



# 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
Clarence Ruth Elementary School	42-69229-6045587	October 13, 2021	October 26, 2021

# School Profile

The City of Lompoc and its surrounding area incorporates a light industrial and rural economic base. The population of approximately 43,500 is ethnically diverse. Clarence Ruth Elementary School was built in 1961. Clarence Ruth Elementary School, located in the western most region of Lompoc, is one of the nine elementary schools in Lompoc Unified School District. Additionally, the district has two middle schools, two comprehensive high schools, one alternative education facility, a continuation high school, an adult education facility, and several Santa Barbara County supervised preschools.

The Clarence Ruth student body of approximately 465 students reflects our ethnically diverse community. The teachers are highly qualified and create an engaging environment. Full time employees include: a school principal, one dean of student engagement, one administrative assistant, one administrative assistant, 25 teachers, and three custodians. In addition, Clarence Ruth has the following part-time employees: a bilingual/home school liaison, a library technician, four bilingual para educators, one Transitional Kindergarten para-educator, two Special Education para-educators, two food services workers, four noon duty aides, a school nurse, a health clerk and a full time kinder support teacher.

Our Parent Teacher Association (PTA) volunteers provide support and are integral in the development of the educational program at Clarence Ruth Elementary School. Volunteers invest thousands of hours throughout the year in fundraising and planning special activities. The PTA sponsors field trips, assemblies, family nights, book fairs, and supports the school wide reading incentive program.

Clarence Ruth Elementary School adheres to state guidelines for instructional minutes and holds minimum days on Wednesdays to support its Professional Learning Communities (PLC) allowing for grade level, school-wide, and district-wide collaboration to occur.

Alignment of curriculum, instruction and materials to content and performance standards:  
Curriculum needs are identified and addressed both at the District and school site levels. The staff implements core curriculum, based on the state adopted standards. These standards include specific knowledge and skills for each grade level. State adopted standards-based instructional materials appropriate to all student groups are available for each grade level. Staff is currently working to implement the Common Core State Standards.

Alignment of staff development to standards, assessed student performance and professional needs:

Grade-level collaboration and whole staff meetings are scheduled throughout the year to look at student assessments (State, District, school site) and discuss implications for needed changes with alignment of instruction and/or curriculum materials. Teachers also regularly participate in LUSD sponsored Professional Development during Common Minimum Days and Staff Development Days.

Regular Program:

All teachers devote the required time to language arts and math curriculum instruction. Teachers use district adopted text materials to teach grade level standards to both the whole class and small groups. Teachers differentiate during universal access time to make core curriculum accessible to all.

Intervention Program:

Teachers at all grade levels regroup daily to provide small group interventions to students who are significantly below grade level. Categorical funded para-educators "push in" to each grade level to lower group size. Interventions include: Direct Instruction, Designated ELD Instruction, Lexia, Mystery Science, Reading Plus and the Renaissance Place suite of programs.

Use of state and local assessments to modify instruction and improve student achievement: Teachers have access through the Student Information System (SIS) to prior year Smarter Balanced scores in ELA and Math, as well as and ELPAC scores. Teachers and support staff assess all students using site assessments at the beginning of each year. The results of all assessments are used for grouping and instruction throughout the year.

The number and percentage of teachers in academic areas with students experiencing low student performance:

In general, classroom make up is balanced at Clarence Ruth. Regular classroom teachers have a group of low-performing students, a group of students in the Basic range of proficiency and a group of benchmark or proficient students. All teachers have a group of English Language learners. In addition, when setting up classrooms we try to balance learning styles and gender. Currently, all regular classroom teachers have completed the requirements for a CLAD certificate allowing all EL students to receive appropriate services.

Family, School, District and Community resources available to assist students:

Our Parent Teacher Association (PTA) volunteers provide support and are integral in the development of the educational program at Clarence Ruth Elementary School. Volunteers invest thousands of hours throughout the year in fundraising and planning special activities. The PTA sponsors field trips, assemblies, family nights, book fairs, and supports the school wide reading incentive program.

## 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

Targeted Support and Improvement

The purpose of this SPSA is to identify areas of strength and areas to grow in. It provides support for all students with a specific support targeting students with disabilities, ELL's and students with intensive needs.

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.

This SPSA closely follows the identified goals set forth in our LUSD LCAP for the 2022-2023 school year.

# 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).

Stakeholders were polled for their view of needs for Clarence Ruth through online surveys and discussion during meetings. Broadening and enrichment opportunities in the following areas were identified as needed or desired: improvement in reading and math, communication skills, safety and social emotional needs, behavior incentives.

## Classroom Observations

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

A variety of regular informal observations were conducted throughout the 2021-2022 school year. Following a walk-through protocol, classrooms were observed during math and language arts for the following criteria: 1. All students participate (engagement). 2. Students say a second sentence. 3. Students talk about each other's thinking. 4. Students revise their thinking. 5. English Learners produce language. 6. Students are challenged to work in Depth of Knowledge 2 & 3. In analyzing the results from these walk-throughs, it was found that students are not very active in 2-6. Students were working quietly, engaged in independent tasks in 80% of the rooms visited. Students were not meeting performance goals within speaking standards. During informal walk-throughs to observe writing, it was obvious that teachers guide and support students in all aspects of the writing process. Published writing across all curriculum areas was evident in all rooms.

## 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)

NWEA, Illuminate, CAASPP, classroom, and ELPAC results are used to place and track English Learner progress. The annual ELPAC results are used for grouping students in homogeneous language groups for daily designated English language development. NWEA and Illuminate assessments are used as benchmark assessments to monitor growth in English Language Arts and Math and are given several times each year to inform instruction related to the Common Core State Standards. CAASPP summative testing provides annual indicators of progress towards benchmark skills.

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

Teachers meet weekly to discuss results of benchmark and formative assessments and plan their instruction according to the results. In addition, teachers are afforded a small group time twice a week for intensive instruction through strategic use of the Elevo program for all grade levels. The focus for this individualized time is made by teachers based on recent classroom and grade-level assessments.

## Staffing and Professional Development

#### Status of meeting requirements for highly qualified staff (ESEA)

Every teacher at Clarence Ruth, except one, have obtained full state certification. In addition, many hold a variety of additional certifications including BCLAD, CLAD, and GATE.

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

Teachers have sufficient access to training on instructional materials. The Professional Development Calendar for 2022-2023 provides additional training in district-adopted curriculum and other research-based materials throughout the school year. Social Emotional training in School-Based Restorative Approaches was provided in the past centering on resolving student conflicts. For the 2022-23 school year, staff will have training in integrated SEL practices provided by the full-time SEL Counselor.

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

Both the ELA and Math adopted materials are aligned to California Common Core State Standards. The recently adopted TWIG Science curriculum is aligned to NGSS. Differentiation guidance in each program will provide for the professional needs of teachers to plan and adjust for student levels of achievement.

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

During the 2021-22 school year, a Literacy Specialist has been working directly with K-3 students. Teacher Support Providers will support newly hired teachers with instructional coaching in their first 1-2 years with LUSD.

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

Each week, teachers will collaborate at the grade level or vertically around topics identified by the Leadership Team and on grade-level only topics related to student achievement determined by the grade-level teams.

## Teaching and Learning

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

Curriculum materials and instruction are aligned to standards and the best practices to instruct them.

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

Minimal instructional minutes as set forth by the state of California are met for all grade levels.

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

Teachers work in grade levels to develop lesson pacing calendars based on a district developed curriculum map. The site based control of this pacing provides for master flexibility in responding to the intervention needs of students.

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

All classrooms, including Resource, are provided McGraw-Hill Teachers materials and the appropriate training to implement them.

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

SBE adopted materials are used in all core instructional areas. The adopted program for ELA for PK - 5th grade is Wonders and for 6th grade it is Study Sync. The adopted program for math is My Math for PK-5th grades and Illustrative Math for 6th grade. The adopted program for social studies is McGraw Hill for PK-5th grades and Holt for 6th grade. The adopted program for science is TWIG. The suggested instructional times within these programs and a 30 minute Designated English Language Development time is used daily to facilitate quality instruction.

## Opportunity and Equal Educational Access

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

Within each program, teachers editions indicate lesson differentiations for student below, on, and above grade level.

Evidence-based educational practices to raise student achievement

This school year we will focus our work on elevating our teaching practices by analyzing formative data through the PLC process to develop grade-level goals to raise the floor of academic rigor for all students. We will also participate in learning walks to observe teaching & learning in the classroom environment. We will also continue to develop & embed our PBIS tiered system school-wide as well as focus on improving attendance. Social-emotional curriculum will be implemented as well.

## Parental Engagement

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

To facilitate family involvement, our school provides a home/school bilingual liaison whose responsibilities include helping parents understand how school operates. Clarence Ruth has partnered with the Parent Institute for Quality Education (PIQE) to provide classes on how parents can support their child in school. A Family Services Agency (FSA) representative works from the school site to support Clarence Ruth's families by connecting them to needed resources.

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)

Stakeholders participate in decision making through School Site Council (SSC) and English Learners Advisory Committee (ELAC).

## Funding

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

Title 1 funds provide funding for additional staffing to assist underperforming students under the supervision of the regular teacher.

Fiscal support (EPC)

LCFF and Federal Title 1 funding are available to the school site to meet identified needs.

# 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

Stakeholders are involved in the planning process for the SPSA/Annual Review and update through meetings to share and gather information. The following meetings have provided input for the current SPSA:

ELAC Meetings - 10/12/22 (SPSA presentation, achievement discussion)

Leadership Team Meetings - 10/10/22, (Title I funds, staff input);

School Site Council Meetings- 10/13/22 (SPSA Approval)

Local Board Approval - 10/25/22

## Resource Inequities

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

As an additional targeted support and improvement school, we recognize these inequities: high need students who require additional counseling support, the need for Tier II interventions to meet challenging academic and behavioral needs for our student groups in our population.

# 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%	0.44%	0.42%	1	2	2
African American	1.2%	1.11%	1.7%	6	5	8
Asian	0.2%	%	0.21%	1	0	1
Filipino	1.2%	1.11%	1.06%	6	5	5
Hispanic/Latino	86.7%	86.89%	86.84%	424	391	409
Pacific Islander	%	%	0%		0	0
White	7.0%	6.89%	6.79%	34	31	32
Multiple/No Response	3.5%	3.56%	2.97%	17	16	14
<b>Total Enrollment</b>				489	450	471

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	84	75	70
Grade 1	68	67	69
Grade 2	69	64	69
Grade3	63	65	64
Grade 4	72	58	70
Grade 5	57	68	58
Grade 6	76	53	71
<b>Total Enrollment</b>	489	450	471

### Conclusions based on this data:

1. Clarence Ruth student population is predominately Hispanic/Latino. The only other significant demographic group is White.
2. The enrollment of Clarence Ruth has been declining over the past few years, but the subgroup percent of enrollments are maintaining their percentages.



# 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	126	135	156	25.8%	30.0%	33.1%
Fluent English Proficient (FEP)	87	64	56	17.8%	14.2%	11.9%
Reclassified Fluent English Proficient (RFEP)	24			19.0%		

### Conclusions based on this data:

1. Nearly one-third of our tested students were English Language Learners.
2. The percentage of English Learners has declined from the 18-19 to 20-21 school year.

# 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	68		0	68		0	68		0.0	100.0	
Grade 4	72	59		0	59		0	59		0.0	100.0	
Grade 5	57	72		0	71		0	71		0.0	98.6	
Grade 6	78	53		0	53		0	53		0.0	100.0	
All Grades	268	252		0	251		0	251		0.0	99.6	

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		2396.			16.18			19.12			30.88			33.82	
Grade 4		2421.			8.47			20.34			28.81			42.37	
Grade 5		2412.			5.63			12.68			15.49			66.20	
Grade 6		2468.			3.77			22.64			24.53			49.06	
All Grades	N/A	N/A	N/A		8.76			18.33			24.70			48.21	

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		8.82			63.24			27.94	
Grade 4		6.78			61.02			32.20	
Grade 5		7.04			53.52			39.44	
Grade 6		7.55			52.83			39.62	
All Grades		7.57			57.77			34.66	

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		14.71			45.59			39.71	
Grade 4		6.78			64.41			28.81	
Grade 5		2.82			45.07			52.11	
Grade 6		3.77			50.94			45.28	
All Grades		7.17			51.00			41.83	

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		4.41			72.06			23.53	
Grade 4		6.78			71.19			22.03	
Grade 5		7.04			61.97			30.99	
Grade 6		13.21			64.15			22.64	
All Grades		7.57			67.33			25.10	

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		14.71			67.65			17.65	
Grade 4		3.39			62.71			33.90	
Grade 5		7.04			50.70			42.25	
Grade 6		3.77			69.81			26.42	
All Grades		7.57			62.15			30.28	

**Conclusions based on this data:**

1. On the 2018-19 CAASPP, 99.3% of enrolled students tested. Overall achievement in reading showed over 40% of students fell in the "Not Met" category although the "Met/Exceeded" categories did reflect improvement with 35% of students falling into this category. In comparing to 2018-19 data to previous school years, the percent of students increased "Met/Exceeded" band.
2. Within the ELA area of Research/Inquiry, Investigating, analyzing, and presenting information in 18-19 showed 69.18% of students "Above, At or Near Standard" in 18-19 representing a strength in our Ruth students.
3. With an average of over 33.55% of our students below standard in Reading, Writing, Listening, and Research/inquiry categories in 18-19 there must be a focus on strong first instruction until students reach the percentage of 20% not met.

# 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	68		0	68		0	68		0.0	100.0	
Grade 4	72	59		0	59		0	59		0.0	100.0	
Grade 5	57	72		0	71		0	71		0.0	98.6	
Grade 6	78	53		0	53		0	53		0.0	100.0	
All Grades	268	252		0	251		0	251		0.0	99.6	

\* 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		2382.			8.82			16.18			25.00			50.00	
Grade 4		2420.			6.78			11.86			32.20			49.15	
Grade 5		2415.			4.23			2.82			19.72			73.24	
Grade 6		2466.			5.66			5.66			35.85			52.83	
All Grades	N/A	N/A	N/A		6.37			9.16			27.49			56.97	

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		13.24			36.76			50.00	
Grade 4		8.47			35.59			55.93	
Grade 5		2.82			28.17			69.01	
Grade 6		3.77			43.40			52.83	
All Grades		7.17			35.46			57.37	

<b>Problem Solving &amp; Modeling/Data Analysis</b> 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		11.76			45.59			42.65	
Grade 4		13.56			40.68			45.76	
Grade 5		2.82			38.03			59.15	
Grade 6		7.55			45.28			47.17	
All Grades		8.76			42.23			49.00	

<b>Communicating Reasoning</b> 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		8.82			57.35			33.82	
Grade 4		6.78			57.63			35.59	
Grade 5		4.23			45.07			50.70	
Grade 6		5.66			56.60			37.74	
All Grades		6.37			53.78			39.84	

**Conclusions based on this data:**

1. Overall achievement in Math showed a greater number of students in the "Not Met" category than in ELA. In Math, the test scores showed "modest" gains in Standards Exceeded and Standard Met.
2. In the Math Claims, improvement in the percent of students in the "At or Nearly Met Standards" were visible in the Concepts and Procedures and Problem Solving & Modeling/Data Analysis areas.
3. Increasing Problem Solving & Modeling opportunities along with comprehension of mathematical language will be important for all grade levels for increasing performance in these areas.

# 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
<b>K</b>	1411.0	1426.1		1433.1	1433.1		1359.2	1409.7		33	27	
<b>1</b>	1419.3	1415.9		1436.8	1440.6		1401.3	1390.6		23	23	
<b>2</b>	1453.1	1473.2		1467.7	1478.2		1437.9	1467.4		22	19	
<b>3</b>	1475.5	1482.3		1477.1	1484.9		1473.5	1479.1		11	27	
<b>4</b>	1472.7	1518.3		1468.3	1517.3		1476.6	1518.8		15	12	
<b>5</b>	1508.6	1497.0		1515.8	1504.5		1500.9	1489.0		11	17	
<b>6</b>	1501.3	1512.7		1492.5	1508.9		1509.6	1516.1		11	11	
<b>All Grades</b>										126	136	

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
<b>K</b>	3.03	18.52		27.27	48.15		60.61	22.22		9.09	11.11		33	27	
<b>1</b>	0.00	0.00		21.74	4.35		34.78	69.57		43.48	26.09		23	23	
<b>2</b>	0.00	0.00		50.00	57.89		27.27	36.84		22.73	5.26		22	19	
<b>3</b>	9.09	3.70		27.27	40.74		36.36	40.74		27.27	14.81		11	27	
<b>4</b>	0.00	8.33		20.00	58.33		66.67	33.33		13.33	0.00		15	12	
<b>5</b>	0.00	11.76		36.36	41.18		63.64	29.41		0.00	17.65		11	17	
<b>6</b>	9.09	0.00		45.45	54.55		18.18	36.36		27.27	9.09		11	11	
<b>All Grades</b>	2.38	6.62		31.75	41.18		45.24	38.97		20.63	13.24		126	136	

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
<b>K</b>	6.06	22.22		54.55	37.04		33.33	29.63		6.06	11.11		33	27	
<b>1</b>	21.74	4.35		13.04	21.74		30.43	65.22		34.78	8.70		23	23	
<b>2</b>	18.18	31.58		40.91	26.32		31.82	36.84		9.09	5.26		22	19	
<b>3</b>	27.27	25.93		18.18	37.04		36.36	29.63		18.18	7.41		11	27	
<b>4</b>	0.00	41.67		53.33	50.00		26.67	8.33		20.00	0.00		15	12	
<b>5</b>	36.36	35.29		63.64	47.06		0.00	0.00		0.00	17.65		11	17	
<b>6</b>	18.18	18.18		45.45	63.64		18.18	9.09		18.18	9.09		11	11	
<b>All Grades</b>	15.87	24.26		41.27	37.50		27.78	29.41		15.08	8.82		126	136	

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
<b>K</b>	0.00	3.70		3.03	48.15		66.67	44.44		30.30	3.70		33	27	
<b>1</b>	0.00	0.00		13.04	0.00		34.78	30.43		52.17	69.57		23	23	
<b>2</b>	0.00	0.00		45.45	36.84		22.73	42.11		31.82	21.05		22	19	
<b>3</b>	0.00	3.70		9.09	22.22		63.64	37.04		27.27	37.04		11	27	
<b>4</b>	0.00	8.33		13.33	33.33		33.33	33.33		53.33	25.00		15	12	
<b>5</b>	0.00	0.00		18.18	11.76		45.45	52.94		36.36	35.29		11	17	
<b>6</b>	0.00	0.00		18.18	9.09		54.55	72.73		27.27	18.18		11	11	
<b>All Grades</b>	0.00	2.21		16.67	24.26		46.03	42.65		37.30	30.88		126	136	

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
<b>K</b>	6.06	33.33		90.91	55.56		3.03	11.11		33	27	
<b>1</b>	17.39	21.74		52.17	73.91		30.43	4.35		23	23	
<b>2</b>	18.18	31.58		68.18	63.16		13.64	5.26		22	19	
<b>3</b>	27.27	33.33		63.64	55.56		9.09	11.11		11	27	
<b>4</b>	13.33	58.33		66.67	41.67		20.00	0.00		15	12	
<b>5</b>	0.00	17.65		100.00	64.71		0.00	17.65		11	17	
<b>6</b>	18.18	0.00		63.64	90.91		18.18	9.09		11	11	
<b>All Grades</b>	13.49	28.68		73.02	62.50		13.49	8.82		126	136	

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
<b>K</b>	15.15	22.22		72.73	55.56		12.12	22.22		33	27	
<b>1</b>	8.70	8.70		56.52	56.52		34.78	34.78		23	23	
<b>2</b>	22.73	31.58		68.18	57.89		9.09	10.53		22	19	
<b>3</b>	27.27	33.33		63.64	48.15		9.09	18.52		11	27	
<b>4</b>	20.00	33.33		73.33	66.67		6.67	0.00		15	12	
<b>5</b>	63.64	70.59		36.36	11.76		0.00	17.65		11	17	
<b>6</b>	20.00	30.00		50.00	60.00		30.00	10.00		10	10	
<b>All Grades</b>	21.60	31.11		63.20	50.37		15.20	18.52		125	135	

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
<b>K</b>	0.00	14.81		84.85	81.48		15.15	3.70		33	27	
<b>1</b>	13.04	0.00		17.39	21.74		69.57	78.26		23	23	
<b>2</b>	18.18	10.53		50.00	73.68		31.82	15.79		22	19	
<b>3</b>	0.00	3.70		54.55	48.15		45.45	48.15		11	27	
<b>4</b>	6.67	16.67		26.67	41.67		66.67	41.67		15	12	
<b>5</b>	0.00	5.88		54.55	41.18		45.45	52.94		11	17	
<b>6</b>	0.00	0.00		45.45	36.36		54.55	63.64		11	11	
<b>All Grades</b>	6.35	7.35		50.79	51.47		42.86	41.18		126	136	

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
<b>K</b>	3.03	33.33		48.48	62.96		48.48	3.70		33	27	
<b>1</b>	0.00	0.00		60.87	60.87		39.13	39.13		23	23	
<b>2</b>	0.00	5.26		72.73	68.42		27.27	26.32		22	19	
<b>3</b>	0.00	7.41		63.64	70.37		36.36	22.22		11	27	
<b>4</b>	0.00	16.67		46.67	66.67		53.33	16.67		15	12	
<b>5</b>	0.00	0.00		81.82	70.59		18.18	29.41		11	17	
<b>6</b>	0.00	0.00		81.82	90.91		18.18	9.09		11	11	
<b>All Grades</b>	0.79	10.29		61.90	68.38		37.30	21.32		126	136	



**Conclusions based on this data:**

1. Overall scores for all grade levels dropped in 20-21 versus pre-pandemic levels.
2. There were 0 students who scored a Level 4 in Written Language in the 20-21 school year.
3. Writing needs to be a focus area of instruction for our English Language Learner 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
<b>450</b>	<b>72.2</b>	<b>30.0</b>	<b>1.1</b>
Total Number of Students enrolled in Clarence Ruth 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	135	30.0
Foster Youth	5	1.1
Homeless	22	4.9
Socioeconomically Disadvantaged	325	72.2
Students with Disabilities	50	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.1
American Indian	2	0.4
Asian		
Filipino	5	1.1
Hispanic	391	86.9
Two or More Races	16	3.6
Pacific Islander		
White	31	6.9

**Conclusions based on this data:**

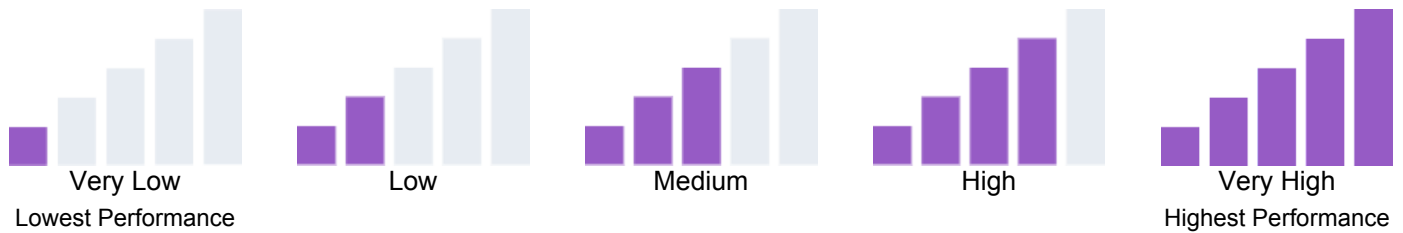
1. In order to serve our "homeless" and the large number of Socioeconomically Disadvantaged students, we will need to allocate additional funding for intervention programs and progress monitoring.
2. In order to communicate more effectively with our large number of Spanish-speaking families, additional funding should be allocated for parent education classes. Additional funding for our bi-lingual liaison to perform more outreach to support our families should be investigated.

# School and Student Performance Data

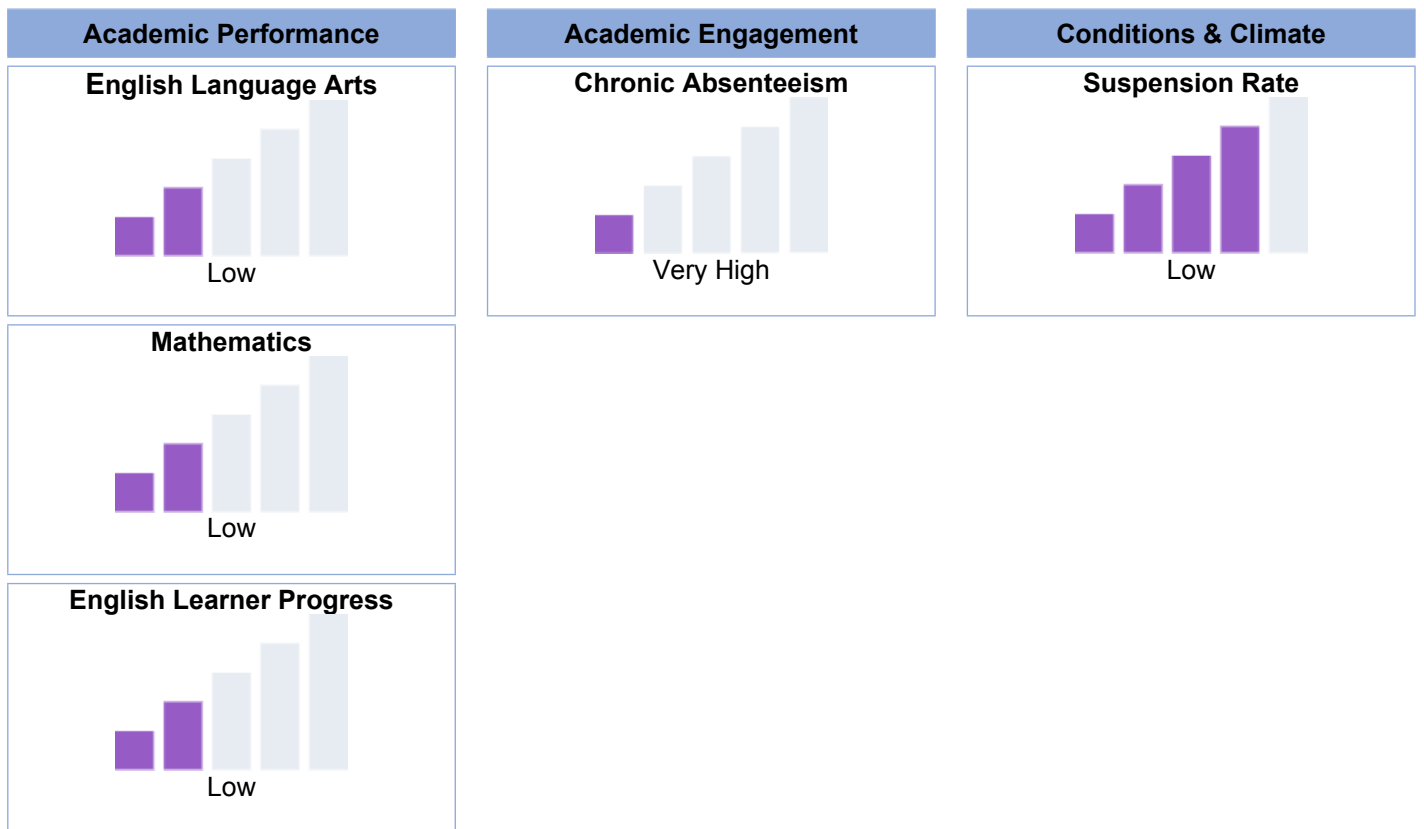
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

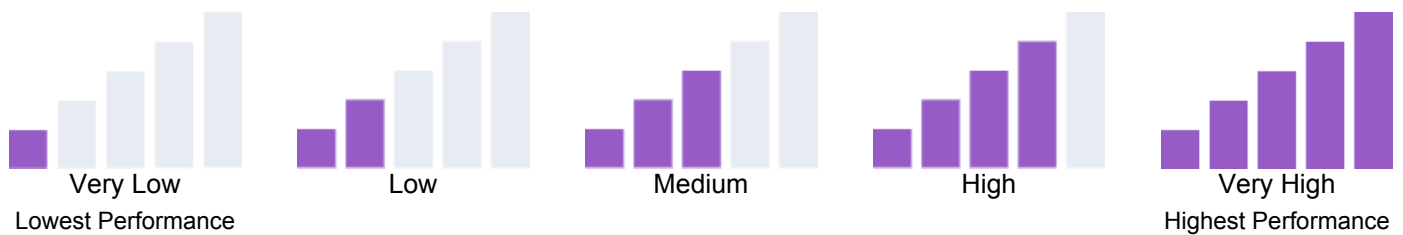
1. The suspension rate for the Fall of 2019 was red. PBIS and restorative practices measures must be increased to improve this metric.
2. Chronic absenteeism is yellow, the same as English Language Arts and Math. Attendance is correlated to academic performance.

# School and Student Performance Data

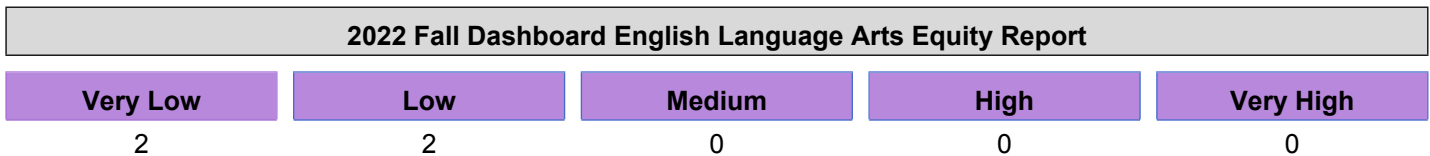
## Academic Performance English Language Arts

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

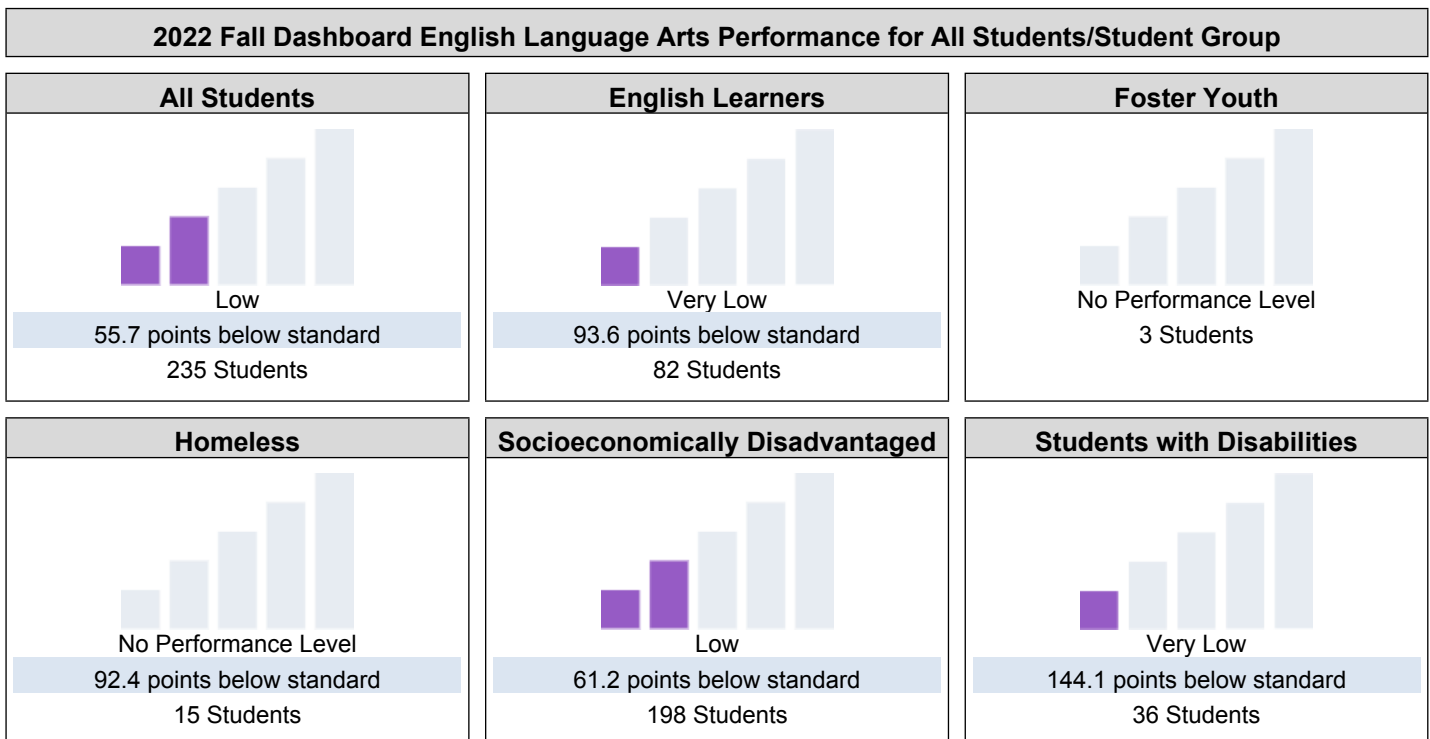
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



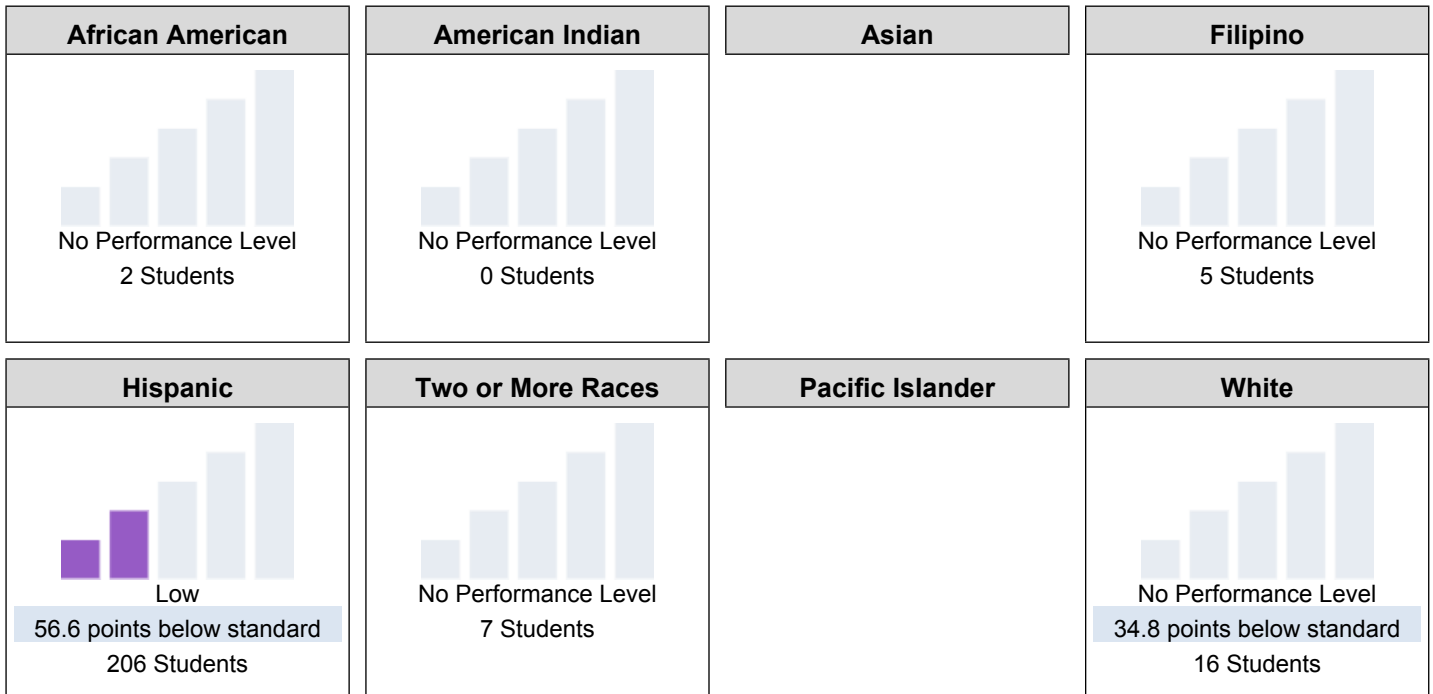
This section provides number of student groups in each level.



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



**2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity**



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

**2022 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
114.3 points below standard 59 Students	40.4 points below standard 23 Students	47.7 points below standard 114 Students

**Conclusions based on this data:**

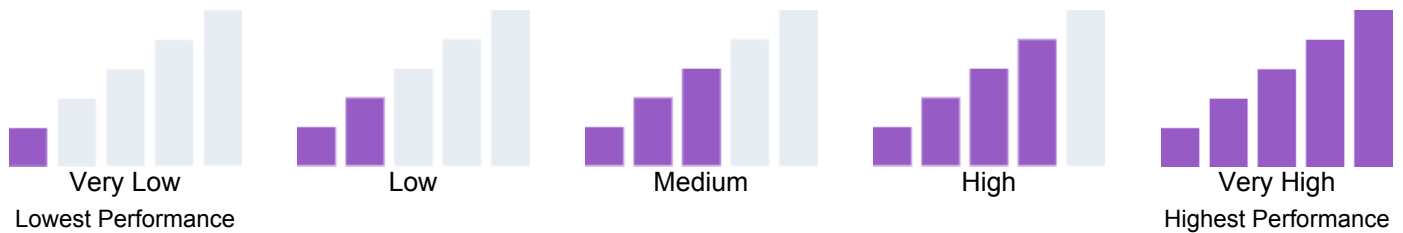
- Although Reclassified English Learners status fell above both English Only and English Learners in performance, they declined within their subgroup whereas, English Only students increased.
- Hispanic/Latino, English Learners and Socioeconomically Disadvantaged students at Clarence Ruth represent many overlapping students.

# School and Student Performance Data

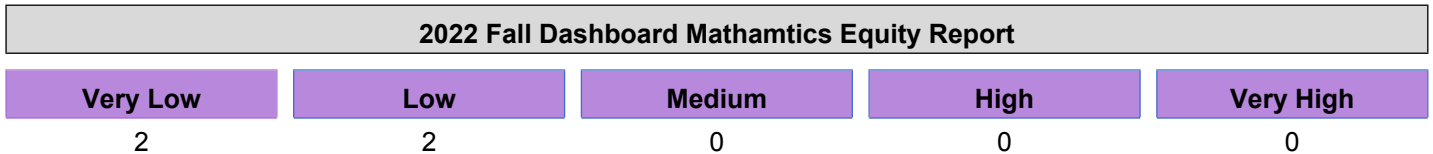
## Academic Performance Mathematics

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](#).

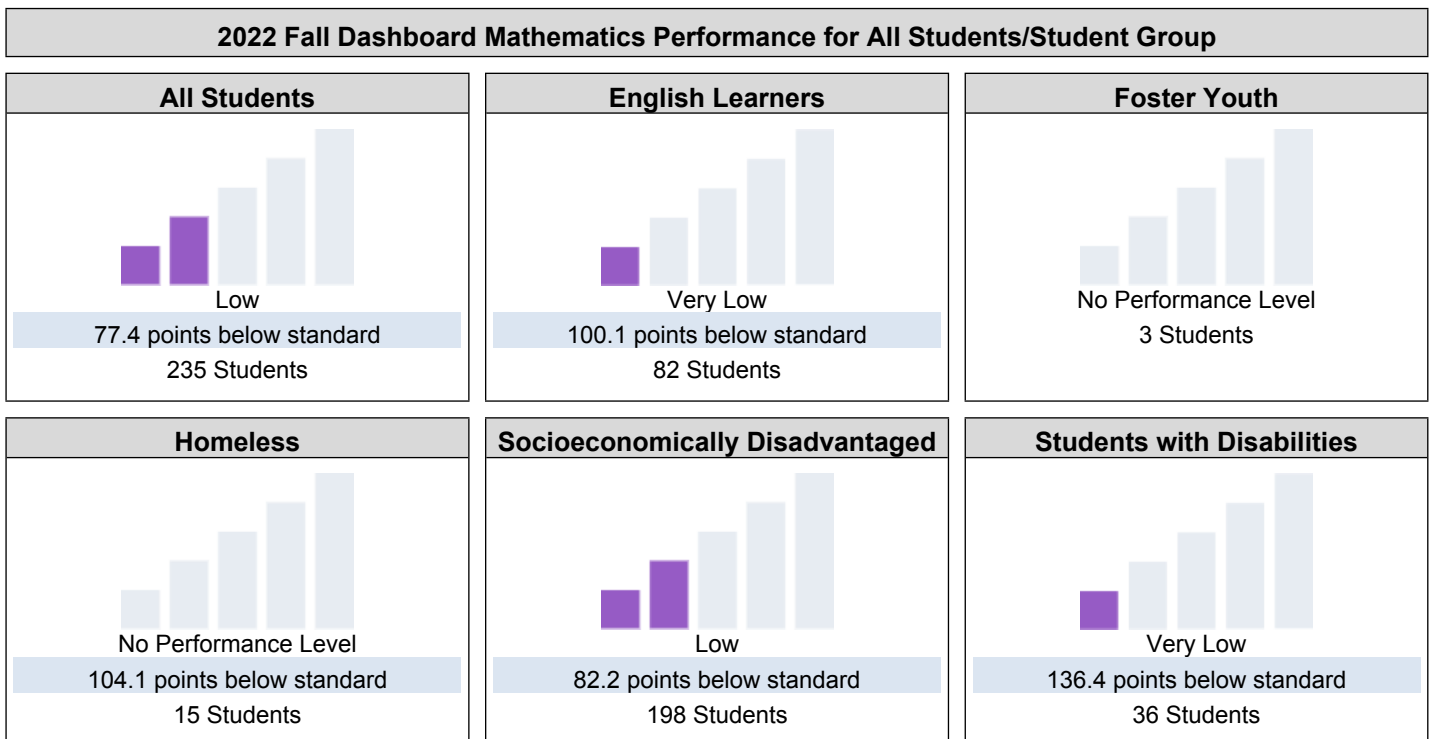
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



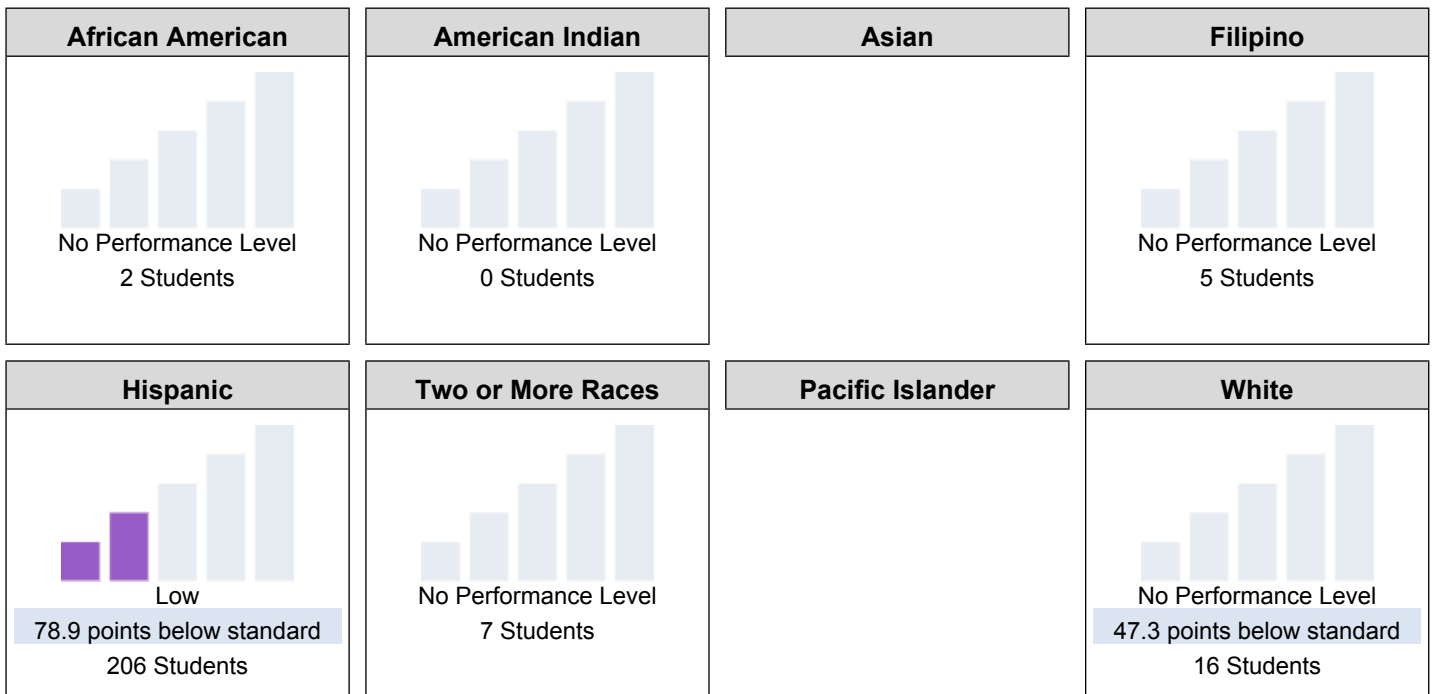
This section provides number of student groups in each level.



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
109.5 points below standard 59 Students	75.8 points below standard 23 Students	70.4 points below standard 114 Students

#### Conclusions based on this data:

1. Although Reclassified English Learners status fell above both English Only and English Learners, they declined within their subgroup whereas, English Only students maintained performance. Both groups are Low-below Level 3.
2. Hispanic/Latino, English Learners and Socioeconomically Disadvantaged students at Clarence Ruth represent many overlapping students with Socioeconomically Disadvantaged representing the largest population.



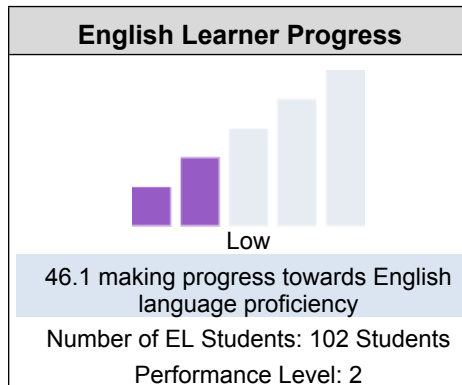
# School and Student Performance Data

## 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
23.5%	30.4%	0.0%	46.1%

#### Conclusions based on this data:

1. With 190 English Learners, 42% of our student population for the 21-22 school year was an English Learner and their acquisition of English progress declined slightly.
2. Strong instruction in Designated and Integrated ELD as well as good first instruction in the standards should help growth towards 3.
3. 55 students; almost one-third of our population was Reclassified as Fluent English Proficient in the 2021-22 school year.

# 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:

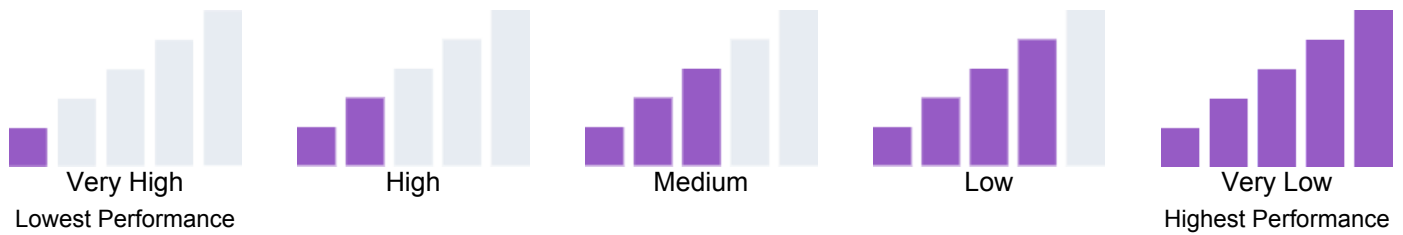
1. N/A

# School and Student Performance Data

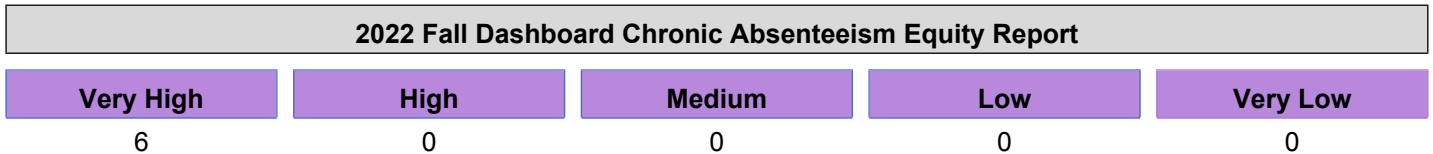
## Academic Engagement Chronic Absenteeism

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](#).

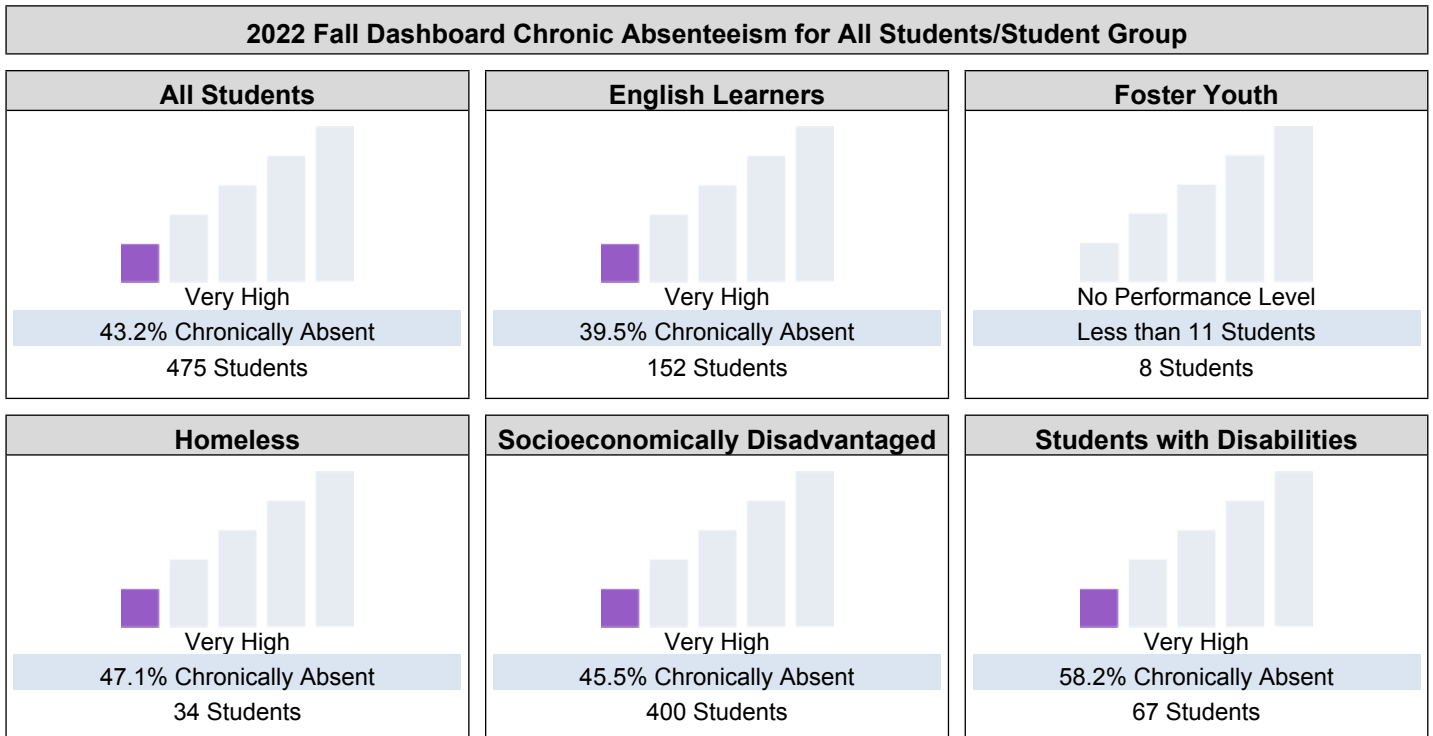
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



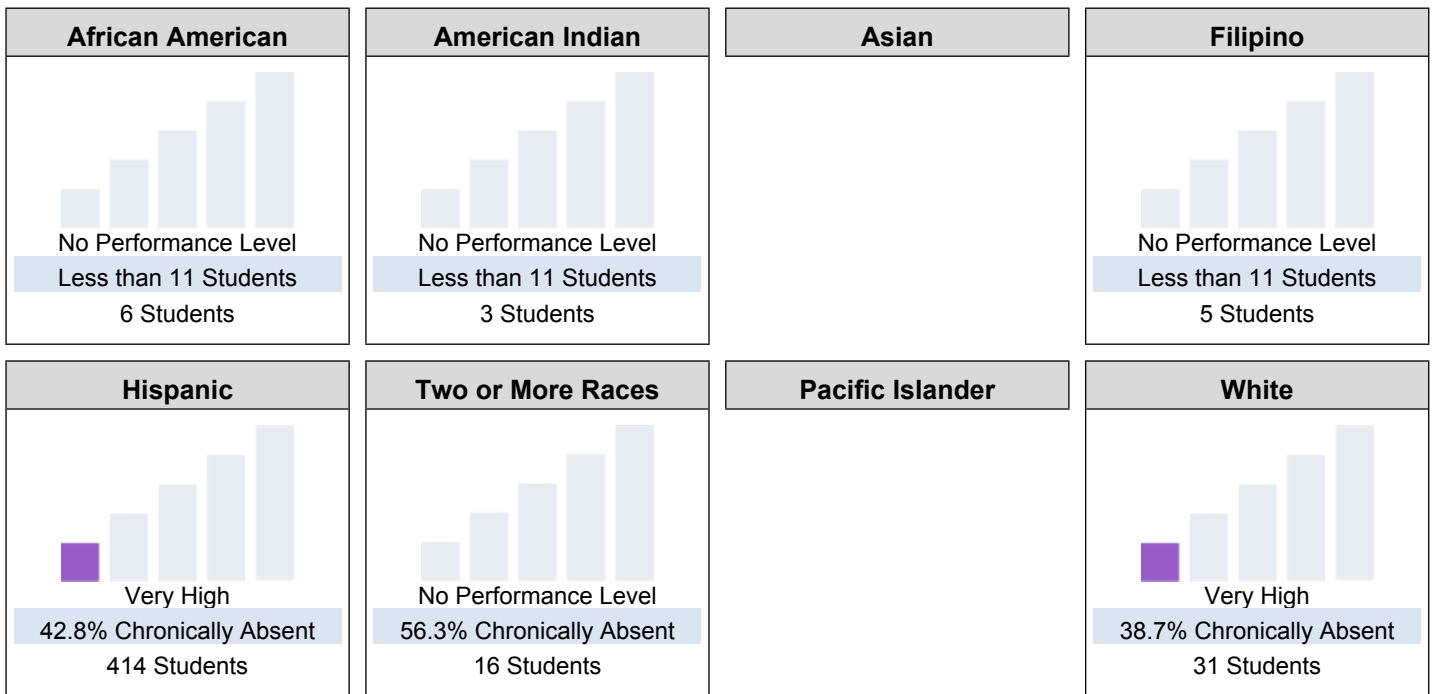
This section provides number of student groups in each level.



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:**

- Attendance rates have increased and chronic absenteeism rates lowered through consistent written communications and Zoom meetings with parents.

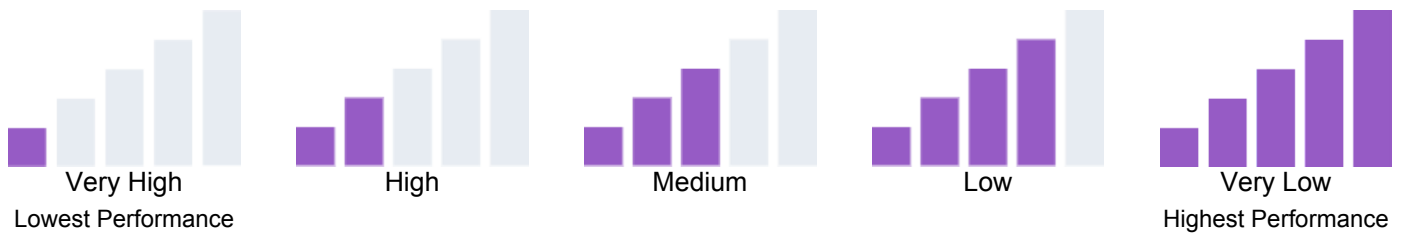


# School and Student Performance Data

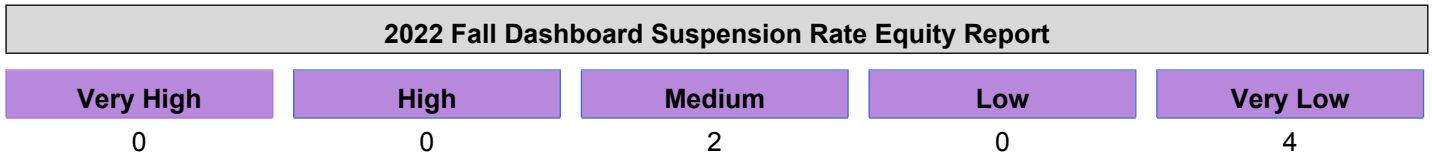
## Conditions & Climate Suspension Rate

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](#).

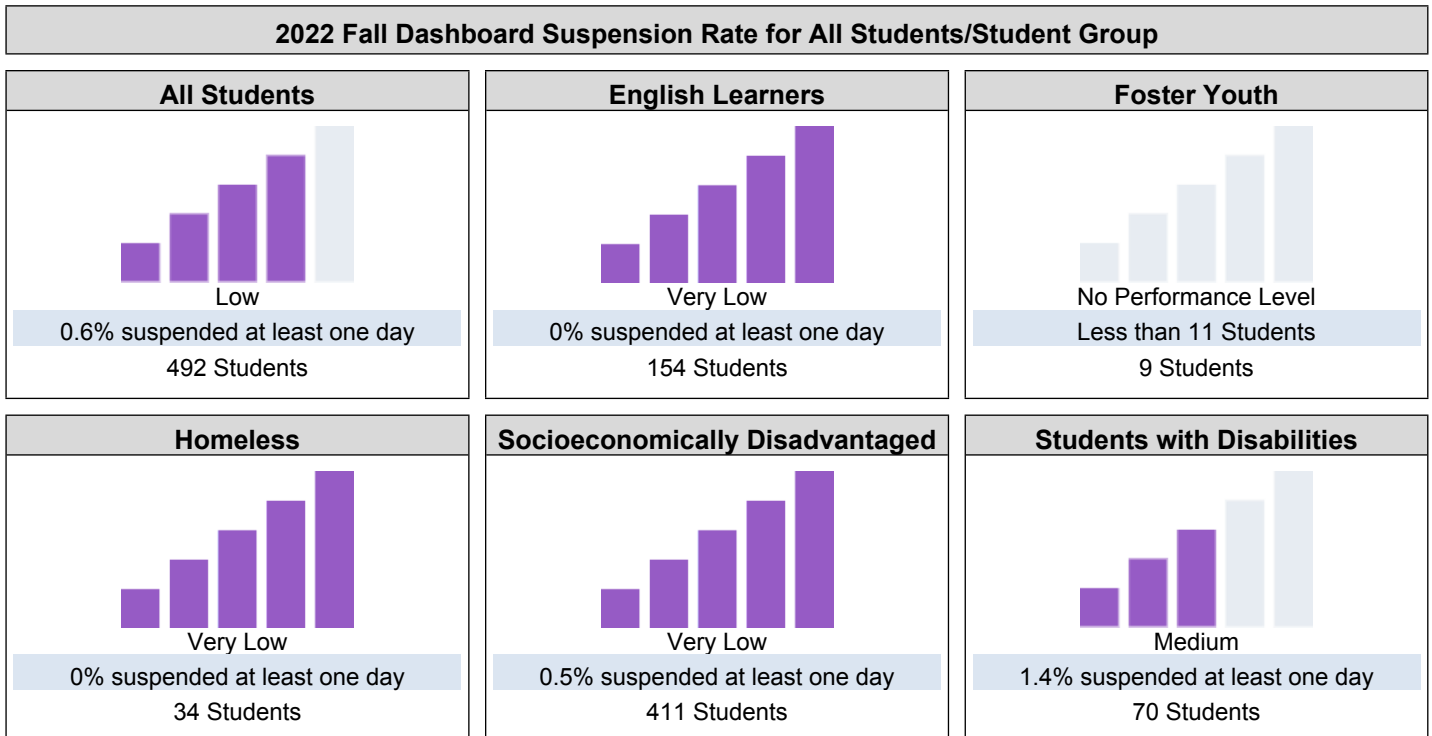
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



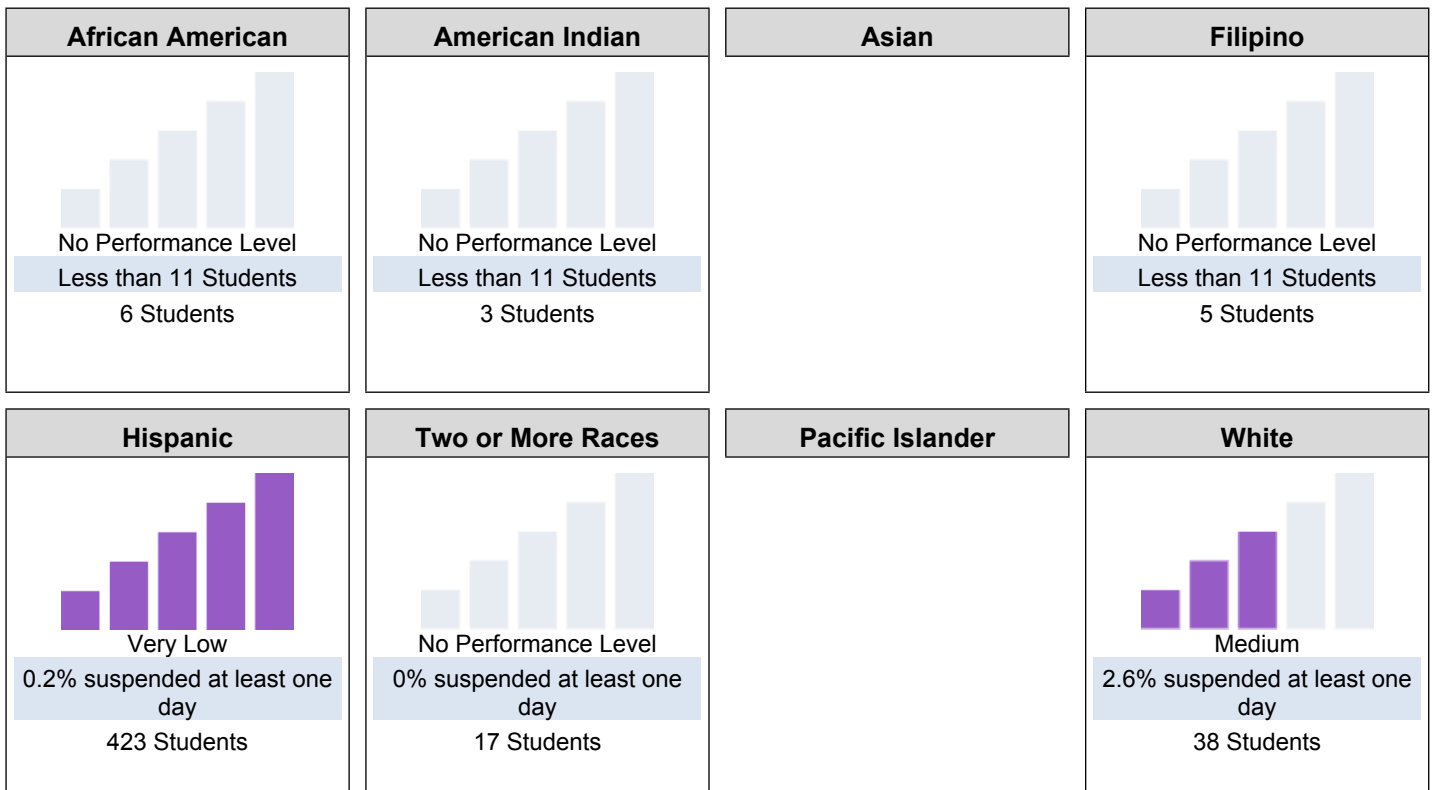
This section provides number of student groups in each level.



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. The student suspension rate falls in the Medium band-Orange.
2. The White subgroup outperforms the average at yellow level and the Homeless subgroup falls in the Red band even though they are of similar size.
3. Our major student population is Hispanic and has an Orange-Medium Status at 2.9%.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 1: ACADEMIC ACHIEVEMENT & INSTRUCTION

Maximize academic achievement of all students and provide instructional programs and educational opportunities that enable our students to meet or exceed the adopted district standards, to include professional development and capacity building for teachers and staff.

## Goal 1

All Clarence Ruth students will grow between 10-20 points on their Scaled Scores in reading and math achievement as measured by performance on annual CAASPP assessments.

## Identified Need

More focus needs to be placed on high impact, low prep teaching strategies that improve student outcomes in reading.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome		Expected Outcome	
Average CAASPP Scale Scores, 2018-19, by Grade	ELA	Math	ELA	Math
	Grade 3-2383	Grade	Grade 3-2393	Grade
	3-2405		3-2415	
	Grade 4-2432	Grade	Grade 4-2442	Grade
	4-2427		4-2437	
	Grade 5-2453	Grade	Grade 5-2463	Grade
5-2438		5-2448		
Grade 6-2501	Grade	Grade 6-2511	Grade	
6-2445		6-2455		

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

1.1 Provide 5 data review sessions for teachers to analyze data from Illuminate benchmark assessments in reading. The analysis will be used by grade levels to create and commit to teaching practice agreements to address gaps in demonstrated 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.

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

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

English Learners, Strategic, and Intensive students

Strategy/Activity

1.2. Provide opportunities for small group instruction to scaffold and target support to meet standards based on proven research approaches and successful technology tools. Provide two .5 FTE paraeducators in addition to the two .5 FTE provided by district funds.

**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.

14,481

Title I

16,250

LCFF Supp/Con

**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

1.3: Provide benefits on all classified and certificated salary action items for SPSA-total benefits.

**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.

14,700

Title I

11,319

LCFF Supp/Con

**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

1.4 Maintain readily available school supplies and technology tools for students and teachers to support reading, research, writing, media communications and increase engagement. Replace expired Chromebooks and technology accessories, such as headphones.

**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.

13962

LCFF Supp/Con

11550

Title I

**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

1.5 Build classroom libraries to increase literacy skills as evidenced by benchmark assessment results using NWEA & Illuminate 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.

11000

Title I

Other

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

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

Intensive and Strategic student groups

Strategy/Activity

1.6 Provide opportunities for After-School Tutoring for students 1 or more years below grade level in Math or Language Arts and/or Focused Language development for those at risk of becoming a Long Term English Learner (LTEL).

**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.

2,500

LCFF Supp/Con

## 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

1.7 Provide opportunities for enrichment for all students in standards aligned educational subject matter to support literacy and STEAM instruction, and increase 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.

10000

Title I

## 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 overall implementation of the strategies based on 2022 CAASPP ELA mean scale scores resulted in the following outcomes. The school averaged a 17.75 point mean scale score decrease average across all grade levels when compared to 18-19 mean scale scores. Third grade was the only grade that met/exceeded their goal and the fourth grade deficit in meeting their goal was substantially lower when compared to fifth and sixth grades. The 2022 ELA mean scale scores for each grade level and the respective deficits to expected outcomes are as follows: Third grade 2396 (+3), fourth grade 2421 (-21), fifth grade 2412 (-51), sixth grade 2469 (-42). Based on the CAASPP ELA mean scale scores it would appear the strategies implemented to improve academic achievement were ineffective. However, it is worth noting the school returned to its first full year of full-day instruction for students since prior to the pandemic. Stringent COVID protocols were in place for much of the school resulting in inconsistent attendance for students and staff. Students adjusted to an in-person learning environment with many COVID protocols in place.

The overall implementation of the strategies based on 2022 CAASPP Math mean scale scores resulted in the following outcomes. The school averaged a 7.75 point mean scale score decrease average across all grade levels when compared to 18-19 mean scale scores. Sixth grade was the only grade that met/exceeded their goal. The fourth grade deficit in meeting their goal was substantially lower when compared to third and sixth grades. The 2022 Math mean scale scores for each grade level and the respective deficits to expected outcomes are as follows: Third grade 2383 (-33), fourth grade 2420 (-17), fifth grade 2416 (-32), sixth grade 2467 (+12). Based on the CAASPP Math mean scale scores it would appear the strategies implemented to improve academic achievement were ineffective. However, it is worth noting the school returned to its first full year of full-day instruction for students since prior to the pandemic. Stringent COVID protocols

were in place for much of the school resulting in inconsistent attendance for students and staff. Students adjusted to an in-person learning environment with many COVID protocols in place.

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 differences between the intended implementation and budgeted expenditures. After school teachers were difficult to obtain from the school site and therefore there were minimal opportunities for after-school tutoring for students. There were very few enrichment opportunities provided based on the adjustments being made to full day in-person learning schedules.

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 budget allocation for after school tutoring has been decreased. The allocation for paraeducator compensation have been increased. The benefits for classified and certificated benefits have been increased. Changes made to the activities were to include the Orenda initiative work with Data Review Sessions.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP Goal 2: Communication

Promote positive, effective communication among our community, District, students, staff, and stakeholders.

## Goal 2

Effective communication among students, staff, community and stakeholders will be promoted during the 2022-23 school year through various means of communication. Parent responses and participation in ELAC, PTA meetings, and surveys will increase by 10%. Eighty percent of parents will attend two or more parent teacher conferences.

## Identified Need

Effective communication among students, staff, community and stakeholders will be promoted during the 2022-23 school year. Parent responses and participation in ELAC, PTA meetings and surveys will increase by 10%. Eighty percent of parents will attend one or more parent teacher conferences.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Counts of parents attending various events, trainings and meetings, student speaking at awards assemblies & published writing.	50%	Improvement of 10% on all outcomes

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 Parents and staff will attend School Site Council (SSC) meetings, including training sessions about the role of SSC members, assessments, and data. The SSC will approve the Single Plan for Student Achievement (SPSA). Coordinated by the extra hours for community liaison

### 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.

**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 Bilingual Community liaison will help connect families with school, encourage attendance at parent trainings, events, and refer to district programs and/or community organizations to facilitate and support parental involvement, such as (not limited to items listed): Lunch on the Lawn, Open House, Parent orientations, Kindergarten registration, Family Learning nights, Parenting courses, PTA activities and other school 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.

**Strategy/Activity 3****Students to be Served by this Strategy/Activity**

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

EL Students

## Strategy/Activity

2.3 Support of communication skills for EL students in all levels by bilingual paraeducators as directed by classroom teachers.

**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.

None Specified

**Strategy/Activity 4****Students to be Served by this Strategy/Activity**

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

## Strategy/Activity

**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.

0	
0	

# 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.

Parents attended fall conferences and monthly awards assemblies during the 21-22 school year. COVID protocols were in place the previous school year so parent count at events was dramatically increased.

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 no major differences between budgeted expenditures and implementation strategies.

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.

Clarence Ruth Elementary partnered with the Adult Education program to offer the Parent Institute for Quality Education (PIQE) to our families. Parents learn how to navigate the school system and best support their child to be successful. Paraeducator schedules were created to best support students' academic needs and Designated ELD groupings.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

LCAP GOAL 3: CULTURE / SAFETY

Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

## Goal 3

Maximize a safe and respectful learning environment as evidenced by improved parent safety survey data and reduced suspension rates on the state dashboard.

## Identified Need

All students with an emphasis on students with disabilities need support to identify and regulate their emotions in the classroom and across the school campus.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Dashboard - Decrease in suspension rate Improvement in perception of safety on campus in parent safety survey	Parent survey data school rating (unsafe) Dashboard Suspension rate is red	Parent survey data school rating (safe) Dashboard Suspension rate is yellow

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 with an emphasis on Students with Disabilities

### Strategy/Activity

3.1: Classrooms will be supplied with calm corner materials. Teachers will be provided training on implementing a Calm Corner in each classroom.

### 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.

322

Title I



**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**

3.2 Incentives will be provided to increase positive behavior that meets schoolwide expectations as evidenced by reduction in office referrals and suspensions, an increase in student feelings of connectedness in surveys and daily attendance.

**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.

1000

Title I

5000

LCFF Supp/Con

**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**

3.3 PBIS program will continue to be implemented at the school with assemblies to reinforce positive student behavior, implementation of Second Step curriculum provided to students by teachers, and "Tiger Tickets" used for the incentive 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.

500

Title I

5000

LCFF Supp/Con

**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.

Attendance at Clarence Ruth has improved since development and implementation of PBIS. According to Attention 2 Attendance school data the overall implementation of the strategies resulted in increased attendance for the 21-22 school year when compared to the previous 20-21 school year. The chronic absenteeism rate was 18.09% for the 20-21 school year. The chronic absenteeism rate decreased to 12.36% in 21-22. School suspension data was not available on the CDE Dashboard for the 21-22 school 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.

A return to in-person learning with stringent COVID protocols in place made the return to in-person learning and implementation of PBIS school-wide a challenge.

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.

Calm corner supplies & teacher training remain as a goal this year. Funds for a CALM counselor were removed since Lompoc Unified School District is contracting with Family Services Agency (FSA) to provide counseling service once a week. The Lompoc Unified School District is also funding an FSA representative to work full-time from the school site to support the Clarence Ruth community.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 4

## 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

#### 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.

	None Specified
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### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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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)

Strategy/Activity

#### 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.

0	None Specified
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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)

Strategy/Activity

#### 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.

	None Specified
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### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

None Specified

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 5

## 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 7

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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### Strategy/Activity 8

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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**Strategy/Activity 9**

**Students to be Served by this Strategy/Activity**

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

Strategy/Activity

**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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 6

## 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

#### 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.

	None Specified
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### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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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)

Strategy/Activity

#### 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.

	None Specified
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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)

Strategy/Activity

#### 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.

	None Specified
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	None Specified
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### Strategy/Activity 5

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

	None Specified
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	None Specified
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### Strategy/Activity 6

#### Students to be Served by this Strategy/Activity

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

Strategy/Activity

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 7

## 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

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 8

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 9

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

#### 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.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

## Goal 10

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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

#### 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.

# 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	\$93,892
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$119,458.00

## Allocations by Funding Source

Funding Source	Amount	Balance
Title I	63553	0.00
LCFF Supp/Con	54,031	0.00
Title I Part A: Parent Involvement	1,199	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	675.00
LCFF Supp/Con	54,031.00
None Specified	0.00
Title I	63,553.00
Title I Part A: Parent Involvement	1,199.00



# 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
- 0 Other School Staff
- 3 Parent or Community Members

Name of Members	Role
Victor Velazquez	Principal
Mary Bommersbach	Classroom Teacher
Chris Weber	Parent or Community Member
Abigail Haak	Classroom Teacher Parent or Community Member
Rosana Bedolla	Other School Staff
Veronica Amador	Classroom Teacher Parent or Community Member
Beatriz Tovar	Classroom Teacher 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 October 13, 2022.

Attested:



Principal, Victor Velazquez on October 13, 2022



SSC Chairperson, Veronica Amador on October 13, 2022

# 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](mailto: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](mailto: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](mailto: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](mailto: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

Clarence Ruth 2023-2024 Preliminary Categorical Budget					
		86,126	1,465	63,018	150,609
Resource		3010	3010	0915	
Object	Description	Title I	Involvement	Supp/Con	Totals
1110	Teachers-Regular				-
1120	Teachers-Hourly	5,000			5,000
1141	Teachers-Subs/Inservice				-
1160	Teachers-Stipends				-
1960	Other Certificated-Stipends				-
Other Certificated					-
3000	Certificated Benefits 21.844%	1,092	-	-	1,092
3000	Cert H&W-Use payroll projection report or				-
<b>Total Certificated</b>		<b>6,092</b>	<b>-</b>	<b>-</b>	<b>6,092</b>
2110	Instructional Aides-Regular	32,500			32,500
2120	Instructional Aides-Hourly				-
2210	Classified Support-Reg		342		342
2410	Clerical/Office-Reg				-
2430	Clerical/Office-OT				-
2910	Other Classified-Regular			8,500	8,500
2920	Other Classified-Hourly				-
2995	Noon duty				-
Other Classified				18,000	18,000
3000	Classified Benefits 35.944%	11,682	123	9,525	21,330
3000	Class H&W - Use payroll projection report or	4,400		2,505	6,905
<b>Total Classified</b>		<b>48,582</b>	<b>465</b>	<b>38,531</b>	<b>87,577</b>
<b>Subtotal</b>	<b>1000-3000's</b>	<b>54,674</b>	<b>465</b>	<b>38,531</b>	<b>93,669</b>
<b>For Page 2</b>	<b>4000-6000's</b>	<b>31,452</b>	<b>1,000</b>	<b>24,487</b>	<b>56,940</b>

After School Tutoring, Summer Planning(?) - Tier 2 Rate  
Reg Ed Sub - \$120-\$170, SpEd Sub - \$160-\$210

2 positions @ 4 hrs/day (\$16,250 for addtl. personnel)

Community Liaison

Additional Student Supervision (0.93 FTE)  
SPSA 1.3  
SPSA 1.3

2023-2024 Preliminary Categorical Budget					
Remaining \$	For 4000 - 6000	31,452	1,000	24,487	56,940
Resource		3010	3010	0915	
Object	Description	Title I	Involvement	LCFF	
4210	Books Not Textbooks-General			500	500
4307	Materials/Supplies-Incentive			7,089	7,089
4310	Materials/Supplies-General	12,000		12,000	24,000
4311	Mat& Supplies- Toner			800	800
4350	Office Supplies				-
4352	Meeting supplies				-
4400	Noncapitalized Equipment				-
5200	Travel/Conferences				-
5203	Itinerant Mileage				-
5300	Dues/Memberships				-
5601	Rental/Lease/Repair-OutsideSvc				-
5650	Rental/Lease/Repair-Copier				-
5710	Transfer Direct Costs/Printing			500	500
5715	Transfer Direct Costs/Laminating				-
5720	Transfer Direct Costs/Field Trips	4,500			4,500
5725	Transfer Direct Costs/Work Orders				-
5740	Transfer Direct Costs/IT Services				-
5801	Prof/Consult/Operate				-
5803	Performances/Admissions	2,102	1,000	3,598	6,700
5850	Prof/Consulting Services				-
5860	License Agreements	12,850			12,850
5910	Communications-Phone/Internet				-
5920	Communications-Postage				-
5904	Counseling Services - Outside Services				-
Other					-
<b>4000 - 6000</b>	<b>Total 4000-5000's</b>	<b>31,452</b>	<b>1,000</b>	<b>24,487</b>	<b>56,939</b>
	Balance to budget	-	0	0	1

Including tech

\$10 per student

\$1,000 Virtual Math Night, \$3,000 Social Media, \$2,700 Walkthroughs

BrainPop (\$3,515), Notable/Kami (\$2,600), SeeSaw Learning (\$3,540), Mystery Science (\$1,400) - REMOVE GENERATION GENIUS (\$1,795)  
LUSD Pays for Lexia, IXL Math & ELA, EdPuzzle, Flocabulary, Starfall (PK-K), Joy School, AR