nine unexcused absences to establish an attendance contract for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To promote good attendance, the staff will establish a tiered incentive system for students. Students will be offered weekly, monthly, and trimester based incentives. Incentives will be offered to individuals, classes, and grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

Site Formula Funds

Incentive awards

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Regular notification to parents regarding absences did follow normal procedures.

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

Due to on-going concerns with COVID-19 and other respiratory viruses , the number of excused absences has remained high due to students exhibiting covid or flu like symptoms (i.e. cough, runny nose, fever) which caused them to stay home.

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

In addition, to practices that were implemented in previous years, the school staff will develop a tier incentive system for good attendance. The system will include individual and group incentives for improved, good, and perfect attendance. To gain student buy in to the program, students will be surveyed as to what types of incentives are the most motivating. The metric staff will use to track progress will be weekly and monthly site attendance data. This added strategy can be found in goal 3, strategy 4.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 8

Increase academic achievement and language proficiency of English learners by 3% as measured by CAASPP, ELPAC, and ELLA.

Identified Need

Annual Measurable Outcomes .

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

The school will offer one ten-week session of Latino Family Literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will provide a separate, daily 30 minute block of time devoted to ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

EL students will be invited to attend an after-school Homework Help Club.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will analyze District Trimester Benchmark Tests for proficiency levels and identify focus areas for reteaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Long-term EL students will be evaluated for reclassification.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$50,612.50
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$107,525.26

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$50,612.50

Subtotal of additional federal funds included for this school: \$50,612.50

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$46,000.00
LCFF - Supplemental	\$9,362.76
Site Formula Funds	\$1,550.00

Subtotal of state or local funds included for this school: \$56,912.76

Total of federal, state, and/or local funds for this school: \$107,525.26

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
----------------	--------

	0.00
District Funded	46,000.00
LCFF - Supplemental	9,362.76
Site Formula Funds	1,550.00
Title I	50,612.50

Expenditures by Budget Reference

Budget Reference	Amount
------------------	--------

1000-1999: Certificated Personnel Salaries	101,362.76
4000-4999: Books And Supplies	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	4,612.50

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		0.00
1000-1999: Certificated Personnel Salaries	District Funded	46,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	9,362.76
	Site Formula Funds	550.00
4000-4999: Books And Supplies	Site Formula Funds	1,000.00
1000-1999: Certificated Personnel Salaries	Title I	46,000.00

5800: Professional/Consulting
Services And Operating Expenditures

Title I

4,612.50

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	106,975.26
Goal 2	0.00
Goal 3	550.00

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
- 2 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members

Name of Members	Role
Marikate Elmquist	› Principal
Rachel Johnson	› Parent or Community Member
Robert Cardenas	› Parent or Community Member
Leslie Felton	› Classroom Teacher › Parent or Community Member
Heather Pfaff	› Classroom Teacher › Parent or Community Member
Adriana Ponce	› 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: School Leadership Team

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 04/26/2023.

Attested:



Principal, Marikate Elmquist, Ed.D on 04/26/2023



SSC Chairperson, Rebecca Bringas on 4/26/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Macy Elementary School	30647666020176	February 6, 2023	May 1, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Macy's SPSA is written to align with and support the Lowell Joint School District's three LCAP goals: Goal 1 All students of the Lowell Joint School District will have appropriate conditions for successful learning outcomes, Goal 2 All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready, and Goal 3 Stakeholders, including parents and students, will be engaged in supporting student learning in a positive and safe school climate. Macy's specific goals address creating an environment that support academic achievement for all students, a positive school climate, and an environment that provides opportunity and access for all students.

Macy runs its Title I program as a school-wide Title I program, targeting achievement school-wide. Macy was designated a Title I program during the 2021-22 School year, when the number of students from socioeconomically disadvantaged backgrounds exceeded 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and

Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]).

All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the school site council (EC sections 64001[c] and 65000[b]).

Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]);

Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and

Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

Patty Jacobsen

Principal

Macy Elementary

Lowell Joint School District

(562) 902-4231

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The 2023 LJSD Parent Survey

The Lowell Joint School District sent surveys home to parents in the spring of 2023.

Parents were asked to respond to questions with 'Agree / Strongly Agree/ Disagree /Strongly Disagree/ Do Not Know'.

Parents answered questions that cover 5 Focus Areas of program and school climate. Scores listed are for responses of Strongly Agree and Agree, where possible, the previous year's percentages are listed in parenthesis.

Focus Area #1 Academic Preparation

- Q2 - Strong Academic Program - 94.3% (86.8%)
- Q3 - Encourages High Academic Goals - 87.5% (73.5%)
- Q5 - Academic Support - 77.3% (91.8%) (72.4%)
- Q6 - Opportunities for Enrichment - 59.1% (51.4%) (48.6%)
- Q7 - Balanced Academic Program - 93.1% (82.7%)
- Q26 - School Provides Resources Needed - 95.8% (88.4%) (96.7%)
- Q27 - Student has access to Instructional Materials - 93.2% (96.6%) (87.1%)
- Q33 - Student Usually Understands Work - 85.4%

Focus Area #2 Parent Communication

- Q4 - Ongoing Parent Communication - 94.3% (96%)
- Q8 - Parent Understanding of California Content Standards -n/a
- Q9 - Frequent Information Regarding Student Progress - 91.1% (90.8%)
- Q17 - Timely Feedback on Assignments and homework - 90.2% (85.4%)
- Q21 - Parents Informed of School Activities - 99.3% (90.3%)
- Q24 - Decision making Process Clearly Communicated - 58%
- Q25 - Access to Technology and Can Receive School Emails - 99.9% (98.4%)
- Q30 - Parents Understand Identification Process for English Learners - 56.9% (67.2%)
- Q31 - School Communicates ELPAC Scores - 47.2% (57.9%)
- Q32 - Parents Informed of EL Parent Meetings - 45% (45.2%)

Focus Area #3 School Environment

- Q10 - Student Feels Welcome at School - 95.9% (83.54%)
- Q11 - Encourages Citizenship - 95.4% (92.5%) (90.8%)
- Q12 - Child Safe at School - 93.1% (86.9%)
- Q16 - School Provides High Level of Service - 95.4% (93.2%) (90.8%)
- Q20 - Parents Feel Welcome - 95.5% (90.8%) (93.1%)
- Q22 - Parents Feel Comfortable Initiating a Conversation - 96.6% (91.8%) (93.4%)

Focus Area #5 Perception of School

- Q14 - Child Happy to Go to School - 92.1% (93.3%) (83.1%)

Q15 - Staff Respectful - (94.5%) (96.8%)
Q18 - Multiple Children -52.5% (49.8%) (62.3%)
Q19 - Multi-Generation - 28.4% (34.9%) (6.1%)
Q28 - School Kept Clean - 97.75 (96.6%) (78.9%)
Q29 - School Needs Modernization - 81.8% (77.4%) (80%)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts regular formal and informal classroom observations. The principal conducts classroom visitations, and is visible on campus. Formal observations are completed biannually followed by a formal evaluation. The intent of these walk throughs is to clarify vital form of communication. Evaluation, both formal and informal, is a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high-quality instructional program for all students. All probationary teachers have three formal observations and two formal evaluations each year. All tenured staff, ten years or more, have one observation and one formal evaluation every other year. The site administrator also does frequent informal classroom observations and teachers are substituted out to observe each other. Current year observations have shown that teachers have a strong understanding of Explicit Direct Instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The instructional program at Macy is based on Common Core for grades TK-6, and lessons are designed to align with California Content Standards and state and district adopted materials. Administration and staff at Macy Elementary rely on analysis of district benchmark assessments, IABs, iReady, Accelerated Reader, grade level exams, District Benchmark scores, and Smarter Balanced data to modify instruction using evidence based strategies and programs to improve achievement for all learners. Teachers use Benchmark results in iReady to identify and target student needs. Students are assessed regularly with ongoing classroom assessments. At-Risk students are targeted and specific interventions are established early in the year. Students not

meeting criteria on benchmark assessments are targeted for intervention and invited to attend supplemental classes.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The staff at Macy use data to monitor student progress. Data provides critical information for educators, families, and students and is the basis for modifying instruction and improving outcomes for all learners. Macy staff uses data from: iReady, Accelerated Reader, grade level exams, and District Benchmark scores. Student progress is recorded and tracked in Illuminate and teachers use data from CAASPP and Interim assessments to track student progress toward grade level CCSS standards. Multiple release days are scheduled to allow for data analysis.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Macy meet the requirements to be highly qualified as required by ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers, T-K - 6 are fully credentialed and participate frequently in district, site, and independent professional development trainings. All Macy teachers have completed GATE training as provided by the Orange County Office of Education(OCDE) in conjunction with the District. All staff participates in ongoing Mind maps and Write from the Beginning trainings. Teachers have participated in Science trainings provided by OCDE.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development and trainings are fully aligned to state content standards, designed to address assessed student performance needs, and to develop our staff's needs as professional educators. Upon review of student achievement scores it is evident that writing is an area of need at Macy. Writing will be a targeted area of improvement through the implementation of the district provided program Write from the Beginning.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Teachers at Macy have on-going support of site and district administration in the delivery of high level and successful student centered instruction. The District provides ongoing trainings in the areas of writing (Thinking Maps) and science (OCDE).

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers meet in grade level teams and district wide with their grade level cohorts to share ideas and develop curriculum.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All materials and curriculum are state approved and adopted by our school board. All teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are required to submit long range plans, and weekly and daily schedules that outline when subjects are taught and for how long, to ensure that instructional minutes are met.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers have access to the District level pacing guides for core subjects. Grade levels are provided planning time and meet regularly to review and monitor the master schedule designed for flexibility to provide intervention for students during the school day.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials and curriculum are state approved and adopted by our school board. Teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All materials and curriculum are state approved and adopted by our school board. Teachers are highly qualified and use effective teaching strategies to ensure student achievement. All students are monitored throughout the year to ensure that academic performance standards are met. Intervention materials are standards-aligned and the SOAR program provides access to regular high level intervention to at-risk students.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Underperforming students at Macy receive services provided by the regular program in several ways. All Macy teachers use iReady and Accelerated Reader with fidelity, they are GLAD trained and use GLAD strategies in their classrooms. Macy has an intervention teacher who works with small groups of underperforming students several times each week during the school day. Macy's SOAR program also provides intensive intervention support and enrichment classes during the school day.

Evidence-based educational practices to raise student achievement

All Macy teachers use iReady and Accelerated Reader with fidelity, are GLAD trained and use GLAD strategies in their classrooms. Teachers are trained in and use Thinking Maps.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Macy has a strong and active PTA whose members are involved in daily activities at school. Macy's School Site Council holds meetings and has a role in the decision making process regarding the successful education of Macy students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Macy has an active School Site Council which consists of 10 members. Half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets each trimester to approve and monitor annual goals. At each meeting, the SSC reviews a SPSA goal and discusses implementation as well as possible modifications based on a current needs assessment and analysis of data. Input from SSC members is appreciated and valued.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Macy was designated a Title I school during the 2022-2023 school year. Macy receives a site allocation, supplemental dollars to support unduplicated pupils, monies to support STEAM activities, attendance incentives and before and after-school support.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted the School Site Council as part of the planning process for this SPSA/Annual Review and Update. The principal attends monthly PTA meetings and meets once each trimester with School Site Council, parents and students are surveyed annually, teaching staff meets weekly, and the Instructional Leadership Team meets monthly to develop our instructional plan. Stated goals related to student achievement were determined in the Instructional Leadership Team meeting and approved by School Site Council. The school reviewed achievement data as collected by teachers, CASSPP and iReady Assessment data to determine school goals. The Instructional Leadership Team and the staff used data from 2022 Smarter Balanced Assessments to help drive instruction, plan intervention, and enrichment for Macy's student population.

Macy School Site Council elections were held in September 2022. The Council is comprised of members of the community, the teaching staff and Macy's classified staff. At the first meeting of the year in October 2022, the Council reviewed past goals and outcomes from the 2021-22 school year. The Council also reviewed data from CASSPP, the California Dashboard, and iReady assessments. It became evident in reviewing the data as part of the comprehensive needs assessment, that a large percentage of our students did not have access to before and after school interventions. To address this need, and with input from the Site Council, staff collaborated and developed a school day intervention program in order to meet the needs of all students. A before and after school tutoring program was implemented for the 2022-23 school year has been well attended by students. It will continue into the 2023-24 school year. Before and after school tutoring sessions, and an intervention program built into the school day are designed to meet the needs of students and to address the needs of underperforming students.

SSC minutes and agendas are posted at the school, and parents and staff are encouraged to complete an annual survey to help determine the strengths and needs at the school. This survey data is reviewed and utilized when developing the SPSA. Comments and information from families is also collected at the Title I Information night in August.

As part of the comprehensive needs assessment, the District has facilitated the development of a before and after school enrichment program named Powersource. Powersource has been well received and attended by students. It will continue into the 23-24 school year to provide enrichment and intervention opportunities to all interested students. Additionally, underperforming students are invited to attend educational classes offered on Saturdays each month. These Saturday Sessions are well attended and have been effective for providing intervention.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable. No inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.46%	0.48%	2	2	2
Asian	4.4%	3.89%	2.63%	20	17	11
Filipino	1.8%	1.83%	2.39%	8	8	10
Hispanic/Latino	60.2%	59.95%	61.96%	275	262	259
Pacific Islander	0.2%	0.46%	0%	1	2	0
White	28.2%	28.38%	25.84%	129	124	108
Multiple/No Response	2.8%	2.52%	3.35%	13	11	14
Total Enrollment				457	437	418

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	81	65	65
Grade 1	36	59	51
Grade 2	67	44	60
Grade 3	54	69	43
Grade 4	67	56	70
Grade 5	75	70	54
Grade 6	77	74	75
Total Enrollment	457	437	418

Conclusions based on this data:

1. Based on this data there is a significant decrease in kindergarten enrollment, from 81 down to 65.
2. Macy as a whole continues to experience declining enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		21	18		4.8%	4.3%
Fluent English Proficient (FEP)		18	16		4.1%	3.8%

Conclusions based on this data:

1. Macy's EL student population remains low with a slight increase from 3.8% in 19-20 to 4.8% in 21-22.
2. The number of RFEP students has decreased from 4 in 19-20 to zero in 21-22.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68		49	67		49	67		96.1	98.5	
Grade 4	67	53		64	52		64	52		95.5	98.1	
Grade 5	73	72		72	68		72	68		98.6	94.4	
Grade 6	76	76		70	76		70	76		92.1	100.0	
All Grades	267	269		255	263		255	263		95.5	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2436.	2437.		30.61	26.87		22.45	28.36		22.45	28.36		24.49	16.42	
Grade 4	2450.	2470.		20.31	30.77		20.31	19.23		26.56	17.31		32.81	32.69	
Grade 5	2510.	2517.		29.17	19.12		23.61	39.71		19.44	25.00		27.78	16.18	
Grade 6	2518.	2524.		24.29	14.47		27.14	34.21		18.57	27.63		30.00	23.68	
All Grades	N/A	N/A	N/A	25.88	22.05		23.53	31.18		21.57	25.10		29.02	21.67	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	17.91		48.98	73.13		22.45	8.96	
Grade 4	17.19	26.92		68.75	55.77		14.06	17.31	
Grade 5	25.00	20.59		56.94	69.12		18.06	10.29	
Grade 6	25.71	25.33		44.29	53.33		30.00	21.33	
All Grades	23.92	22.52		54.90	62.98		21.18	14.50	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	20.90		59.18	55.22		22.45	23.88	
Grade 4	9.52	5.77		61.90	69.23		28.57	25.00	
Grade 5	33.33	16.18		36.11	61.76		30.56	22.06	
Grade 6	25.71	10.53		35.71	64.47		38.57	25.00	
All Grades	22.44	13.69		46.85	62.36		30.71	23.95	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	18.37	11.94		73.47	70.15		8.16	17.91	
Grade 4	9.52	17.31		76.19	71.15		14.29	11.54	
Grade 5	13.89	14.71		73.61	79.41		12.50	5.88	
Grade 6	15.71	18.67		64.29	68.00		20.00	13.33	
All Grades	14.17	15.65		71.65	72.14		14.17	12.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	28.57	23.88		57.14	58.21		14.29	17.91	
Grade 4	7.81	13.46		70.31	67.31		21.88	19.23	
Grade 5	23.61	16.18		62.50	61.76		13.89	22.06	
Grade 6	20.00	11.84		58.57	71.05		21.43	17.11	
All Grades	19.61	16.35		62.35	64.64		18.04	19.01	

Conclusions based on this data:

- Overall 53.23% of third-sixth grade students met or exceeded standards in ELA. This is an increase of nearly 4% over the 20-21 year (49.4%). Additionally, Macy experienced a significant drop of 7.35% in the Standard Not Met category.
- While significant growth was seen in third through sixth grades in the areas of writing (An increase of 15.51% in students At or Near Standards) and reading (Increase of 8.08% in students At or Near Standards from 54.90% to 62.98%), continued support is needed in the area of Research/Inquiry (Investigating, Analyzing, and Presenting Information) as evidence by an average of 19.07% across these grade levels, not meeting standards.(An increase of 1%)

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	51	68		49	67		49	67		96.1	98.5	
Grade 4	67	53		64	52		64	52		95.5	98.1	
Grade 5	73	72		72	68		72	68		98.6	94.4	
Grade 6	76	76		71	75		71	75		93.4	98.7	
All Grades	267	269		256	262		256	262		95.9	97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2430	2432		20.41	20.90		28.57	29.85		26.53	23.88		24.49	25.37	
Grade 4	2441	2463		9.38	13.46		23.44	26.92		37.50	36.54		29.69	23.08	
Grade 5	2466	2491		19.44	8.82		9.72	27.94		23.61	35.29		47.22	27.94	
Grade 6	2476	2509		14.08	18.67		15.49	14.67		26.76	32.00		43.66	34.67	
All Grades	N/A	N/A	N/A	15.63	15.65		18.36	24.43		28.52	31.68		37.50	28.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	17.91		48.98	56.72		24.49	25.37	
Grade 4	15.63	19.23		50.00	55.77		34.38	25.00	
Grade 5	13.89	14.71		40.28	55.88		45.83	29.41	
Grade 6	14.08	24.00		32.39	38.67		53.52	37.33	
All Grades	16.80	19.08		42.19	51.15		41.02	29.77	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	22.45	28.36		61.22	52.24		16.33	19.40	
Grade 4	10.94	13.46		51.56	59.62		37.50	26.92	
Grade 5	15.28	8.82		38.89	60.29		45.83	30.88	
Grade 6	8.45	8.00		42.25	54.67		49.30	37.33	
All Grades	13.67	14.50		47.27	56.49		39.06	29.01	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.53	19.40		51.02	65.67		22.45	14.93	
Grade 4	10.94	17.31		64.06	59.62		25.00	23.08	
Grade 5	11.11	10.29		58.33	67.65		30.56	22.06	
Grade 6	19.72	10.67		52.11	65.33		28.17	24.00	
All Grades	16.41	14.12		56.64	64.89		26.95	20.99	

Conclusions based on this data:

- Overall 50.75% of 3rd graders met or exceeded standards, while 47.22% of 4th graders met or exceeded standards. In addition, 35.5% and 34.62% of fifth and sixth graders (respectively) met or exceeded standards.
- Third through sixth grade need support in the area of Concept and Procedures, Problem Solving/Modeling Data Analysis, Communicating Reasoning as evidence by an approximate average of 29.69%, across these grade levels, not meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		5	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										14	16	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	0.00		28.57	25.00		21.43	37.50		35.71	37.50		14	16	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	28.57	12.50		28.57	37.50		7.14	25.00		35.71	25.00		14	16	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	7.14	0.00		21.43	18.75		28.57	18.75		42.86	62.50		14	16	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	28.57	31.25		35.71	50.00		35.71	18.75		14	16	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	35.71	18.75		28.57	43.75		35.71	37.50		14	16	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	14.29	0.00		35.71	43.75		50.00	56.25		14	16	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	14.29	0.00		42.86	50.00		42.86	50.00		14	16	

Conclusions based on this data:

1. Students are making most progress towards proficiency in the area of spoken language.
2. The EL population at Macy needs additional support in the areas of reading and writing as most students are performing at Level 1 and Level 2. Macy teachers needs to work to use active engagement strategies in the classrooms to increase fluency and success.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
437	44.4	4.8	0.2
Total Number of Students enrolled in Macy Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	4.8
Foster Youth	1	0.2
Homeless	6	1.4
Socioeconomically Disadvantaged	194	44.4
Students with Disabilities	72	16.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian		
Asian	17	3.9
Filipino	8	1.8
Hispanic	262	60.0
Two or More Races	11	2.5
Pacific Islander	2	0.5
White	124	28.4

Conclusions based on this data:

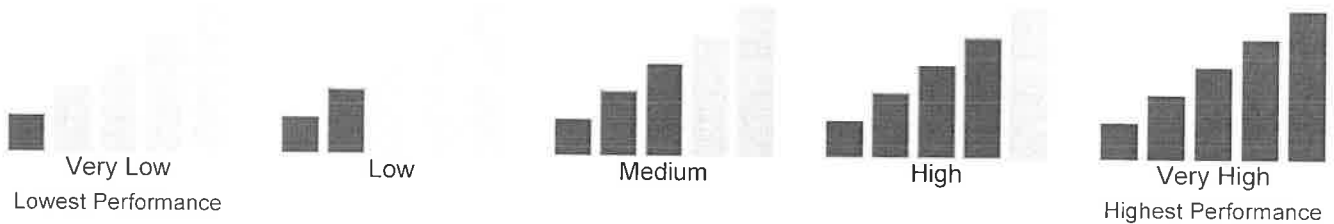
1. As evidenced in the recent designation as a Title I school, the socioeconomically disadvantaged student population continues to grow at Macy.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

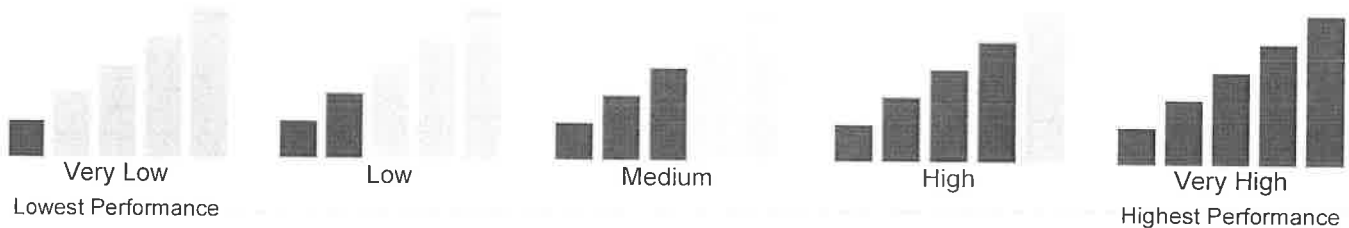
1. The current status of medium in both ELA and math are in line with data from the CAASPP, showing that overall ELA and math scores have improved. Macy's SOAR intervention program and use of iREADY, Accelerated Reader, and Thinking Maps and will continue.
2. The status in the Suspension Rate indicator of Low is evidence that the programs continued from last year, PBIS training and implementation, were successful, we will continue these positive behavior school wide programs.
3. Macy's Very High status in the area of Chronic Absenteeism is evidence that the school needs a specific attendance policy to encourage and reward better attendance.

School and Student Performance Data

Academic Performance English Language Arts

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

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

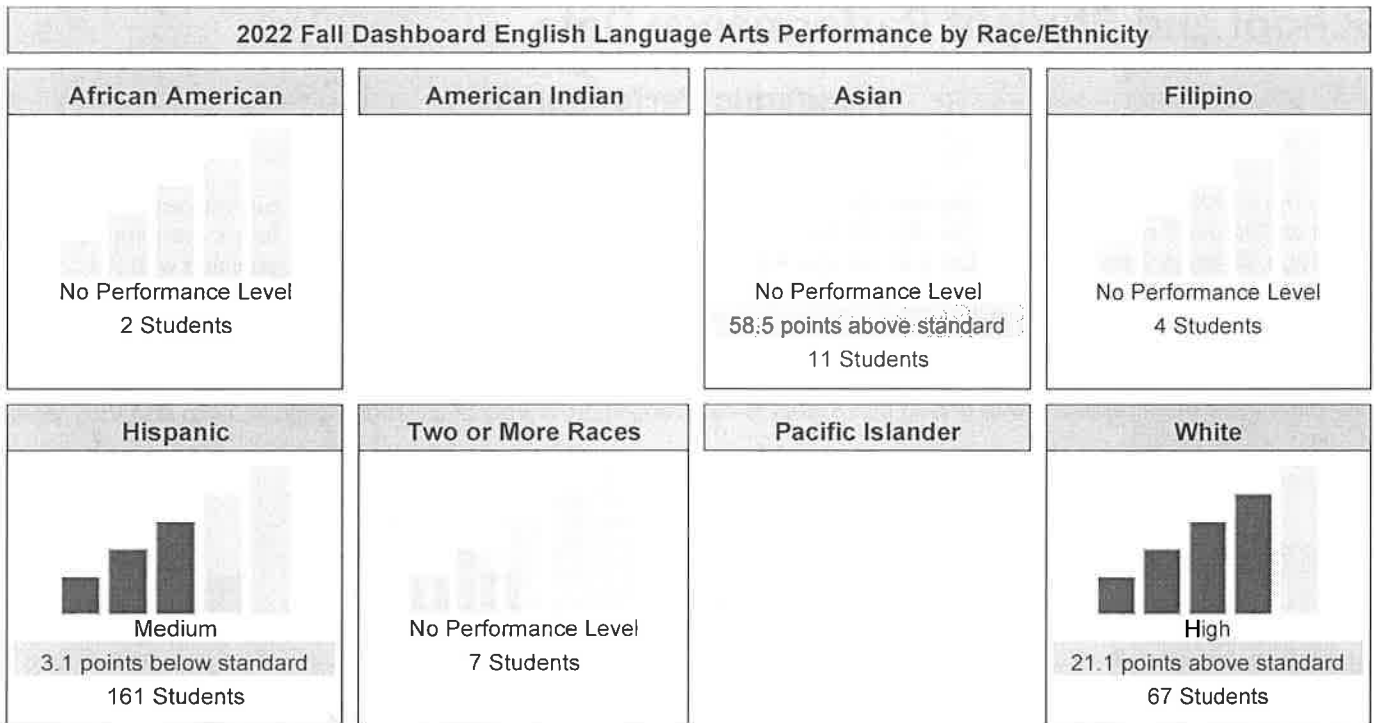


This section provides number of student groups in each level.

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

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Medium 7.1 points above standard 254 Students</p>	<p>English Learners</p> <p>No Performance Level 50.5 points below standard 22 Students</p>	<p>Foster Youth</p> <p>No Performance Level 0 Students</p>
<p>Homeless</p> <p>No Performance Level 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 15.6 points below standard 121 Students</p>	<p>Students with Disabilities</p> <p>Very Low 87.7 points below standard 43 Students</p>



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>6 Students</p>	<p>Reclassified English Learners</p> <p>47.9 points below standard 17 Students</p>	<p>English Only</p> <p>11.8 points above standard 228 Students</p>

Conclusions based on this data:

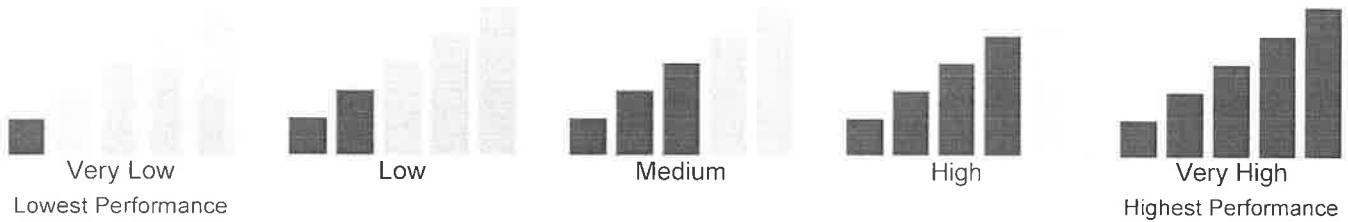
1. The CAASPP ELA data shows improvement in the total student population, but low achievement among EL, SED, and SPED students remains. It is clear that programs such as iReady and Accelerated Reader need to be used with fidelity.
2. Administration and staff at Macy need to fully implement iReady, Accelerated Reader Thinking Maps, and Write from the Beginning as part of a total plan to improve student achievement among these groups.
3. The SOAR Intervention program was built into the school day, and will focus on ELA goals and student achievement.

School and Student Performance Data

Academic Performance Mathematics

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

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






This section provides number of student groups in each level.

2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
1	2	1	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Medium 23.0 points below standard 253 Students</p>	<p>English Learners</p> <p>No Performance Level 94.0 points below standard 22 Students</p>	<p>Foster Youth</p> <p>No Performance Level 0 Students</p>
<p>Homeless</p> <p>No Performance Level 4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Low 48.5 points below standard 121 Students</p>	<p>Students with Disabilities</p> <p>Very Low 118.9 points below standard 43 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 2 Students</p>		<p>No Performance Level 37.3 points above standard 11 Students</p>	<p>No Performance Level 4 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 35.0 points below standard 160 Students</p>	 <p>No Performance Level 7 Students</p>		 <p>Medium 3.9 points below standard 67 Students</p>

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
6 Students	83.5 points below standard 17 Students	17.9 points below standard 227 Students

Conclusions based on this data:

1. With all student groups scoring in the medium range, it appears as though the interventions put in place last year were successful. These programs will continue.
2. Macy needs to put in place programs targeting the SWD and SED groups.

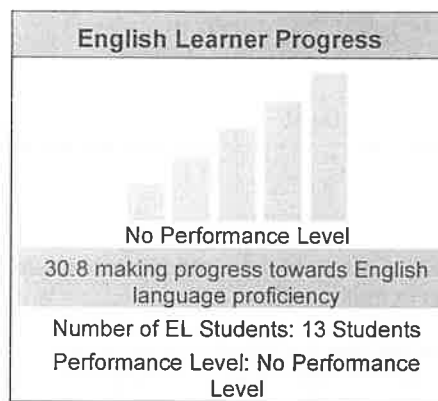
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23.1%	46.2%	0.0%	30.8%

Conclusions based on this data:

1. With 30.8% of students progressing at least one ELPI level suggests that daily directed EL instruction in the classroom has been somewhat effective.
2. Teachers should participate in professional development to improve instruction and meet the needs of these students.
3. Teachers might benefit from instruction in integrated EL instruction.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

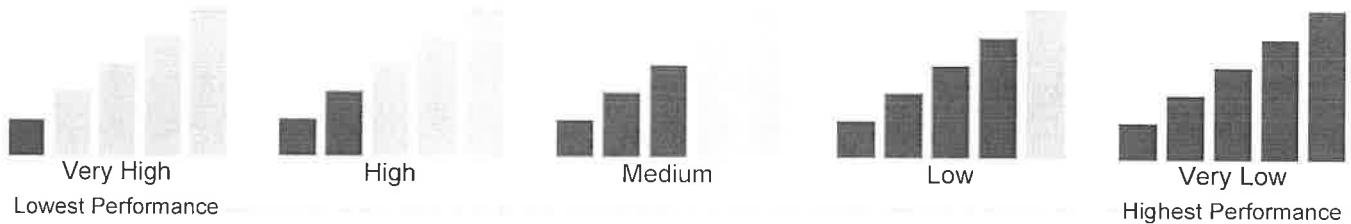
1. This is not applicable

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



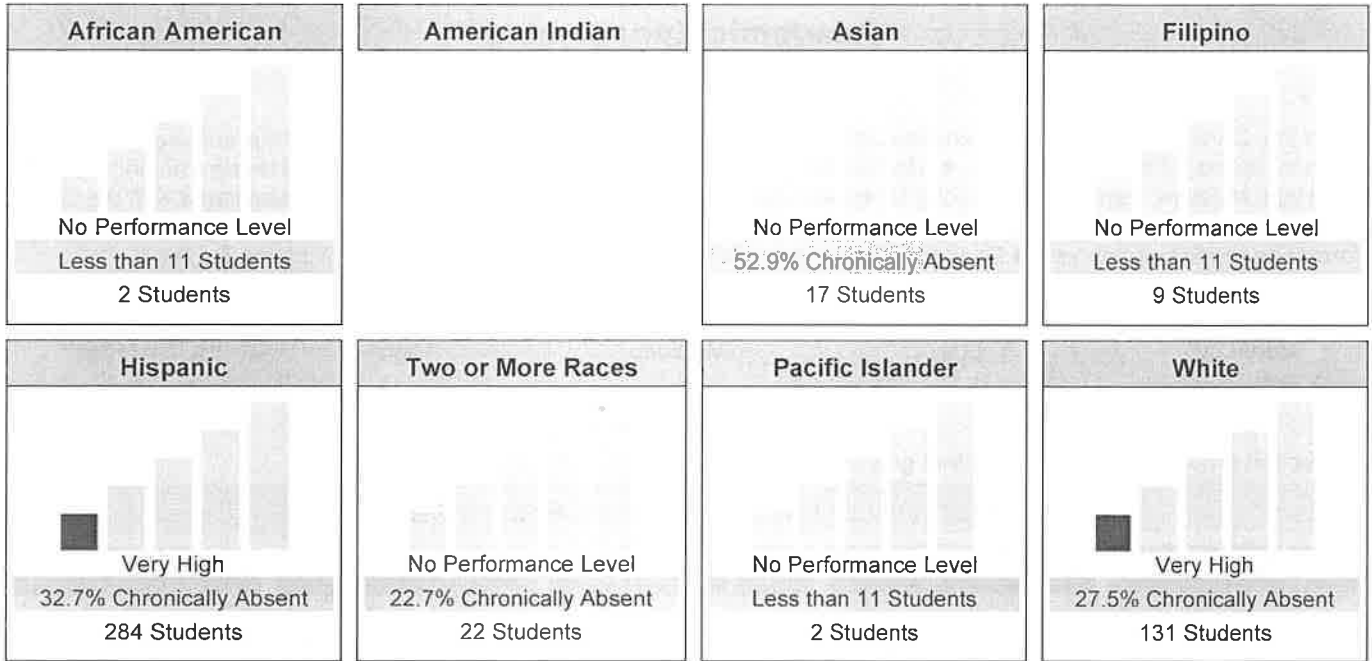
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
4	0	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Very High 31.7% Chronically Absent 467 Students</p>	<p>English Learners</p> <p>No Performance Level 50% Chronically Absent 24 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Very High 37.3% Chronically Absent 217 Students</p>	<p>Students with Disabilities</p> <p>Very High 47.3% Chronically Absent 93 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

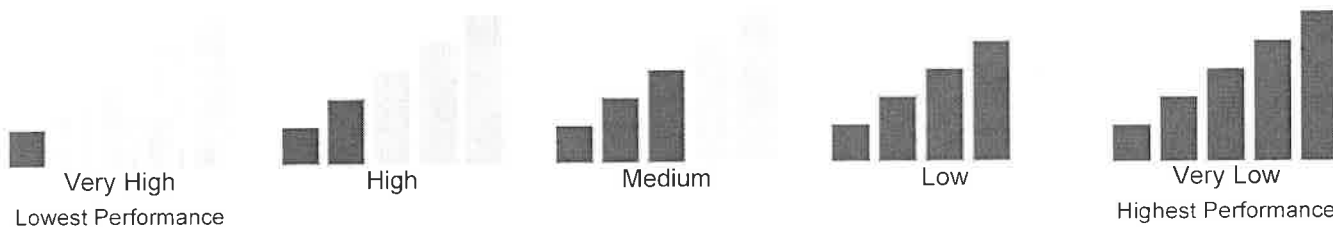
1. Chronic Absenteeism remains a lingering issue for Macy with 31.7% of the total school population continuing in the Very High indicator level.
2. Data from the Chronic Absenteeism indicator shows that Macy would benefit from improved student engagement and a specific program to address this issue. Both the Hispanic and the White subgroups, which account for 60.4% of the student population, are listed as Very High.
3. Areas of particular concern that need to be addressed in the 23-24 school year are the Socioeconomically Disadvantaged students, at 37.3%, and the Students with Disabilities, at 47.3% chronically absent.

School and Student Performance Data

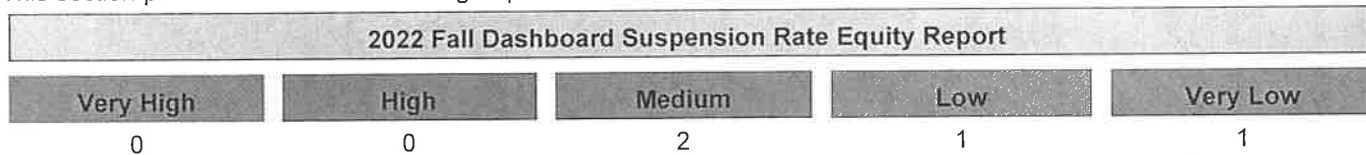
Conditions & Climate Suspension Rate

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

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




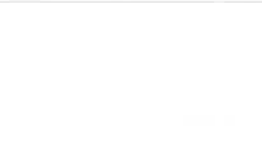






This section provides number of student groups in each level.



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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Low</p> <p>0.6% suspended at least one day 474 Students</p>	<p>English Learners</p> <p>No Performance Level</p> <p>0% suspended at least one day 26 Students</p>	<p>Foster Youth</p> <p>No Performance Level</p> <p>Less than 11 Students 4 Students</p>
<p>Homeless</p> <p>No Performance Level</p> <p>Less than 11 Students 7 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Medium</p> <p>1.4% suspended at least one day 219 Students</p>	<p>Students with Disabilities</p> <p>Medium</p> <p>1.1% suspended at least one day 93 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 <p>No Performance Level Less than 11 Students 2 Students</p>	 <p>No Performance Level Less than 11 Students 2 Students</p>	 <p>No Performance Level 5.9% suspended at least one day 17 Students</p>	 <p>No Performance Level Less than 11 Students 10 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
 <p>Low 0.7% suspended at least one day 289 Students</p>	 <p>No Performance Level 0% suspended at least one day 22 Students</p>	 <p>No Performance Level Less than 11 Students 2 Students</p>	 <p>Very Low 0% suspended at least one day 132 Students</p>

Conclusions based on this data:

1. Review of the Suspension Rate data, which shows the improvement, supports the continued use of programs put in place to improve student engagement and school climate. These programs will continue in the 23-24 school year.
2. This data appears to show improvement in student engagement and school climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Campus Climate and Culture

LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being, and involvement of students, staff, family and community.

Goal 1

Macy Elementary will continue to improve parent and student engagement and support of a positive, supportive, and safe school climate and culture, as measured by the annual California School Dashboard, with an improvement from Very High to High or Medium in the area of chronic absenteeism, a 10% improvement in monthly attendance as reported by local data, and a status of Low or Very Low for all subgroups in the annual suspension data from the California Dashboard.

Identified Need

The state priority area of Chronic Absenteeism is listed as Very High as identified by the California Department of Education and the CA Dashboard. Research continues to link attendance to academic success.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Dashboard Indicator Chronic Absenteeism	Chronic Absenteeism California Dashboard Indicator: All students (Hispanic, White, SED, SWD) Very High	By August 2024, Macy will improve student attendance as shown by a High or Medium indicator on the California Dashboard for the area of Chronic Absenteeism.
Local Data Student Attendance Records	Macy's attendance records, as reported monthly, have shown a gradual decrease in chronic absenteeism in the 2022-23 school year.	Macy's daily attendance will show continued improvement and meet or exceed 95% monthly as evidence by local data.
California Dashboard Indicator Annual Suspension Rate	Suspension Rate California Dashboard Indicator: Hispanic and White students reported as Low and Very Low. SED and SWD reported as medium.	By August 2024, Macy will maintain or improve its Suspension Rate as shown by a low or very low status in all subgroups on the California Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers at Macy will provide class rewards for attendance. Individual classroom teachers will support and incentivize improved attendance by rewarding their classes with "Perfect Attendance" rewards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

0

None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will be awarded perfect attendance certificates at the end of each trimester and the end of the year to acknowledge their achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

200

Site Formula Funds
4000-4999: Books And Supplies
Purchase of Certificates

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Macy staff will continue with school wide discipline plan and continued implementation of PBIS. Continues use of Eagle Cards and Principal's Award to reinforce attendance and a positive school climate. Students will continue to enjoy the weekly behavior rewards afforded by the Friday prize cart.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Purchase of rewards for Eagle Card Prize Cart

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Increase school to home communication regarding the importance of attendance and its link to academic success, specifically targeting families of chronically absent students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
No cost is associated with this strategy/activity

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

District providing incentive to achieve 98% or higher attendance rate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Big Buddy/Little Buddy Program specifically in place to target Multiplication Mastery and Sight word Mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

None Specified

No Cost associated with this strategy

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Data collected leading up to the Omicron outbreak showed improvement in attendance records, leading to the conclusion that, but for the pandemic, attendance strategies were successful. Data collected during the 2021-22 school year showed Very High Chronic Absenteeism that continued throughout the 21-22 school year and into the 2022-23 school year. Since February 2023, with the decrease in Corona related illness, data has shown a slight decrease in Chronic Absenteeism. Since strategies to improve attendance were successful leading into the pandemic, it can be reasonably assumed that those same strategies will be effective in lowering Chronic Absenteeism in the coming year.

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

Increased communication specifically targeting families of chronically absent students.

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

No changes will be made.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence in English Language Arts and Mathematics

LEA/LCAP Goal

ACADEMIC EXCELLENCE - LEARNING FOR ALL STUDENTS Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

By June 2024, Macy School will show continued growth towards high levels of achievement and college and career readiness with Medium or High status in English Language Arts (ELA) and Medium or High in Math as measured by the California School Dashboard, as well as a 12% increase in the number of students meeting or exceeding the standard in ELA and a 10% increase in students meeting or exceeding the standard in math as measured on the annual CAASPP Smarter Balanced Assessments, and an improvement to 100% percent of students meeting their annual growth goal as measured by iReady assessment data.

Identified Need

California adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for successful futures in both college and careers. Macy has successfully implemented these standards and will continue to support Macy students with achievement in the implementation of these standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard for ELA	Medium	By June 2024, overall student performance in ELA will show in the Medium or High status as measured by the California Dashboard for ELA.
CA Dashboard Data for Math	Medium	By June 2024, overall student performance in Math will show in the Medium or High status as measured by the California Dashboard for Math.
CAASPP ELA Data	53% of students met or exceeded the standard	By June of 2024, 65% of students will meet or exceeded the standard in ELA as measured by the CAASPP.
CAASPP Math Data	40% of students met or exceeded the standard	By June of 2024, 50% of students will meet or exceeded

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals As of April 2022, Macy students have achieved 89% of expected growth in Reading and 65% in math.	the standard in math as measured by the CAASPP. School-wide, Macy students will achieve 100% of annual growth goal in reading and math as measured by the iReady program assessments.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will implement the district adopted iReady program with fidelity and all students K-6 will complete an iReady assessment three times each year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified
No cost associated with this strategy/activity

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Under the direction of their teachers, all students will be instructed in Thinking Maps and Write from the Beginning and will complete one entire writing process each month. Teachers will provide students with exemplars and rubrics as guidance throughout the writing process. During PLC time teachers will work to develop rubrics and exemplars and work through writing samples to share successes and areas in need of improvement. Through this professional sharing and discussion, instruction and student performance in writing will improve.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified

None Specified

No cost associated with this strategy/activity

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students Identified as At-Risk

Strategy/Activity

Upon completion of the iReady initial assessment at the beginning of the 2023-24 school year, teachers will refer students 2 or more years below grade level to the Intervention program. Macy will utilize two intervention staff each working five days a week to improve reading fluency and comprehension and math achievement with students referred by their teachers and identified as at risk students after an analysis of iReady and CAASPP data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

46,000

Source(s)

District Funded

2000-2999: Classified Personnel Salaries
Salary for Intervention teachers

46,000

Title I

2000-2999: Classified Personnel Salaries
Salary for Intervention teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Implementation of Accelerated Reader to be used in grades 1-6 to build fluency and comprehension. Teachers will submit monthly reading assessment scores.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8500

Parent-Teacher Association (PTA)
None Specified
Purchase of Accelerated Reader Software Program

2388

LCFF
5000-5999: Services And Other Operating Expenditures
Purchase of Software Program

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier 1 Support -All Students. Tier 2 Support-25%. Tier 3 Support-15%

Strategy/Activity

Implement a Master Schedule and MTSS systems that allow for 2 hours of ELA core instruction and 1 to 1.5 hours of math instruction daily (Tier 1), implementation of FOCUS 5 for in class targeted intervention (Tier 2), and pull-out for intervention students identified as at-risk by iReady and Smarter Balanced Assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Strategies implemented during the 2021-2022 school year served to mitigate learning loss from the virtual year 2020-2021. Upon return to in-person learning in 2021-2022, teachers used iReady and Accelerated Reader and intervention teachers were able to meet with students in person. Scores from 2022 Smarter Balanced Assessments will prove effectiveness of the strategies implemented. Scores from the 2021 school year were lower than expected.

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

The Accelerated Reader (AR) program will continue from last year. PTA will purchase the program from funds raised to specifically target literacy. Furthermore, the addition of the second Intervention Teacher and the implementation of the iReady program impacted budget 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.

Changes in the program which will lead to improved student achievement are found in the implementation of the district adopted writing programs, completion of the entire writing process every month, and improved PLC time for teachers as outlined above.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence

LEA/LCAP Goal

All students in the Lowell Joint School District will demonstrate continuous student achievement and progress toward being college and career ready.

Goal 3

By June 2024, 75% of students with disabilities will meet their annual expected growth outcomes in ELA and math as reported by iReady assessment, this subgroup will improve performance from 'Very Low' to 'Low' as reported on the California Dashboard in both ELA and math, additionally students with disabilities will improve their attendance rate by 5% as reported by local attendance data.

Identified Need

As identified by the Smarter Balanced assessment, 33.99% of students scored at the Met or Exceeded achievement level in the area of Math. This slightly higher than the state average (33.76%) but lower than the District average (35.22%)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASP	5.8% of students with disabilities meet the standard in the area of ELA and 8.89% of students in this subgroup meet the standard in math on the Smarter Balanced assessment	Students in this subgroup will demonstrate academic growth on the 2023 CAASPP assessment with 12% of students scoring in the Met or Exceeded achievement level in the area of ELA and 15% of the students in this subgroup will meet or exceed the standard in math.
CA Dashboard	California Dashboard status of Very Low for Students with Disabilities subgroup in both reading and math	Students in this subgroup will score at the low or medium level as reported on the 2023 California Dashboard for the areas of ELA and math.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

SOAR time will be used to provide additional instruction during the school day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students identified by their teacher as At Risk after careful analysis of the 2023 CAASPP data and initial beginning of the year assessment.

Strategy/Activity

Teachers will utilize the Focus 5 strategy to plan exemplary lessons that meet the needs of all students with specific focus on Students in our lowest performing subgroups (SWD, SED)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

None Specified
None Specified

--

None Specified
None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Students will use the iReady instructional program with fidelity to help build a conceptual understanding of math through rigorous learning and creative problem solving that helps to engage, motivate and challenge students toward higher achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4,200

Source(s)

District Funded
4000-4999: Books And Supplies
Purchase of Software

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release time provided for teachers to observe other teachers to ensure that staff is implementing best practices for instruction. Each grade level can observe, then meet and plan for a full school day

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Cost of grade level substitutes for all grade levels so each grade level can observe, then meet and plan for a full school day

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The performance summary of students with disabilities shows that nearly 6% students in this subgroup met the standard in ELA and nearly 9% met the standard in math. The past strategies have not been implemented with fidelity across the grade levels as is evidenced by the CAASPP scores.

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

Teacher visits and observations of master teachers were planned for the 2022-23 school year. Teachers will have more time to observe this year.

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.

Professional collaboration, and the daily use of iReady will help to make this goal attainable.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Culture

LEA/LCAP Goal

Continue to strengthen communication with parents and community members by providing resources and opportunities for parents' active engagement in their student's education.

Goal 4

By August 2023, Macy will continue to cultivate a school culture that encourages positive feelings among staff and families through continued effective communication, and added opportunities for student enrichment and above grade level learning, offerings of tutoring and extra assistance where appropriate, as evidenced by 95% or higher on our LCAP parent survey in areas of culture and climate at the school.

Identified Need

Review of the LCAP Parent Survey shows that while 91% of parents felt that Macy offers a strong academic program, only 73.5% of parents felt that Macy encourages high academic goals and 51.4% of parents felt that students were offered opportunities to work above grade level and for enrichment.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
LCAP Survey	Review of the 2022 LCAP Parent Survey shows that while 91% of parents surveyed believe that Macy provides a strong academic program for its students, 48.6% believe that Macy does not offer adequate opportunities for students to work above grade level where appropriate.	By August 2023 as seen in the LCAP surveys parents will have an overall more positive rating of the school and opportunities for student enrichment and above grade level learning

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

School Messenger at least weekly while school in session to continue improved communication with families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Cost associated for this Strategy/Activity
associated with purchase of paper

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students in each classroom will be given the opportunity to complete enrichment activities, where appropriate, utilizing the outdoor learning space and the Macy Garden.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Update school website regularly, listing upcoming events and opportunities for parents and students at the school, as well as achievements of our students and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students in each classroom will be given the opportunity to complete a STEAM activity weekly with at least one time monthly in the STEAM Lab.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Cost for this strategy associated with materials to be purchased for STEAM lab activities

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Weekly School messengers and emails have been successful in sharing school information with the community. Review of the 2021-2022 LCAP Parent Survey that only 8.3% of parents surveyed feel that data is not provided that demonstrates student achievement, this is down from 24% in 20-21, 91.1% of parents believe that they are well informed about opportunities to be involved in their child's education, this is up from 87% in 20-21, and 11.7% of parents surveyed believe that the school does not encourage high academic goals this is down from 26.5% in 20-21.

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

NA

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.

Information in the LCAP brought to light a new challenge in the area of opportunities for above grade level work. With all teachers now GATE trained, Staff will leverage that training to offer more opportunities for above grade level learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$112,288.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$46,000.00

Subtotal of additional federal funds included for this school: \$46,000.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$51,200.00
LCFF	\$4,388.00
None Specified	\$0.00
Parent-Teacher Association (PTA)	\$8,500.00
Site Formula Funds	\$2,200.00

Subtotal of state or local funds included for this school: \$66,288.00

Total of federal, state, and/or local funds for this school: \$112,288.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
	0.00
District Funded	51,200.00
LCFF	4,388.00
None Specified	0.00
Parent-Teacher Association (PTA)	8,500.00
Site Formula Funds	2,200.00
Title I	46,000.00

Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
	2,000.00
1000-1999: Certificated Personnel Salaries	1,000.00
2000-2999: Classified Personnel Salaries	92,000.00
4000-4999: Books And Supplies	6,400.00
5000-5999: Services And Other Operating Expenditures	2,388.00
None Specified	8,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference

Funding Source

Amount

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	1,000.00

2000-2999: Classified Personnel Salaries	District Funded	46,000.00
4000-4999: Books And Supplies	District Funded	4,200.00
	LCFF	2,000.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,388.00
None Specified	None Specified	0.00
None Specified	Parent-Teacher Association (PTA)	8,500.00
4000-4999: Books And Supplies	Site Formula Funds	2,200.00
2000-2999: Classified Personnel Salaries	Title I	46,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	3,200.00
Goal 2	102,888.00
Goal 3	5,200.00
Goal 4	1,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Enrique Aranda	› Parent or Community Member
Amy Knierim	› Parent or Community Member
Shannon Ladwig	› Parent or Community Member
Shannon Hammer	› Parent or Community Member
Chelsea Shrainer	› Other School Staff
Christian Mangold	› Classroom Teacher
Mary Shaw	› Classroom Teacher
Patty Jacobsen	› Principal
Michelle Valdez	› Classroom Teacher
Daniel Gonzalez	› Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

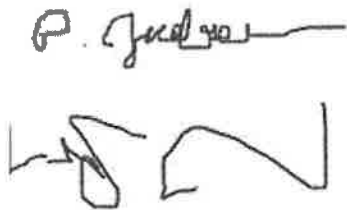
Committee or Advisory Group Name

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 4/19/2023.

Attested:



Principal, Patricia K. Jacobsen on 2/6/2023
SSC Chairperson, Chelsea Shrainger on 2/6/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

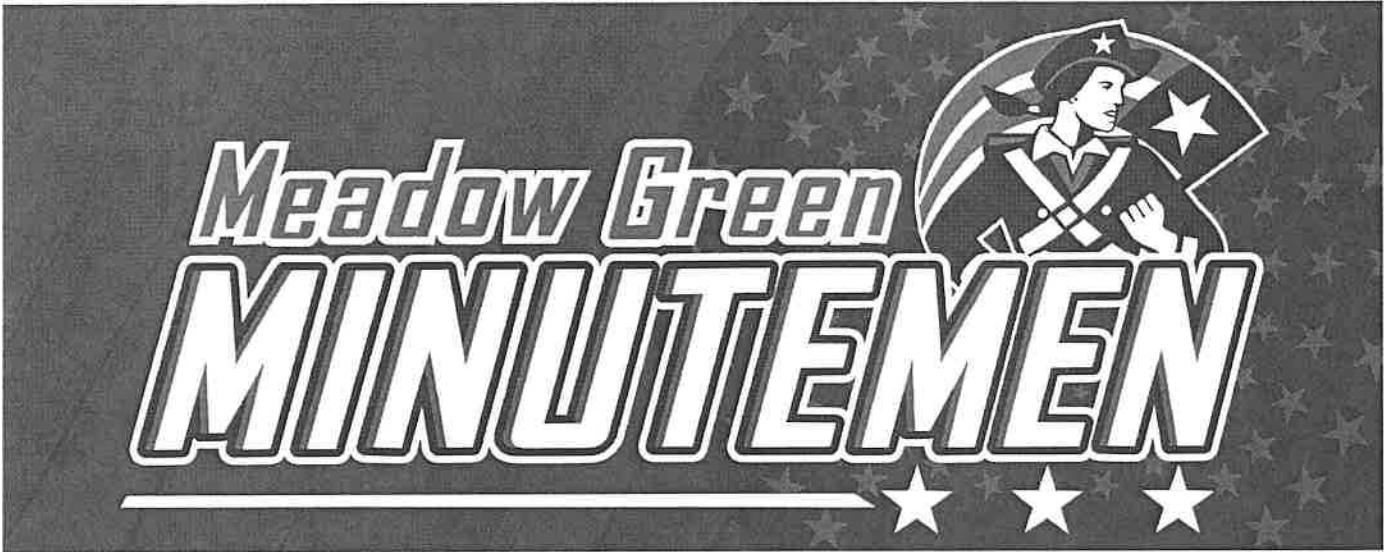
For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow Green Elementary	30647666020192	April 13, 2023	May 1, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Meadow Green operates the Title I program as a school-wide Title I program, targeting achievement school-wide. Meadow Green transitioned from a targeted assistance to a school-wide program during the 2018/19 school year, as the number of students from socioeconomically disadvantaged backgrounds increased above 40% of the total school population.

A school may operate a SWP if:

The school's LEA determines that the school serves an eligible attendance area or is a participating school under Section 1113 of the ESEA; and

For the initial year of the schoolwide program:

The school serves a school attendance area in which not less than 40 percent of the children are from low-income families; or

Not less than 40 percent of the children enrolled in the school are from low-income families (34 CFR 200.25[b][1]; ESSA Section 1114[a][1][A]).

A school that serves an eligible school attendance area in which less than 40 percent of the children are from low-income families, or a school for which less than 40 percent of the children enrolled in the school are from such families, may operate a schoolwide program under this section if the school receives a waiver from the State educational agency to do so, after taking into account how a schoolwide program will best serve the needs of the students in the school served in improving academic achievement and other factors (ESSA Section 1114[a][1][B]). Eligible schools are not required to operate the SWP and may choose to remain as a TAS. Additional information about Title I, Part A TAS may be located on the Title I, Part A Targeted Assistance Schools web page.

Comprehensive Needs Assessment

A school operating a SWP must conduct a comprehensive needs assessment of the entire school (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1]). The comprehensive needs assessment is based on academic achievement information about all students in the school, including all groups and migratory children, particularly the needs of those students who are failing, or are at-risk of failing, to meet the challenging State academic standards and any other factors as determined by the LEA, and particularly for those students furthest away from demonstrating proficiency, so that all students demonstrate at least proficiency on the State's academic standards (ESSA Section 1114[b][6]; 34 CFR 200.26[a][1] and [b]).

A school operating a SWP must also conduct a comprehensive needs assessment to:

Help the school understand the subjects and skills for which teaching and learning need to be improved (34 CFR 200.26[a][1][i][A]); and

Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards (34 CFR 200.26[a][1][i][B]).

SWP Plan Development

An eligible school operating a SWP shall develop a comprehensive plan, that is:

Developed during a 1-year period, unless the LEA determines, in consultation with the school, that less time is needed to develop and implement the SWP (ESSA Section 1114[b][1]);

Developed with the involvement of parents and other members of the community to be served and individuals who will carry out such plan (ESSA Section 1114[b][2]; 34 CFR 200.26[a][2]);

To remain in effect for the duration of the school's participation in a SWP and will be monitored and revised as necessary (ESSA Section 1114[b][3]); and

Regularly monitored and revised as necessary based on student needs and all students have been provided with opportunities to meet the challenging State academic standards (ESSA Section 1114[b][3]);

Available to the LEA, parents, and the public, and the information contained in such plan shall be in an understandable and uniform format and, to the extent practicable, provided in a language that the parents can understand (ESSA Section 1114[b][4]); and

If appropriate and applicable, developed and coordinated and integration with other Federal, State, and local services, resources, and programs (ESSA Section 1114[b][5]);

The SWP plan shall include descriptions of strategies that the school will be implementing to address school needs (ESSA Section 1114[b][7][A]) including a description of how such strategies will:

Provide opportunities for all children, including each of the subgroups of students to meet the challenging State academic standards (ESSA Section 1114[b][7][A][i]);

Strengthen the academic program in the school, increase the amount and quality of learning time, and help provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education (ESSA Section 1114[b][7][A][ii]); and Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards (ESSA Section 1114[b][7][A][iii]). All activities, strategies, and interventions included in the SWP shall be evidence-based. Evidence-based means the proposed project component is supported by one or more of strong evidence, moderate evidence, promising evidence, or evidence that demonstrates a rationale (34 CFR 77.1[c]).

If programs are consolidated, the SWP plan shall include descriptions of the specific LEA programs and other Federal programs that will be consolidated in the SWP (ESSA Section 1114[b][7][B]).

The SWP school must document how it conducted the comprehensive needs assessment, the results it obtained, and the conclusions it drew from those results (34 CFR Section 200.26[a][3]).

Further, an LEA shall ensure that each SWP plan shall be consolidated into a single plan (EC Section 64001[a]), known as the School Plan for Student Achievement (SPSA). The single plan shall be developed and approved by the schoolsite council (EC sections 64001[c] and 65000[b]). Information regarding the SPSA is located on the Local Control and Accountability Plan (LCAP) web page.

SWP Plan Evaluation

In addition, a school operating a SWP must:

Annually evaluate the implementation of, and results achieved by, the SWP, using data from the State's annual assessments and other indicators of academic achievement (34 CFR 200.26[c][1]); Determine whether the SWP has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards (34 CFR 200.26[c][2]; and Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the SWP (34 CFR 200.26[c][3]).

SWP Consolidation of Funds

The SWP may consolidate funds from Federal, State, and local sources to implement the school's comprehensive plan to upgrade its entire educational program (ESSA Section 1114[a][1]; ESSA Section 1114[a][3][A]-[B]; 34 CFR 200.25[e]; 34 CFR Section 200.29[a]).

A SWP school that consolidates and uses funds from any other Federal program:

is not required to meet the statutory or regulatory requirements of that program applicable at the school level; but must meet the intent and purposes of that program to ensure that the needs of the intended beneficiaries (e.g., students, teachers, and parents) of any other federal programs (34 CFR 200.29[b][1]).

must meet the requirements of those programs relating to health; safety; civil rights; student and parental participation and involvement; services to private school children; maintenance of effort; comparability of services; use of Federal funds to supplement, not supplant non-Federal funds; and distribution of funds to SEAs or LEAs (34 CFR 200.29[b][2]).

Is not required to maintain separate fiscal accounting records, by program, that identify the specific activities supported by those particular funds; but must maintain records that demonstrate that the SWP, as a whole, addresses the intent and purposes of each of the Federal programs

whose funds were consolidated to support the SWP (ESSA Section 1114[a][3][C] and 34 CFR 200.29[d]).

If a school consolidates and uses funds from migrant education, Indian education, and special education in its SWP, the school must meet specific requirements of such programs (34 CFR 200.29[c]).

Use of Funds in SWP

A school operating a SWP:

is not required to identify particular children as eligible to participate (34 CFR 200.25[c][1]) or provide services that supplement, and do not supplant, the services participating children would otherwise receive if they were not participating in a Title I, Part A program (ESSA Section 1118[b][1]; 34 CFR 200.25[c][2]).

must use funds available under Title I, Part A only to supplement the total amount of funds that would, in the absence of the Federal funds, be made available from non-Federal sources for that school, including funds needed to provide services that are required by law for children with disabilities and children with limited English proficiency (34 CFR 200.25[d]).

may use Title I, Part A funds to establish or enhance prekindergarten programs for children below the age of 6, such as Even Start programs or Early Reading First programs (ESSA Section 1114[c]; 34 CFR 200.25[f]).

A secondary school operating a SWP may use Title I, Part A funds to operate dual or concurrent enrollment programs that address the needs of low-achieving secondary school students and those at risk of not meeting the challenging State academic standards (ESSA Section 1114[e]).

The SWP shall use funds available to supplement the amount of funds that would, in the absence of Title I, Part A funds, be made available from non-Federal sources for the school (ESSA Section 1114[a][2][B]). Additional information on authorized use of Title I, Part A funds may be located on the Title I, Part A Authorized Use of Funds web page.

SWP Waiver Criteria and Process

SWP waivers may be approved by the CDE if the local governing board approves such a request and if the school meets one or more of the following criteria:

=25 percent student low income;

Graduation rate is below state average;

Local governing board recommends that the SWP is the best way to serve the student population;

=30 percent English Learner student population;

School has been identified for comprehensive or targeted support; or

School has been identified as the lowest 5 percent of low performing schools.

Once the local governing board approves the waiver request, the school must then complete the following:

Conduct a Needs Assessment

Develop a SWP Plan

Obtain the local governing board approval of the SWP Plan

The LEA will indicate dates of the local governing board approval of the SWP status including the waiver in the Notification of Authorization of SWP report in the Consolidated Application Reporting System.

A school may begin to operate the SWP on the day the local governing board approved the SWP plan (ESSA Section 1114[b][1][B]).

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Under ESSA, schools are required to establish a school planning team, composed of representatives from all stakeholder groups: the principal, teachers, school site council (SSC), other staff who will carry out the plan, parents and community members, and (in secondary schools) students. The SSC may serve as the school planning team. A technical assistance provider must be identified to support the process, and a needs assessments must be conducted to inform the development of the plan.

For Meadow Green, the SSC is the planning team, and the SPSA was developed and approved after analyzing data and gathering input to determine areas of greatest need. The District Office is the technical assistance provider to support the site with the implementation of the plan.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Surveys are completed yearly by staff, families, and students. This is completed on an annual basis. Overall, results indicate a high level of satisfaction with the educational program at Meadow Green. Over 90% of all stakeholders report that Meadow Green offers a rigorous educational program that prepares students for 21st century college and careers and that Meadow Green provides a safe and positive campus environment.

On the 2023 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

My student has been provided a consistent instructional program: 98%

- My student has been provided the necessary technology support: 96%
- School staff is welcoming and supportive- 97%

School and district have provided consistent and informative updates-94%

- Staff provides a strong core academic program: 98%

School routinely encourages students and parents to set high goals- 90%

School provides information about student's academic performance-97%

School provides academic support- 90%

School offers opportunities for students to work above grade level if appropriate- 65% (24% responded don't know)

School provides a balanced academic program-93%

Power Source has been a positive program- 48% (50% responded did not participate)

Expectations for behavior are high and students are encouraged to be responsible citizens 95%

School is safe, orderly, and well-disciplined-90%

Student is happy to go to school-93%

School rules are enforced consistently with all students- 87% (8% responded don't know)

- Staff provides a high level of service for student/family- 97%

Student receives accurate and timely feedback on assignments/HW- 98%

School is friendly, pleasant, respectful, and welcoming- 100%

- Student is provided an appropriate level of academic challenge-92%
- Staff makes parents feel welcome and part of school- 97%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 94%

Benefit from additional parent education opportunities- 91%

- I feel comfortable initiating discussion w/ school staff about concerns- 96%
- Principal treats staff, parents, and students w/ respect-97%
- Principal works collaboratively-91%
- Principal communicates clearly- 95%
- Principal assists w/ resolution of parent / student concerns- 84% (12% responded don't know)

know)

- Principal follows through w/ commitments- 97% (3% responded don't know)
- Principal maintains visibility and accessibility-100%
- Principal provides adequate and timely information-99%
- I have access to technology and emails from school- 98%
- Within its capabilities, school provides resources needed for strong educational environment- 97%

Child has access to needed instructional materials-96%

- School is kept clean- 98%
- Child understands work in reading, math, science, and history- 89%

On the 2022 LCAP parent survey, the following % of respondents agree or strongly agree with the statements below:

- My student has been provided a consistent instructional program: 95%
- My student has been provided the necessary technology support: 93%
- School staff is welcoming and supportive- 96%
- School and district have provided consistent and informative updates-94%
- Staff provides a strong core academic program: 95%
- School routinely encourages students and parents to set high goals- 88%
- School provides information about student's academic performance-99%
- School provides academic support- 84% (4% don't know)
- School offers opportunities for students to work above grade level if appropriate- 64% (25% responded don't know)
- School provides a balanced academic program-93%
- Expectations for behavior are high and students are encouraged to be responsible citizens- 99%
- School is safe, orderly, and well-disciplined-98%
- Student is happy to go to school-91%
- School rules are enforced consistently with all students- 90% (6% responded don't know)
- Staff provides a high level of service for student/family-95%
- Student receives accurate and timely feedback-92%
- School is friendly, pleasant, respectful, and welcoming- 97% (1.5% responses don't know)
- Student is provided an appropriate level of academic challenge-90%
- Staff makes parents feel welcome and part of school- 97%
- I am aware of parent involvements opportunities (PTA, SSC, ELAC, ETC)- 98%
- I feel comfortable initiating discussion w/ school staff about concerns- 94%
- Principal treats staff, parents, and students w/ respect-97%
- Principal works collaboratively-91%
- Principal communicates clearly- 95%
- Principal assists w/ resolution of parent / student concerns- 88% (8% responded don't know)
- Principal follows through w/ commitments- 94% (5% responded don't know)
- Principal maintains visibility and accessibility-97%
- Principal provides adequate and timely information-97%
- I have access to technology and emails from school- 100%
- Within its capabilities, school provides resources needed for strong educational environment- 95%
- Child has access to needed instructional materials-95%
- School is kept clean- 93%
- Child understands work in reading, math, science, and history- 85%

On the 2021 LCAP staff survey, the following % of respondents agree or strongly agree with the statements below:

- My school has been provided a consistent instructional program: 97%
- Students has been provided the necessary technology support: 97%
- School staff is welcoming and supportive- 100%

- School and district have provided consistent and informative updates- 90%
- Staff provides a strong core academic program: 97%
- School routinely encourages students and parents to set high goals- 96%
- School provides information about student's academic performance-100%
- School provides academic support- 74% (15% responded don't know)
- School offers opportunities for students to work above grade level if appropriate- 75% (22% responded don't know)
- School provides a balanced academic program-90% (7% responded don't know)
- Expectations for behavior are high and students are encouraged to be responsible citizens- 97%
- School is safe, orderly, and well-disciplined- 89%
- Student is happy to go to school-- 94%
- School rules are enforced consistently with all students- 86%
- Staff provides a high level of service for student/family- 96%
- Student receives accurate and timely feedback-75% (25% responded don't know)
- School is friendly, pleasant, respectful, and welcoming- 97%
- Student is provided an appropriate level of academic challenge- 96%
- Staff makes parents feel welcome and part of school- 96%
- Staff makes parents feel comfortable initiating discussion w/ school staff about concerns- 86% (11% responded don't know)
- Principal treats staff, parents, and students w/ respect-93%
- Principal works collaboratively-86%
- Principal communicates clearly- 90%
- Principal assists w/ resolution of parent / student concerns-86%
- Principal follows through w/ commitments-90%
- Principal maintains visibility and accessibility- 93%
- Principal provides adequate and timely information-90%
- Feel comfortable in understanding and implementation of CA CCSS- 93%
- Staff regularly reviews data to monitor and improve student progress- 79% (14% responded don't know)
- Meetings are productive, meaningful, and efficient- 65% (25% responded don't know)
- Within its capabilities, school provides resources needed for strong educational environment- 96%
- Students have access to needed instructional materials-96%
- School is kept clean-93%
- ELL students understand work in reading, math, science, and history-65% (35% responded don't know)

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent classroom observations by the site administrator take place at Meadow Green Elementary in the form of informal walkthroughs. These informal walkthroughs take place on a daily basis and each classroom is visited at least once per week. In addition to these informal observations, probationary teachers have at least two formal observations and two formal evaluations each year. All tenured staff have at least two formal observations and one formal evaluation yearly if they have been employed by the district fewer than 10 years, and every other year thereafter.

Evaluations, both formal and informal, are a vital form of communication, the intent of which is to reinforce knowledge of school standards and expectations, to assist individual teachers to maintain

effective teaching skills and subject matter knowledge, and to encourage further development in proficiency. The result is a dynamic teaching staff that provides a high quality instructional program for all students.

The opportunity for teachers to observe one another is also available to staff through coordination with the site administrator and is especially encouraged for new teaching staff. The superintendent and the assistant superintendent of instruction also visit the school site and walk through classrooms a few times each year. The Director of Special Education visits the special education program regularly, providing feedback to both staff and administration. Admin and leadership walk throughs occur at multiple school sites throughout the year.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Meadow Green instructional programs are based on Common Core for grades TK-6. The school uses state and local assessments to measure students' growth. This data is used to guide instructional practices. Teachers in grades Kindergarten through six analyze District benchmark results in iReady and use this information to identify and target student needs. Students are assessed regularly through district benchmark tests and ongoing classroom assessments. Students not meeting district criteria are at-risk. At-risk students are targeted and specific interventions are established early in the school year. Benchmarks used for this assessment are District trimester tests as well as the Smarter Balanced test for grades 3-6. Students not meeting criteria on benchmark tests are targeted for intervention and are invited to attend supplemental education classes. Meadow Green also utilizes several computer-assisted programs which have provided valuable data for distance learning.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student progress is tracked on the Illuminate Data System. We also utilize iReady in grades K-6 to assess student performance levels, identify needed areas for intervention or extensions, and monitor progress in reading and math. Teachers use data from District benchmark assessments and classroom assignments to modify instruction as needed. Grades 3-6 also utilize CAASPP IAB interim assessments to gauge student progress toward grade level CCSS standards. Data is also available from Reading Plus and iReady regarding student academic needs and academic progress. Multiple early release days are scheduled to utilize data, specifically iReady.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of Meadow Green staff are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers at Meadow Green are credentialed and there is ongoing professional development and PLC meetings. 100% of teachers and students have daily access to adopted materials, which are approved by CDE and adopted by the LJSB Board of Trustees.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is an on-going process throughout the year. District-wide, there are full non-student days throughout the year where teachers receive professional development in areas such as instructional technology, student engagement, data analysis, implementation of core and supplemental instructional programs. The early-release days are on Mondays and topics are developed based on teacher need. The specific focus for the full, nonstudent days of PD are as follows:

August 15, 2022- Thinking Maps & Write from the Beginning- Setting the stage for narrative writing
August 27, 2022- Thinking Maps & Write from the Beginning- Opinion / Argument writing
November 1, 2022- Setting the Stage for Opinion / Argumentative Writing with Thinking Maps
April 7 2023- Using Thinking Maps to support writing - Final training

There were several early release Mondays that are also utilized for Site Professional Learning Community (PLC) meetings. At PLC meetings, staff focus on one or more of the four essential PLC areas (What do we want students to learn? How will we know students have learned? What will we do for students who have not learned? What will we do for students that have learned?). Site PLC focus areas are aligned with site goals and programs as developed by the School Site Council based on student achievement measures and are developed by the Principal in collaboration with staff. Topics for 2022/23 include:

September 12, 2022- Utilizing Reflex Math to support numeracy and fluency in math (grades 2-6) and iReady Data- grades K-2
September 26, 2021-Site PLC- iReady Data Training- Using data to drive instruction / academic growth
October 24,, 2022- Using Catapult EMS refresher
October 31, 2022- NGSS w/ OCDE Science trainers

December 19, 2022- Data analysis / planning / setting the stage for iReady T2 benchmarking
January 30, 2023- iReady- Using data from benchmark 2 to drive academic growth
March 13, 2023- Planning for setting up classroom space to support learning upon returning to Meadow Green in June 2023 & implementing VR headsets in classrooms
April 3, 2023- Implementation of 2023 CAASPP assessments in ELA, Math, and Science
May 1, 2023- End of year analysis / planning

In addition to PLC meetings, teachers also utilize early release Mondays for collaboration during instructional team planning with grade level and matriculation colleagues at both the site and district level.

Staff also receive other PD opportunities throughout the year to attend conferences and receive other trainings.

Areas include, but are not limited to data conferences with administration, STEAM conference, CUE conference, PALs, Restorative Practices, EDI, GLAD, Thinking Maps, and collaboration for data analysis and curriculum development.

Support for implementing programs and practices is on-going throughout the year. The Principal conducts classroom visits daily and provides on-going feedback and support. In addition, teachers are able to support one another through ITP time on Wednesdays. An instructional technology coach is also available to support development and implementation in that area. Finally, all grade levels receive several full days of sub release throughout the year to receive support from district Ed Services personnel.

Meadow Green is also in process of training all staff in restorative practices through OCDE to support the PBIS program. Several staff members are planning to participate in Responsive Classroom training during Summer 2022, to assist with the implementation of morning meetings and to embed SEL in classrooms.

Meadow Green has also received a Project Lead the Way (PLTW) grant which will be used to train staff in implementing this nationally recognized engineering program.

A scope and sequence will be developed for 2023/24 upon the release of the early release calendar, and based on district and site initiatives and needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Meadow Green currently has teachers working in the following roles: one intervention teacher, a district MTSS TOSA, a 0.5 district early learning TOSA, and 1 teacher on the district technology team. The school district provides access and support from three Teachers on Special Assignment (TOSAs). One teacher also serves as the intervention coordinator.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Each grade level team meets weekly to plan and implement a challenging and rigorous curriculum. In addition to planning together at the school site, they will meet in District wide grade level teams throughout the school year to plan and collaborate. Teachers also collaborate and plan during Music and PE time. Teachers are also provided release time throughout the year to collaborate and develop curriculum as a grade level at the school site and as district-wide grade level teams. Through our SPSA, teachers will be provided an additional release day to develop curriculum. Early release instructional team planning time is on Mondays.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

District-approved curriculum materials are utilized for core instruction, which are aligned to CCSS and approved by CDE. All core programs are adopted by the LJSD Board of Trustees.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All classrooms meet or exceed the state guidelines for required instructional minutes for reading/language arts and mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Lesson pacing and master schedules are flexible and allow for sufficient intervention time. Ten minutes of each teaching period is devoted to a focus group for reteaching and reinforcing standards. The RSP program at Meadow Green works on a push-in model in the mornings and pull-out model in the afternoon. The RSP program assists in remediation and intervention of under performing students. Intervention is provided during the school-day with a credentialed teacher. ELD support is also provided to English Language Learners.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students and classrooms have access to district-adopted core materials and programs. Meadow Green also provides many supplemental programs to promote academic achievement.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Meadow Green uses SBE-adopted, standards-aligned instructional and intervention materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

iReady, Lexia Core 5, and Reading Plus are Common Core aligned programs that are available to all under-performing students in an effort to help them meet standards in ELA and Mathematics. In addition, teachers work with under-performing students in focus groups to reteach lessons and concepts when necessary. Intervention is also provided to tier III students in need of support in

small groups three days per week. Before and after school intervention is offered to tier III students, as well.

Evidence-based educational practices to raise student achievement

Meadow Green teachers incorporate Explicit Direct Instruction in classrooms daily as a means to raise student achievement. In addition, GLAD and Thinking Maps support learning for all students in the classroom. PBIS, Restorative Practices, SEL, and PALs support a positive campus climate, which enhances academic achievement. Research based effective teaching strategies from publications such as "Classroom Instruction that Works" are utilized. Supplemental intervention programs include Lexia Core 5, reading plus, and iReady.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

After-school intervention classes are offered to under-achieving students two days a week. Several computer programs are made available online to assist under-achieving students. These programs may be used at home to further assist under-achieving students. Multiple parent education nights have been held to assist and inform parents in the areas of ELA and mathematics. Meadow Green provides family education/engagement events throughout the year that focus on educationally beneficial topics, designed to assist all students and families, including those who may be under achieving.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council, DLAC, annual surveys, LCAP meetings. A teacher sub committee also assists with recommendations for SPSA Goals/Strategies / Activities.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds support school-wide achievement and provide tutoring and intervention to students not meeting grade level standards. Title I also funds supplemental programs, materials, supplies, and technology to support all students, including those under-achieving. After-school intervention classes for under-performing students are funded through the district's LCAP LCFF funds. Title II funds support staff professional development for teachers and Title III funds support EL learners through additional staff support for EL learners. For a complete list of services provided, refer to actions taken under school goals.

Fiscal support (EPC)

Title I, LCAP Supplemental Grant Funds, Title III funds, School Donation Funds, and PTA donations.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Meadow Green School Site Council nominations and elections were conducted in August 2022. The School Site Council, consisting of parents and staff met to review needs-assessment on September 2022. As part of this process, previous goals were reviewed, data was analyzed, and new goals and actions for 2022/23 were proposed. SSC meets throughout the year to review progress for the SPSA goals, along with other important items, including the school safety plan and school accountability report card. SSC again examined needs assessment data available when adopting the plan and during SSCs throughout the year. SSC again analyzed data and conducted a needs assessment in January and April 2023 to adopt an SPSA for the 2023/24 school year. Elections for open SSC positions will be held upon the return to school in Fall 2023. The SSC will analyze campus data in the Fall and recommend any changes if necessary in goals and/or strategies/activities based on on-going comprehensive needs assessment throughout the year. The Title 1 sub committee will also convene in the Fall and make any recommended changes needed based on 23/24 Title 1 budget allocations.

SSC agendas and minutes are posted on the Meadow Green website. In addition, parents and staff provide yearly survey input, which is utilized when updating the SPSA. Input and discussion is also encouraged by families during the Title I information night in August and during PTA meetings, which take place from August -May. Staff member meetings were conducted throughout the year to gather information on the strengths and needs of programs at Meadow Green. SPSA and instructional focus are also an item on each staff meeting, which are conducted at least monthly throughout the year. Our staff utilizes the PLC model, which is research-based to engage in activities including data analysis, student work analysis, best lesson and unit designs, and connecting our programs and practices at Meadow Green to overall student achievement and progress toward college and career readiness. A 2023 Title 1 information night will be held in Fall 2023, along with monthly PTA meetings throughout the school year.

Based on the needs assessment, SSC recommended to focus on goals in (1) campus climate, (2) student engagement/attendance, (3) academic excellence in ELA and Math. and (4) progress of ELL students. SSC voted to form an advisory committee of SSC members to assist the Principal with the development of goal targets and actions/services to support school-wide achievement in those goal areas. SSC will convene in Fall of 2023 to amend the Title I budget if needed based on the allocation at that time. Meadow Green's SSC takes on the responsibilities of ELAC and there is an ELAC parent representative who provides feedback on the plan and represents the school on the DELAC.

In April 2023, SSC analyzed the most current school data to adopt goals and a SPSA plan for the 2022/23 school year. SSC will amend the plan, if needed, upon the return to school in 2023/24.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Not applicable, no inequities were identified.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.20%	0%		1	0
African American	1.8%	2.41%	2.44%	9	12	12
Asian	6.5%	8.25%	7.52%	33	41	37
Filipino	2.0%	1.61%	1.63%	10	8	8
Hispanic/Latino	72.3%	70.82%	69.51%	366	352	342
Pacific Islander	%	%	0%			0
White	15.2%	15.49%	16.67%	77	77	82
Multiple/No Response	2.2%	1.21%	2.24%	11	6	11
Total Enrollment				506	497	492

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	74	86	95
Grade 1	70	58	70
Grade 2	60	66	59
Grade 3	60	54	69
Grade 4	76	65	57
Grade 5	90	72	66
Grade 6	76	96	76
Total Enrollment	506	497	492

Conclusions based on this data:

1. Meadow Green enrollment continues to range between about 500-550 students.
2. There is strong interest in our program from families/students located outside of our attendance boundaries.
3. Significant subgroups at Meadow Green are Hispanic/Latino, White, and Asian.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		23	18		4.6%	3.7%
Fluent English Proficient (FEP)		25	31		5.0%	6.3%

Conclusions based on this data:

1. The Meadow Green English Learner population has ranged from 5% to 7% throughout the past three school years. Although the percentage of English Language Learners based on students reclassifying as Fluent English Proficient is still being calculated it will remain similar in 2023/24.
2. English Learners at Meadow Green require targeted strategies to support acquisition of academic English skills in reading, writing, listening, and speaking.
3. To support a continued trend of students achieving RFEP status, classroom teachers and ELD instructional assistants will continue to provide Meadow Green English Language Learners with targeted instruction based on ELPAC data, which is provided in the beginning of the school year from the LJSD Aeries system.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54		61	54		61	54		100.0	100.0	
Grade 4	75	64		74	64		74	64		98.7	100.0	
Grade 5	91	72		89	72		89	72		97.8	100.0	
Grade 6	75	92		74	90		74	90		98.7	97.8	
All Grades	302	282		298	280		298	280		98.7	99.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2441.	2477.		36.07	51.85		19.67	24.07		22.95	18.52		21.31	5.56	
Grade 4	2502.	2504.		36.49	32.81		28.38	32.81		24.32	20.31		10.81	14.06	
Grade 5	2536.	2557.		31.46	40.28		30.34	38.89		22.47	13.89		15.73	6.94	
Grade 6	2539.	2559.		20.27	22.22		29.73	42.22		36.49	25.56		13.51	10.00	
All Grades	N/A	N/A	N/A	30.87	35.00		27.52	35.71		26.51	20.00		15.10	9.29	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	46.30		67.21	46.30		6.56	7.41	
Grade 4	24.32	34.38		72.97	62.50		2.70	3.13	
Grade 5	32.58	30.56		62.92	63.89		4.49	5.56	
Grade 6	31.08	27.78		55.41	64.44		13.51	7.78	
All Grades	28.86	33.57		64.43	60.36		6.71	6.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	24.07		55.74	64.81		27.87	11.11	
Grade 4	18.92	14.06		64.86	71.88		16.22	14.06	
Grade 5	30.34	33.33		47.19	55.56		22.47	11.11	
Grade 6	12.16	20.00		64.86	62.22		22.97	17.78	
All Grades	20.13	22.86		57.72	63.21		22.15	13.93	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	11.48	18.52		78.69	77.78		9.84	3.70	
Grade 4	18.92	20.31		72.97	71.88		8.11	7.81	
Grade 5	19.10	18.06		74.16	76.39		6.74	5.56	
Grade 6	14.86	17.78		82.43	78.89		2.70	3.33	
All Grades	16.44	18.57		76.85	76.43		6.71	5.00	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	16.39	38.89		77.05	53.70		6.56	7.41	
Grade 4	21.62	21.88		72.97	64.06		5.41	14.06	
Grade 5	26.97	31.94		64.04	52.78		8.99	15.28	
Grade 6	22.97	20.00		70.27	73.33		6.76	6.67	
All Grades	22.48	27.14		70.47	62.14		7.05	10.71	

Conclusions based on this data:

- Overall, on ELA CAASPP assessments, the the percentage of students meeting of exceeding standards has remained consistent over the past three years, ranging between 74.1% and 64%%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in ELA.
- Meadow Green students continue to exhibit strong performance in comparison to peers in LJSD, LA, OC, and CA.
- Reading informational text is a claim area that has continued to show improvement over the past 3 years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	61	54		61	54		61	54		100.0	100.0	
Grade 4	75	64		74	64		74	64		98.7	100.0	
Grade 5	91	72		88	72		88	72		96.7	100.0	
Grade 6	75	92		74	89		74	89		98.7	96.7	
All Grades	302	282		297	279		297	279		98.3	98.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2443.	2457.		16.39	24.07		36.07	38.89		32.79	24.07		14.75	12.96	
Grade 4	2472.	2494.		17.57	21.88		28.38	35.94		32.43	29.69		21.62	12.50	
Grade 5	2504.	2514.		19.32	26.39		20.45	13.89		32.95	30.56		27.27	29.17	
Grade 6	2491.	2545.		10.81	24.72		14.86	20.22		33.78	34.83		40.54	20.22	
All Grades	N/A	N/A	N/A	16.16	24.37		24.24	25.81		33.00	30.47		26.60	19.35	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	31.48		54.10	62.96		16.39	5.56	
Grade 4	25.68	37.50		43.24	43.75		31.08	18.75	
Grade 5	18.18	23.61		51.14	45.83		30.68	30.56	
Grade 6	6.76	26.97		45.95	48.31		47.30	24.72	
All Grades	19.53	29.39		48.48	49.46		31.99	21.15	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	29.51	29.63		52.46	46.30		18.03	24.07	
Grade 4	18.92	23.44		54.05	62.50		27.03	14.06	
Grade 5	14.77	16.67		54.55	61.11		30.68	22.22	
Grade 6	10.81	14.61		52.70	61.80		36.49	23.60	
All Grades	17.85	20.07		53.54	58.78		28.62	21.15	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	26.23	27.78		57.38	64.81		16.39	7.41	
Grade 4	17.57	20.31		64.86	67.19		17.57	12.50	
Grade 5	18.18	19.44		68.18	59.72		13.64	20.83	
Grade 6	13.51	19.10		63.51	74.16		22.97	6.74	
All Grades	18.52	21.15		63.97	67.03		17.51	11.83	

Conclusions based on this data:

- Overall, on Math CAASPP assessments, the the percentage of students meeting of exceeding standards has ranged over the past three years between 42% and 68.5%. These data are above the CA state, Los Angeles County, and Orange County overall averages. These data indicate that Meadow Green has continued to produce students who are college and career ready in Math.
- Communicating reasoning continues to be a strength area for Meadow Green students.
- Throughout the past three years, concepts and procedures has remained the lowest claim area at Meadow Green.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		6	9	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		6	*	
3	*	*		*	*		*	*		*	4	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades										26	24	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	26.92	29.17		46.15	20.83		19.23	41.67		7.69	8.33		26	24	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	34.62	16.67		42.31	50.00		23.08	29.17		0.00	4.17		26	24	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	19.23	20.83		34.62	25.00		34.62	37.50		11.54	16.67		26	24	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	42.31	37.50		57.69	58.33		0.00	4.17		26	24	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	38.46	16.67		57.69	66.67		3.85	16.67		26	24	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	19.23	20.83		61.54	58.33		19.23	20.83		26	24	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	26.92	29.17		65.38	54.17		7.69	16.67		26	24	

Conclusions based on this data:

1. Overall, based on the most current data, Meadow Green ELL students are performing at Level 3 or above in the ELPAC assessment, with level 4 being the achievement criteria with the greatest number of students.
2. Oral language, listening, and speaking domains are the highest performing sub test areas, with over 37.5% of LEP students performing at level 4. Meadow Green teachers will continue to utilize active engagement strategies in the classroom to encourage student academic discourse.
3. Writing is the lowest sub test area, with 29% of LEP students performing at level 4. Meadow Green teachers will utilize the Journeys and Thinking Maps/Write from the Beginning programs to practice writing daily, with scaffolded support for LEP and other struggling students, based on student needs in the classroom.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
497	54.3	4.6	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Meadow Green Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	23	4.6
Foster Youth		
Homeless	5	1.0
Socioeconomically Disadvantaged	270	54.3
Students with Disabilities	35	7.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	2.4
American Indian	1	0.2
Asian	41	8.2
Filipino	8	1.6
Hispanic	352	70.8
Two or More Races	6	1.2
Pacific Islander		
White	77	15.5

Conclusions based on this data:

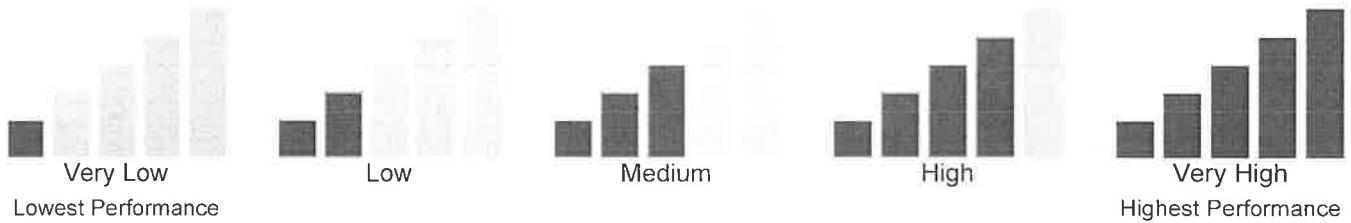
1. The number of SED students has grown to 54.3%, allowing the school to transition from a targeted to school-wide Title I program in the 19/20 school year.
2. ELL student numbers remains below 5%. Meadow Green staff continue to strive to support all ELL students with attaining RFEP status.
3. Hispanic continues to be the largest subgroup based on race/ethnicity.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	Graduation Rate Not Applicable for Elementary Grades	Suspension Rate Medium
Mathematics Medium	Chronic Absenteeism Very High	
English Learner Progress No Performance Level Due to Subgroup Size		
College/Career Not Applicable for Elementary Grades		

Conclusions based on this data:

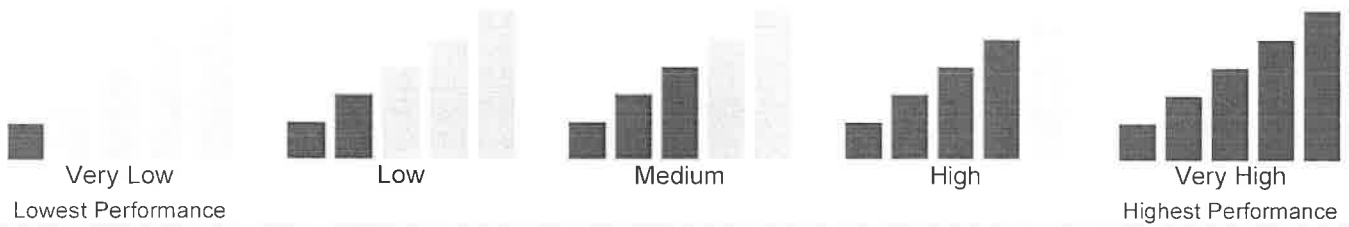
1. Overall, academic areas in ELA and Math continue to show a high level of growth and performance. ELA is at level high, math is at level medium, with less than 1 point in average of distance from level 3 (0.2 points school-wide) from being rated at level high.
2. Overall suspension rate remains low and in the medium rating.
3. The rate of chronic absenteeism grew, and is very high but remains under the state and local average for elementary schools.

School and Student Performance Data

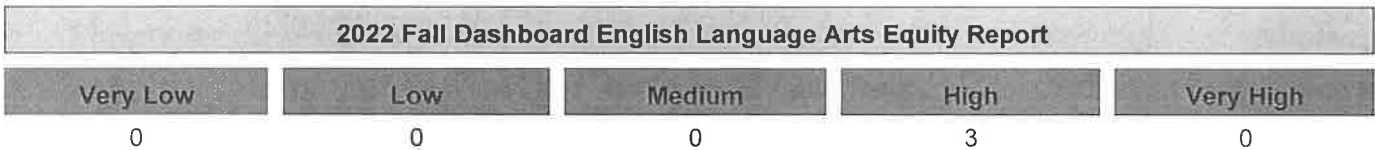
Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.



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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>High 39.4 points above standard 273 Students</p>	<p>No Performance Level 25.3 points above standard 26 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 2 Students</p>	<p>High 18.0 points above standard 155 Students</p>	<p>No Performance Level 33.9 points below standard 23 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p> <p>No Performance Level 7 Students</p>	<p>American Indian</p> <p>No Performance Level 1 Student</p>	<p>Asian</p> <p>No Performance Level 87.8 points above standard 19 Students</p>	<p>Filipino</p> <p>No Performance Level 5 Students</p>
<p>Hispanic</p> <p>High 36.0 points above standard 198 Students</p>	<p>Two or More Races</p> <p>No Performance Level 4 Students</p>	<p>Pacific Islander</p>	<p>White</p> <p>High 32.9 points above standard 39 Students</p>

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>7 Students</p>	<p>Reclassified English Learners</p> <p>52.2 points above standard 19 Students</p>	<p>English Only</p> <p>40.8 points above standard 242 Students</p>

Conclusions based on this data:

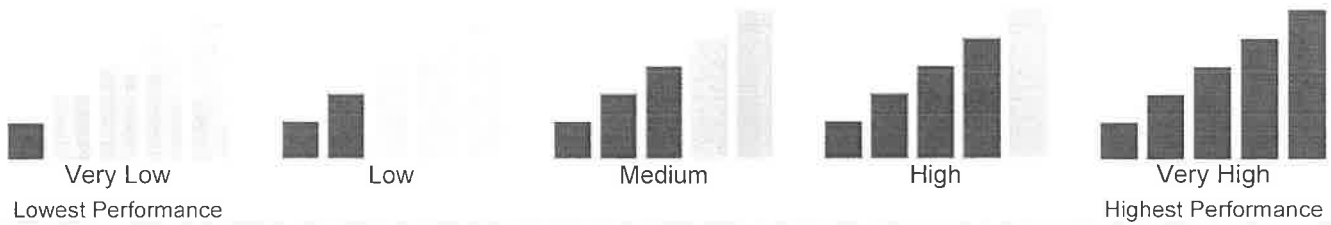
- Overall, Meadow Green performance in ELA was at the High Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in reading, writing, listening, speaking, and research/inquiry.
- All subgroups are high or better in performance.
- Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the very high range. Meadow Green will work toward an annual goal of continuing this strong achievement in ELA.

School and Student Performance Data

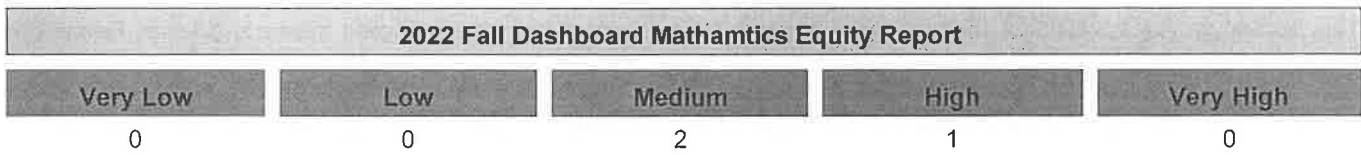
Academic Performance Mathematics

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

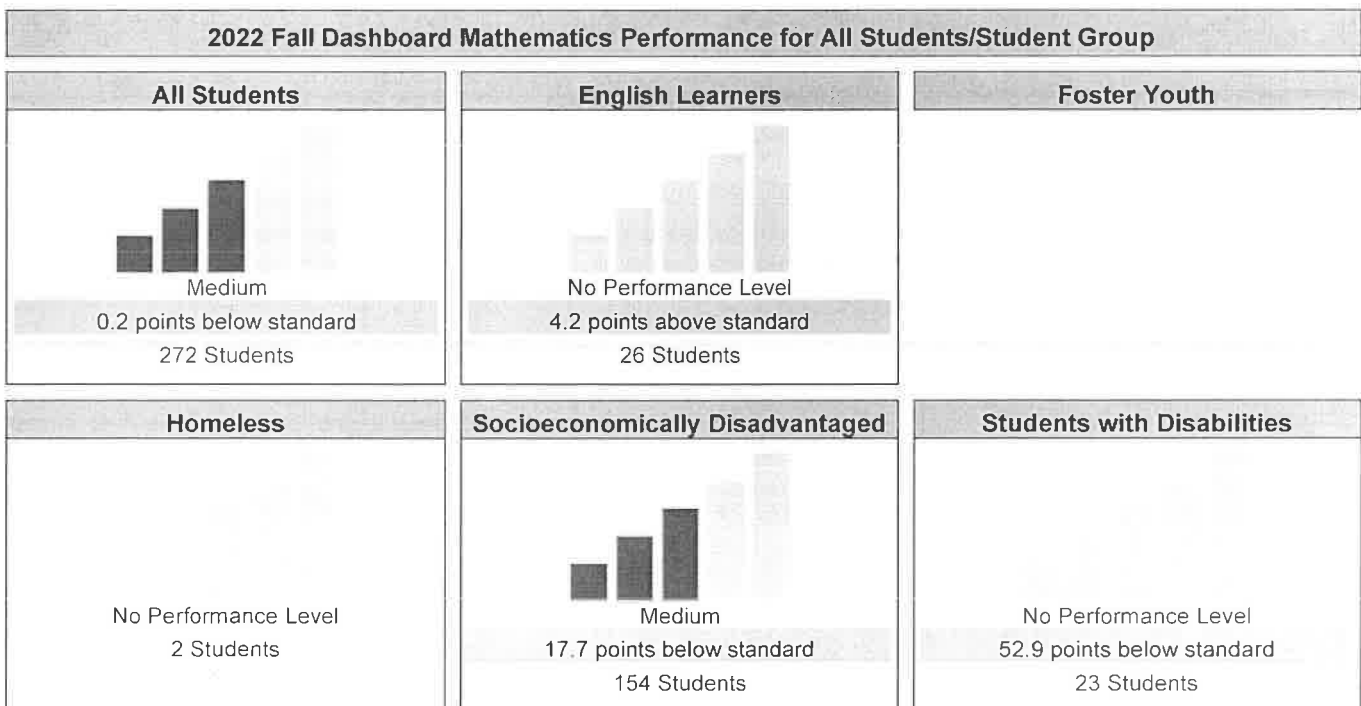
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



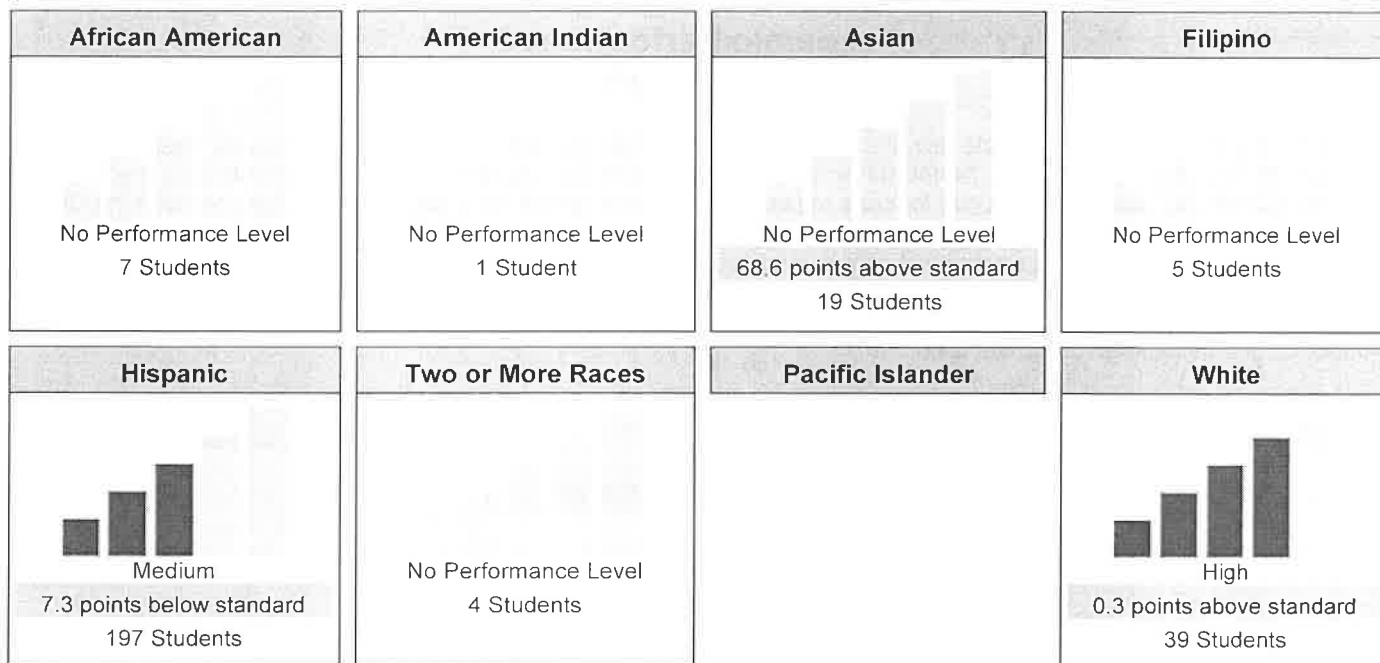
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
7 Students	32.4 points above standard 19 Students	0.1 points below standard 241 Students

Conclusions based on this data:

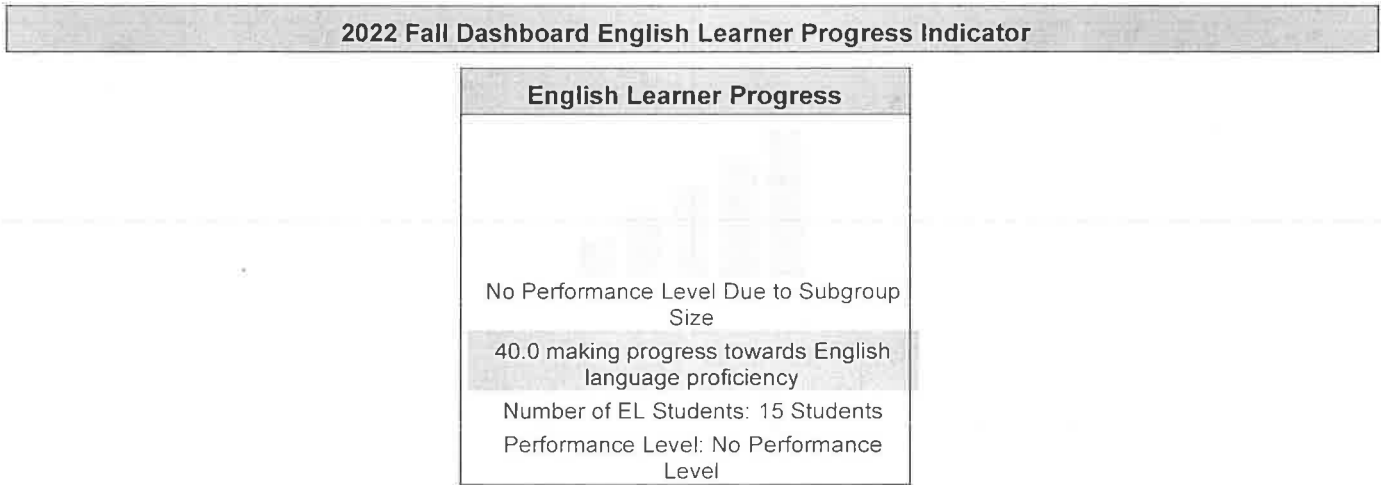
1. Overall, Meadow Green performance in Math was at the medium Level on the CA DataDashboard. These data indicate that Meadow Green is exceeding standards with producing students who are college and career ready in concepts/procedures, problem solving/data analysis, and communicating math reasoning.
2. All significant subgroups performed in the medium or higher
3. Reclassified English Learner students performed in the "high range." Meadow Green did not have enough English Learners students take the assessments (less than 10) to receive valid or reliable data. English only students performed in the high range. Meadow Green will work toward an annual goal of continuing this strong achievement in Math.

School and Student Performance Data

Academic Performance English Learner Progress

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

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



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

2022 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.0%	40.0%	0.0%	40.0%

Conclusions based on this data:

1. 80% of students maintained or grew an ELPI level.
2. 20% of students decreased a level.
3. Overall, ELL students are not a significant subgroup in number of EL students and a performance level is not able to be issued by CDE due to the volatility associated with small subgroup size.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

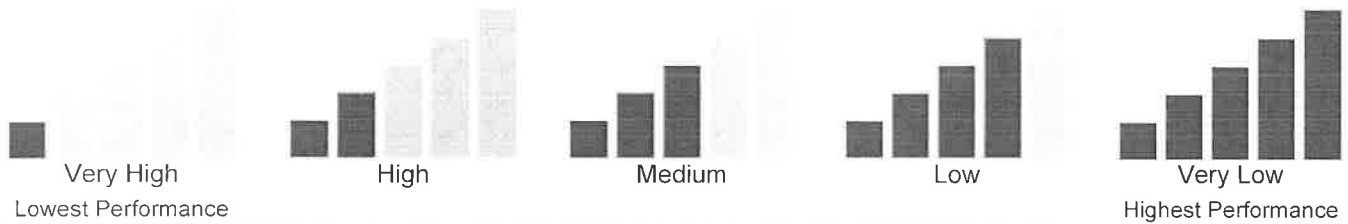
1. Not applicable.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



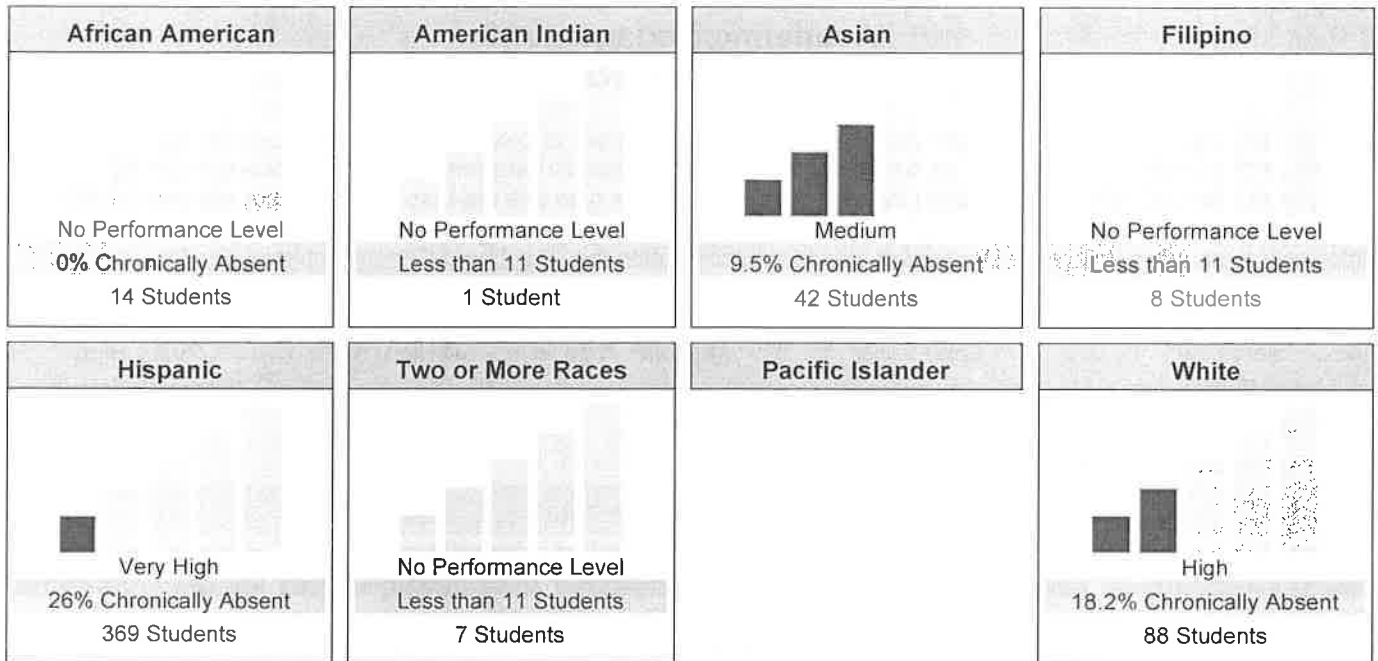
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
3	1	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High 22.5% Chronically Absent 529 Students</p>	<p>No Performance Level 32.1% Chronically Absent 28 Students</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level Less than 11 Students 6 Students</p>	<p>Very High 30% Chronically Absent 293 Students</p>	<p>Very High 26.4% Chronically Absent 53 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

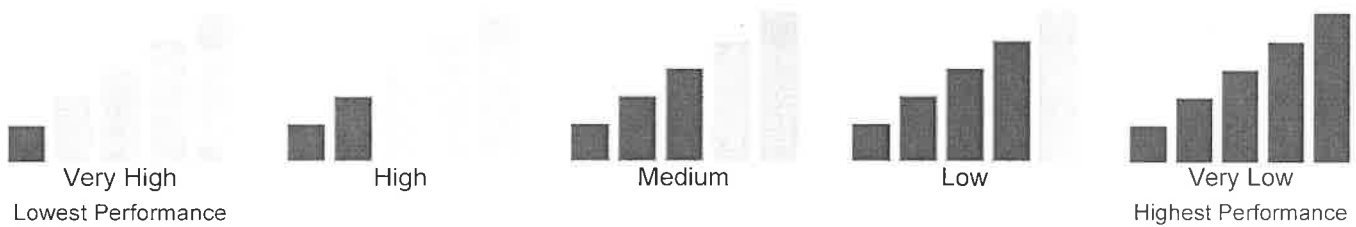
1. The rate of chronic absenteeism grew , but remains below the state and local county averages.
2. The SPSA contains an engagement goal to address this area of need both overall and for all subgroups performing at high or very high (ATSI) (overall, Hispanic, white, SED, SWD).

School and Student Performance Data

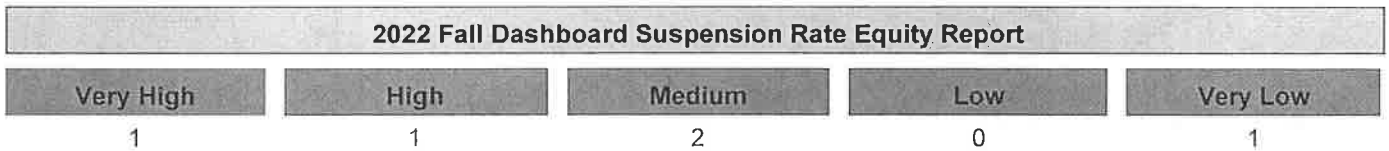
Conditions & Climate Suspension Rate

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

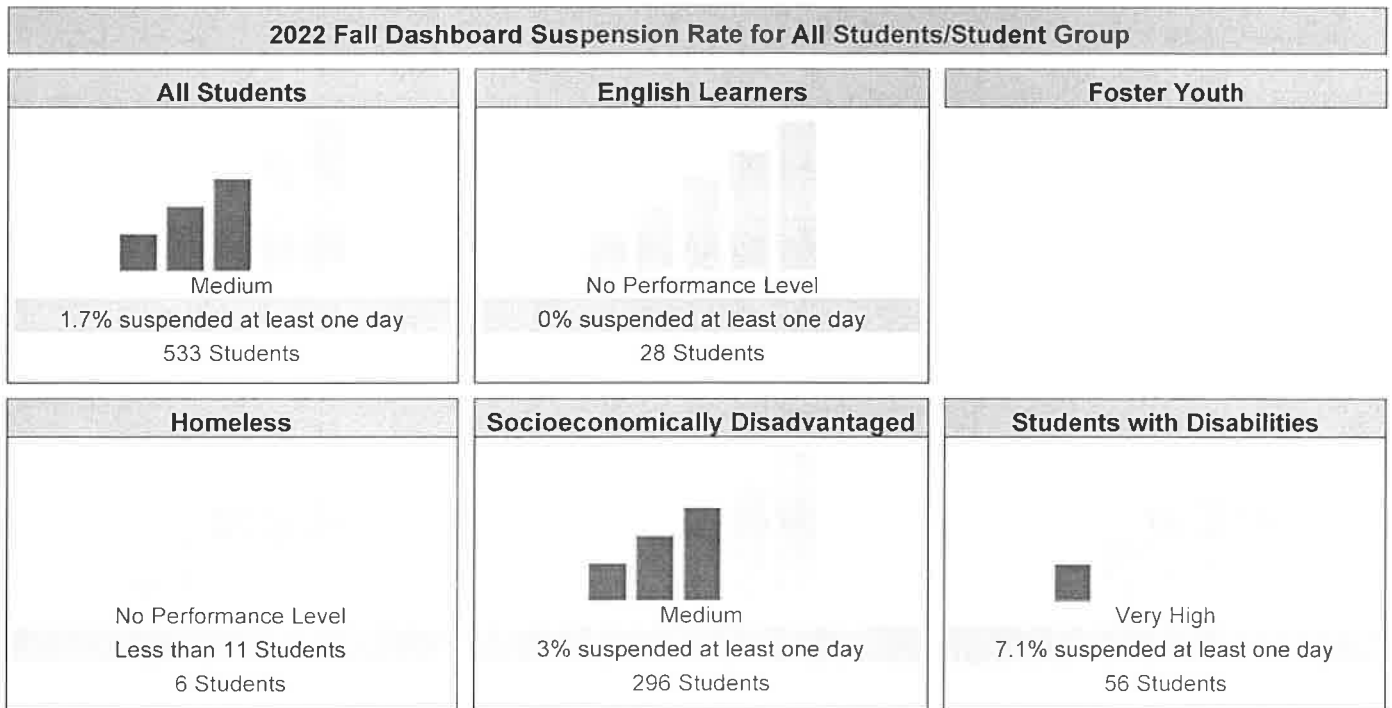
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



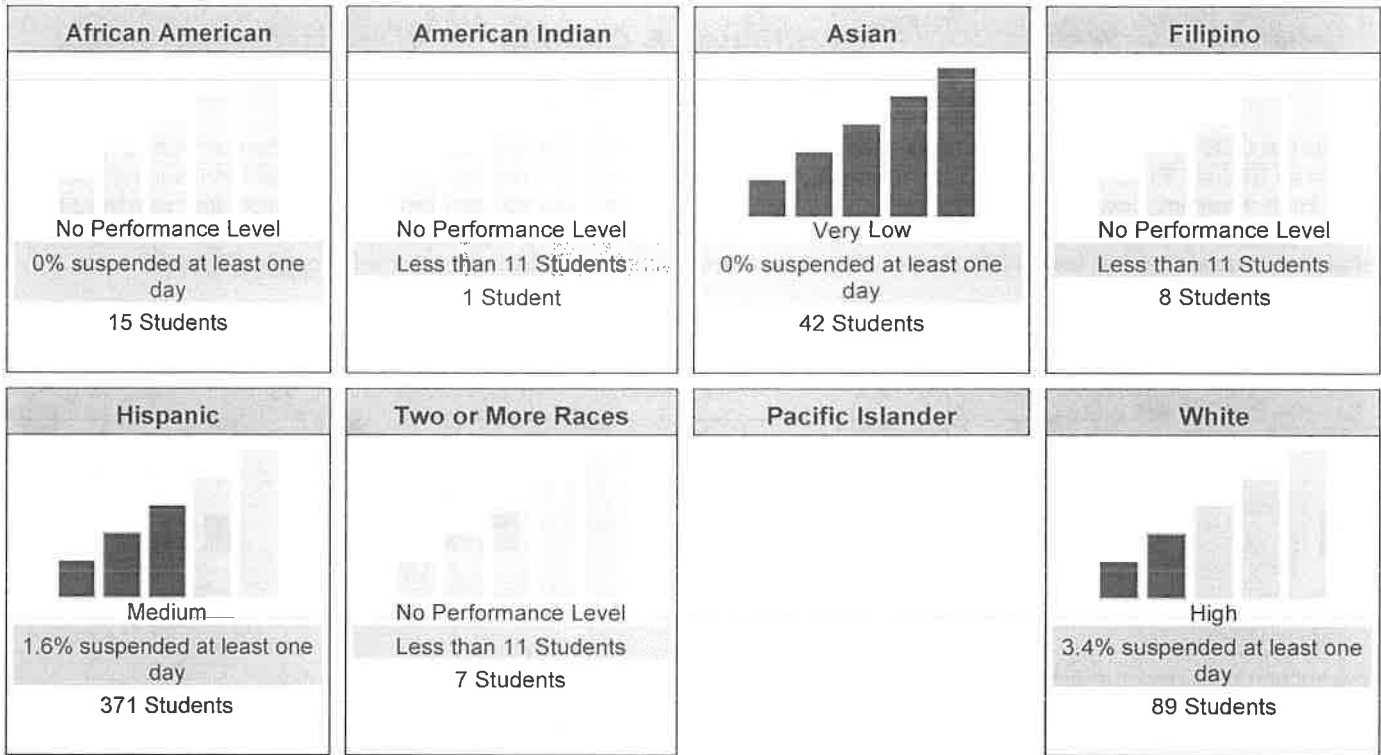
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Overall, suspensions remain well below the district, local county, and state level.
2. A medium overall rating was achieved.
3. SWD is rated in the very high range and white is in the high range and will be supported through SPSA goal #1 campus climate.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Climate and Culture

LEA/LCAP Goal

Safe, Orderly, Positive, Respectful Learning Environments: All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 1

By June 2024, Meadow Green will maintain a positive and safe campus climate and culture, as measured by the annual California School Dashboard Indicator, ODR PBIS data, and annual suspension date.

Identified Need

State priority area, identified through CDE and CA School Dashboard. Numerous research studies have proven the link between school climate and student outcomes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA School Dash Board Indicator of status and growth for suspension rate- All Students (If available)	Medium	Green or blue (or low)
Percentage of students 2 or more Office Discipline Referrals (ODR) majors in an academic year	3% (as of April 2023)	2% or fewer
SWD and White Subgroup Dashboard Rating- ATSI	Very High and High	Green or blue (or low)

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low performing subgroups on AMO 3.

Strategy/Activity

1.1 Implementation of the PRIDE (Personal Responsibility in Daily Effort) Program, including PBIS training camps, monthly calendar assemblies, PBIS re-teaching, and issuance of PRIDE tickets to recognize and reinforce positive citizenship at Meadow Green.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Materials for lessons and Incentives and awards for students for PALs, PBIS, restorative practices, or other applicable programs.
50	Title I 4000-4999: Books And Supplies Fitness finder charms to support school-wide campus climate through school-wide PBIS program.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low performing subgroups on AMO 3.

Strategy/Activity

1.2 Implementation of a School Wide Discipline Plan- Meadow Green staff will continue to promote a positive campus climate, through the implementation of PBIS systems, and when necessary, addressing behaviors not meeting expectations through reteaching and progressive discipline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, specific services based on comprehensive Tiers. Students in orange/red for CA Dashboard are targeted through tiers.

Strategy/Activity

1.3 The implementation of PBIS (Positive Behavior Interventions and Supports) and Social/Emotional Learning practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Sub release and salaries for staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or curriculum/program development, which targets campus climate.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
500	Title I 4000-4999: Books And Supplies PBIS expectation signage to support school-wide program.
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures Conference, training, and other related expenses staff, including administration and PPS personnel to develop and maintain comprehensive PBIS program and support at-risk students, including training, PD, and curriculum/program development for PBIS, PALs, Restorative Practices, conflict resolution, social emotional learning, and other training, conferences, professional development, or

curriculum/program development, which targets campus climate.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low performing subgroups on AMO 3.

Strategy/Activity

1.4 Project Wisdom will be utilized, including morning announcements, to promote a safe and positive campus climate and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Project Wisdom curriculum, to provide daily messages aligned to LJSJ character education program.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low performing subgroups on AMO 3.

Strategy/Activity

1.5 Great Kindness Week Challenge Participation

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

Donations
4000-4999: Books And Supplies
Materials and supplies for great kindness week challenge.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with disabilities

Strategy/Activity

1.6 Big Buddy Little Buddy Program between the special education preschool and regular education upper graders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low perming subgroups on AMO 3.

Strategy/Activity

1.7 If feasible, character ed assemblies will be booked , which promote kindness on campus and supports a positive school climate and culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1800

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And
Operating Expenditures
Character Ed Assemblies

Parent-Teacher Association (PTA)
Apex leadership program in Spring

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low perming subgroups on AMO 3.

Strategy/Activity

1.8- Campus supervision- A minimum of three campus supervisors will provide proactive and positive supervision to students at each lunch and each lunch recess to support positive behavior and citizenship. The school site will cover any additional costs in staffing not covered by the allocation formula for campus supervisors provided by the district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

Unrestricted
2000-2999: Classified Personnel Salaries
Salaries for campus supervisors

500

Unrestricted
3000-3999: Employee Benefits
Benefits for salaries listed above

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low perming subgroups on AMO 3.

Strategy/Activity

1.9- Playground PRIDE & Silver Spoon Awards promote positive citizenship at eating and playing areas on-campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Donations
4000-4999: Books And Supplies
Supplies and awards for monthly playground
PRIDE and Silver Spoon winners.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ATSI Sub groups

Strategy/Activity

1.10- Monthly Strategic Collaboration w/ Admin and PPS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Admin and PPS will collaborate and discuss data and wraparound supports for students in ATSI subgroups

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Our continued goal is to maintain a green or better rating in the CDE established criteria for school climate. Based on data available, strategies / activities were successful in supporting the goal.

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

There are no major differences to note.

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.

Upon return in the Fall, SSC will consider whether additional metrics are required in this area.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student and Family Engagement- Attendance

LEA/LCAP Goal

SCHOOL/ FAMILY/ COMMUNITY PARTNERSHIPS & COMMUNICATION Vision: High quality student learning is supported by partnerships. We believe these partnerships are enhanced through effective communication and collaboration. We establish a culture which encourages positive relationships among our students, staff, and families as well as educational, business, and community partners. We believe these partnerships and communication must be nurtured to optimize opportunities for learning and personal growth for students.

Goal 2

By June 2024, Meadow Green will maintain a high level of student and family engagement as measured by SEL screener/assessment, rate of chronic absenteeism, based on the metric/indicators below.

Identified Need

Numerous research studies have proven the link between school attendance and engagement and student outcomes. This is also a state and LJSJ priority area.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CoVitality SEL Screener % of students "at-risk"	10%	5% or fewer
Chronic Absenteeism CA Dashboard Indicator- All students, SED, SWD, Hispanic, and White . ATSI	Very High/High	Green or Blue (or low)
LCAP Survey- Awareness of School Family Engagement Opportunities	Agree/Strongly Agree- 97%	At least 90% or higher
Chronic Absenteeism Rate	23%	18% or below

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.1 Periodic parent informational letters/newsletters stressing the importance of school attendance, including supplemental flyers from the Attendance Works organization, which connect school attendance with academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Unrestricted
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

2.2 Celebrate 100% attendance daily in classrooms and positive attendance. Recognize these classes during morning announcements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low perming subgroups on AMO 2.

Strategy/Activity

2.3 Recognition for each class when they reach 10 days of perfect attendance. Class selects their class award.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with chronic absenteeism - Including low perming subgroups on AMO 2.

Strategy/Activity

2.4 SART and SARB process will be implemented for absenteeism and chronic absenteeism. Letters will be sent out at 6 and 12 excused absences. A doctors note will be required for 12+ absences. 12+ absences will trigger a SART. Truancy letters will be sent out at 3, 6, 9, and 13 unexcused absences. Six unexcused absences will trigger a SARB.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.5 Participation in the District Attendance Incentive Program-0 All, including low performing subgroups on AMO 2.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

2.6- Implementation of a comprehensive internal and external communications plan which includes a weekly teleparent and email every Sunday Evening, regular updates to the school's website and social media, flyers and mailers, a monthly calendar, and monthly updates to the school's marquee board.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Unrestricted
2000-2999: Classified Personnel Salaries
Salaries for extra hours for office staff for clerical and communication support.

1000

Unrestricted
4000-4999: Books And Supplies
New two-way radio communication handsets and chargers to replace non-functioning units.

250

Unrestricted
3000-3999: Employee Benefits
Benefits for salaries listed above.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with or at-risk for chronic absenteeism. including low perming subgroups on AMO 2.

Strategy/Activity

2.7- Saturday Academy- Starting in September, Meadow Green will offer monthly Saturday Academy, allowing students to recover one absence, for each Saturday Academy attended.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Title I

4000-4999: Books And Supplies

Materials and supplies for Saturday Academy

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parent Engagement of Tier III Students, including low perming subgroups on AMO 2.

Strategy/Activity

2.8- Parent Outreach, Education, and Engagement- Families will be invited to attend out of school hours family education and engagement events, topics include literacy and math support, and utilizing Think Central at home to support students in those subjects.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

100

Source(s)

Title I

2000-2999: Classified Personnel Salaries
Salaries for childcare and/or office staffing & planning for evening family engagement events enabling families to attend evening family engagement activities.

50

Title I

3000-3999: Employee Benefits
Benefits for salaries listed above.

250

Title I

1000-1999: Certificated Personnel Salaries

	Salaries for staff to develop and implement out of school/evening family education/engagement events.
100	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
100	Title I 5000-5999: Services And Other Operating Expenditures Supplies, materials, and light refreshments for family education / engagement events.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All, including low performing subgroups on AMO 2.

Strategy/Activity

2.9- Art and VAPA Education

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures PTA Art Support (contingent on PTA funding)
	District Funded 1000-1999: Certificated Personnel Salaries Music teacher will provide weekly music instruction to all students TK-6.
	District Funded 1000-1999: Certificated Personnel Salaries 5th/6th grade students will have the opportunity to receive weekly instruction in band. 3rd and 4th grade recorders

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, All, including low perming subgroups on AMO 2.

Strategy/Activity

2.10- Basic supplies, materials, and equipment- School will maintain and purchase supplies, materials, and equipment needed to ensure daily opening and operations of the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15000

Source(s)

Unrestricted
4000-4999: Books And Supplies
Supplies, materials, and equipment to ensure daily operations of the school site.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students , All, including low perming subgroups on AMO 2.

Strategy/Activity

2.11- Technology to support engagement for early learning and early literacy and extended learning opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I
4000-4999: Books And Supplies
Mobile interactive boards and robotics supplies and materials to promote access and engagement during extended learning opportunities. Mobile interactive boards will be targeted to for placement in classrooms where students currently do not have access to this technology, to support engagement and achievement in academics, including math, literacy, and STEM. Robotics will be targeted for extended learning time and STEM.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ALL Students, All, including low performing subgroups on AMO 2.

Strategy/Activity

2.12- Project Lead the Way (PLTW) Launch program will be implemented to support coding and STEM learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Other 5000-5999: Services And Other Operating Expenditures PLTW Grant used to fund PLTW software program license
7000	Other 5000-5999: Services And Other Operating Expenditures PLTW grant used to fund PLTW launch training for classroom teachers
1000	Title I 1000-1999: Certificated Personnel Salaries Sub release as needed for PLTW training and curriculum development
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above
1000	Title I 4000-4999: Books And Supplies Supplies and materials to implement PLTW Launch program

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

2/13- All, including low perming subgroups on AMO 2.

Strategy/Activity

Power Source Before and After School- ELOP Program

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Extended Learning Opportunity 2000-2999: Classified Personnel Salaries Salaries for coordinators
	Extended Learning Opportunity 1000-1999: Certificated Personnel Salaries Salaries for teachers (robotics, coding, dance, performing arts, spanish).
	Extended Learning Opportunity 5800: Professional/Consulting Services And Operating Expenditures Contracts with service providers (sports, art, robotics, coding, cooking, dance)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

ATSI Subgroups

Strategy/Activity

2.14- Monthly Strategic Collaboration w/ Admin and PPS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Admin and PPS will meet monthly to review data and discuss wraparound supports for students in ATSI subgroups
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. PBIS, restorative practices, SEL, and character education all contribute to our campus climate. Overall, we met our goal and all benchmarks. Our continued goal is to maintain a green or better rating in the CDE established criteria for attendance/engagement. Based on data available, strategies / activities were successful in supporting the goal.

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

There are no major differences noted.

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.

CoVitality screener added as a metric in this section. AMOs added and strategies aligned and targeted to ATSI subgroups.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Academic Excellence in English Language Arts and Mathematics

LEA/LCAP Goal

Academic Excellence - Learning for All Students. Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 3

By June 2024, Meadow Green students will continue to demonstrate a high level of achievement and growth toward achievement of college and careers readiness in both English Language Arts (ELA) and Math on annual CAASPP Smarter Balanced assessments, including any significant subgroups performing below "green or high" status, as measured by annual California School Dashboard reports, as well as school level assessment data, as listed below under the metric/indicator section.

Identified Need

California has adopted and implemented the Common Core State Standards (CCSS) in order to prepare students for college and career readiness. Meadow Green has thrived implementing these standards and will continue to strive to support students who attend Meadow Green with demonstrating exemplary achievement in these rigorous standards. It is vital that we continue to produce students who are well-prepared for college and careers, and further levels of schooling and training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fall 2022 (from 22/23 school year) California School Dashboard Rating in Math (if available)	Medium	Green or Blue Status (Growth and Status in Distance from Level 3) (or High or better if color ratings are not posted)
Fall 2022 (from 22/23 school year) California School Dashboard Rating in ELA (if available)	High	Green or Blue Status (Growth and Status in Distance from Level 3) (or High or better if color ratings are not posted)
CAASPP ELA Baseline	70% of students met or exceeded standard	80% of students will meet or exceed standard
iReady Benchmark Growth	School-wide percentage toward attaining annual growth goals. As of January 2023, we have achieved 76% of expected growth in reading and 70% in math.	School-wide, we will achieve at least 100% or higher of annual growth goals by the end of the school year in reading and math, as determined by the program.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Baseline	50% of students met or exceeded standard	60% of students will meet or exceed standard

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.1 Students in grades 3-6 will be given a base line iReady assessment three times a year as a progress monitoring tool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Based on Tiers. Tier 1- All (100%) Tier 2- Targeted-- About 15%, Tier 3- Intensive- About 5%

Strategy/Activity

3.2 Implement a Master Schedule and MTSS systems that allow for 2 to 2.5 hours of ELA core instruction, and 1 to 1.5 hours of math instruction (Tier 1), implementation of FOCUS 5 daily for in-class intervention (Tier 2), and 30 minutes intensive small group intervention (Tier 3) 3 days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

30000	Title I 1000-1999: Certificated Personnel Salaries Salary for Intervention Support Teacher(s) four days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.
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2500

Title I
3000-3999: Employee Benefits
Benefits for salaries listed above.

45000

District Funded
1000-1999: Certificated Personnel Salaries
Salary for Intervention Support Teacher(s) five days per week and release time to collaborate with teachers to develop specific support plans for Tier III students through on going progress monitoring and data analysis.

5000

District Funded
3000-3999: Employee Benefits
Benefits for salaries listed above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.3 Examination of student performance; identify focus standards; create short cycle formative assessments to monitor student mastery of standards and identify target students during Wednesday collaborations to develop plans to reteach for mastery.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.4- Professional Learning Communities- A comprehensive scope and sequence will be developed and implemented for site PLC Mondays to support further development and collaboration around programs and practices such as Lexia/Reading Plus, integration of technology to enhance learning, supporting struggling and special education students in general education classrooms, Visual Evidence of Student Learning (VESL) practices, ST-Math, Desk-to-Dashboard Data analysis, adult collaboration and development of collective expertise, and identification of practices and programs that are yielding strong academic results at Meadow Green.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 1000-1999: Certificated Personnel Salaries Release time for collaboration and data conference analysis to target the needs of Tier II and Tier III students requiring targeted and intensive interventions.
100	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
500	Title I 1000-1999: Certificated Personnel Salaries Substitute release time for curriculum development and to attend professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier I (All), Tier II (Targeted Intervention), and Tier III (Intensive Intervention) students. Tiers include students from any subgroups in orange or red on the CA Dashboard, if applicable.

Strategy/Activity

3.5 Computer-assisted instruction programs in ELA and Math. Access to technology and Reading Plus and Front Row daily through Chromebooks, Computer Lab, and iPads. Teachers will utilize computer assisted instruction program, which are differentiated and individualized to each students learning needs, including iReady (K-6), R Lexia (TK-2), Reading Plus (3-6), ST Math (K-6), Khan Academy (4-6) and Reflex Math (3-6) to support academic achievement in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11340	District Funded 5000-5999: Services And Other Operating Expenditures District technology allocation to support the on-going refresh of teacher computers and other devices on-campus, and to support other technology needs, including projection/display systems, printers, student devices, and other related expenses for technology at Meadow Green.
750	Title I 5000-5999: Services And Other Operating Expenditures Reading A-Z licenses for kindergarten teachers.
3300	Title I 5000-5999: Services And Other Operating Expenditures Site-wide license for Reflex Math
	Title I 5800: Professional/Consulting Services And Operating Expenditures School-wide Reading Plus site license.
	District Funded 5800: Professional/Consulting Services And Operating Expenditures iReady Site License for Assessment and Adaptive Lessons
1000	Title I 4000-4999: Books And Supplies

	Technology expense purchases to support teaching and learning, including Chromebooks and tablets, iPads, projectors/displays, and other related technology expenses.
1000	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Mystery Science and other science programs.
3000	Title I 5000-5999: Services And Other Operating Expenditures School-wide license for Flocabulary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3.6- Professional Development- Professional development for staff, including administrators and PPS personnel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500	Title I 1000-1999: Certificated Personnel Salaries Sub and teacher salaries for professional development, including the programs listed in this plan, as well as other applicable topics.
1000	Title I 5000-5999: Services And Other Operating Expenditures Training, conference fees, and other expenses for PD in research-proven academic programs and practices for teachers and administrators, including CUE conference, CA STEAM conference, ISTE, So Cal Kinder Conference, administrator training through ACSA or other nationally and state recognized organizations, and other research-based PD on teaching, learning, or other practices that impact academic achievement, including topics related

	to distance learning and hybrid and/or virtual teaching.
250	Title I 3000-3999: Employee Benefits Benefits for salaries listed above.
1000	Title I 1000-1999: Certificated Personnel Salaries Sub salaries to provide one day of release time for each teacher to develop curriculum to support the implementation of Thinking Maps, Studies Weekly, discovery science, EDI, and other areas of curriculum development.
250	Title I 2000-2999: Classified Personnel Salaries Benefits for salaries listed above.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.7- Materials and Supplies- Purchase of materials and supplies such as paper, ink, and other basic academic supplies to support teacher creation of daily lessons and instruction to support classroom learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Unrestricted 4000-4999: Books And Supplies Basic supplies and materials for classrooms and for the school. Classrooms are allotted a minimum of \$12/student.
500	Title I 4000-4999: Books And Supplies Supplemental materials / curriculum across all subject areas to support academic achievements in reading, writing, and math

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

3.8- Collaboration and implementation of newly adopted ELA (Journeys/Study Sync) and Math (Go Math/Big Ideas) , and Studies Weekly/Discovery (History) core programs. Teachers will continue to collaborate and develop best practices for successfully implementing lessons and units.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II and Tier III

Strategy/Activity

3.9- Intervention outside of the school day- Meadow Green will provide weekly before and/or after school intervention for students in grades TK-6 for students in need of Tier II and Tier III Intervention supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8000

District Funded
1000-1999: Certificated Personnel Salaries
LCFF before and after school intervention salaries.

1000

District Funded
2000-2999: Classified Personnel Salaries
LCFF before and after school intervention salaries.

1000

District Funded
3000-3999: Employee Benefits
Benefits for salaries listed above.

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Tiered intervention, effective classroom instruction, a laser focus on academics, before and after school tutoring, computer-adaptive programs, professional development, and collaboration all contributed to the success of this goal. Official ELA and Math CAASPP results are not yet available until the summer. Based on January iReady benchmarks, the school is on-pace toward meeting the growth indicator.

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

There are no major differences.

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

Metrics were modified in this section to better specify dashboard outcomes with the lack of a color rating for this year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Development- ELD

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 4

By June 2024, English Language Learners will demonstrate growth in achievement in students meeting or exceeding college and career readiness standards in English Language Arts, as Measured by annual ELPAC results and reclassification rate.

Identified Need

The achievement of English Learners continue to be a priority in Lowell Joint and at Meadow Green. English Learners students are at-risk of low academic achievement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of students meeting the criteria for RFEP	42%	50%
Percentage of Students scoring level 3 or 4 on annual summative ELPAC assessments.	50%	60%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.1- Meadow Green Teachers and support staff will continue to provide integrated (throughout the day) and designated (30 minutes daily) of English Language Development to support academic language acquisition and academic achievement for English Language Learner students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
19000	District Funded 2000-2999: Classified Personnel Salaries Salary for 0.5 ELD Specialist to support English Learners.
3000	District Funded 3000-3999: Employee Benefits Benefits for the salary listed above.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.2- Use of data- Teachers will be provided with ELPAC data, including overall levels and levels in reading, writing, listening, and speaking for in English Language learner in their class prior to the start of the school year from Illuminate to inform designated and integrated ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.3- Family Engagement & Education Events in evening- See Goal #2 for detailed description of these events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.4- Saturday Intervention- Meadow Green staff will explore the use of Saturday Academy to provide targeted intervention in small groups to English Language Learner students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Tier II and Tier III English Learners

Strategy/Activity

EL 4.5- English Learners will receive Tier II and Tier III Interventions during the day and before and after school to target needs and support language acquisition and academic achievement (see goal #2 for detailed information on interventions).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

EL 4.6- Professional Development- All new teachers will be trained in EDI. Teachers will have the opportunity to be trained in Guided Language Acquisition Development (GLAD) and Thinking Maps. These are all research based programs/practices that support language acquisition and development and academic achievement of English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

EL 4.7- ELAC / SSC- Parents will collaborate throughout the year with the Principal to provide input and feedback on the ELD program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Meadow Green implements numerous strategies, actions, and programs to meet this goal. Please see goal #3, academic excellence for strategies and activities that contribute to academic achievement. In addition to those, we provide specific ELD support to English Learners, which are outlined in this goal area. Overall, we met our goal and all benchmarks. Some strategies may not be feasible to implement during distance distance learning and/or in-person hybrid, depending on health department guidance, and the school will implement to the greatest extent possible.

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

There are no major differences.

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

There are no changes anticipated. SSC will review ELPAC and CAASPP data in the Fall to determine if modifications are needed.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$62602
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$202,390.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$62,650.00

Subtotal of additional federal funds included for this school: \$62,650.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
District Funded	\$93,340.00
Donations	\$750.00
Other	\$8,000.00
Parent-Teacher Association (PTA)	\$6,800.00
Unrestricted	\$30,850.00

Subtotal of state or local funds included for this school: \$139,740.00

Total of federal, state, and/or local funds for this school: \$202,390.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	55000	-7,650.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	93,340.00
Donations	750.00
Other	8,000.00
Parent-Teacher Association (PTA)	6,800.00
Title I	62,650.00
Unrestricted	30,850.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	87,750.00
2000-2999: Classified Personnel Salaries	24,350.00
3000-3999: Employee Benefits	13,250.00
4000-4999: Books And Supplies	40,250.00
5000-5999: Services And Other Operating Expenditures	28,990.00
5800: Professional/Consulting Services And Operating Expenditures	7,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	53,000.00
2000-2999: Classified Personnel Salaries	District Funded	20,000.00
3000-3999: Employee Benefits	District Funded	9,000.00
5000-5999: Services And Other Operating Expenditures	District Funded	11,340.00
4000-4999: Books And Supplies	Donations	750.00
5000-5999: Services And Other Operating Expenditures	Other	8,000.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	6,800.00
1000-1999: Certificated Personnel Salaries	Title I	34,750.00
2000-2999: Classified Personnel Salaries	Title I	350.00
3000-3999: Employee Benefits	Title I	3,500.00
4000-4999: Books And Supplies	Title I	13,400.00
5000-5999: Services And Other Operating Expenditures	Title I	9,650.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
2000-2999: Classified Personnel Salaries	Unrestricted	4,000.00
3000-3999: Employee Benefits	Unrestricted	750.00
4000-4999: Books And Supplies	Unrestricted	26,100.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,600.00
Goal 2	43,300.00
Goal 3	127,490.00
Goal 4	22,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matt Cukro- Principal	› Principal
Krista Karr- Teacher	› Classroom Teacher
Michelle Van der Lee- Teacher-	› Classroom Teacher
Jocelyn Bolanos- Teacher-	› Classroom Teacher
Darleene Pullen- Classified Staff-	› Other School Staff
Rosario Hernandez- Parent	› Parent or Community Member
Patricia Garcia - ELAC Parent Representative	› Parent or Community Member
Naomi Rivera- Parent	› Parent or Community Member
Maria Gonzalez - Parent	› Parent or Community Member
Brittany Emerson- Parent/PTA Representative	› Parent or Community Member

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

Recommendations and Assurances

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

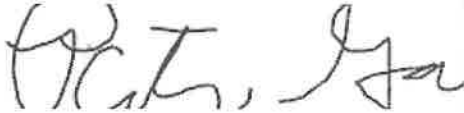
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

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

Signature

Committee or Advisory Group Name




X English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 04/13/2023.

Attested:



Principal, Matt Cukro on 4/13/2023



SSC Chairperson, Jocelyn Bolanos on 04/13/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Olita Elementary School	30647666020200	April 27, 2023	May 1, 2023

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

x Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The staff at Olita Elementary School is working to meet all ESSA requirements by using the District adopted, state approved curriculum to meet the needs of all students. Our struggling readers in grades Kindergarten through third grade are receiving intensive foundational reading skills by attending daily sessions with our Leveled Literacy Intervention teacher. All students' needs are being met through our during-school enrichment/intervention sessions focusing on English Language Arts and Math skills. . These sessions occur weekly and progress monitoring allows for regrouping periodically throughout the year as needed. All subgroups are identified and monitored throughout this process. Also, all students are using the iReady program for ELA and Math for a minimum of 45 minutes each week with fidelity.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Parents, students, and teachers will be given an opportunity during the 2022-2023 school year to complete a formal needs assessment. The survey includes topics such as academics, school climate and overall operations of the school.

The results will provide feedback about areas of concern that may need attention for improvement. The survey from last year showed that parents were overall pleased with how our school provides for their children. The only area of concern is communication about their child's progress which has been addressed with all teachers. Almost all teachers use Class Dojo as a form to communicate with parents. We continue to send fliers, emails, post updates on Instagram, make phone calls to reach out to our parents.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Observations in the form of informal walkthroughs by the site administrator take place at Olita at least once per week in each classroom. Classroom instruction is also monitored by the formal evaluation process. During these informal and formal observations there is evidence that teachers are meeting the needs of all students using district approved materials and effective teaching strategies.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

This year our students in grades 3-6 will complete trimester benchmarks using the Smarter Balance IABs. The IABs are aligned with the SBAC and will give accurate data that reflects student achievement. TK-2 students are using other curriculum based benchmarks for teachers to monitor progress and adjust instruction, as well as our new iReady program. All students in Kindergarten through sixth grade will participate in the iReady benchmark assessments at the beginning, middle and end of the year to track progress and growth. Student progress is continually monitored throughout the year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The teachers at Olita School use end of chapter tests and end of unit tests in order to modify instruction based on data collected. Students are also given monthly assessments using the STAR Reading Program to monitor comprehension. iReady will be used for diagnostics and instructional support and practice in both ELA and Math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All classroom teachers are highly qualified and meet the requirements for ESEA.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All teachers are provided professional development throughout the year. We have been focusing on our writing program through Write From the Beginning and Thinking Maps, as well as learning our new Science curriculum.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The teachers attend professional development training which includes Thinking Maps, Write From the Beginning, technology usage, and curriculum training.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Our teachers have been trained on how to implement the iReady program used for diagnostics and skill support in ELA and Math. Our teachers are provided support throughout the year as we learn the new program.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Our teachers work with their grade level teams every Monday to plan and review for upcoming lessons. They also get together several times a year to work together district-wide for planning and professional development.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Our teachers collaborate weekly to plan curriculum that meets the grade level standards in all subject areas. Best practices are discussed through data comparisons and reflecting on teaching strategies.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

All teachers are informed of instructional minutes in which they use to plan daily instruction in order to meet the needs of all students. Minutes are above state requirements.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers create a weekly schedule that maps out when each subject is taught and for how many minutes each day. The during school intervention sessions are included in these schedules.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All students have access to every textbook and all instructional materials for their grade level.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

All students are using district adopted (State approved) instructional materials for all levels of instruction.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Almost all teachers are GLAD, EDI, and Thinking Map trained. The teachers use different scaffolding strategies to reach all students, including underperforming students. We are working to provide training to all teachers who need GLAD, EDI, and/or Thinking Maps.

Evidence-based educational practices to raise student achievement

We continue to seek evidence-based practices in order to help students achieve. These practices include, but are not limited to : EDI, GLAD, and Thinking Maps and Write From the Beginning.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our curriculum director and assistant superintendent provide support throughout the year to provide strategies for working with under achieving students through our Intervention Coordinator on site. The Intervention Coordinator meets 1:1 with all underperforming students (identified from SBAC scores) in order to set SMART goals for the year. The intervention Coordinator and classroom teachers work with the students to make sure they are on target to meet the goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We have a strong base of parent volunteers who come to school and work with our struggling students. We invite parent volunteers on campus to provide extra support. Parents help students memorize math facts, learn Fry words, and any other skills needed.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We are funded schoolwide for Title 1. All students have access to any program or materials purchased with Title 1 funds. Our LLI reading program is funded through Title 1. We are also using funds from our Low Performing Block Grant. All underperforming students will meet with our Intervention Coordinator to make goals and discuss

Fiscal support (EPC)

In addition to Title I monies Olita receives a Site Allocation from LCFF in addition to STEAM monies and other supplemental LCFF dollars to support students.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The planning process for this year's SPSA began early this year. Since the start of school, the teachers have discussed several ways to support our students. While many topics were discussed, some actual goals will be very similar to last year's goals, but due to SBAC scores not being in until later this year, we will focus on data from iReady to drive goals.. Our 3rd through 6th grade students will take the state assessment through CAASPP in May 2023. Our School Site Council has met to discuss plans and goals for this year. School Site Council meeting is scheduled for April 27, 2023 to review and approve this upcoming year's goals. Next year's School Site Council will meet four times throughout the 23-24 school year to monitor and adjust goals and/or actions to meet the goals.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

As part of the Comprehensive Needs Assessment a large portion of our students did not have access to before and after school intervention. To make sure that all students have access we implemented during the school day intervention sessions to meet the needs of all students. We will also begin before school tutoring which will be offered to a select group of students based on need and teacher recommendation.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.24%	0.23%		1	1
African American	1.4%	1.18%	0.92%	6	5	4
Asian	4.7%	4.27%	4.85%	20	18	21
Filipino	2.3%	2.37%	2.77%	10	10	12
Hispanic/Latino	66.0%	68.72%	67.67%	283	290	293
Pacific Islander	1.2%	0.95%	0.69%	5	4	3
White	19.6%	17.30%	17.32%	84	73	75
Multiple/No Response	1.6%	1.66%	3%	7	7	13
Total Enrollment				429	422	433

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	69	65	71
Grade 1	63	61	62
Grade 2	51	57	62
Grade 3	49	55	59
Grade 4	63	53	56
Grade 5	70	62	54
Grade 6	64	69	67
Grade 7			2
Total Enrollment	429	422	433

Conclusions based on this data:

1. Based on this data, our student diversity has stayed fairly close to historical numbers.
2. Olita will need to be aware of the cultural needs of various student groups that are struggling to achieve. Olita will need to address these learning gaps in our school population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		44	32		10.4%	7.4%
Fluent English Proficient (FEP)		27	33		6.4%	7.6%

Conclusions based on this data:

1. The number of English Learners had been decreasing each year.
2. Our number of Fluent English Proficient students is increasing from the last two years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	54		48	54		48	54		100.0	100.0	
Grade 4	63	52		62	52		62	52		98.4	100.0	
Grade 5	66	64		65	62		65	62		98.5	96.9	
Grade 6	67	67		66	66		66	66		98.5	98.5	
All Grades	244	237		241	234		241	234		98.8	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2380.	2401.		8.33	18.52		20.83	18.52		35.42	29.63		35.42	33.33	
Grade 4	2438.	2451.		17.74	21.15		19.35	26.92		25.81	19.23		37.10	32.69	
Grade 5	2482.	2506.		16.92	19.35		29.23	37.10		15.38	27.42		38.46	16.13	
Grade 6	2505.	2512.		10.61	13.64		28.79	30.30		34.85	27.27		25.76	28.79	
All Grades	N/A	N/A	N/A	13.69	17.95		24.90	28.63		27.39	26.07		34.02	27.35	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3	10.64	16.67		57.45	59.26		31.91	24.07		
Grade 4	14.52	7.69		66.13	73.08		19.35	19.23		
Grade 5	16.92	8.06		56.92	83.87		26.15	8.06		
Grade 6	4.55	19.70		71.21	50.00		24.24	30.30		
All Grades	11.67	13.25		63.33	66.24		25.00	20.51		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.38	5.56		63.83	57.41		29.79	37.04	
Grade 4	12.90	13.46		53.23	61.54		33.87	25.00	
Grade 5	6.15	19.35		61.54	62.90		32.31	17.74	
Grade 6	10.61	7.58		60.61	65.15		28.79	27.27	
All Grades	9.17	11.54		59.58	61.97		31.25	26.50	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2.13	12.96		87.23	68.52		10.64	18.52	
Grade 4	3.23	7.69		79.03	86.54		17.74	5.77	
Grade 5	10.77	9.68		72.31	79.03		16.92	11.29	
Grade 6	13.64	13.64		71.21	78.79		15.15	7.58	
All Grades	7.92	11.11		76.67	78.21		15.42	10.68	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	12.50	11.11		56.25	66.67		31.25	22.22	
Grade 4	14.52	7.69		72.58	75.00		12.90	17.31	
Grade 5	13.85	17.74		61.54	66.13		24.62	16.13	
Grade 6	18.18	21.21		66.67	65.15		15.15	13.64	
All Grades	14.94	14.96		64.73	67.95		20.33	17.09	

Conclusions based on this data:

1. Our students are closing the achievement gap from the learning lost due to Covid-19 protocols for attendance and remote learning.
2. We will assess our students in August to determine intervention and academic needs. Our program will be designed to help all students from intense intervention to enrichment and beyond.
3. When our results from the 2022-2023 SBAC tests are released, we will consider that data as we assess for current levels in the fall.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	48	54		48	54		48	54		100.0	100.0	
Grade 4	63	52		62	52		62	52		98.4	100.0	
Grade 5	66	64		65	62		65	62		98.5	96.9	
Grade 6	67	67		66	66		66	66		98.5	98.5	
All Grades	244	237		241	234		241	234		98.8	98.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2389.	2406.		4.17	5.56		16.67	25.93		37.50	33.33		41.67	35.19	
Grade 4	2445.	2452.		8.06	3.85		22.58	40.38		41.94	32.69		27.42	23.08	
Grade 5	2479.	2513.		9.23	14.52		18.46	30.65		33.85	37.10		38.46	17.74	
Grade 6	2504.	2530.		13.64	16.67		15.15	30.30		45.45	25.76		25.76	27.27	
All Grades	N/A	N/A	N/A	9.13	10.68		18.26	31.62		39.83	32.05		32.78	25.64	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	8.33	12.96		41.67	51.85		50.00	35.19	
Grade 4	12.90	7.69		59.68	65.38		27.42	26.92	
Grade 5	12.31	19.35		50.77	66.13		36.92	14.52	
Grade 6	18.18	19.70		46.97	54.55		34.85	25.76	
All Grades	13.28	15.38		50.21	59.40		36.51	25.21	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.25	16.67		58.33	55.56		35.42	27.78	
Grade 4	6.45	13.46		58.06	61.54		35.48	25.00	
Grade 5	12.31	12.90		55.38	69.35		32.31	17.74	
Grade 6	4.55	12.12		57.58	65.15		37.88	22.73	
All Grades	7.47	13.68		57.26	63.25		35.27	23.08	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	6.25	7.41		68.75	72.22		25.00	20.37	
Grade 4	11.29	13.46		58.06	55.77		30.65	30.77	
Grade 5	1.54	6.45		70.77	75.81		27.69	17.74	
Grade 6	10.61	15.15		69.70	65.15		19.70	19.70	
All Grades	7.47	10.68		66.80	67.52		25.73	21.79	

Conclusions based on this data:

1. Our students are closing the achievement gap from the learning lost due to Covid-19 protocols for attendance and remote learning.
2. We will assess our students in August '23 to determine student needs and implement an intervention program to meet these needs.
3. We will analyze our data from the modified SBAC testing that our students complete in May '23. This data will in part drive our intervention program.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.5	*		1414.0	*		1405.4	*		13	9	
1	*	*		*	*		*	*		4	7	
2	*	*		*	*		*	*		8	*	
3	*	*		*	*		*	*		7	9	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		4	*	
6	*	*		*	*		*	*		4	4	
All Grades										43	37	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		53.85	*		23.08	*		15.38	*		13	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	13.95	10.81		48.84	45.95		18.60	27.03		18.60	16.22		43	37	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		46.15	*		15.38	*		23.08	*		13	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	32.56	21.62		32.56	43.24		13.95	27.03		20.93	8.11		43	37	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		23.08	*		46.15	*		23.08	*		13	*	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	4.65	10.81		34.88	35.14		30.23	32.43		30.23	21.62		43	37	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		84.62	*		7.69	*		13	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	27.91	37.84		60.47	48.65		11.63	13.51		43	37	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	15.38	*		61.54	*		23.08	*		13	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	39.53	16.22		41.86	72.97		18.60	10.81		43	37	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	7.69	*		84.62	*		7.69	*		13	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	11.63	13.51		60.47	48.65		27.91	37.84		43	37	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	38.46	*		38.46	*		23.08	*		13	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	18.60	27.03		53.49	59.46		27.91	13.51		43	37	

Conclusions based on this data:

1. Our English Learners are improving their reading, listening, and writing skills as the percentage of students scoring Well Developed continues to increase.
2. Our teachers will continue to provide ELD instruction throughout the year to strengthen English skills for all students.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
422	56.9	10.4	0.5

Total Number of Students enrolled in Olita Elementary School.

Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	44	10.4
Foster Youth	2	0.5
Homeless	1	0.2
Socioeconomically Disadvantaged	240	56.9
Students with Disabilities	78	18.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	1	0.2
Asian	18	4.3
Filipino	10	2.4
Hispanic	290	68.7
Two or More Races	7	1.7
Pacific Islander	4	0.9
White	73	17.3

Conclusions based on this data:

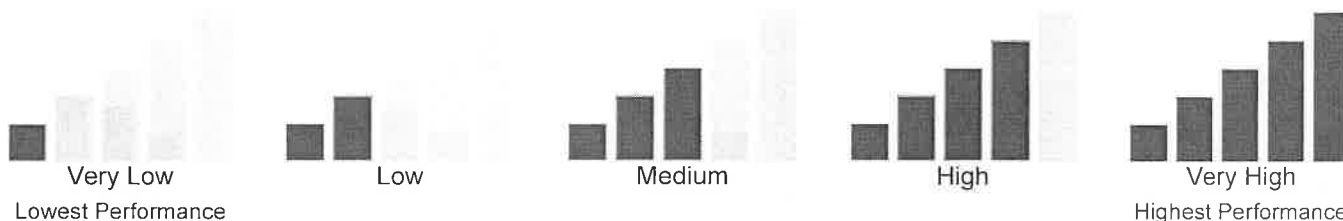
1. Our student population rarely fluctuates and stays fairly consistent over time. However, the number of socioeconomically disadvantaged students is increasing.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

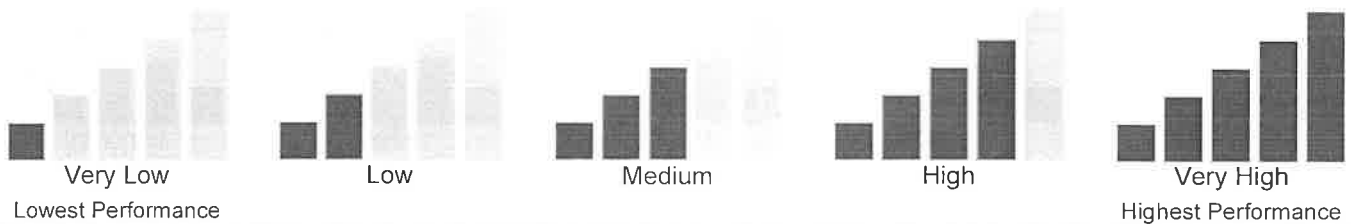
1. The data supports that the area of Conditions and Climate/Suspension Rate will need support in order to improve. Student behavior expectations are posted in areas around the campus for visual reminders.
2. The number of students falling into the Chronic Absenteeism group is high again this year. It appears that parents have not adjusted back to pre-pandemic attendance expectations.

School and Student Performance Data

Academic Performance English Language Arts

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

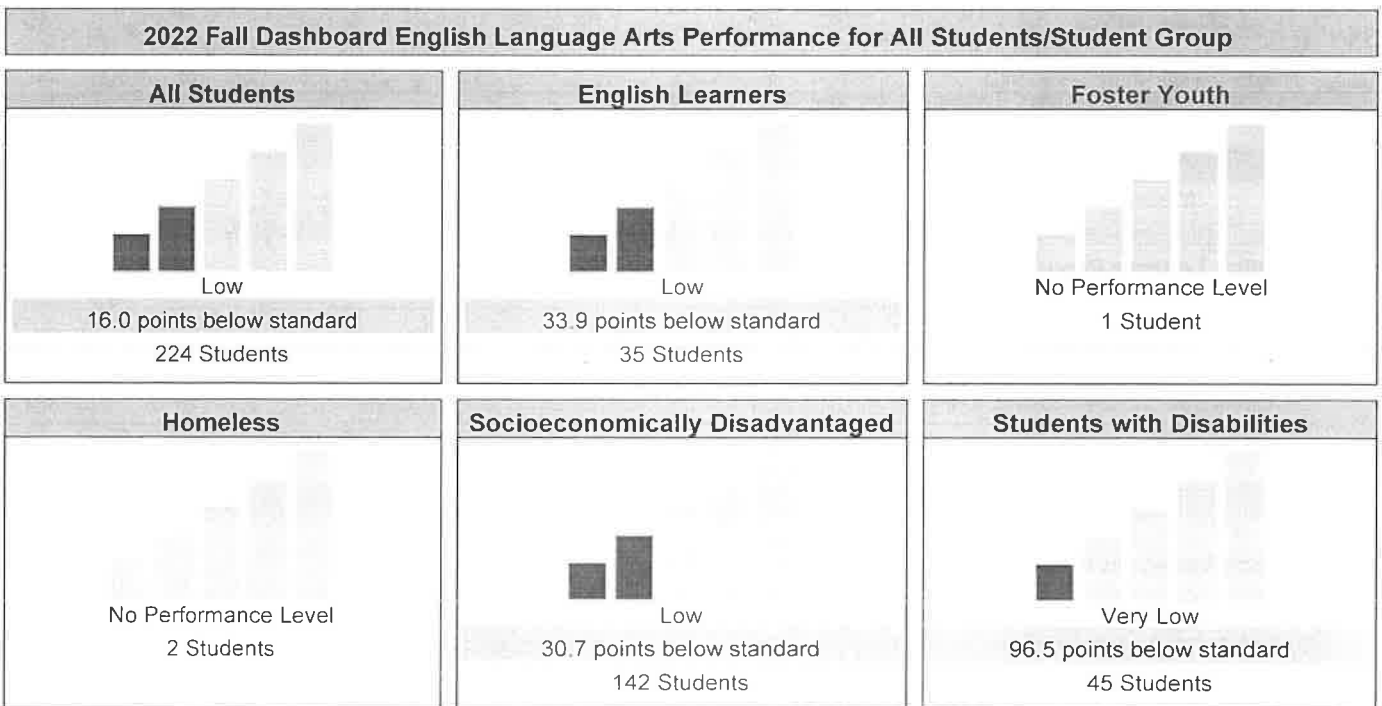
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).








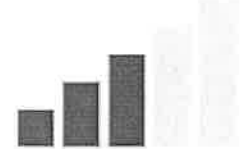


This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
<p>African American</p>  <p>No Performance Level 5 Students</p>	<p>American Indian</p>  <p>No Performance Level 1 Student</p>	<p>Asian</p>  <p>No Performance Level 8 Students</p>	<p>Filipino</p>  <p>No Performance Level 6 Students</p>
<p>Hispanic</p>  <p>Low 21.8 points below standard 150 Students</p>	<p>Two or More Races</p>  <p>No Performance Level 1 Student</p>	<p>Pacific Islander</p>  <p>No Performance Level 3 Students</p>	<p>White</p>  <p>Medium 8.9 points above standard 41 Students</p>

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
<p>Current English Learner</p> <p>96.2 points below standard 13 Students</p>	<p>Reclassified English Learners</p> <p>2.9 points above standard 22 Students</p>	<p>English Only</p> <p>14.0 points below standard 183 Students</p>

Conclusions based on this data:

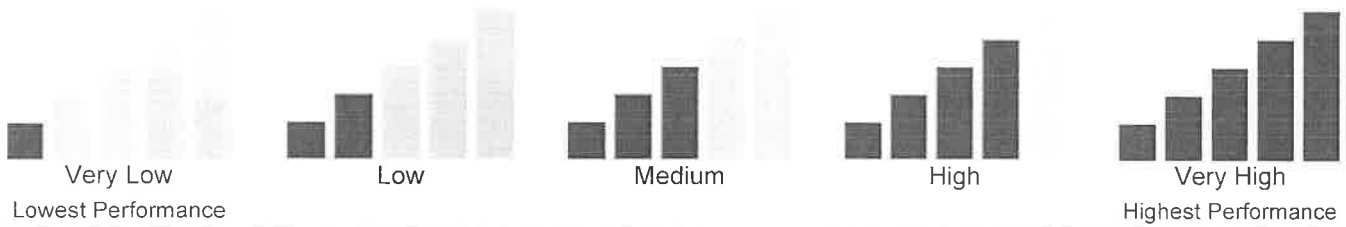
1. Our Students with Disabilities group is 10% of our student population. Teachers will have focus groups within their classrooms to address the needs of students with disabilities, including, but not limited to small group instruction, reteaching, and more modeling with visuals.
2. We will plan and implement an intervention/enrichment program based on our results from the SBAC and our iReady data.
3. The Hispanic population will need focused attention with intervention strategies to improve English language skills.

School and Student Performance Data

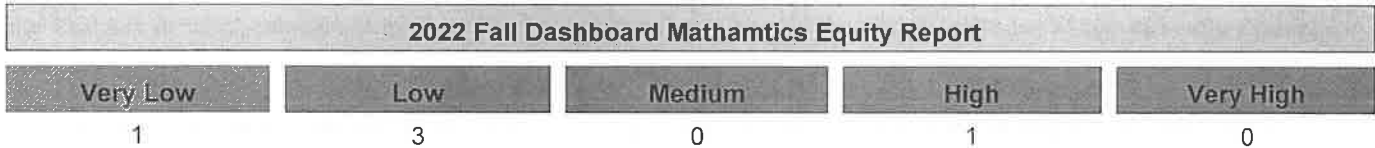
Academic Performance Mathematics

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

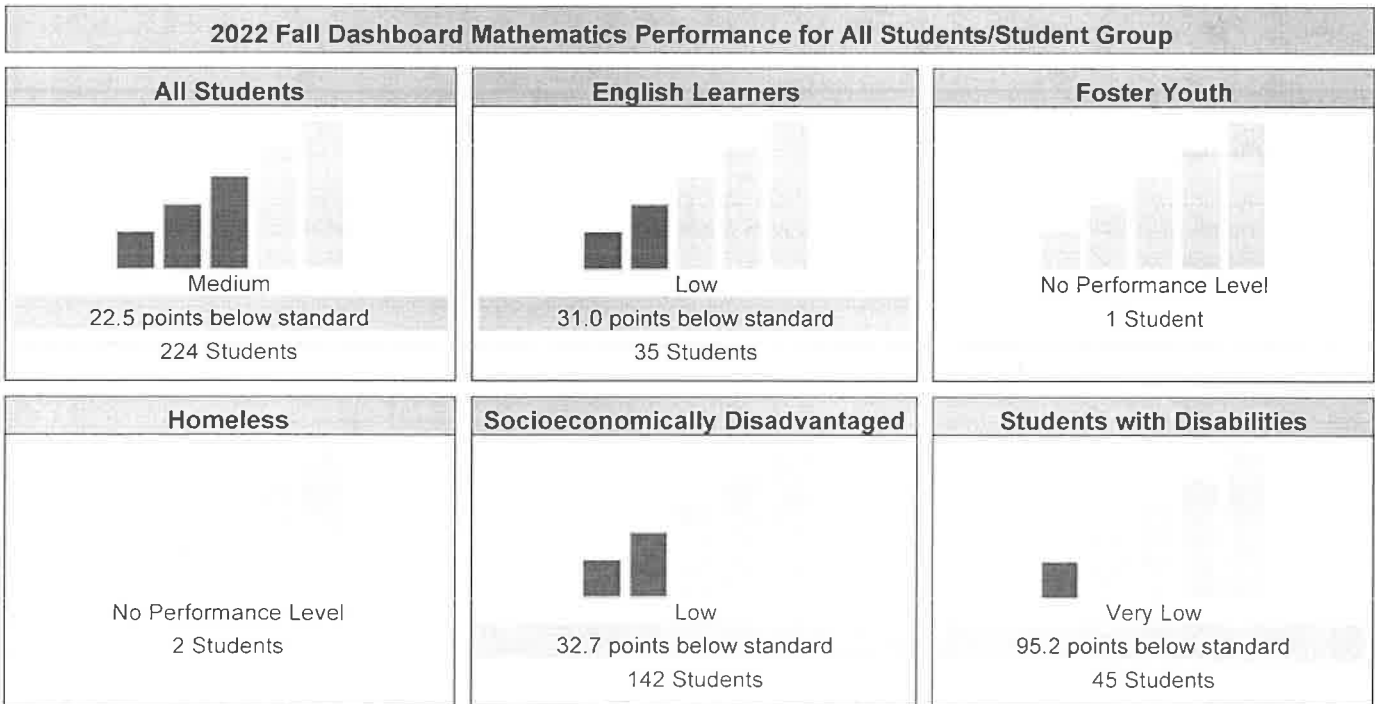
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 5 Students</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 8 Students</p>	<p>No Performance Level 6 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Low 30.6 points below standard 150 Students</p>	<p>No Performance Level 1 Student</p>	<p>No Performance Level 3 Students</p>	<p>High 2.8 points above standard 41 Students</p>

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>89.0 points below standard 13 Students</p>	<p>3.3 points above standard 22 Students</p>	<p>22.6 points below standard 183 Students</p>

Conclusions based on this data:

1. Our Students with Disabilities group is 10% of our student population. Teachers will have focus groups within their classrooms to address the needs of students with disabilities, including, but not limited to small group instruction, reteaching, and more modeling with visuals.
2. We will design and implement an intervention/enrichment program based on results of state testing and iReady data.

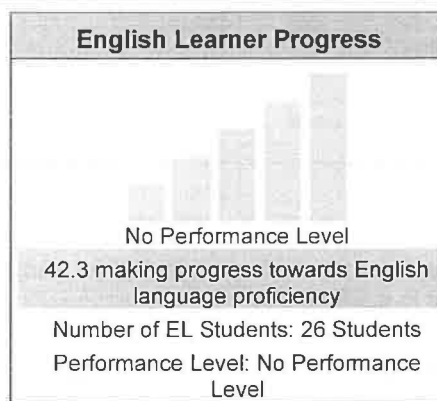
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
30.8%	26.9%	0.0%	42.3%

Conclusions based on this data:

1. Our EL students will have intensive support for all academic areas provided by our classroom teachers and ELD Bilingual Aide. Almost all teachers have been trained in GLAD strategies and will implement best teaching strategies to ensure all students are learning.
2. Once we have current data from this year's ELPAC testing, we will analyze and implement strategies to improve scores that will promote student achievement.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

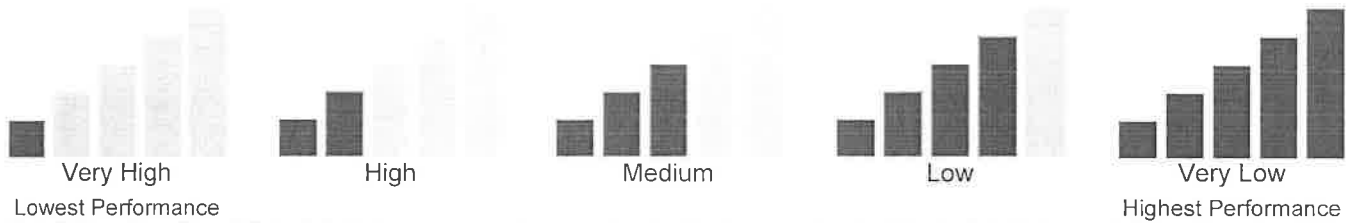
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	4	0	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>High 15.6% Chronically Absent 450 Students</p>	<p>English Learners</p> <p>High 15.6% Chronically Absent 45 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 2 Students</p>
<p>Homeless</p> <p>No Performance Level Less than 11 Students 3 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>High 18% Chronically Absent 261 Students</p>	<p>Students with Disabilities</p> <p>Very High 25.5% Chronically Absent 102 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level Less than 11 Students 5 Students</p>	<p>No Performance Level Less than 11 Students 1 Student</p>	<p>No Performance Level 10.5% Chronically Absent 19 Students</p>	<p>No Performance Level 0% Chronically Absent 11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>High 17% Chronically Absent 312 Students</p>	<p>No Performance Level 17.4% Chronically Absent 23 Students</p>	<p>No Performance Level Less than 11 Students 4 Students</p>	<p>High 12% Chronically Absent 75 Students</p>

Conclusions based on this data:

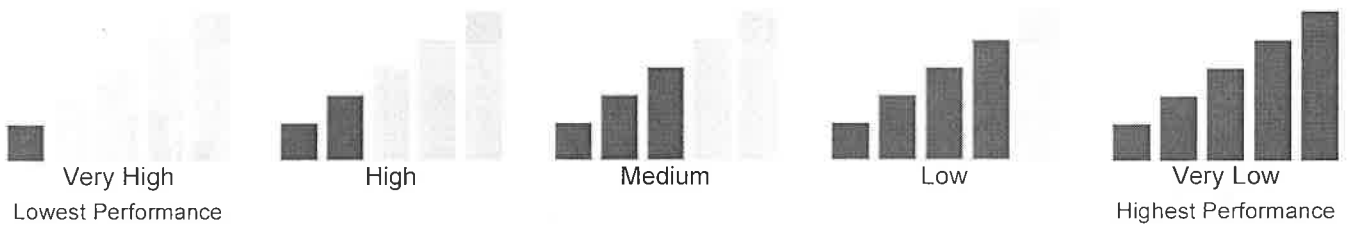
1. We will have discussions with parents relating to attendance and the importance of their child being at school. We will inform parents of research that shows how important regular school attendance matters.

School and Student Performance Data

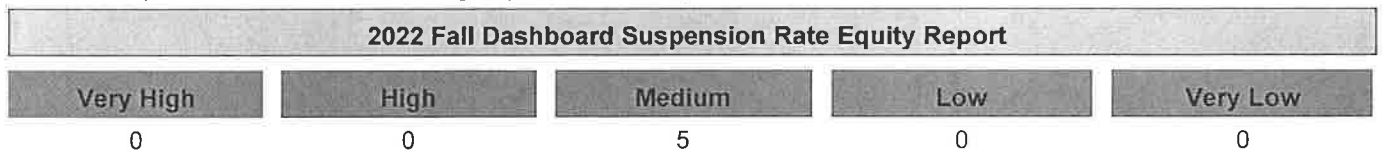
Conditions & Climate Suspension Rate

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

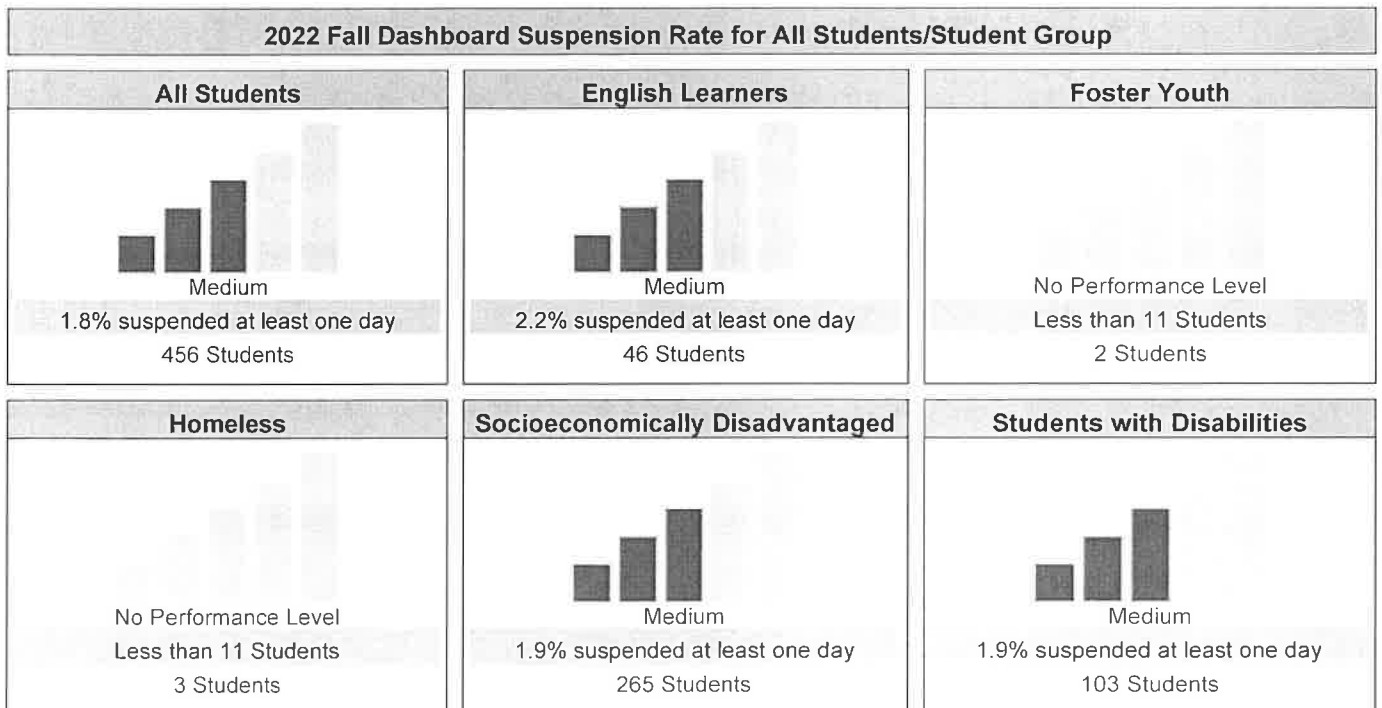
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



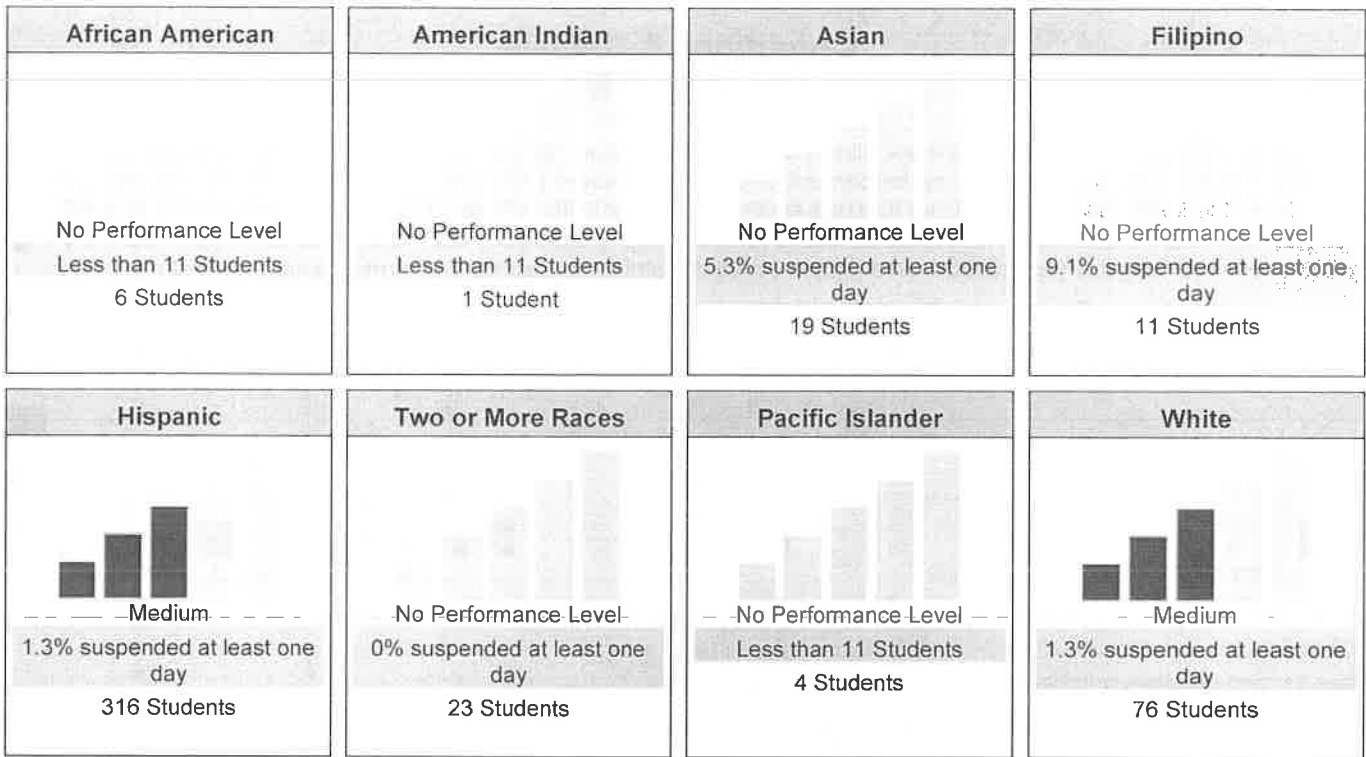
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Students are taught the behavior expectations and consequences at the beginning of the year and are reminded throughout the year. Parents are informed of behavior expectations at Back to School Night.
2. Behavior expectations are posted around the campus. Visual rules and protocols make it easier for students to be reminded about behavior expectations.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

By June 2024, the percentage of 3rd to 6th grade Students with Disabilities will improve their English Language Arts standards in order to move from "Very Low" to "Low" as measured by the ATSI.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC CA Dashboard	Overall, the percentage of students at or near standard remained the same in the area writing.	Our student achievement in writing will improve as measured by the SBAC scores.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students, including the Students with Disabilities

Strategy/Activity

Teachers will meet in ITPs to analyze assessments and achievement. Teachers will also discuss best practices and good first teaching strategies to implement with students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified
None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including Students with Disabilities

Strategy/Activity

An Intervention Teacher will work with identified students based on needs. Teachers will use assessment data to determine which students need time in Intervention to strengthen ELA skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

46,000.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including Students with Disabilities

Strategy/Activity

Students will be taught academic vocabulary related to their district approved, grade level texts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students, including Students with Disabilities

Strategy/Activity

All students in grades Kindergarten through 3rd grade will be identified to work with our Leveled Literacy Coach for 30 minutes every day of the week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
25,000	Title I 1000-1999: Certificated Personnel Salaries
9,000	Title I 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will evaluate student work samples to monitor standards and DOK level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will provide Success Criteria for students to gauge their progress on assignments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Struggling students will attend Leveled Literacy Interventions daily in grades kindergarten through 3rd grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24,442.25

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Salaries

8,887.06

Title I
3000-3999: Employee Benefits
Mandated statutes

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All struggling students will receive during school intervention through a pull-out program. Our Intervention teacher will work with groups of students throughout the day to focus on skills needed as by teacher directives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
00.00	

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be flexibly grouped by ability and receive intervention or enrichment during school hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All teachers at Olita implemented the district adopted English Language Arts curriculum with fidelity. We implemented during the school day interventions in order to meet the needs of all students. The teachers continued to receive training with Thinking Maps and how they promoted reading comprehension and higher level thinking skills. Our most struggling readers in grades kindergarten through 3rd grade received daily intensive lessons with our Leveled Literacy Intervention.

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

The majority of our implementation plans remained the same, however as we further developed our training with Thinking Maps, our teachers continued to learn effective strategies to improve student achievement. We were also able to add an extra Intervention teacher to help mitigate losses in learning from the months spent learning via Distance 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.

Because State Assessments were modified in length, we will also need to look at current needs from other sources such as iReady data, as well.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Language Arts

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

By August 2022, the Hispanic students' performance points in ELA will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our Hispanic group did not make adequate progress on the SBAC resulting in an Orange on the Dashboard.	Our Hispanic students will improve their ELA skills enough to move from Orange to Yellow on the Dashboard.
iReady	Our entire school is using iReady to diagnose reading levels and prescribing reading activities to strengthen all reading skills. Based on our Reading Diagnostic Results, 44% of our students are reading at or above grade level. 38% of our students are reading one grade level below.	Our growth goal for this upcoming year is to move 20% of students reading one grade level below will improve to reading at or above grade level.
Accelerated Reader	Students in grade 1-6 use Accelerated Reader (AR) to monitor progress on reading comprehension. All students in these grades set monthly goals with the expectation to increase their comprehension	The AR school wide goal is to have 80% of 1st-6th grade students improve their reading levels by one grade level from August 2022 to May 2023.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	skills. Teachers keep track and turn in monthly reports to the principal that shows progress throughout each month.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students

Strategy/Activity

Teachers will provide English Language Arts instruction daily using the ELA/Literacy adoption.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners, but all students benefit from these visual strategies.

Strategy/Activity

GLAD strategies will be used in all classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

00.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners.

Strategy/Activity

Reclassified EL students will be identified and monitored throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic English Learners

Strategy/Activity

EL students who are Spanish speaking will receive additional ELD support through our bilingual aide five days per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will continue to be trained on Write From the Beginning and continue to use Thinking Maps to support ELA standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

00.00

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

The school will implement iReady as a means of a diagnostic and monitoring student progress, for the 21/22 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5670.00

LCFF

1000-1999: Certificated Personnel Salaries
Substitutes will be hired to teach the classes while the classroom teachers assess each student with DIBELS and DAZE assessments.

1420.00

Title I

3000-3999: Employee Benefits
Mandated statutory

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Hispanic students requiring assistance and our Kindergarten through Third Grade students needing intensive intervention.

Strategy/Activity

The Tier 3 students (including Hispanic) will receive Leveled Literacy Intervention during the school day for thirty minutes/5 times per week.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

23,616.51

Title I

1000-1999: Certificated Personnel Salaries
A certificated teacher will instruct Tier 3 students with intensive reading skills five times per week for 30 minutes each day.

8494.51

Title I

3000-3999: Employee Benefits
Statutory

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners and all students, including those needing reading intervention.

Strategy/Activity

Students will strengthen Reading and ELA skills by working with reading interventions from Scholastic News, Spelling City and BrainPop programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7100.31

Source(s)

Title I

4000-4999: Books And Supplies

Reading materials for intervention and classroom instruction. BrainPop is a computer-based program that teachers use for various subjects, including ELA. It is highly motivating and students interact with the material.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All students from 1st grade through 6th will set monthly goals for reading comprehension through the Accelerated Reader program. Students' reading levels are determined and all books on campus are leveled. Students keep an individualized reading chart based on their reading inventory. They take ownership of their rate of success and is monitored monthly by teachers and principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,700.00

Source(s)

Title I

4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The strategies and activities used included all intervention classes, progress monitoring in using DIBELS and using strategies effectively from GLAD training. Our English Learners will continue to be monitored throughout the year for progress.

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

There were little differences in the budgeted expenditures needed to implement the strategies and activities. Due to COVID-19, our students were on a modified schedule while on a hybrid model. Our DIBELS monitoring could not take place and therefore, the budgeted money for substitute teachers was not spent. The budget will also reflect the money that would have been spent on before school intervention classes.

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.

Due to COVID-19, the SBAC testing was performed using a modified protocol. In the fall of 2021, we will need to assess our students to see where extra support will be needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Math

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 3

By August 2022, the English Learners and Socioeconomically Disadvantaged students' performance points in Math will improve on the SBAC enough to move from Orange to Yellow as measured on the Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC	As a whole, our English Learners and Socioeconomically Disadvantaged groups did not make adequate progress on the SBAC resulting in Orange on the Dashboard.	The expected outcome for our English Learners and Socioeconomically Disadvantaged students in the area of Math will be that they improve their skills to move from Orange to Yellow on the Dashboard.
iReady	Our entire school began using iReady as a means of diagnosing student needs and providing practice to strengthen skills. Our baseline for students at or above grade level is 41% of students. Our group of students performing one year below grade level is at 43%.	The expected outcome for all students is to move at least 20% of the "one grade below" to at or above grade level based on the Math Diagnostic Results from iReady.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Socioeconomically Disadvantaged Students and all students needing extra interventions.

Strategy/Activity

Intervention will be provided for all students needing learning strategies to improve Math skills via small group instruction during the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	None Specified None Specified
	None Specified None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

All of our English learners and Socioeconomically Disadvantaged students that needed support with math skills were identified. Extra support was given during the school day via Zoom or in person by the classroom teachers.

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

Our budget did not change as all intervention was completed during the school day. Due to COVID-19, our extra support was offered through Zoom meetings or while they were on campus during the spring in a hybrid format provided by teachers. Students were all offered times where they could meet with the teacher online and get more focused instruction with math skills.

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 continue to focus on the identified students in the fall of 2021 to provide support to improve math skills. Because the SBAC was modified this year, we will need to assess every student to find the areas that will need intensive support to help all students achieve.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Chronic Absenteeism

LEA/LCAP Goal

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 4

Our Hispanic and Socioeconomically Disadvantaged students will improve their school attendance percentage in order to move from Orange to Yellow as measured on the Dashboard.

Identified Need

These two student groups are both below the percentages in comparison to "All Students", so additional supports need to be identified.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic and Socioeconomically Disadvantaged students rated in the Orange on the Dashboard for Chronic Absenteeism.	Our Hispanic and Socioeconomically Disadvantaged students will improve their attendance and move from Orange to Yellow on the Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Attendance letters will be sent to parents of students when school is missed 3, 5, 9, 12, and 15 days. During distance learning, our attendance procedures have been modified to reflect attendance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Chronic absenteeism letters will be sent to parents of all students who have missed at least 10% of the enrolled year. Parents will attend a meeting with the principal to review the Attendance Contract/discuss ways the school can provide support in getting the child to school/review repercussions of continued absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Attendance Review Team meetings will occur for families with Chronic Absenteeism.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our attendance has not been as consistent since Covid-19. We have had several families choosing to stay home out of an abundance of caution.

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

All of the strategies were implemented through May 2021. There was no change to the budget expenditures as all activities did not cost anything to implement.

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 continue to implement the activities and monitor attendance through monthly percentages. We will continue to follow attendance protocols and monitor for chronic absenteeism.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Suspension Rate

LEA/LCAP Goal

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 5

Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Dashboard	Our Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities have Suspension Rates that have increased by an average of 2.2% as measured by the CAASPP Dashboard.	Our Suspension Rate for Hispanic, Socioeconomically Disadvantaged Students and Students with Disabilities will decline in order to move from Orange to Yellow as measured by the CAASPP Dashboard.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A school-wide discipline plan will be shared with all teachers, noon duty aides, parents and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will be taught behavioral expectations in and out of the classroom. Students will be given examples of appropriate behavior and consequences for behavior that is not desirable.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will continue to teach the monthly Character Education themes (Digital Citizenship, Respect, Making Good Choices, Gratitude, Kindness, Goal Setting, Honesty, Self-Control, Responsibility, and Friendship. Students complete activities tied to the monthly theme.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student Council members will produce a fun, engaging video to be shown to all students at the beginning of next year to promote school expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Our strategies and activities focused on everything from student recognition and rewards for good behavior to explicit rules to follow throughout the day. We worked every day to set behavior expectations and support all students to make good choices.

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

There are no expenses needed at this point to promote better behavior.

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 review our suspension rate and determine if any changes need to be made to our strategies.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will implement GLAD strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

LTELs will be identified and achievement data will be reviewed for possible Alternative Reclassification. LTELs will continue to receive interventions to build English skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Teachers will provide ELD instruction through embedded ELA/Literacy instruction every day using the new adoption.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

EL students scoring Standard Not Met in ELA will receive strategic interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$39,179
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$165,330.64

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$113,660.64

Subtotal of additional federal funds included for this school: \$113,660.64

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
District Funded	\$46,000.00
LCFF	\$5,670.00

Subtotal of state or local funds included for this school: \$51,670.00

Total of federal, state, and/or local funds for this school: \$165,330.64

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	46,000.00
LCFF	5,670.00
Title I	113,660.64

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	124,728.76
3000-3999: Employee Benefits	27,801.57
4000-4999: Books And Supplies	12,800.31

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	District Funded	46,000.00
1000-1999: Certificated Personnel Salaries	LCFF	5,670.00
1000-1999: Certificated Personnel Salaries	Title I	73,058.76
3000-3999: Employee Benefits	Title I	27,801.57
4000-4999: Books And Supplies	Title I	12,800.31

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	113,329.31
Goal 2	52,001.33

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
Kellie Adams	Parent or Community Member
Maria Fabela	Parent or Community Member
Hannah Kim	Parent or Community Member
Calee Marco	Parent or Community Member
Naomi Rex	Parent or Community Member
Yolanda Orozco	Parent or Community Member
Susan Scott	Other School Staff
Karen Chavez	Classroom Teacher
Aly Saieva	Classroom Teacher
Krista Van Hoogmoed	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on April 27, 2023.

Attested:



Principal, Krista Van Hoogmoed on April 27, 2023

SSC Chairperson, Susan Scott on April 27, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fq/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fq/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2023-24



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rancho-Starbuck Intermediate School	30647666020218	April 6, 2023	May 3, 2023 1

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
To outline actions to meet the needs of students based on analysis of data.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rancho-Starbuck does not receive Title I funding.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Teachers, support staff, and parents spend time providing input on the needs of Rancho-Starbuck Intermediate School. A comprehensive needs assessment was completed and discussed with all teachers and school site council. This helped to prioritize areas of need to drive single plan for student achievement goals using multiple measures of data. There is a need to address the following areas in our plan: achievement, targeted intervention, learning extensions, student engagement and behavior supports.

An LCAP parent survey in the spring of 2023 generated responses and provided input into action steps for Rancho-Starbuck with 137 respondents. The Rancho staff is pleased with the results of the parent survey. Out of 25 questions related to achievement, behavior, family partnerships, and resources, 19 of those resulted in answers with above 90% of parents responding agree or strongly agree. Of the remaining 6 questions, 5 were well above 80% responding agree or strongly agree. These areas under 90% include rules being consistently enforced, students receiving timely feedback on assignments, parents feeling comfortable reaching out to staff, Rancho being a safe school, and Rancho needing facility modernization. For the one question resulting in 76.6% of parents responding agree or strongly agree, approximately 18% do not know whether or not students are allowed to work beyond their grade level.

Coinciding with the parent survey, staff also completed a staff LCAP survey with 32 respondents. The Rancho staff is also pleased with the results of the staff survey. Out of 25 questions related to achievement, behavior, family partnerships, and resources, 20 of those resulted in answers above of staff responding agree or strongly agree. Of the remaining 5 questions, 3 were well above 80% responding agree or strongly agree relating to students being allowed to work beyond their grade level, students held to high standards of behavior, and Rancho being a safe school. The two lowest ratings included 59.4% of the staff responding agree or strongly agree to school rules being consistently enforced and 34.4% disagreeing. This stems from frustration of staff not understanding the progressive discipline process, lack of consistency of teachers enforcing school-wide rules, and changing approaches to discipline in general, etc. The other lowest rating includes 68.8% of staff responding agree or strongly agree that staff meetings are meaningful and productive. 21.9% of staff disagree with this question and 9% do not know.

Students completed a CoVitality universal screener (669 respondents) and 43.96% of students are thriving and report low levels of distress and are functioning well. An additional 23% of students are getting by in school with no immediate concerns and are functional well, but could benefit from school connectedness. Lastly, 12.23% of students are considered to be at-risk reporting distress and no personal assets.

The 2022-2023 school year was a return to pre-pandemic conditions and for the most part, it has been a positive and productive school year. The majority of respondents in both the staff and parent LCAP survey are pleased and satisfied with all aspects of the school community but there is critical information to pursue related to students working above grade level and the conditions that contribute to a safe campus. Additionally, there is a group of students who need social/emotional support on an ongoing basis based on the universal screener data.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Frequent observations by the site administrators take place at Rancho-Starbuck. Informal observations take place throughout the school year. Formal observations of probationary teachers takes place twice a year. Each probationary teacher has multiple informal observations and two formal evaluations each year. Tenured teachers have two formal observations every third year after ten years. Each teacher has feedback regarding lessons taught and there is regular communication between the administration and the teaching staff. Staff members have the opportunity to observe other teachers in their field and they are encouraged to do so. Informal walk throughs by the site administrators confirm the excellent job being done in the classroom by the teachers at Rancho-Starbuck.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Local benchmarks that include IABs, iReady diagnostic tests, CAASPP tests and teacher common formative assessments are used to assess and monitor student progress. Data is continually disaggregated and reviewed.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to place students in intervention classes and special programs as well as progress monitor all students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All teachers at Rancho are highly qualified.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Teachers are trained on all adopted materials used on campus.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Through department work, teachers review materials, determine curriculum pacing, and align assessment to measure growth related and aligned to standards.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches that assist teachers in strategies for instruction are in place to offer on-going assistance to teachers.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Rancho-Starbuck is a Professional Learning Community that allows teacher time within the school day for planning and collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All curriculum is aligned to state standards. Pacing and planning is done with standards to outline curriculum use and supplemental resources.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Rancho-Starbuck is within the allotted time for instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The Rancho-Starbuck master schedule has been planned to allow for the maximum of intervention time throughout the school day that we call our Flex program.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

All materials are available to students.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Rancho-Starbuck uses state adopted and aligned materials. Each student has access to these materials.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Special Ed Services, 504 plans, and interventions before, during, and after school all help students succeed.

Evidence-based educational practices to raise student achievement

Explicit Direction Instruction, Thinking Maps, Writing across content areas, Targeted Intervention, comprehensive elective courses and specialized programs for English Learners all are research based strategies used for student achievement. Additional strategies are detailed in the plan.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rancho-Starbuck has a multitude of interventions for at-risk students including but not limited to school counseling services, before and after school interventions, interventions during the school day and special classes for at-risk students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

School Site Council and DELAC evaluates the Con APP programs; however, Rancho Starbuck is not a Title I school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Computer-based program for ELD students is funded through Title III

Fiscal support (EPC)

Fiscal support is provided for programs on campus through District support and through site budget.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

All stakeholders are involved in the process of creating the Single School Plan. A comprehensive needs assessment is created by all teachers and members of school site council to prioritize school needs. LCAP surveys for parents, students and teachers place a priority on needed areas based on

survey results. The administrative team and the staff together analyze student data. During meetings, departments create priority areas in the form of SMARTER goals. Information from input, data, and discussions drive the SPSA process. Once the plan is drafted, the SPSA is shared with stakeholder groups for final input. Final adjustments are made by the Principal and the Leadership team to close the process. The plan is then presented to the School Site Council for official approval. After input from the School Site Council, the plan is presented to the Board of Trustees.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

None are noted.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0.27%			2
African American	1.5%	1.66%	1.87%	12	13	14
Asian	3.8%	3.18%	3.87%	31	25	29
Filipino	1.0%	1.53%	1.47%	8	12	11
Hispanic/Latino	70.4%	69.17%	69.16%	575	543	518
Pacific Islander	0.2%	0.51%	0.53%	2	4	4
White	22.2%	21.40%	19.49%	181	168	146
Multiple/No Response	0.4%	2.04%	2.4%	3	16	18
Total Enrollment				817	785	749

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 7	405	377	380
Grade 8	412	408	369
Total Enrollment	817	785	749

Conclusions based on this data:

1. As a school community, Rancho-Starbuck needs to be aware of the cultural needs of various student groups that are struggling to achieve. Rancho-Starbuck will need to address these learning gaps in our school population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners		33	19		4.2%	2.5%
Fluent English Proficient (FEP)		115	132		14.6%	17.6%

Conclusions based on this data:

1. While our English Learner population is small, this is a student group in need of close progress monitoring for both English Learners and our Reclassified (RFEP) students.
2. Teachers will take part in ongoing Integrated ELD training to provide appropriate scaffolds and accommodations across content areas.
3. Rancho will commit to assisting English learners with improving attendance rates and decreasing suspension rates.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	402	375		378	368		378	368		94.0	98.1	
Grade 8	409	398		383	388		380	387		93.6	97.5	
All Grades	811	773		761	756		758	755		93.8	97.8	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2556.	2562.		16.14	19.29		39.95	39.40		24.87	22.01		19.05	19.29	
Grade 8	2571.	2574.		13.68	18.60		41.32	35.40		26.05	28.17		18.95	17.83	
All Grades	N/A	N/A	N/A	14.91	18.94		40.63	37.35		25.46	25.17		19.00	18.54	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	21.69	20.65		61.90	64.95		16.40	14.40		
Grade 8	21.05	20.41		62.11	64.34		16.84	15.25		
All Grades	21.37	20.53		62.01	64.64		16.62	14.83		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	17.72	26.90		61.64	53.53		20.63	19.57	
Grade 8	16.62	19.90		57.78	57.11		25.59	23.00	
All Grades	17.17	23.31		59.71	55.36		23.12	21.32	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.02	10.33		75.93	80.71		10.05	8.97	
Grade 8	17.37	16.80		75.26	75.71		7.37	7.49	
All Grades	15.70	13.64		75.59	78.15		8.71	8.21	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	23.81	18.75		65.08	63.86		11.11	17.39	
Grade 8	22.89	26.36		67.37	61.76		9.74	11.89	
All Grades	23.35	22.65		66.23	62.78		10.42	14.57	

Conclusions based on this data:

1. Students have demonstrated a definite decline in their ELA proficiency comparing pre and post pandemic test scores.
2. Listening skills seem to be the area with the least amount of proficient students.
3. Improving proficiency rates across the board in all areas of the ELA CAASPP is a priority for Rancho.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	402	375		378	366		378	366		94.0	97.6	
Grade 8	409	398		379	387		379	387		92.7	97.2	
All Grades	811	773		757	753		757	753		93.3	97.4	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	2525.	2521.		13.23	13.93		18.78	17.76		35.98	33.06		32.01	35.25	
Grade 8	2534.	2538.		14.25	12.92		18.73	18.86		30.34	31.01		36.68	37.21	
All Grades	N/A	N/A	N/A	13.74	13.41		18.76	18.33		33.16	32.01		34.35	36.25	

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 7	15.08	16.67		56.88	50.00		28.04	33.33		
Grade 8	15.87	13.95		50.79	53.75		33.33	32.30		
All Grades	15.48	15.27		53.84	51.93		30.69	32.80		

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	14.29	14.75		53.44	55.46		32.28	29.78	
Grade 8	12.93	13.95		59.37	56.59		27.70	29.46	
All Grades	13.61	14.34		56.41	56.04		29.99	29.61	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 7	13.49	12.84		67.46	64.75		19.05	22.40	
Grade 8	10.29	9.04		70.18	72.35		19.53	18.60	
All Grades	11.89	10.89		68.82	68.66		19.29	20.45	

Conclusions based on this data:

1. Students have demonstrated a definite decline in their math proficiency comparing pre and post pandemic test scores.
2. Communicating reasoning seems to be the area with the least amount of proficient students.
3. Improving proficiency rates across the board in all areas of the math CAASPP is a priority for Rancho.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	1527.9	1567.8		1522.7	1568.9		1532.6	1566.3		17	16	
8	1571.0	1539.5		1566.1	1532.9		1575.3	1545.5		16	15	
All Grades										33	31	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	23.53	43.75		23.53	37.50		41.18	12.50		11.76	6.25		17	16	
8	31.25	6.67		50.00	53.33		18.75	26.67		0.00	13.33		16	15	
All Grades	27.27	25.81		36.36	45.16		30.30	19.35		6.06	9.68		33	31	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	29.41	50.00		47.06	31.25		11.76	6.25		11.76	12.50		17	16	
8	43.75	13.33		43.75	60.00		12.50	13.33		0.00	13.33		16	15	
All Grades	36.36	32.26		45.45	45.16		12.12	9.68		6.06	12.90		33	31	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.76	37.50		17.65	12.50		47.06	37.50		23.53	12.50		17	16	
8	25.00	0.00		37.50	33.33		31.25	53.33		6.25	13.33		16	15	
All Grades	18.18	19.35		27.27	22.58		39.39	45.16		15.15	12.90		33	31	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.88	25.00		70.59	62.50		23.53	12.50		17	16	
8	31.25	6.67		68.75	73.33		0.00	20.00		16	15	
All Grades	18.18	16.13		69.70	67.74		12.12	16.13		33	31	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	76.47	62.50		11.76	31.25		11.76	6.25		17	16	
8	75.00	46.67		18.75	40.00		6.25	13.33		16	15	
All Grades	75.76	54.84		15.15	35.48		9.09	9.68		33	31	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	11.76	25.00		35.29	37.50		52.94	37.50		17	16	
8	50.00	0.00		31.25	40.00		18.75	60.00		16	15	
All Grades	30.30	12.90		33.33	38.71		36.36	48.39		33	31	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
7	5.88	31.25		88.24	62.50		5.88	6.25		17	16	
8	6.25	13.33		93.75	80.00		0.00	6.67		16	15	
All Grades	6.06	22.58		90.91	70.97		3.03	6.45		33	31	

Conclusions based on this data:

1. There is a small English Learner student group at Rancho consisting of 31 students.
2. Almost half of the English Learners scored a level 3 (moderately developed) in their overall and oral language development.
3. Almost half of the English Learners scored a level 2 (beginning) in their written language development and reading domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
785	53.4	4.2	0.3
Total Number of Students enrolled in Rancho-Starbuck Intermediate School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	33	4.2
Foster Youth	2	0.3
Homeless	11	1.4
Socioeconomically Disadvantaged	419	53.4
Students with Disabilities	97	12.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	1.7
American Indian		
Asian	25	3.2
Filipino	12	1.5
Hispanic	543	69.2
Two or More Races	16	2.0
Pacific Islander	4	0.5
White	168	21.4

Conclusions based on this data:

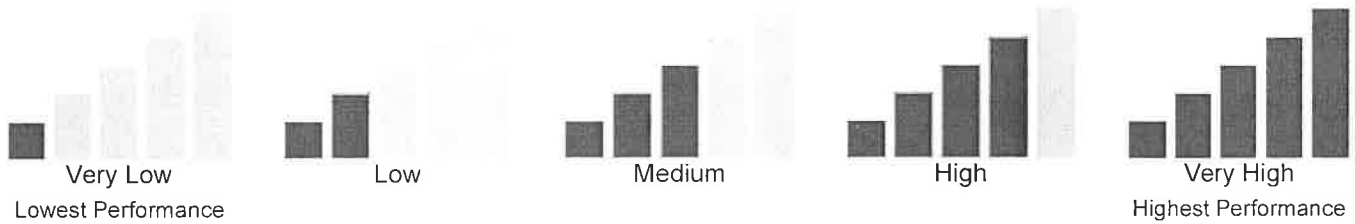
1. Rancho is more than 50% socioeconomically disadvantaged currently. This is a steadily growing number that must match our resources we make available to students.
2. Rancho's English Learner student group is low but a major focus encompassed by our SPSA goals.
3. Hispanic students are by the largest student group at Rancho at 69% of the total population.

School and Student Performance Data

Overall Performance

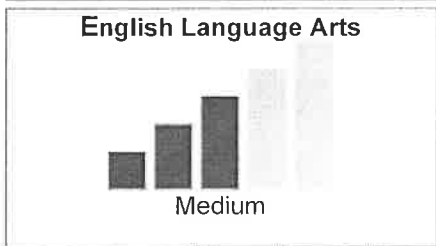
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures.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

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

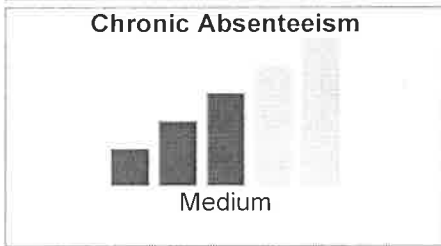


2022 Fall Dashboard Overall Performance for All Students

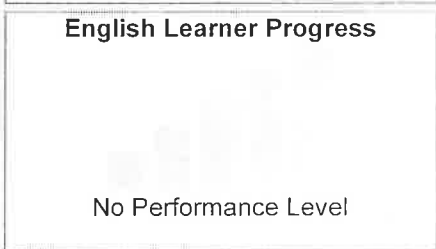
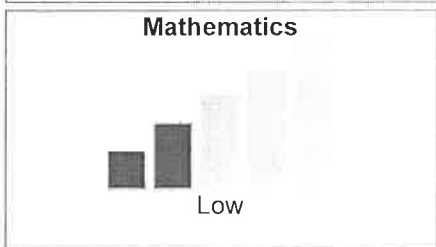
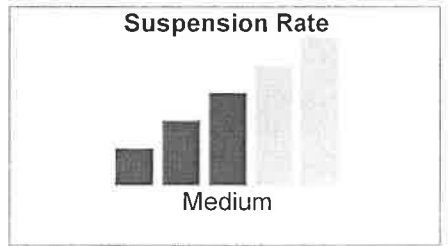
Academic Performance



Academic Engagement



Conditions & Climate



Conclusions based on this data:

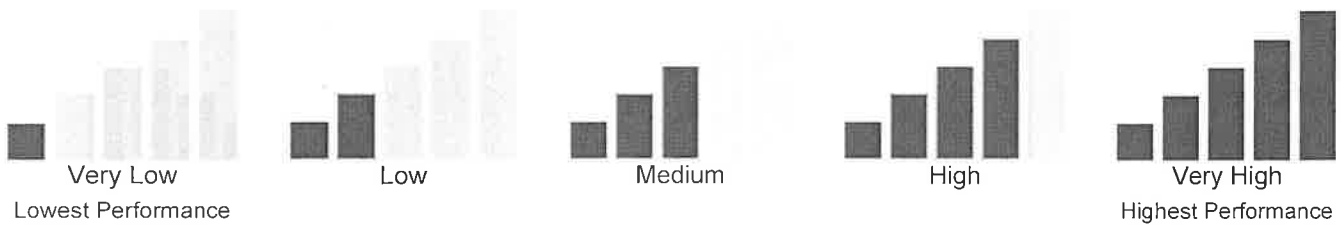
1. Based on 2022 data, students are achieving at a medium level in ELA and low level in math. Targeted interventions are incorporated through FLEX and support classes to address subject matter deficiencies.
2. Based on 2022 data, chronic absenteeism remains a focus at Rancho and progress monitoring by the counseling and administrative teams addresses this.
3. Based on 2022 data, suspension rates at Rancho are at the medium level so work will be done to explore and implement other means of correction before suspension is an option in certain circumstances.

School and Student Performance Data

Academic Performance English Language Arts

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	1	1	1	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Medium 9.6 points above standard 744 Students</p>	<p>Very Low 73.3 points below standard 55 Students</p>	<p>No Performance Level 3 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level 10 Students</p>	<p>Low 10.2 points below standard 416 Students</p>	<p>Very Low 126.3 points below standard 89 Students</p>

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 5.0 points above standard 12 Students</p>		<p>No Performance Level 93.4 points above standard 24 Students</p>	<p>No Performance Level 54.6 points above standard 11 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Medium 0.8 points below standard 518 Students</p>	<p>No Performance Level 81.1 points above standard 16 Students</p>	<p>No Performance Level 4 Students</p>	<p>High 21.3 points above standard 155 Students</p>

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>138.9 points below standard 21 Students</p>	<p>39.7 points below standard 35 Students</p>	<p>12.8 points above standard 605 Students</p>

Conclusions based on this data:

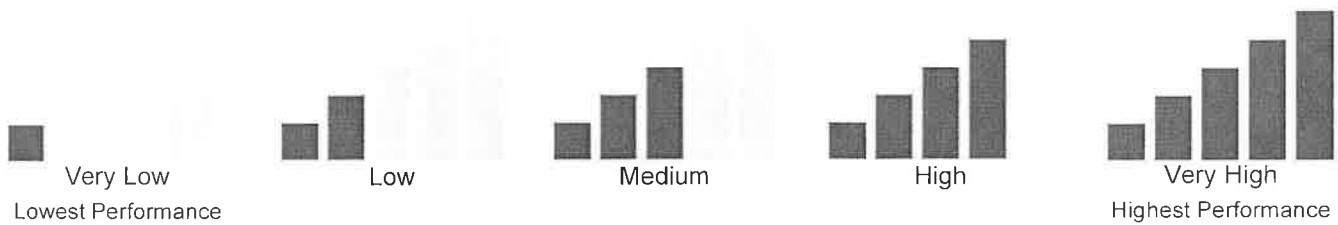
- Based on 2022 data, Rancho-Starbuck English Language Learners are performing at the lowest level compared to the overall school. Rancho will be focused on Integrated ELD professional learning and implementation across disciplines.
- Based on 2022 data, Students with Disabilities are performing at the lowest level compared to the overall school. Rancho will be focused on increasing push-in supports in ELA and providing professional learning related to appropriate accommodations and modifications to meet the unique needs of students.
- Based on 2022 data, white students are far outperforming their grade level peers which means Rancho needs to focus on specific student groups to ensure students are growing and progressing.

School and Student Performance Data

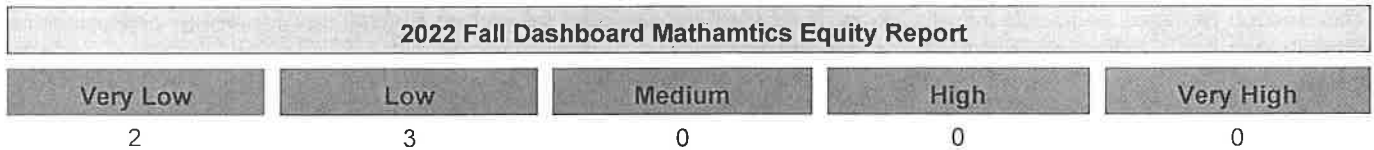
Academic Performance Mathematics

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

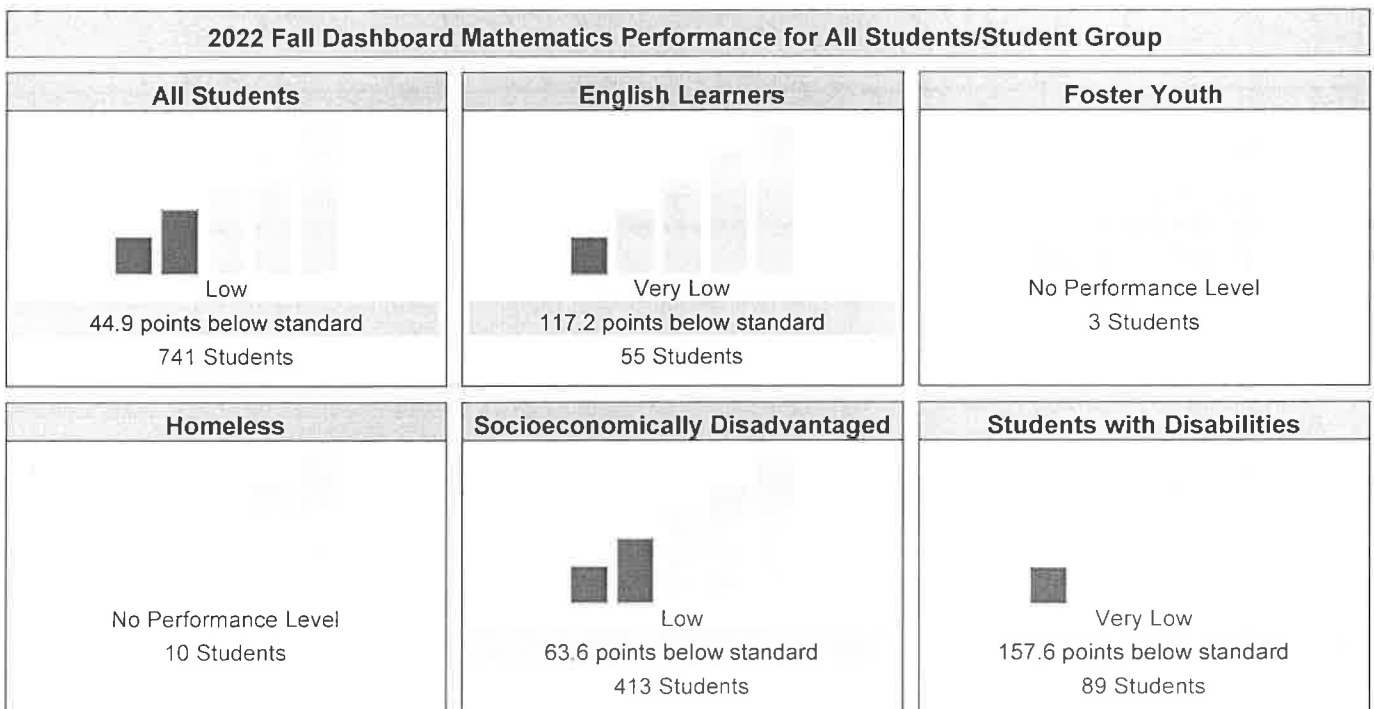
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



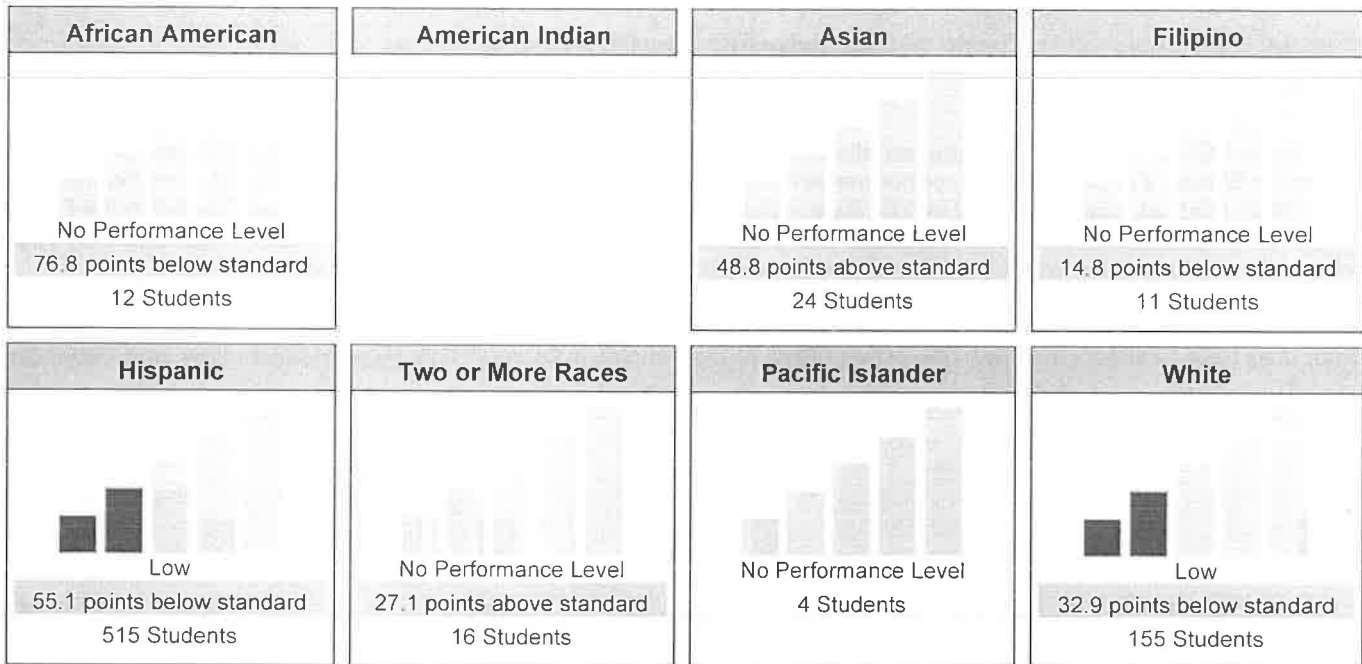
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>155.7 points below standard 21 Students</p>	<p>97.8 points below standard 35 Students</p>	<p>44.2 points below standard 602 Students</p>

Conclusions based on this data:

- Based on 2022 data, Rancho-Starbuck English Language Learners are performing at the lowest level compared to the overall school. Rancho will be focused on Integrated ELD professional learning and implementation across disciplines.
- Based on 2022 data, Students with Disabilities are performing at the lowest level compared to the overall school. Rancho will be focused on increasing push-in supports in math and providing professional learning related to appropriate accommodations and modifications to meet the unique needs of students.
- Rancho will be implementing data analysis protocol days and math lab days to allow teachers the time to plan, explore high yield instructional strategies, analyze data to inform instruction and work with an OCDE math expert to improve pedagogy and practice.

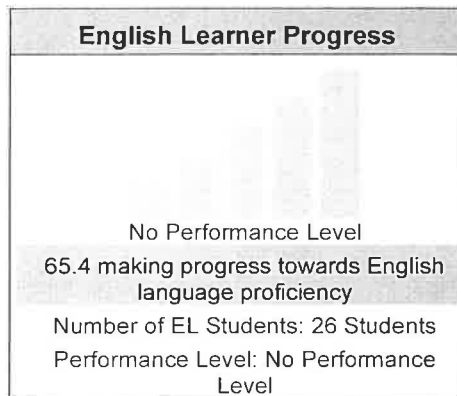
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
3.8%	30.8%	0.0%	65.4%

Conclusions based on this data:

1. According to 2022 data, 65% of English Learners have made progress towards their English language proficiency.
2. Integrated ELD training for all teachers is in progress to ensure lesson encompass appropriate scaffolds and tiers of support.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

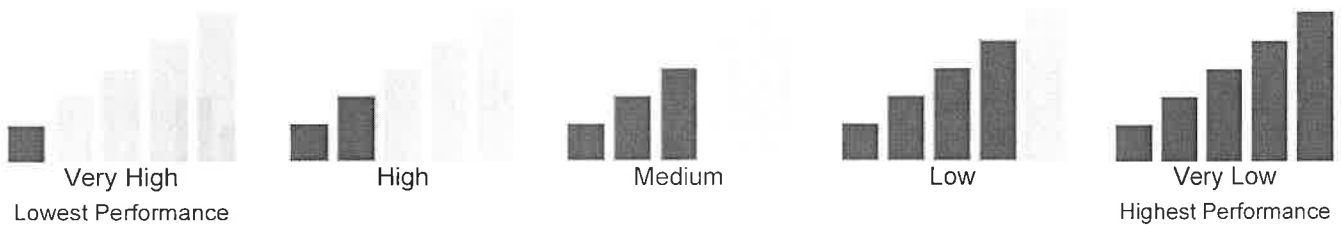
- 1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
1	3	1	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Medium 8.4% Chronically Absent 798 Students</p>	<p>English Learners</p> <p>Very High 22.2% Chronically Absent 36 Students</p>	<p>Foster Youth</p> <p>No Performance Level Less than 11 Students 3 Students</p>
<p>Homeless</p> <p>No Performance Level 0% Chronically Absent 11 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>High 11.1% Chronically Absent 452 Students</p>	<p>Students with Disabilities</p> <p>High 18% Chronically Absent 100 Students</p>

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 20% Chronically Absent 15 Students</p>	<p>No Performance Level 0% Chronically Absent 20 Students</p>	<p>No Performance Level 3.8% Chronically Absent 26 Students</p>	<p>No Performance Level 0% Chronically Absent 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Medium 8.3% Chronically Absent 551 Students</p>	<p>No Performance Level 0% Chronically Absent 20 Students</p>	<p>No Performance Level Less than 11 Students 4 Students</p>	<p>High 10.1% Chronically Absent 169 Students</p>

Conclusions based on this data:

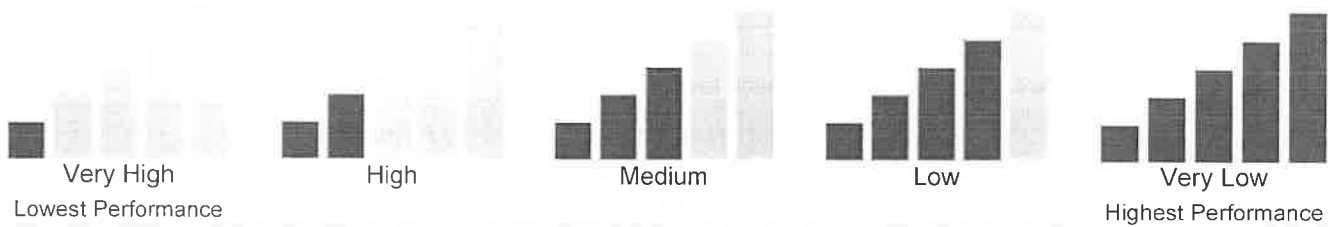
1. According to data from 2022, Rancho-Starbuck's chronic absenteeism rate is at the medium level at 8% which is far less than the state average.
2. According to data from 2022, English Learners are chronically absent at a rate of 22% far beyond any other student group at Rancho. A more targeted approach to attendance will be implemented with this student group.
3. Students with disabilities and socioeconomically disadvantaged students have a much higher rate of chronic absenteeism compared to other student groups.

School and Student Performance Data

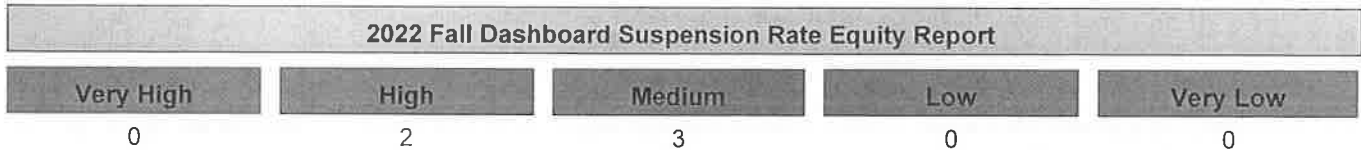
Conditions & Climate Suspension Rate

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

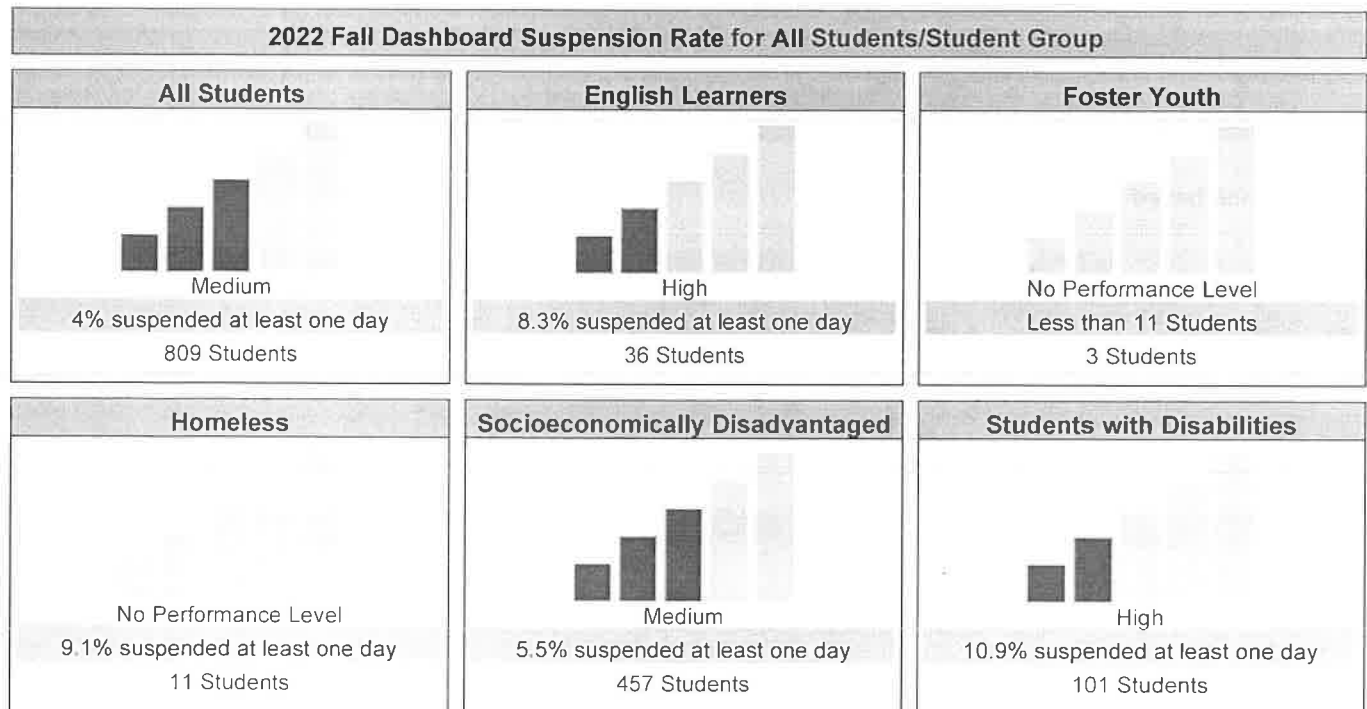
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>No Performance Level 26.7% suspended at least one day 15 Students</p>	<p>No Performance Level 0% suspended at least one day 20 Students</p>	<p>No Performance Level 0% suspended at least one day 26 Students</p>	<p>No Performance Level 0% suspended at least one day 13 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Medium 4.1% suspended at least one day 561 Students</p>	<p>No Performance Level 0% suspended at least one day 20 Students</p>	<p>No Performance Level Less than 11 Students 4 Students</p>	<p>Medium 2.9% suspended at least one day 170 Students</p>

Conclusions based on this data:

- Rancho has a suspension rate of 4% school-wide. Rancho will continue to explore other means of correction to provide necessary interventions for students in lieu of suspension.
- Based on 2022 data, Students with Disabilities (10%) and English Learners (8%) have higher suspension rates when compared to other student groups. Rancho will continue to explore other means of correction to provide necessary interventions for students in lieu of suspension.
- Although African American students are not a significant student group at Rancho and reported, these students have been suspended at a much higher rate than any other group at Rancho (26%) compared to 4% school-wide.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

English Learner Achievement

LEA/LCAP Goal

Academic Excellence

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 1

By May 2024, English Learners will improve proficiency in ELA and math increasing to "medium" on the California dashboard from "very low". This includes a 10% increase in students meeting or exceeding standards in both ELA and math as evidenced by the CAASPP assessment. 100% of English Learners will meet their annual expected growth outcomes in ELA and math via iReady assessment. English learners will improve their attendance rate by 5% or more and decrease their suspension rate by 2%.

Identified Need

English Learners -ELA/Math proficiency, improved attendance rate, and decreased suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	English Learners are performing "very low" compared to "medium" school-wide in ELA and math.	English Learners will move out of the "very low" dashboard rating in 2024 in the area of ELA and math proficiency demonstrating at least a 10% increase in students meeting or exceeding standards.
iReady Diagnostic Assessment Data	English learners have a "very high" chronic absenteeism rate.	English Learners will improve their attendance rates by at least 5%.
IAB Assessment Data	English learners have a "high" suspension rate.	English Learners will decrease their suspension rate by at least 2%.
Teacher common formative assessments data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will participate in Integrated ELD training and will analyze formative and summative assessment data to determine appropriate scaffolds of support across disciplines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for strategic committees to collaborate
500	Site Formula Funds 3000-3999: Employee Benefits Extra hours for strategic committees to collaborate

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Strategic staff will consistently progress monitor the attendance and discipline rates of all English Learners to reward expected behaviors and celebrate improvements. This will include parent involvement and communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for planning and data analysis
200	Site Formula Funds

3000-3999: Employee Benefits
Extra hours for planning and data analysis

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Flex time will be used to provide additional instruction for English Learners for targeted skill support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

130

Source(s)

Donations
4000-4999: Books And Supplies
Materials for learning oportunities

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Two sections of ELD will be taught using Read 180 to support reading comprehension for English Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
ELD support class using Read 180

4,362

District Funded
3000-3999: Employee Benefits
ELD support class using Read 180

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Extending learning time will be provided to English Learners to recoup ADA when absences accumulate and learning loss occurs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	District Funded 1000-1999: Certificated Personnel Salaries Extended Learning School
100	District Funded 3000-3999: Employee Benefits Extended School intervention hours

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Teachers will prioritize and implement instructional strategies that include the use thinking maps, G.A.T.E. differentiation strategies, writing strategies, collaboration, and integrated ELD scaffolds in the classroom environment in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hours for support training and collaboration opportunities for departments.
250	Site Formula Funds 3000-3999: Employee Benefits Extra hours for support training and collaboration opportunities for departments.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3300	District Funded 5800: Professional/Consulting Services And Operating Expenditures Contract with OCDE
1600	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

All ELA teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with integrated ELD instructional practices. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs
675	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration
175	Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Rancho will rely on a consistent translator for all communication to ensure parents are engaged and participatory.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Site Formula Funds
2000-2999: Classified Personnel Salaries
Hourly rates for translation services

500

Site Formula Funds
3000-3999: Employee Benefits
Hourly rates for translation services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

English learners will be provided access to Paper for 24/7 for two way interactive instructional support in their English and native language.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3400

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And
Operating Expenditures
Paper Contract

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

An interventionist will progress monitor and provide additional academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

20,000

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

FLEX time will incorporate ongoing targeted skill development for English Learners. READ 180 continues to support ELL students in an ELD class setting in addition to school-wide initiatives that focus on high yield strategies. Professional learning, data analysis days (DAP), and department collaboration days will be calendared to ensure dedicated time to planning, progress monitoring, and pacing for teachers to promote literacy development. Math lab days will allow teachers to examine and research effective pedagogy with the support of an OCDE consultant. English learners will be specifically monitored more frequently including analysis of disciplinary incidences and absentee rates to ensure students are making improvements both academically and socially/emotionally. All English Learners will have access to 24/7 2-way interactive tutoring through Paper. Extended learning time will be provided where needed.

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

Budget expenditures may vary depending on department needs and additional requests. This is a fluid approach to ensure dedicated time is prioritized and new ideas can be honored.

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

The goals will change based on analysis of multiple measures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Students with Disabilities Achievement

LEA/LCAP Goal

Academic Excellence

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 2

By May 2024, students with disabilities will improve proficiency in ELA and math improving their California dashboard from "very low" to "low". This includes a 3% increase in students meeting or exceeding standards in both ELA and math as evidenced by the CAASPP assessment. 75% of students with disabilities will meet their annual expected growth outcomes in ELA and math via iReady assessment. Students with disabilities will improve their attendance rate by 5% or more and decrease their suspension rate by 2%.

Identified Need

Students with Disabilities - ELA/Math proficiency, improved attendance rate, and decreased suspension rate.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Data	Students with Disabilities student groups are performing "very low" compared to "medium" school-wide in ELA and math.	Students with disabilities will move out of the "very low" dashboard rating in 2024 in the area of ELA and math proficiency demonstrating at least a 5% increase in students meeting or exceeding standards.
iReady Diagnostic Assessment Data	Students with disabilities have a "high" chronic absenteeism rate.	Students with disabilities will improve their attendance rates by at least 5%.
IAB Assessment Data	Students with disabilities have a "high" chronic absenteeism rate.	Students with disabilities will decrease their suspension rate by at least 2%.
Teacher common formative assessments data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Staff will analyze internal and external assessment data to determine target areas of need including students in need of Tier II/III additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Extra hour collaboration/attendance at appropriate conferences

500

Site Formula Funds
3000-3999: Employee Benefits
Extra hour collaboration/attendance at appropriate conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Rancho's master schedule for special education will support the addition of additional push-in sections to ensure students are supported by both a general education and special education teacher in a least restricted environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Special Education push-in classes

4362

District Funded

3000-3999: Employee Benefits
Special Education push-in classes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Flex time will be used to provide additional instruction for Students with Disabilities as part of MTSS (Multi-Tiered System of Supports).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

130

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
student rewards

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Teachers will prioritize and implement instructional strategies that include the use thinking maps, G.A.T.E. differentiation strategies, writing strategies, collaboration, and appropriate accommodations/modifications in the classroom environment in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Professional development for teachers

250

Site Formula Funds
3000-3999: Employee Benefits
Professional development for teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Strategic staff will consistently progress monitor the attendance and discipline rates of all students with disabilities to reward expected behaviors and celebrate improvements. This will include parent involvement and communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Professional development of site teacher leaders in best practices for Students with Disabilities.

200

Site Formula Funds
3000-3999: Employee Benefits
Professional development of site teacher leaders in best practices for Students with Disabilities.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

All special education staff will continue to meet with their general education peers to provide appropriate scaffolds and access to grade-level curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
5000-5999: Services And Other Operating Expenditures
Sub Costs of special education team

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Extending learning time will be provided to English Learners to recoup ADA when absences accumulate and learning loss occurs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Extended learning school

100

District Funded
3000-3999: Employee Benefits
Extended School intervention hours

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction that meet the individualized needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3200

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Contract with OCDE

1600

Site Formula Funds
5000-5999: Services And Other Operating
Expenditures
Sub costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

All ELA teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with appropriate accommodations and modifications for students with disabilities. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub costs
675	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration
175	Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students with Disabilities

Strategy/Activity

Students with disabilities will be provided access to Paper for 24/7 for two way interactive instructional support where appropriate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3400	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Paper Contract

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

FLEX time will incorporate ongoing targeted skill development for students with disabilities. Layered support will be built into the master schedule to meet the individualized needs of students including but not limited to push-in support. Professional learning, data analysis days (DAP), and department collaboration days will be calendared to ensure dedicated time to planning, progress monitoring, and pacing for teachers to implement appropriate accommodations and modifications. Math lab days will allow teachers to examine and research effective pedagogy with the support of an OCDE consultant. Where appropriate, students on IEPs will have access to 24/7 2-way interactive tutoring through Paper. Extended learning time will be provided where needed and students will be routinely progress monitored within the IEP process by their case carrier. Special education teachers will be given dedicated time with general education teachers to collaborate and strategically plan for the betterment of students.

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

Budget expenditures may vary depending on department needs and additional requests. This is a fluid approach to ensure dedicated time is prioritized and new ideas can be honored.

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

The goals will change based on analysis of multiple measures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Engagement for All Students

LEA/LCAP Goal

SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 3

By May 2024, Rancho will continue to increase campus opportunities/offerings both within and outside of the school day that contribute to a positive school culture and climate for students, staff members and parents alike.

Identified Need

All Students (special emphasis African American)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Staff survey results	Staff have the biggest concerns about behavior expectations and progressive discipline, students being give opportunities to work beyond their grade level, and the productivity of teacher/staff meetings.	The percentage of staff with concerns about behavior expectations and progressive discipline will improve with over 80% agreeing or strongly agreeing that Rancho is a safe school with a fair and consistent approach to addressing behavior issues.
Parent survey results	Parents have the biggest concerns about consistent enforcement of rules, timely feedback on student assignments, students being given the opportunity to work beyond their grade level, and parents feeling comfortable to reach out when there is a need.	The percentage of parents with concerns about the consistent enforcement of rules will improve with over 90% agreeing or strongly agreeing that Rancho utilizes a progressive discipline matrix in disciplinary situations.
Monthly Attendance Rates	Rancho's attendance rate from August to February is 94.51%.	Rancho's attendance rate will improve 2% from August to February during the 2023-2024 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CoVitality universal screener for students	Add suspension rate here	Rancho's suspension rate will decrease by 2%.
Disciplinary incidences data	African American students are "very high" on the California dashboard in the areas of chronic absenteeism and suspension rates for Lowell Joint School District.	African American students will decrease their suspension and absence rates during the 2023-2024 school year.
	12.23% of Rancho are considered to be at-risk according to the CoVitality Universal screener and are in need of additional social/emotional support to navigate school.	The percentage of students considered to be at risk will decrease the following year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A focus on positive student recognition through Trojan Triumph Positive Referrals, Starbuck rewards, Student of the Month recognition, the Rancho-Starbuck website, Social Media, REACH assemblies, PA announcements, and phone messages to promote positive behavior, positive character, and strong work ethic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	ASB 0000: Unrestricted Prizes and rewards

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Counselor intern program provides social-emotional support to students on a consistent basis and will include absence and suspension progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
84000	District Funded 1000-1999: Certificated Personnel Salaries Intern counselors are on campus one day a week under the direction of our full time counselor to offer additional support to students.
1680	District Funded 3000-3999: Employee Benefits Intern counselors are on campus under the direction of our full time counselor to offer additional support to students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Student assemblies and activities geared at inspiration, kindness, and motivation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Consulting services for development of a positive school culture

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A focus on positive behavior intervention supports and teaching school-wide expected behaviors with recognition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

Site Formula Funds
0000: Unrestricted
Purchase of materials and prizes

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Parent University Nights to educate parents on important topics impacting their adolescent children.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Donations
4000-4999: Books And Supplies
Expenditures related to parent university

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A 0-period offering in physical education will be added to the master schedule to allow students the opportunity to have an elective if they require extra supports within their school day or two electives if that is preferred.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

16,000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
FTE section of a certificated employee

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Kindness campaign lesson implementation to address the social/emotional needs of students and give students a safe space to talk about positive decision-making.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Purchase of materials for SEL related materials.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Staff Training and student events that promotes inclusivity, unity, and peer to peer acceptance that is ongoing and repetitive.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,000	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Consultant Fees

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After-school program implementation that includes Esports, Journalism, Robotics, Science Olympiad, Junior Achievement, etc. to increase school connectedness and student opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Stipends for advisors
1000	Site Formula Funds 4000-4999: Books And Supplies Program materials and needs

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Best Buddies program implementation to promote school inclusion and to foster understanding among students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

Donations
0000: Unrestricted
Supplies, food, activities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Various co-curricular opportunities will be made available for students when available to expose them to college and career pathways as often as possible.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10,000

Source(s)

Site Formula Funds
5000-5999: Services And Other Operating
Expenditures
Transportation and Registration Fees

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Care Solace will be used to provide students and families additional socio/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Student opportunities/offerings will include assemblies, activities, positive behavior intervention supports, a 0-period physical education option, social/emotional lessons, after-school programs, and co-curricular opportunities that promote college and career pathway interest will be increased and implemented to promote connectedness and inclusion. Students will be recognized in a variety of ways to promote excellence, attitude, work ethic, and perseverance. Social/emotional lessons will remain a monthly focus during each FLEX cycle and counseling interns will provide a variety of supports that include attendance and behavior monitoring. ASB students will promote an inclusive school culture that includes embracing students who are differently-abled. Parents will be continually educated on topics relevant to the middle school world through Parent Universities. Staff will partake in inclusivity training to help build school unity and acceptance.

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

Budget expenditures are strictly projected until specific activities and events are planned with specific student outcomes in mind.

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.

A cycle of implementation model will be implemented and will include the evaluation of programs to determine their effectiveness and impact on student connectedness and school success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

ELA/Math Proficiency for All Students

LEA/LCAP Goal

Academic Excellence - Learning for All Students

Every student experiences educational success at the highest levels of achievement. We believe that each student has a unique ability to learn in an environment that is enriched with a challenging curriculum, where learning is modeled and expectations are both known and high. We expect all students to demonstrate continued and improved academic achievement, through Collaboration, Communication, Critical thinking, and Creativity, to be college and career ready, and to become lifelong learners.

Goal 4

By May 2024, all students will improve proficiency in ELA by 5% and math by 8% as indicated by iReady diagnostic assessments resulting in movement on the California dashboard.

Identified Need

All student groups

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady assessment data	Students are 52% at or above grade level in ELA as indicated by the Winter iReady assessment.	All students will move from "medium" to "high" on the California dashboard in ELA in 2024.
iReady personalized instruction lesson pass rates	Students are 36% at or above grade level in math as indicated by the Winter iReady assessment.	All students will move from "low" to "medium" on the California dashboard in math in 2024.
Teacher common formative assessments data	Students are "medium" in ELA on the California dashboard.	
CAASPP dashboard data	Students are "low" in math on the California dashboard.	
Department SMARTE goals		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will participate in professional development aimed at implementation of G.A.T.E. identified strategies to address the needs of diverse learners with varying levels of academic ability.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
GATE Training

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Content teachers will be provided additional time to collaborate in order to adjust pacing, design lessons, and integrate effective instructional strategies that address struggling learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Extra hours outside of the contractual day

400

Site Formula Funds
3000-3999: Employee Benefits
Extra hours outside of the contractual day

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Flex time will be used to provide additional instruction for struggling students for targeted skill support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

130

Site Formula Funds
4000-4999: Books And Supplies
Materials needed for FLEX

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students will be provided extended learning opportunities outside of the instructional day to recover credits towards graduation requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

Site Formula Funds
5800: Professional/Consulting Services And
Operating Expenditures
Platform expense/licensing

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Before school tutoring (PowerStart) and after school tutoring (PowerFinish) will be provided in all content areas Tuesday, Wednesday, and Thursday mornings and afternoons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Site Formula Funds 1000-1999: Certificated Personnel Salaries Teacher hourly pay
500	Site Formula Funds 3000-3999: Employee Benefits Teacher hourly pay

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk/struggling learners

Strategy/Activity

Students identified as at-risk or academically struggling will be provided access to Paper for 24/7 for two way interactive instructional support in all subject areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3400	Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Paper Contract

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Teachers will be provided strategic professional learning committee days to collaborate, calibrate, lesson plan, and create common formative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Site Formula Funds
5000-5999: Services And Other Operating
Expenditures
Sub Costs

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All math teachers will participate in Data Analysis Days (DAP) and Math Lab days that will include learning and collaboration with an OCDE specialist. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3200

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Contract with OCDE

1600

Site Formula Funds
5000-5999: Services And Other Operating
Expenditures
Sub Costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

All teachers will participate in Data Analysis Days (DAP) to organize department pacing that includes strategic lesson design with effective, high yield instructional practices. This will include time to design curriculum, explore effective instructional strategies, and use data to inform their instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600	Site Formula Funds 5000-5999: Services And Other Operating Expenditures Sub Costs
675	Site Formula Funds 1000-1999: Certificated Personnel Salaries Extra hour work and collaboration
175	Site Formula Funds 3000-3999: Employee Benefits Extra hour work and collaboration

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All students will participate in homeroom REACH record days where they track their quarterly progress and record their status in a digital document.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All struggling learners

Strategy/Activity

An interventionist will progress monitor and provide additional academic support to those in need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

30,000

Source(s)

District Funded

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

FLEX time will incorporate ongoing targeted skill development for at-risk and struggling learners. Professional learning, data analysis days (DAP), and department collaboration days will be calendared to ensure dedicated time to planning, progress monitoring, and pacing for teachers to promote ELA and math growth for all students. Math lab days will allow teachers to examine and research effective pedagogy with the support of an OCDE consultant. All students will have free access to before and after school tutoring in all core content areas. Identified at-risk and struggling learners will have access to 24/7 2-way interactive tutoring through Paper. Extended learning time will be provided where needed in order for students to recover credits for graduation requirements. Students will track their own quarterly progress in the form of a REACH record.

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

Budget expenditures may vary depending on department needs and additional requests. This is a fluid approach to ensure dedicated time is prioritized and new ideas can be honored.

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

The goals will change based on analysis of multiple measures.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Student Behavior Supports to build a Positive Climate and Culture

LEA/LCAP Goal

SAFE, ORDERLY, POSITIVE, RESPECTFUL LEARNING ENVIRONMENTS

All campuses provide an aesthetic, orderly environment that is organized to ensure learning. We believe in a collaborative spirit of place where all feel safe, welcomed, valued, and respected. We foster a culture that promotes the emotional health, safety, well-being and involvement of students, staff, family and community.

Goal 5

In 2024, Rancho will decrease suspension rates by 2% and increase graduation rates to 99% through a variety of strategies that focus on other means of correction for progressive discipline and an effective credit recovery platform to meet board adopted graduation requirements.

Identified Need

All Students (special emphasis African American)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Add suspension data	Rancho will incorporate other means of correction where applicable prior to suspension to decrease suspension rates.
Attendance Data	The attendance rate from August to February during the 2022-2023 school year is 94.51%.	Rancho will increase the opportunities for credit recovery to meet board adopted graduation requirements.
GPA Data		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

A true PBIS model will be implement to teach and reward and publicize expected behaviors in all areas of the school campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Site Formula Funds 4000-4999: Books And Supplies Incentives and Signage
500	Site Formula Funds 1000-1999: Certificated Personnel Salaries Coordinator stipend

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Rancho-Starbuck will increase the capabilities of 5-Star rewards to regularly recognize students for their efforts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Site Formula Funds 4000-4999: Books And Supplies Curriculum purchase

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Implementation of a Check-in/Check-out program for Tier III students to be mentored with intensive behavior modifications by qualified personnel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Site Formula Funds
1000-1999: Certificated Personnel Salaries
Teacher hourly pay

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

At-risk students

Strategy/Activity

Staff members will continue to take part in restorative practice trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Site Formula Funds
5800: Professional/Consulting Services And
Operating Expenditures

Annual Review

SPSA Year Reviewed: 2022-23

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Rancho will be focused on positive behavior intervention supports, 5-Star campus and community rewards, Tier III Check in/Check Out programs, and restorative approaches to correct behavior that is supportive in nature and not strictly punitive.

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

Budget expenditures may vary depending on department needs and additional requests. This is a fluid approach to ensure dedicated time is prioritized and new ideas can be honored.

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

The goals will change based on analysis of multiple measures.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$371,344.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
ASB	\$10,000.00
District Funded	\$229,304.00
Donations	\$1,630.00
Site Formula Funds	\$130,410.00

Subtotal of state or local funds included for this school: \$371,344.00

Total of federal, state, and/or local funds for this school: \$371,344.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source

Amount

Balance

Expenditures by Funding Source

Funding Source

Amount

Funding Source	Amount
ASB	10,000.00
District Funded	229,304.00
Donations	1,630.00
Site Formula Funds	130,410.00

Expenditures by Budget Reference

Budget Reference

Amount

Budget Reference	Amount
0000: Unrestricted	13,500.00
1000-1999: Certificated Personnel Salaries	194,525.00
2000-2999: Classified Personnel Salaries	2,000.00
3000-3999: Employee Benefits	14,429.00
4000-4999: Books And Supplies	10,390.00
5000-5999: Services And Other Operating Expenditures	23,600.00
5800: Professional/Consulting Services And Operating Expenditures	62,900.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
0000: Unrestricted	ASB	10,000.00
	District Funded	50,000.00
1000-1999: Certificated Personnel Salaries	District Funded	158,000.00
3000-3999: Employee Benefits	District Funded	10,604.00
5000-5999: Services And Other Operating Expenditures	District Funded	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	9,700.00
0000: Unrestricted	Donations	1,000.00
4000-4999: Books And Supplies	Donations	630.00
0000: Unrestricted	Site Formula Funds	2,500.00
1000-1999: Certificated Personnel Salaries	Site Formula Funds	36,525.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	2,000.00
3000-3999: Employee Benefits	Site Formula Funds	3,825.00
4000-4999: Books And Supplies	Site Formula Funds	9,760.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	22,600.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	53,200.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	72,292.00
Goal 2	50,692.00
Goal 3	153,680.00
Goal 4	79,680.00
Goal 5	15,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 4 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Jennifer Jackson	› Principal
Amber Thomson	› Parent or Community Member
Arlene Anaya	› Parent or Community Member
Lisa Marie Velasco	› Parent or Community Member
Sarah Jensen	› Parent or Community Member
Hunter Herrera	› Secondary Student
Brittany Goss	› Classroom Teacher
Cara Yi	› Classroom Teacher
Jessica Galli	› Classroom Teacher
Becky Winik	› Other School Staff
Janette Thomson	› Secondary Student
Neela Lotspeich	› Secondary Student

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

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 4/6/2023.

Attested:



Principal, Jennifer Jackson Ed.D. on 04/06/2023

SSC Chairperson, Arlene Anaya on 04/06/2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the "Goal #" for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school's identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school's identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

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.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

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 receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

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