



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
La Cañada Elementary School	42-69229-6045611	October 7, 2022	October 25, 2022

School Profile

La Cañada Elementary School staff members strive to offer a well-balanced education to meet the needs of our diverse students' intellectual needs as well as fostering innovation, critical thinking, problem solving skills, and social/emotional well-being. La Cañada Elementary School strives to provide an environment where students, staff, parents, administrators, and community members feel a sense of belonging, ownership, pride and fulfillment due to being integral parts of the educational

organization.

There are five key elements that are major determinants of an effective and successful school program. The following determinants align the Single Plan for Student Achievement (SPSA) with the Local Control Accountability Plan (LCAP):

- Use of standards based curriculum that aligns with California Common Core Standards which is implemented with fidelity to provide students with meaningful, real-world experiences.
- Use of research based instruction strategies that maximize effectiveness of student-teacher and student-student interactions.
- Use of standards-based formative assessments which enables effective student progress monitoring and helps to guide instructional pedagogy.
- Use of technology to support and encourage effective teaching and learning.
- Use of grade level Professional Learning Communities (PLCs), which meet regularly to analyze student achievement and best practices in order to ensure all students achieve adequate yearly progress.

La Cañada Elementary School SPSA goals are based on and aligned with the Lompoc Unified School District Board of Education and Local Control and Accountability Plan (LCAP) goals to provide direction and focus on the achievement and needs of all district students:

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.

Goal 2: COMMUNICATION - Promote positive, effective communication among our community, District, students, staff and stakeholders.

Goal 3: CULTURE/SAFETY - Provide a safe and respectful learning environment where each student, parent/guardian, and staff member is valued.

La Cañada Elementary is committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional calendar. It is our responsibility to ensure "Success for All." We have high expectations for staff and students. Staff continuously work to increase safety in the educational environment so that all children will grow to their full potential academically, socially, and emotionally.

Student Population

La Cañada is located in northern Santa Barbara County in a rural community 150 miles northwest of Los Angeles with a population of approximately 48,000. Our current enrollment is 598 students. According to Zangle/Que in September 2022, La Cañada's student population was 82% Hispanic, 10% White, 1% Asian, 4% African American, 2% Filipino and 2% Hmong. One hundred and eighty-two students (29%) are English learners (EL), and 86% are socioeconomically disadvantaged (SED).

School Safety

The La Cañada School Safety Plan reflects our dedication to maintain a safe, clean, and orderly campus. Many of the goals in the SPSA reflect the goals in the School Safety Plan.

School Plan Alignment

The La Cañada Single Plan for Student Achievement is aligned with the District's goals as stated in the LCAP. Under each section of planned improvements in La Cañada's SPSA, the district LCAP goal is stated along with the corresponding SPSA goal.

Title I Services

La Cañada Elementary School is a school-wide Title I school, therefore all services and planning for student improvement includes all students.

The Title I services currently provided include:

1. Intervention in small groups in reading and math in grades kindergarten through six.
2. Accountability for all textbooks and materials adopted by the Lompoc Unified School District.
3. Professional development for all teachers and staff to improve student achievement.
4. Supplemental materials, supplies, and technology to support reading and mathematics achievement.
5. Implementation of Tier II, technology based interventions for grades K-6.
6. The opportunity for teachers to provide additional intervention/enrichment during after-school hours.
7. ASES extended day opportunities to provide additional academic support during after-school hours.
8. Partial implementation of AVID elementary strategies for students in grades TK through six to provide the rigorous instruction necessary to close achievement gaps in learning.

Additional Programs Provided

La Cañada offers two pre-kindergarten classrooms, in which the McGraw Hill World of Wonders (Developing Early Learners) curriculum is utilized.

La Cañada also offers special education services to those students who qualify and have an active IEP. Currently there are two teachers for Resource students and three classrooms for students needing Special Academic Instruction, totaling one hundred twenty-eight (22%) students.

Expenditures/Services Offered

The Lompoc Unified School District expends money to provide for educational services including transportation, health screening, instructional materials, and maintenance of the facility. The following resources and special programs are offered in addition to the regular program:

- Title I- La Cañada is a School-Wide Title I school (3010)
- LCFF Supplemental Concentration (0915)

Leadership Team

A leadership team is comprised of a group of teachers representing grade levels: PK-K, 1, 2, 3, 4, 5, 6, special education, school counselor, and the literacy specialist. These teachers, in conjunction with the principal, are responsible for school decision making regarding student achievement and professional development. The leadership team meets monthly. Additionally, two teachers from La Cañada meet monthly with representatives from other elementary sites (ECCC committees) as a district body to address and provide site assistance in regard to Common Core standards' implementation.

Instructional Minutes/Instruction

Grade level instructional minutes meet California Department of Education (CDE) requirements. Our Instructional Assistants are guided by classroom teachers and follow a push-in model of assistance to the students within each grade level (TK-6) to lower group size, especially during designated English Language Development and small group literacy time. La Cañada focuses additional assistance at grade levels K-2 in order to intervene in the early stages of a child's educational experience. Students are also provided intervention with software such as Lexia, Starfall, IXL,

NWEA MAP assessment tools, and Reflex Math. The AVID program (Advancement via individual Determination) is now implemented school-wide. It was implemented in grades 4-6 at the beginning of the 2016-2017 school year. Grades 2-3 began full implementation in 2017-2018, and grade K-1 began implementation in 2018-2019. 21/30 schoolwide educators are now fully AVID trained, representing 70% of La Cañada classroom educators.

Use of state and local assessments to modify instruction and improve student achievement: Teachers have access through the Student Information System (SIS) to prior years' District language arts and math curriculum assessments as well as previous CAASPP/SBAC and ELPAC scores. Teachers and support staff assess all students using district and site assessments at the beginning, middle, and end of each year. The results of all assessments are used for flexible grouping and instructional progress monitoring throughout the year.

Class makeup/teacher qualification

Classroom makeup is balanced at La Cañada. Regular classroom teachers have a group of Intervention students, approaching grade-level students, and benchmark or proficient students. All teachers have a group of English Language learners. This class makeup is supported by research findings that indicate that exposure to proficient grade level peers promotes academic growth in all students. Additionally, inclusion of peers with different learning styles and capabilities prepare all students to be supportive and empathetic citizens of a diverse society.

All La Cañada teachers are highly qualified and possess CLAD certification to provide appropriate services to EL students.

Minimum Days

Every Wednesday is a minimum day for Professional Learning Communities and staff development. Ten additional minimum days are scheduled for parent-teacher conferences.

School Facilities

Computers:

All classrooms, grades two through six have 1:1 student to chrome book ratios. Pre-kindergarten, kindergarten, and grade 1 classes have 1:1 ratios of student to Apple IPADs. The devices are used for interventions and for increased skill development for 21st century learners. All classrooms have a document camera, an LCD projector, and a large screen interactive TV.

Library

Eleven thousand one hundred forty-eight (11,148) books are currently available for checkout in the La Cañada library. This is an increase of two thousand three hundred forty-eight (2,348) books since 2021-2022. The books are updated yearly, with a site budgetary allotment of \$6,500 designated for purchase of new and enticing reading material for a wide variety of grade level reading genres/ability levels.

Kitchen

Our kitchen has been remodeled with an ORFALEA Grant to be a "Cook from Scratch" kitchen. We currently have two hot food serving carts, one filtered water fountain located in the multi-purpose room/cafeteria, and two additional outdoor filtered water fountains (courtesy of the Audacious Foundation.)

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)

Additional Targeted Support and Improvement

La Canada qualified as needing Additional Targeted Support and Improvement in the area of Students with Disabilities. This subgroup of students remained in the red area of the California dashboard for two consecutive years (2018-2019 and 2019-2020).

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.

All students are required to take NWEA Reading and Math assessments three to four times per year (depending upon grade level.) In addition, students in grades 3-6 take the SBAC assessment as a statewide assessment of growth. Students and parents are made aware of student progress through report cards and progress reports distributed at the end of each trimester. Parent/teacher conferences are held twice per academic year, once in the fall and once in the spring. SPED personnel who support RSP students are encouraged to attend parent/teacher conferences with general education teachers. A team of 7 educators have been trained on all three tiers of the PBIS (Positive Behavior Interventions) initiative, brought to LUSD In 2019/2020. La Canada's Leadership team dedicated a significant amount of time during the 2019/2020 school year establishing school-wide character and behavior expectations, developing a training plan in which grades 3-6 students trained K-2 students in these expectations, and developing intervention and reward programs to support La Canada's PBIS program. The program began with consistent implementation across all student population groups beginning during the 2021/2022 school year. The result of student behavioral responses to the PBIS program for all students, including those with disabilities, will be measured by the administrator via random classroom observations and assessments throughout the school year. FSA counseling hours will increase by 37.5% during the 2022/2023 school year in order to be able to service a larger sector of the student population/needs. In addition, La Canada will received additional counseling services through grant funding. CADA and the school counselor will act as a school-wide resource for SEL supports. PLC grade level general education collaboration each Wednesday will include SPED personnel who work with various grade levels of students. PLC meetings will also occur on a regular basis within the SPED department in order to allow for growth to occur via exchange of strategies and skills among SPED staff. Students displaying repetitive and heightened behavior disruptions will be addressed via SST meetings, IEP meetings, and will be referred for FBA assessments, as needed. This will ensure that BIPs address current behavioral needs and are implemented consistently and with fidelity. All students on the La Canada campus will receive daily Second Step social emotional lessons to address appropriate social behaviors. Introduction of Well Being, an SEL based student news publication will be used in all classrooms (K-6) beginning in 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).

La Canada certificated staff members are invited on a weekly basis to share concerns or suggestions on weekly grade level PLC report forms. Responses generally pertain to academic resource needs to support delivery of instruction. Administrator provides response to concerns/suggestions within the same week of concern submission. Majority (approximately 80%) of teacher requests for instructional support items are granted and purchased in a timely manner (within a 1 month time frame.) Students (with parent permission) were provided an annual opportunity to participate in California Healthy Kids Survey during the 2021/2022 school year. Results were used to determine safety measures to which the site needed to attend in order for all students to feel comfortable while at school. Student/parent concerns regarding bullying indicated a need for increased student supervision (especially during free time at recess). Due to this concern, an additional student supervision aide is being funded during the 2022/2023 school year, bringing the count of SSAs to 5 district funded and 1 site funded. Parents also complete an annual Safety survey, from which results are used to provide parent and student perception of student safety at school in various environments: classroom, hallways, restroom, cafeteria, and at various times of day: prior to start of school, recess, lunch, dismissal, etc. Student comfort level in engagement with various individuals on campus are also obtained from this survey, ie: teacher/student, office and cafeteria/student, student/student interactions. From this, as well as the CHKS, 33% of students indicated feeling that meaningful participation was lacking at La Canada. Additionally, 42% of students indicated that they do not feel a part of school decisions, including 50% who feel they have no voice in what they are learning. In order to address this, student council is being restarted during the 22/23 school year, as well as a campus beautification committee of volunteer students who want to engage in efforts to enhance their school environment. Family activity nights are also being restarted after COVID school closures, with the following having been approved by Leadership, ELAC, and SSC: family movie nights, career fair, community professionals reading during book fairs, and family art and math nights.

Efforts of the school site to address academic achievement: continued work on LSAP standards alignment project, teacher walk-throughs to be presented for consideration and enhancement of educator skillsets, purchase of supplemental materials to provide support for struggling/intervention students and after-school programs, continued AVID training to assist students in development of college/career based skills, and increased reliance upon student input via the school site council, so that students can feel a part of their educational venture.

Classroom Observations

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

During the 2021/2022 school year, classroom observations were provided by administrator on an on-going basis, but at least two quick visits per teacher per month. Quick visits were unscheduled, short, frequent observations of teaching strategies used, student learning activities, and general observations regarding classroom learning environment and observable interactions between teacher and students and/or students and students. More formal evaluations of instructional delivery and student learning were also conducted by the administrator. Multiple quick visits (unscheduled) were conducted on 34 certificated teachers and one formal evaluation (scheduled) preceded the permanent professional development report (PDR) conducted on all temporary, probationary 0, probationary 1, and probationary 2 teachers, as well as those permanent teachers who fell within the PDR cycle and any others deemed necessary by the administrator. A total of 19 formal evaluations and certificated Professional Development Reports (PDRs) were delivered to teachers during the 2021/2022 school year.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Summative state assessments are conducted annually in the April-May time frame via the Smarter Balanced Summative Assessment. These assessments are administered at the elementary level to all third through sixth grade students. Results (as contained within this site plan) assist school personnel in addressing the success of significant subgroups of students (English Language Learners, socio-economically disadvantaged students, and students with disabilities), as well as the general population of students. Results then guide school staff in modifying instructional delivery in the subsequent school year to better address the needs of these groups of students. Additionally, the ELPAC assessment for English Language Learners is administered in the spring of each year to determine English Language Learners' growth toward becoming proficient English speakers. Results from this assessment guide site staff in adjusting the delivery of English Language Development instruction to EL students. In addition to the aforementioned mandated assessments, La Canada also chose to administer math interim assessments to students (February through April 2022) in order to gauge math instructional delivery and content coverage, as well as to better prepare students to successfully transition to the following grade level. Beginning in the 2021/2022 school year, NWEA/Map assessments replaced Renaissance Learning STAR assessments. Student scores were reported as RIT or Lexile level scores. During the 2021/2022 school year, all grades (TK-6) also began administration (at multiple predesignated points throughout the year) of the standards aligned unit assessments, developed through the support of Orenda. Components of the assessment that were administered at various grade levels were focused upon those standards most crucial to the literacy needs of students within the grade level.

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

La Canada educators meet within grade levels weekly for two hours to share student data on curriculum-embedded assessments and determine instructional delivery strategies and tools that will best meet students' varying academic needs. Additionally, analysis of these assessment tools guides instructor decisions regarding intervention and enrichment strategies used to support student academic growth. Intervention opportunities include: technology based intervention/enrichment programs, after-school classes, small group in-class instruction, additional support delivered via para-educators, etc.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All general education instructors at La Canada during the 2022/2023 school year meet the requirements of highly qualified teachers at the elementary level.

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

During the 2022/2023 school year, all La Canada general education teachers are fully credentialed. Professional development on ELA curriculum programs adopted in the 2017/2018 school year was provided through district in-service days during the 2021/2022 school year. This training was guided by teams of educator professionals from Orenda, and focused on promoting equity in education among all sub-groups of students. The LSAP, Lompoc Standards Alignment Project, allowed teachers the opportunity to collaborate on instructional materials and assessment questions that would best address high leverage questions students would be asked on the end-of-year SBAC assessment. It also promoted rigorous instruction and learning for all students, as subgroups of students were examined in comparison to their general population peers. Positive Behavior Intervention System (PBIS training), continued to be delivered by John and Jessica Hannigan. In support of La Canada's AVID initiative begun in 2016, a group of 13 La Canada educators (encompassing all grade levels) attended the AVID Summer institute during summer of 2022 in order to gain in-depth AVID knowledge to bring back to La Canada students. Site administrator also attended 2022 AVID Summer Institute trainings with classroom teachers, in order to better support teacher and students implementing this educational philosophy in the classrooms. Plans to continue the AVID initiative include continuing to send teachers new to La Canada, as well as those needing refresher trainings, to AVID Summer Institutes each year.

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

Staff development provided by LUSD in the adopted mathematics and ELA/ELD curriculum was aligned with common core standards and addressed the needs for students to acquire 21st century skills. Student ability to address tasks with a focus on depth and complexity was a tenet on which La Canada educators received two-fold training. Application of depth and complexity was a La Canada focus via Costa's Levels of Questioning, which promotes student rigor and depth of knowledge, as contained within the AVID foundations. Additionally, AVID Summer Institute professional development allowed La Canada teachers to receive more in-depth training regarding assisting students in their endeavors to apply depth and complexity. Site funded staff development in AVID strategies also aligned with additional La Canada student needs displayed by the school's student population comprised of 86% SED and 31% EL learners. PBIS training assisted La Canada in laying foundational expectations for appropriate school behaviors that were taught and reinforced on campus.

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

Since the 2018/2019 school year, district funded new teacher support coaches have been made available to newly hired instructional personnel. This assistance allows for confidential and individualized instructional modeling, coaching, and consultation to occur to support and educate new instructors in ways to better assist their students. Continued educator support in establishing critical areas of student behavior identification, remediation, and reward for progress toward goals has been continuously delivered since 2019/2020 by John and Jessica Hannigan. La Canada will be entering year 4 of the PBIS model of behavior intervention in the 2022/2023 school year. LUSD behavior specialists continue to provide training and support to La Canada teachers regarding behavior triggers, management, and de-escalation techniques. School sites receive support with English Language Development needs via monthly ELD Leadership PLC meetings.

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

Grade level professional learning communities convened on a weekly basis to collaborate around student learning and provide colleague support regarding suggestions and strategies to best meet the needs of all students. During 2021/2022, teachers continued to hone their skills in review of LSAP assessment data and how to best provide sub-groups of students with the instruction needed to advance their knowledge base and understanding of grade level content. During the 2022/2023 school year, teachers will continue to focus on instruction based on high-leverage standards via use of high impact/low prep strategies of content delivery. This will ensure that all students are equitably prepared for upcoming academic challenges.

Teaching and Learning

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

Mathematics curriculum (McGraw Hill My Math) adopted in 2016 and ELA/ELD curriculum (McGraw Hill Wonders and Study Sync) adopted in 2017 provided instructors and students the opportunity to engage with instructional materials that were aligned with the common core standards. In addition, Twig Science is the district adopted elementary science program in use at La Canada. Professional development opportunities provided by Orenda and focused on the LSAP initiative, along with new teacher support coaches, continued to build the foundational knowledge upon which higher level teacher skillsets could be built during the 2021/2022 school year.

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

La Canada instructors exceed the minimum instructional minutes required for English Language Arts, on average providing 120 minutes per day of ELA/ELD instruction (30 minutes of designated ELD instruction are provided to EL students on a daily basis, supported by integrated ELD instruction being provided throughout the remainder of the instructional day.) Instruction in mathematics ranges from between 60-90 minutes per day depending upon grade level.

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

Site level master schedule continues to be developed based upon para-educator availability to push-in to grade levels for support during daily 30 minute ELD instruction. Grade level instructors teach ELD to groups of grade level EL students who are at the same ELPAC overall level of English language proficiency. During this time, para-educators push-in to classrooms to support English Only students' work in ELA by working with small reading groups on their target areas of need, from intervention to enrichment. All grade levels address language arts and mathematics instruction prior to lunch, with the exception of grade 1. Teachers are provided with small group intervention time for reteaching and support of students who may need additional assistance dependent upon PE schedules in grades 4-6, incorporation of Elevo (formerly Sports for Learning) for grades TK-3, and availability of additional para-educator support time.

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

Standards-based mathematics materials (physical and virtual manipulatives and materials) are readily available for all students to use, when needed. All classrooms have ample ELA leveled readers to support students at a broad range of reading ability. Textbooks and workbooks for both mathematics and ELA are available for all students. Multiple class sets of theme related novels available in grades 4-6 allow for student comparison of literary elements and author style across novels with similar themes. Wonders and Study Sync materials contain support materials for EL student language acquisition. SWD receive instruction via Wonders and Study Sync intervention materials, including workbooks and photo learning cards. Special day classes utilize a combination of Wonders Wonder Works (intervention material) and grade level materials, as appropriate.

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

Houghton Mifflin My Math curriculum (K-5) and Illustrative Math (grade 6) were adopted by Lompoc Unified School District in 2015/2016 and has been fully utilized since the 2016/2017 school year. Houghton Mifflin Wonders (TK-5) and Study Sync (grade 6) curriculums were adopted by Lompoc Unified School District in 2016/2017 and have been fully utilized since the 2017/2018 school year. Special day classes utilize a combination of Wonders Wonder Works (intervention material) and grade level materials, as appropriate.

Opportunity and Equal Educational Access

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

Multiple forms of assessments are provided with the McGraw Hill My Math curriculum, which allow students K-5 to be pre-assessed, taught, re-assessed, provided with intervention, and post-assessed. Intervention strategies and materials are found throughout the My Math curriculum, which allows for students at all levels to receive the assistance that they need to be successful. Grade 6 students receive like instruction via Illustrative Mathematics, which matches grade 7 and 8 adopted mathematics materials. Similar to McGraw Hill My Math, the McGraw Hill Wonders program provides grade level reading instruction to students at grades K-5, with appropriate differentiated resources found in leveled readers, intervention resources, and enrichment resources. California StudySync provides similar English language arts/English Language Development materials to grade six students located at the elementary site.

Evidence-based educational practices to raise student achievement

Implementation of AVID strategies in grades K-6 (since the initial training of grades 4-6 teachers in the summer of 2016) have provided teachers with tools that have been proven to close the achievement gap and make college and career a possibility for all students. Additionally, site level trainings in research based practices and tier 1 supports occur on a continual basis. Staff members utilize a plethora of research-based practices to assist struggling learners to progress, such as: targeted and explicit direct instruction, modeling, peer support/collaboration, small group instruction, graphic organizers, kinesthetic modes of instruction, extended day instruction, ASES after-school program, common formative assessments, etc. Through the assistance and support of Orenda, which began in the 2021/2022 school year and continues at present, all students will be focused on instruction that targets high leverage standards. Periodic assessment of their progress will inform future instruction and refinement of teaching strategies and methods.

Parental Engagement

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

Summer school was provided during the summer of 2022 for all students. Student tutors are available through the Lompoc Public Library. Spanish speaking parents are assisted in awareness of yearly assessments, ELD programs, requirements for reclassification, etc. through the assistance of bilingual home/school liaisons and the ELAC committee. Low cost internet access and Wi-Fi capabilities are made available through Comcast. All La Canada instructors are given the opportunity to provide compensated, after-school teaching opportunities to address ELA and/or math to struggling students each school year. Four para-educators positions exist at La Canada (four half-day classified staff members) to assist struggling students within classrooms. Elementary PE instruction is provided to La Canada 4-6 teachers, providing those instructors with prep time. 2021/2022 saw the beginning of Elevo (Sports for Learning), which provides TK-3 teachers with time to provide half-class instruction time twice per week. YMCA after-school ASES provides extended learning opportunities and homework assistance until 6:00 pm Monday through Friday.

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)

Through collaborative discussions in school site Leadership Committee, School Site Council, and ELAC, parents and staff members share suggestions that assist in guiding site level purchases that will generate the most impact on student well-being and learning. Since COVID school closures in 2019 and 2020, requests for additional assistance with student well-being and counseling opportunities, additional beginning level reading material, and continued funding for after-school classes have placed high on the priority list. PBIS funding for student incentives, Well Being student newspapers, increased purchase of classroom library books, and continued funding for FSA counseling have resulted from these requests.

Funding

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

Title I funding and/or ELOP funding provides the opportunity for many La Canada students to receive additional after-school instruction in ELA, mathematics, and/or ELD from their own classroom teachers. Additionally, the support of technology based intervention/enrichment programs (Lexia, IXL, Reflex Math, and Starfall) provide additional intervention in the areas of English Language Arts and mathematics. Title I and Supplemental Concentration funds are utilized to provide additional adult support for students in the area of Language Arts small group instruction. New La Canada teachers receive AVID training (funded by Title I and Supplemental Concentration funding) on AVID philosophies and strategies the summer prior to or following their first year of work with La Canada youth.

Fiscal support (EPC)

La Canada relies upon a combination of funds from Title 1, Supplemental Concentration, and ELOP to fund previously mentioned student resources.

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

In partnership with district administration, La Canada Elementary School certificated and classified staff, parents, ELAC committee participants, and members of the School Site Council were all consulted in the planning process for this document throughout the 2021/2022 school year. The School Site Council reviewed data leading to the SPSA creation at each meeting and discussed methods of increasing student success in all academic areas. During the September 2022 meeting, the preliminary budget for the 2022/2023 school year was discussed in order to identify the priority areas of monetary expenditure/need to promote student success. It was determined that maintaining consistency of Student Study Team meetings for interventions and monitoring of at-risk youth was crucial, as well as providing substitutes to allow for general education and special education teachers to attend Individual Education Plan meetings for students with disabilities. After-school intervention class funding, translators for parent/teacher conferences, new literature for student check-out from the school library, AVID student supplies, Family Service Agency

counselors, and supplemental technology programs to assist with student literacy and math acquisition were deemed priorities. ELAC concurred with the aforementioned recommendations, while suggesting increase in FSA hours to better meet the needs of La Canada youth. Utilizing information compiled from the previous school years, SSC addressed allocations for the preliminary 2022/2023 budget in September 2022. Budgetary allocations from 2022/2023 funding was dedicated to priority areas to assist in closing the achievement gap for all La Canada youth, especially the subgroup categories of English Learners, Socio-Economically Disadvantaged youth, Students with Disabilities, and foster youth..

Representatives from all stakeholder groups are welcome to share and provide input into decisions affecting school functions and student educational considerations. All parents are invited to general PTA meetings held twice per year and PTA board meetings held once per month. Parents are also integral members and data sources when they share student concerns with teachers at parent/teacher conferences held twice per year (fall and spring). English language learner parents are encouraged to participate in English Learner Advisory Committee meetings held once per month. From the ELAC committee, one parent also represents the site and shares site level concerns at District English Learner Advisory Committee meetings held at the district level. Parents are also a crucial source of information and decision making regarding site level decisions and expenditures through the five individuals representing the community and parents on the School Site Council. Beginning in 2017-2018, parent input regarding social-emotional learning and behavioral considerations became important through parent representation on the Multi-Tiered System of Support committee formed as a component of La Canada's participation as a pilot school for MTSS. This committee met at least three times per year for assessment and input into site level strategies pertaining to universal and tiered support for La Canada students. Finally, parent voices expressed on the annual parent survey brought to light the need for additional emphasis to be placed on student behaviors at school, especially those that led to other students feeling unwelcome on the school campus. La Canada's resulting purchase of Second Step Social/Emotional Learning materials has been a required instructional component even prior to the district adoption of Second Step. Second Step is used daily in each La Canada classroom, as are new PBIS initiatives, derived from the work of Jessica and John Hannigan collaboration with LUSD.

Resource Inequities

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

100% of La Canada's SPED staff are fully credentialed SPED instructors. During the 2022/2023 school year, it will remain a focus for SPED instruction to utilize grade level standards and curriculum whenever possible to teach and support the SPED students. This will likely result in gains for the SPED students who must participate in yearly statewide assessments (SBAC) that align with their grade level. Additionally, IEP goals are being written with more rigor in order to stretch SPED students' capabilities toward grade level skills. SPED teachers and general education teachers will continue to meet in dual PLC meetings during the 2022/2023 school year, as they alternate between meeting as a SPED PLC for one week, followed by meeting in general education grade level PLC meetings the next week. This will ensure that all parties (SPED instructors and inclusion teachers) are in alignment with instruction of SPED students. Both the primary and intermediate special day classes will continue to assess their students on the district NWEA/MAP Reading and Mathematics assessments, using these tools as interim assessments of their students' basic ELA and mathematic grade level abilities. This is in alignment with the district expectation of

NWEA administration for all students four times per year. Both lower and upper grade level SPED Resource instructors will utilize push-in and pull-out assistance, where appropriate, in order not to pull SPED students from grade level instruction with their peers any more than absolutely necessary. This will also ensure that both instructors, SPED and general education teacher, are presenting the same material in a similar manner so as to provide consistent support to the SPED student.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.15%	0.2%	0.17%	1	1	1
African American	2.3%	1.7%	2.18%	15	11	13
Asian	1.68%	2.2%	2.18%	11	14	13
Filipino	0.77%	0.6%	1.01%	5	4	6
Hispanic/Latino	80.09%	82.7%	82.41%	523	525	492
Pacific Islander	0.15%	0.0%	0.0%	1	0	0
White	11.18%	9.8%	9.05%	73	62	54
Multiple/No Response	3.68%	2.8%	2.85%	24	18	17
Total Enrollment				653	635	597

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	124	93	78
Grade 1	98	91	81
Grade 2	88	100	90
Grade 3	90	85	96
Grade 4	83	88	82
Grade 5	94	82	87
Grade 6	76	96	83
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	653	635	597

Conclusions based on this data:

1. Overall school population numbers have decreased consistently across the three school years, from 653 in 19/20, to 635 in 20/21, to 597 in 21/22.

2. Asian and Hispanic subgroups of students experienced the largest growth from 19/20 to 21/22, while African American and white subgroups demonstrated decreases in populations .
3. Kindergarten and grade 1 experienced decreasing populations consecutively across the three years, possibly due to parental caution regarding enrollment during the years in which COVID was the strongest.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	172	168	173	26.3%	26.50%	29.0%
Fluent English Proficient (FEP)	96	91	68	14.7%	14.30%	11.4%
Reclassified Fluent English Proficient (RFEP)	4	13		2.9%	7.7%	

Conclusions based on this data:

1. Total numbers of EL students has remained largely consistent from 19/20 to 21/22.
2. Declining numbers of redesignated EL students in 19/20 and 20/21 reflected less exposure to the English language during COVID school closure, but displayed increasing counts in 2021/2022 as EL students began to be exposed to more English language use at school.
3. To provide the best services for EL student population at La Canada, on-going EL training must occur for new educators, with emphasis on listening and speaking skills. Implementation of high leverage EL strategies would be extremely beneficial to the EL student population..

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	80	86	95	80	0	91	80	0	91	100	0.0	95.8
Grade 4	89	89	82	88	0	81	88	0	81	98.9	0.0	98.8
Grade 5	74	81	88	73	0	87	73	0	87	98.6	0.0	98.9
Grade 6	94	97	76	93	0	72	93	0	72	98.9	0.0	94.7
All Grades	337	353	341	334	0	331	334	0	331	99.1	0.0	97.1

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2419.		2365.	18.75		6.59	25.00		14.29	33.75		29.67	22.50		49.45
Grade 4	2466.		2443.	25.00		13.58	25.00		30.86	21.59		19.75	28.41		35.80
Grade 5	2492.		2477.	17.81		12.64	26.03		25.29	30.14		26.44	26.03		35.63
Grade 6	2551.		2511.	21.51		12.50	45.16		29.17	21.51		31.94	11.83		26.39
All Grades	N/A	N/A	N/A	20.96		11.18	30.84		24.47	26.35		26.89	21.86		37.46

2019-20 Data:

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

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	17.50		3.30	48.75		60.44	33.75		36.26
Grade 4	28.41		8.64	48.86		71.60	22.73		19.75
Grade 5	21.92		12.64	46.58		64.37	31.51		22.99
Grade 6	31.18		12.50	46.24		61.11	22.58		26.39
All Grades	25.15		9.06	47.60		64.35	27.25		26.59

2019-20 Data:

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

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.50		2.20	60.00		53.85	27.50		43.96
Grade 4	15.91		8.64	54.55		65.43	29.55		25.93
Grade 5	20.55		13.79	54.79		60.92	24.66		25.29
Grade 6	33.33		15.28	53.76		62.50	12.90		22.22
All Grades	20.96		9.67	55.69		60.42	23.35		29.91

2019-20 Data:

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

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	15.00		4.40	70.00		74.73	15.00		20.88
Grade 4	12.50		8.64	77.27		69.14	10.23		22.22
Grade 5	16.44		2.30	63.01		83.91	20.55		13.79
Grade 6	19.35		11.11	66.67		66.67	13.98		22.22
All Grades	15.87		6.34	69.46		74.02	14.67		19.64

2019-20 Data:

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

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.75		3.30	57.50		63.74	18.75		32.97
Grade 4	20.45		13.58	60.23		62.96	19.32		23.46
Grade 5	21.92		12.64	58.90		56.32	19.18		31.03
Grade 6	30.11		12.50	60.22		73.61	9.68		13.89
All Grades	24.25		10.27	59.28		63.75	16.47		25.98

2019-20 Data:

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

Conclusions based on this data:

1. All grade levels experienced decreasing scores from 2018.2019 to 2021.2022, indicating obvious learning loss at all ages due to COVID school closures in 2020-2021. Most significant losses in learning were displayed by grade 3, with a 54 point drop from 2018.2019, and grade 6, with a 39 point drop from 2018.2019. Grade 5, however, showed the least amount of learning loss, as their overall ELA scaled scores only showed a loss of scaled scores between 2018.2019 and 2021.2022 in 14 points.

2. Scaled scores in reading and writing sub-categories dropped from 2018.2019 to 2021.2022 in all grade levels, 3-6, for students scoring "Above Standard." Only one grade level, grade 4, showed a decrease in students scoring "Below Standard" in writing from 2018.2019 to 2021.2022. Two grade levels, grades 4 and 5, showed decreasing numbers of students falling in the "Below Standard" category in reading from 2018.2019 to 2021.2022.
3. All grade levels, 3-6, showed drops in "Above Standard" percentages from 2018.2019 to 2021.2022 in "Listening" and "Research/Inquiry", while all grade levels (except grade 5 in "Listening") showed increasing scaled scores in "Below Standard" in both "Listening" and "Research/Inquiry". "Listening" sub-category was to be expected, as students were observed to struggle greatly in this category while experiencing Zoom instruction during COVID.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	79	86	95	79	0	92	79	0	92	100	0.0	96.8
Grade 4	89	89	82	89	0	81	89	0	81	100	0.0	98.8
Grade 5	74	81	88	73	0	87	73	0	87	98.6	0.0	98.9
Grade 6	94	97	76	93	0	72	93	0	72	98.9	0.0	94.7
All Grades	336	353	341	334	0	332	334	0	332	99.4	0.0	97.4

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

2019-20 Data:

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2436.		2378.	20.25		2.17	31.65		14.13	21.52		40.22	26.58		43.48
Grade 4	2449.		2432.	6.74		7.41	28.09		18.52	38.20		38.27	26.97		35.80
Grade 5	2442.		2437.	6.85		4.60	9.59		9.20	27.40		28.74	56.16		57.47
Grade 6	2510.		2487.	15.05		8.33	21.51		22.22	33.33		26.39	30.11		43.06
All Grades	N/A	N/A	N/A	12.28		5.42	23.05		15.66	30.54		33.73	34.13		45.18

2019-20 Data:

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

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	37.97		5.43	29.11		51.09	32.91		43.48
Grade 4	21.35		4.94	34.83		50.62	43.82		44.44
Grade 5	10.96		3.45	26.03		37.93	63.01		58.62
Grade 6	20.43		9.72	38.71		47.22	40.86		43.06
All Grades	22.75		5.72	32.63		46.69	44.61		47.59

2019-20 Data:

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

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	26.58		2.17	46.84		52.17	26.58		45.65
Grade 4	11.24		11.11	55.06		46.91	33.71		41.98
Grade 5	5.48		6.90	39.73		44.83	54.79		48.28
Grade 6	15.05		4.17	48.39		58.33	36.56		37.50
All Grades	14.67		6.02	47.90		50.30	37.43		43.67

2019-20 Data:

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

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	30.38		3.26	48.10		59.78	21.52		36.96
Grade 4	11.24		7.41	48.31		60.49	40.45		32.10
Grade 5	8.22		3.45	31.51		56.32	60.27		40.23
Grade 6	17.20		9.72	48.39		58.33	34.41		31.94
All Grades	16.77		5.72	44.61		58.73	38.62		35.54

2019-20 Data:

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

Conclusions based on this data:

- "Above Standard" overall math scores in 2021.2022 dropped in all grades except for 4th grade, which showed an increase that presented in a percentage greater than their 2017.2018 score. Similarly, "At or Near Standard" overall math scores dropped for all grade level except for grade 6, which showed an increased percentage of students from their 2018.2019 scores. All grades levels, 3-6, showed increased percentages of students in the "Not Met" category in 2021.2022 versus 2018.2019 percentages.
- Scaled scores showed the largest drop in overall math scores in grade 3. This might be indicative of the fact that there is a significant increase in the academic demands from grade 2 to grade 3. This, coupled with learning loss from COVID, could account for this significant drop in scores.
- Fifth grade showed the least number of students with overall math scores falling into the "Standard Not Met" category, with a minimal increase of 1.31% moving from "Nearly Met" to "Not Met." Fifth grade also displayed a decrease of 4.39% of students in 2021.2022 in the "Below Standard" category in Concepts and Procedures. Similarly, fifth grade was the only grade level to show a decrease in the percentage of students in the "Below Standard" category in Problem Solving/Data Analysis (2021.2022). Fifth grade also presented the largest percentage of decrease (20.04%) in "Below Standard" students in Communicating Reasoning in 2021.2022.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1404.4	1415.6	1419.7	1420.4	1429.9	1425.4	1366.8	1382.3	1406.4	41	29	22
1	1437.3	1445.0	1422.2	1453.0	1457.4	1422.3	1421.2	1431.9	1421.6	33	28	22
2	1462.8	1448.3	1477.2	1464.0	1455.3	1469.6	1460.9	1440.7	1484.6	16	34	29
3	1481.5	1487.4	1477.0	1486.0	1495.4	1481.7	1476.4	1478.8	1471.7	11	34	29
4	1494.5	1497.5	1507.3	1493.1	1499.8	1497.1	1495.3	1494.6	1517.1	16	14	39
5	1512.7	*	1516.1	1506.6	*	1511.0	1518.2	*	1520.8	15	9	16
6	1565.1	1491.3	*	1598.5	1492.4	*	1531.0	1489.9	*	12	15	8
All Grades										144	163	165

2019-20 Data:

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

Overall 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.88	13.79	13.64	34.15	41.38	54.55	53.66	31.03	22.73	7.32	13.79	9.09	41	29	22
1	6.06	3.57	0.00	24.24	46.43	31.82	42.42	28.57	36.36	27.27	21.43	31.82	33	28	22
2	0.00	0.00	10.34	50.00	26.47	58.62	37.50	61.76	24.14	12.50	11.76	6.90	16	34	29
3	0.00	5.88	6.90	45.45	44.12	24.14	45.45	32.35	62.07	9.09	17.65	6.90	11	34	29
4	12.50	7.14	21.05	37.50	35.71	28.95	31.25	50.00	34.21	18.75	7.14	15.79	16	14	38
5	6.67	*	6.25	46.67	*	50.00	40.00	*	37.50	6.67	*	6.25	15	*	16
6	41.67	0.00	*	33.33	26.67	*	16.67	53.33	*	8.33	20.00	*	12	15	*
All Grades	8.33	4.91	10.98	36.11	36.81	39.63	41.67	42.94	37.20	13.89	15.34	12.20	144	163	164

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	14.63	20.69	18.18	39.02	41.38	45.45	39.02	24.14	27.27	7.32	13.79	9.09	41	29	22
1	15.15	25.00	4.55	36.36	25.00	31.82	36.36	50.00	40.91	12.12	0.00	22.73	33	28	22
2	25.00	2.94	34.48	37.50	35.29	31.03	18.75	55.88	24.14	18.75	5.88	10.34	16	34	29
3	18.18	38.24	24.14	54.55	29.41	41.38	18.18	26.47	27.59	9.09	5.88	6.90	11	34	29
4	25.00	28.57	31.58	50.00	50.00	34.21	12.50	14.29	21.05	12.50	7.14	13.16	16	14	38
5	26.67	*	12.50	53.33	*	75.00	13.33	*	12.50	6.67	*	0.00	15	*	16
6	66.67	0.00	*	25.00	66.67	*	0.00	20.00	*	8.33	13.33	*	12	15	*
All Grades	22.92	20.86	23.17	40.97	38.04	40.24	25.69	33.13	25.61	10.42	7.98	10.98	144	163	164

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.44	10.34	4.55	21.95	13.79	54.55	48.78	51.72	27.27	26.83	24.14	13.64	41	29	22
1	0.00	3.57	9.09	15.15	32.14	22.73	42.42	21.43	27.27	42.42	42.86	40.91	33	28	22
2	0.00	0.00	10.34	37.50	26.47	44.83	43.75	38.24	24.14	18.75	35.29	20.69	16	34	29
3	0.00	0.00	0.00	18.18	23.53	10.34	54.55	44.12	51.72	27.27	32.35	37.93	11	34	29
4	0.00	0.00	5.26	18.75	7.14	42.11	62.50	64.29	28.95	18.75	28.57	23.68	16	14	38
5	0.00	*	6.25	13.33	*	12.50	73.33	*	56.25	13.33	*	25.00	15	*	16
6	8.33	0.00	*	41.67	0.00	*	16.67	40.00	*	33.33	60.00	*	12	15	*
All Grades	1.39	2.45	5.49	22.22	19.02	31.71	48.61	44.17	37.20	27.78	34.36	25.61	144	163	164

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	4.88	13.79	22.73	85.37	75.86	68.18	9.76	10.34	9.09	41	29	22
1	36.36	42.86	18.18	48.48	50.00	54.55	15.15	7.14	27.27	33	28	22
2	31.25	8.82	24.14	62.50	82.35	68.97	6.25	8.82	6.90	16	34	29
3	9.09	35.29	27.59	72.73	52.94	58.62	18.18	11.76	13.79	11	34	29
4	25.00	14.29	42.11	62.50	71.43	36.84	12.50	14.29	21.05	16	14	38
5	0.00	*	12.50	93.33	*	81.25	6.67	*	6.25	15	*	16
6	50.00	13.33	*	41.67	80.00	*	8.33	6.67	*	12	15	*
All Grades	20.83	22.09	25.61	68.06	68.10	59.76	11.11	9.82	14.63	144	163	164

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	21.95	20.69	22.73	65.85	62.07	68.18	12.20	17.24	9.09	41	29	22
1	3.03	10.71	4.55	81.82	78.57	68.18	15.15	10.71	27.27	33	28	22
2	18.75	8.82	37.93	62.50	79.41	48.28	18.75	11.76	13.79	16	34	29
3	81.82	38.24	25.00	9.09	50.00	64.29	9.09	11.76	10.71	11	34	28
4	25.00	64.29	34.38	62.50	28.57	53.13	12.50	7.14	12.50	16	14	32
5	60.00	*	56.25	33.33	*	43.75	6.67	*	0.00	15	*	16
6	66.67	40.00	*	25.00	46.67	*	8.33	13.33	*	12	15	*
All Grades	29.86	26.99	31.21	57.64	60.12	56.69	12.50	12.88	12.10	144	163	157

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	2.44	3.45	9.09	82.93	72.41	77.27	14.63	24.14	13.64	41	29	22
1	15.15	14.29	13.64	33.33	35.71	36.36	51.52	50.00	50.00	33	28	22
2	6.25	5.88	13.79	75.00	50.00	65.52	18.75	44.12	20.69	16	34	29
3	0.00	0.00	0.00	36.36	52.94	51.72	63.64	47.06	48.28	11	34	29
4	0.00	0.00	7.89	50.00	71.43	65.79	50.00	28.57	26.32	16	14	38
5	6.67	*	6.25	80.00	*	62.50	13.33	*	31.25	15	*	16
6	0.00	0.00	*	58.33	20.00	*	41.67	80.00	*	12	15	*
All Grades	5.56	4.91	8.54	61.11	50.92	59.76	33.33	44.17	31.71	144	163	164

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	17.07	34.48	36.36	43.90	37.93	54.55	39.02	27.59	9.09	41	29	22
1	0.00	7.14	4.55	57.58	64.29	72.73	42.42	28.57	22.73	33	28	22
2	0.00	2.94	24.14	87.50	55.88	55.17	12.50	41.18	20.69	16	34	29
3	0.00	8.82	0.00	90.91	70.59	75.86	9.09	20.59	24.14	11	34	29
4	6.25	0.00	21.05	68.75	71.43	60.53	25.00	28.57	18.42	16	14	38
5	6.67	*	12.50	80.00	*	81.25	13.33	*	6.25	15	*	16
6	41.67	0.00	*	41.67	73.33	*	16.67	26.67	*	12	15	*
All Grades	9.72	9.82	15.85	61.81	61.96	67.07	28.47	28.22	17.07	144	163	164

2019-20 Data:

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

Conclusions based on this data:

- Highest increase in scaled scores was observed by grades 2 (approx. 42 point increase) and grade 6 (approx. 49 point increase.) All grade levels, with the exception of grade 1, saw at least a minor increase in 2021.22 scaled scores.
- In the area of Oral Language, Level 4 EL students ("All Grades") were the only ones to present decreasing scores. while level 1 and 2 students were the only ones to show decreasing scores in Written Language ("All Grades").
- Level 1 and 2 students were the only ones to show decreasing scores in Written Language ("All Grades").

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
597	81.7	29.0	0.3
Total Number of Students enrolled in La Cañada 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	173	29.0
Foster Youth	2	0.3
Homeless	24	4.0
Socioeconomically Disadvantaged	488	81.7
Students with Disabilities	94	15.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	13	2.2
American Indian	1	0.2
Asian	13	2.2
Filipino	6	1.0
Hispanic	492	82.4
Two or More Races	17	2.8
Pacific Islander		
White	54	9.0

Conclusions based on this data:

1. Significant number of Hispanic students enrolled at La Canada are not designated as English Language learners (53.8%), indicating that students were likely proficient in English upon enrollment.
2. 88.5% of enrolled youth are suffering the effects of poverty, indicating the need for educators to school themselves on symptoms of poverty and skills necessary to educate youth experiencing the traumas of this background. This percentage is an increase from the previous year, which identified 86.1% as SED. Poverty is the number one hindering factor for the majority of La Canada students' academic success. Strategies must be in place at the school site to support students in overcoming this negative factor in their lives.
3. All categories of student groups (EL, foster, homeless, SED), except SWD, showed increases over previous year's data (+4.6% for EL, +0.6 for foster, +1.9 for homeless, +2.4 for SED, and -0.5 for SWD), indicating continued increases of students with significant needs.

School and Student Performance Data

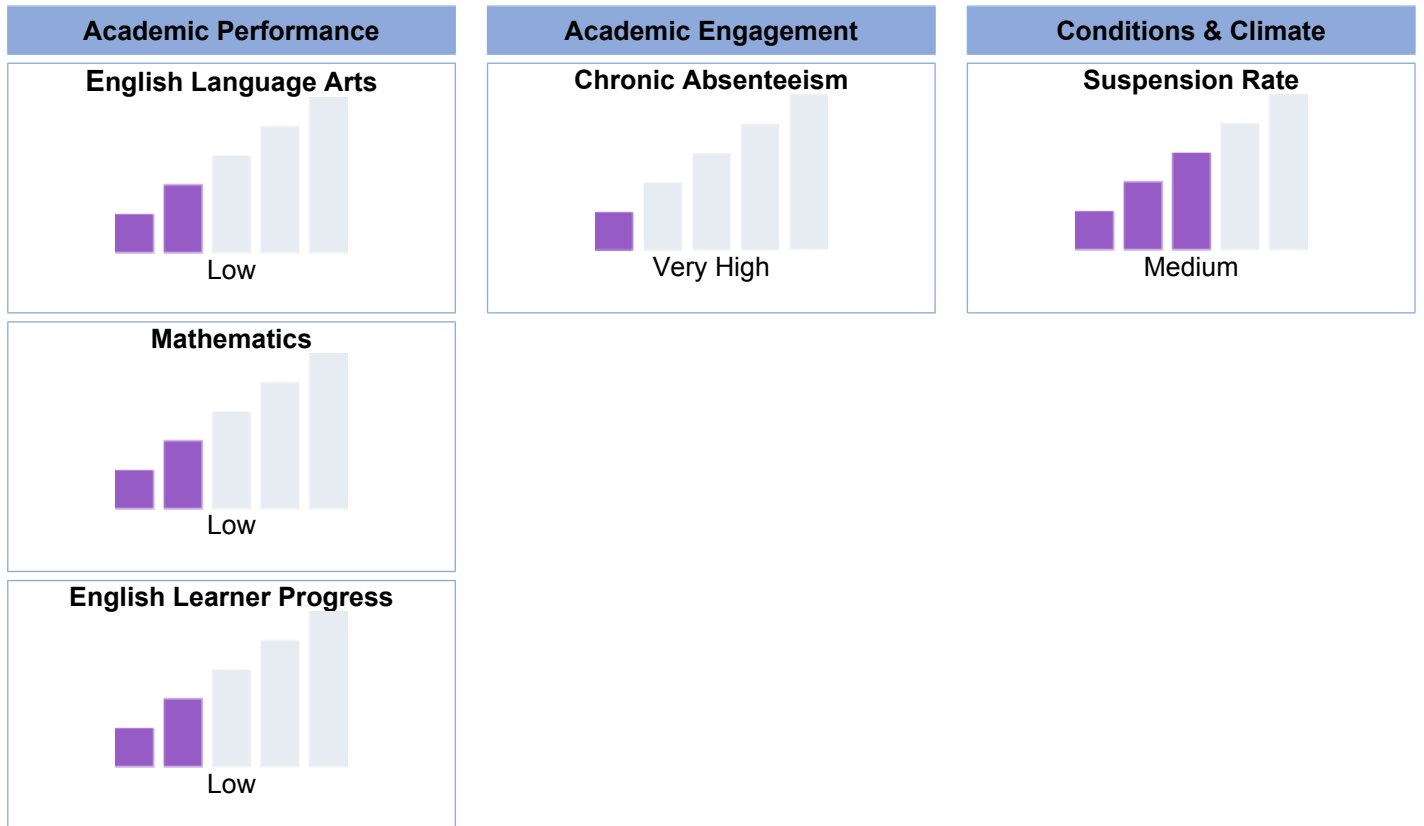
Overall Performance

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. 2019 data placed academic performance in ELA and mathematics on par with each other, both falling within the yellow band of performance.
2. Based on 2019 Fall data, chronic absenteeism is the area of dashboard display needing the most improvement. Administrator home visits and attendance conferences for chronically absent students must be placed as a priority task in order to begin to end this negative cycle of attendance

3. Given the high poverty percentage of 88.5% for La Canada youth, absenteeism will likely not only negatively affect their academic progress, but may also place students in danger when they are not at school.

School and Student Performance Data

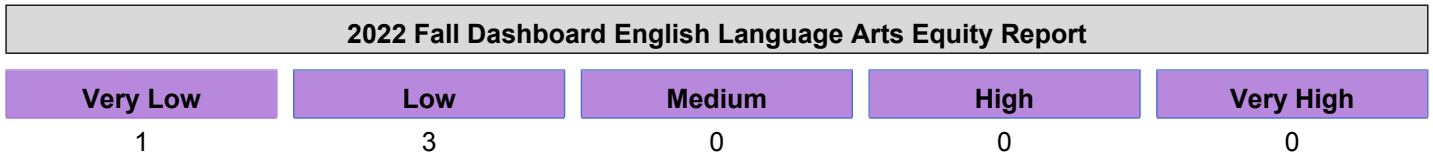
Academic Performance English Language Arts

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

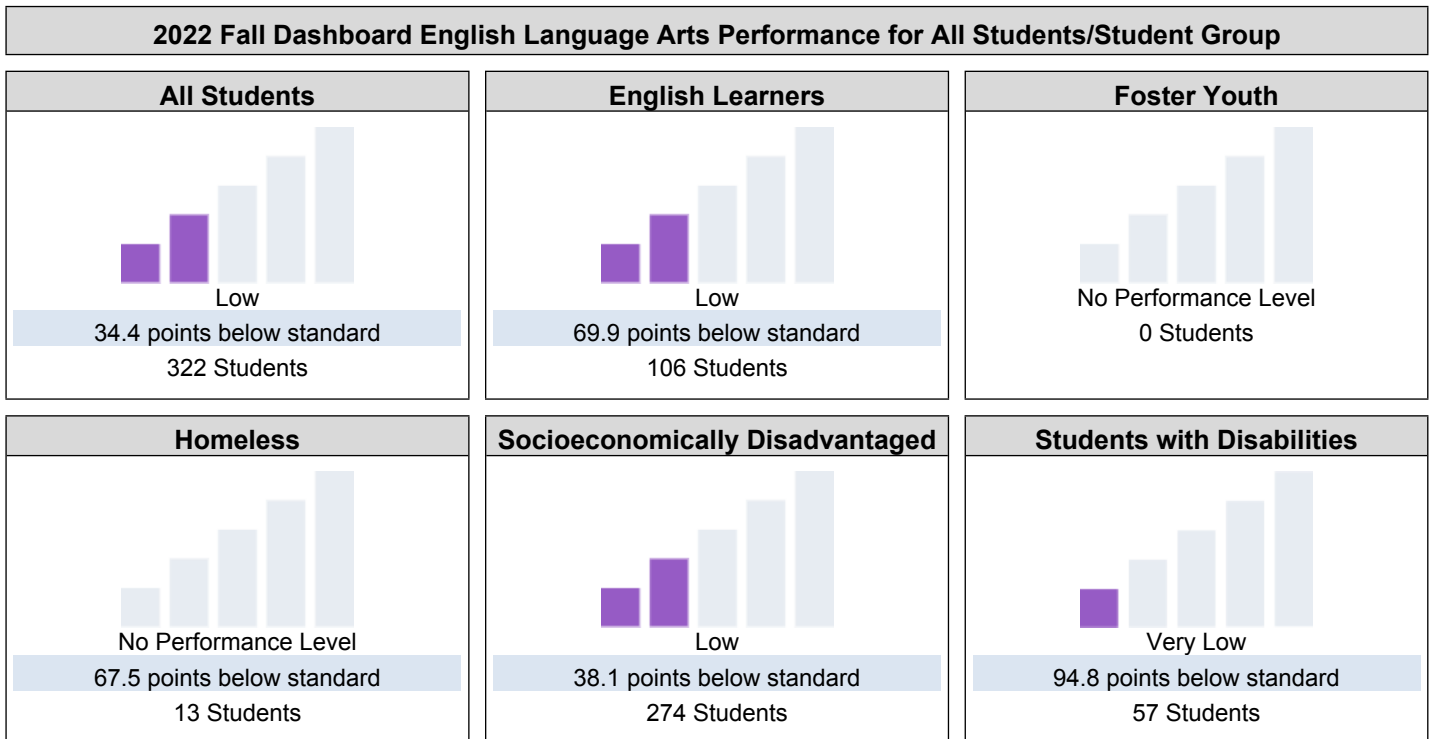
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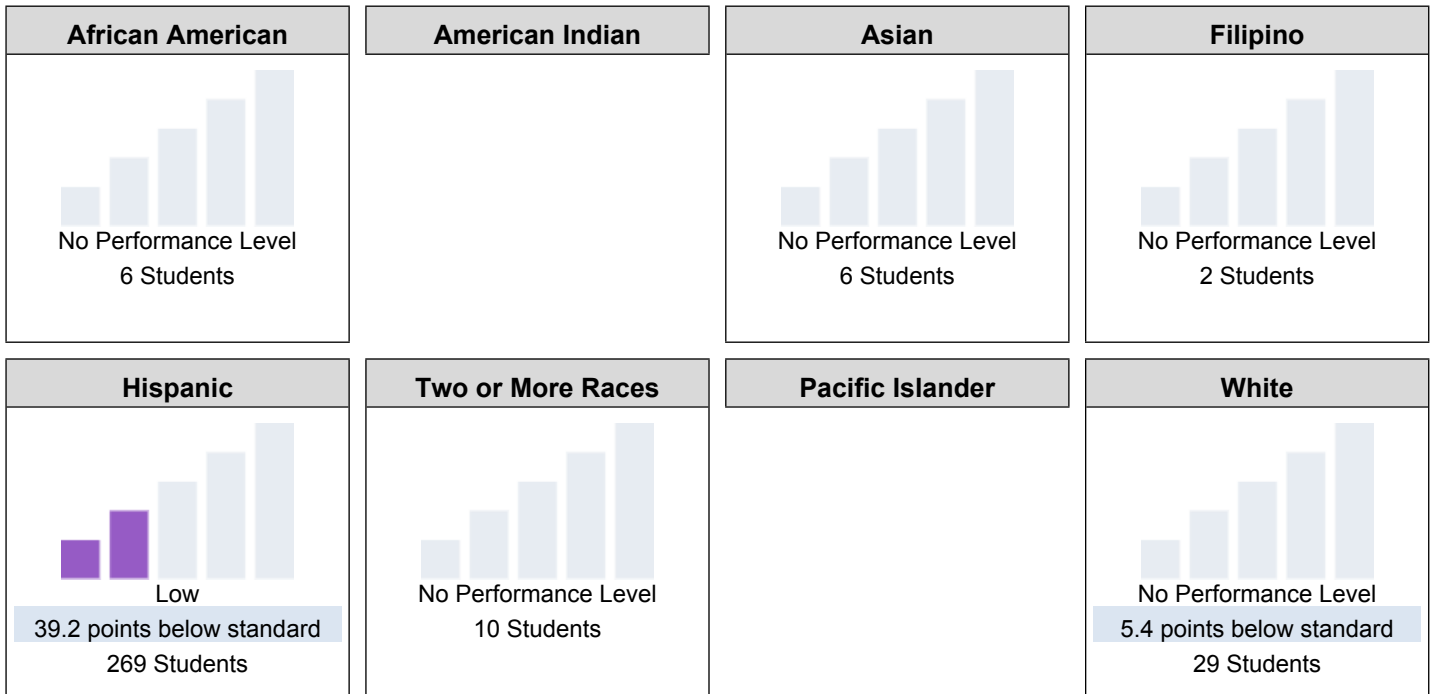
This section provides number of student groups in each level.



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
79.0 points below standard 83 Students	37.3 points below standard 23 Students	27.4 points below standard 171 Students

Conclusions based on this data:

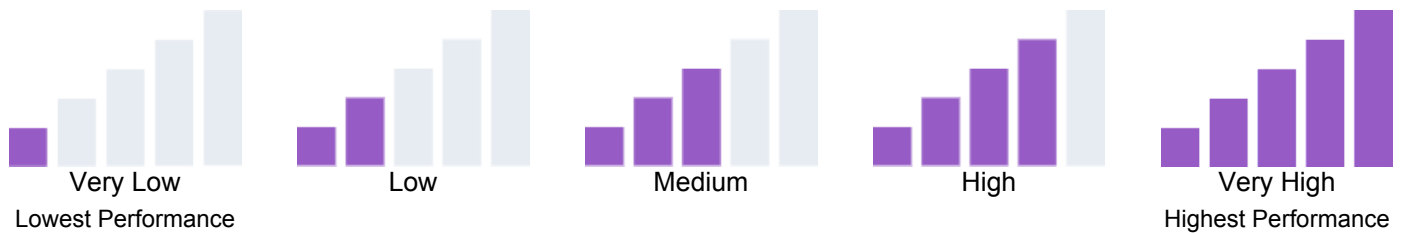
1. While ELA dashboard status for homeless youth, SED students, and SWD ranged from maintaining to increasing significantly, ELA scores for EL students declined by 8.2 points.
2. La Canada homeless youth were the only subgroup of students to fall in the "above standard" category (due to their "Significant Increase" of 48.5 points.)
3. Disparities between dashboard results for white (green) and Hispanic students (orange) was significant. Additionally, EO and Reclassified EL students both scored above standard, in contrast to current EL students who were 77.7 points below standard.

School and Student Performance Data

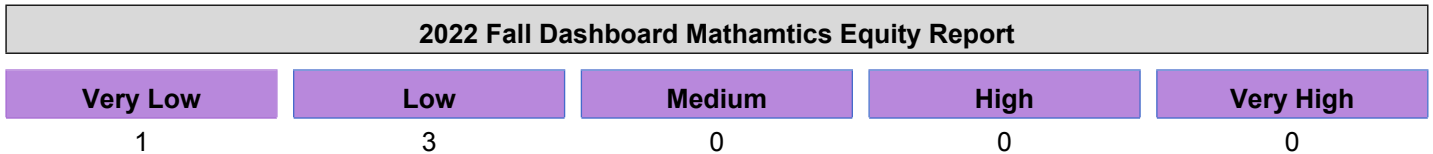
Academic Performance Mathematics

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

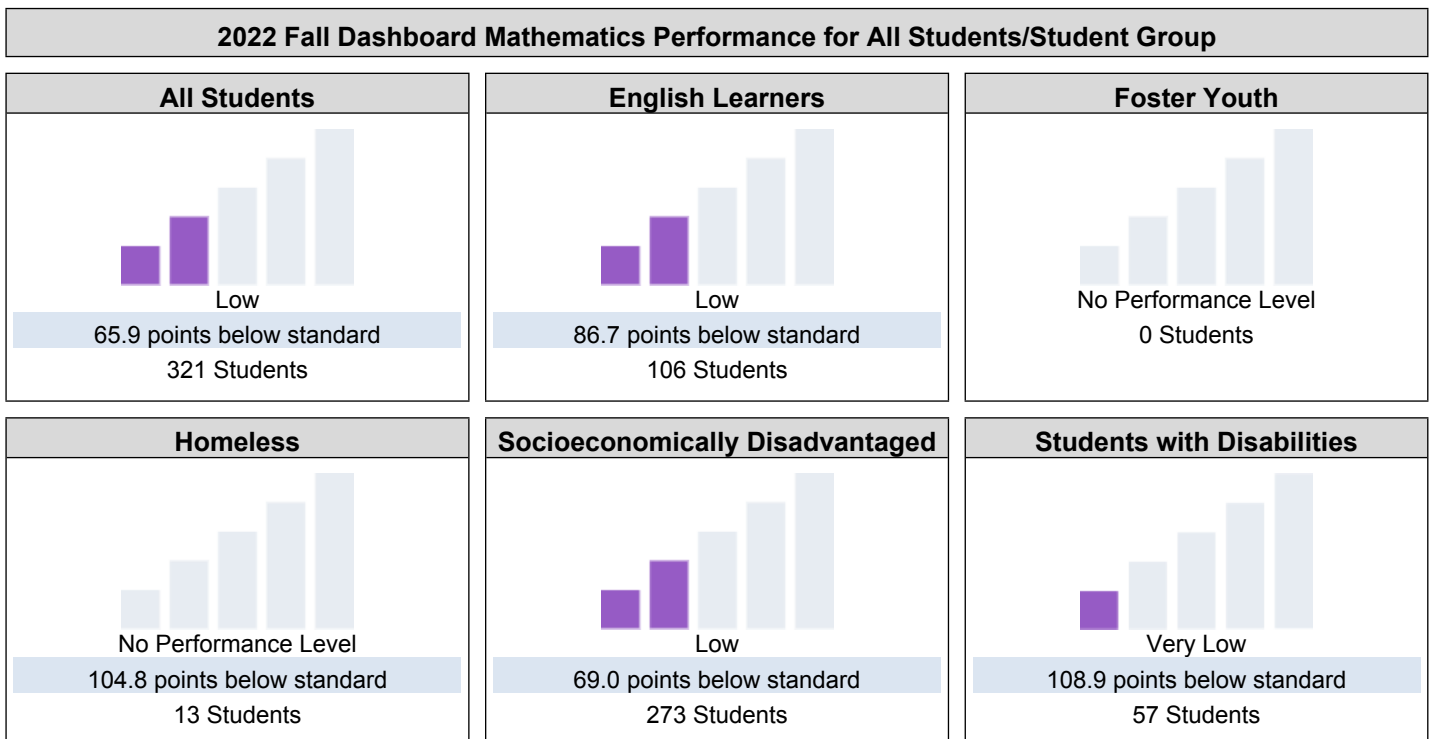
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



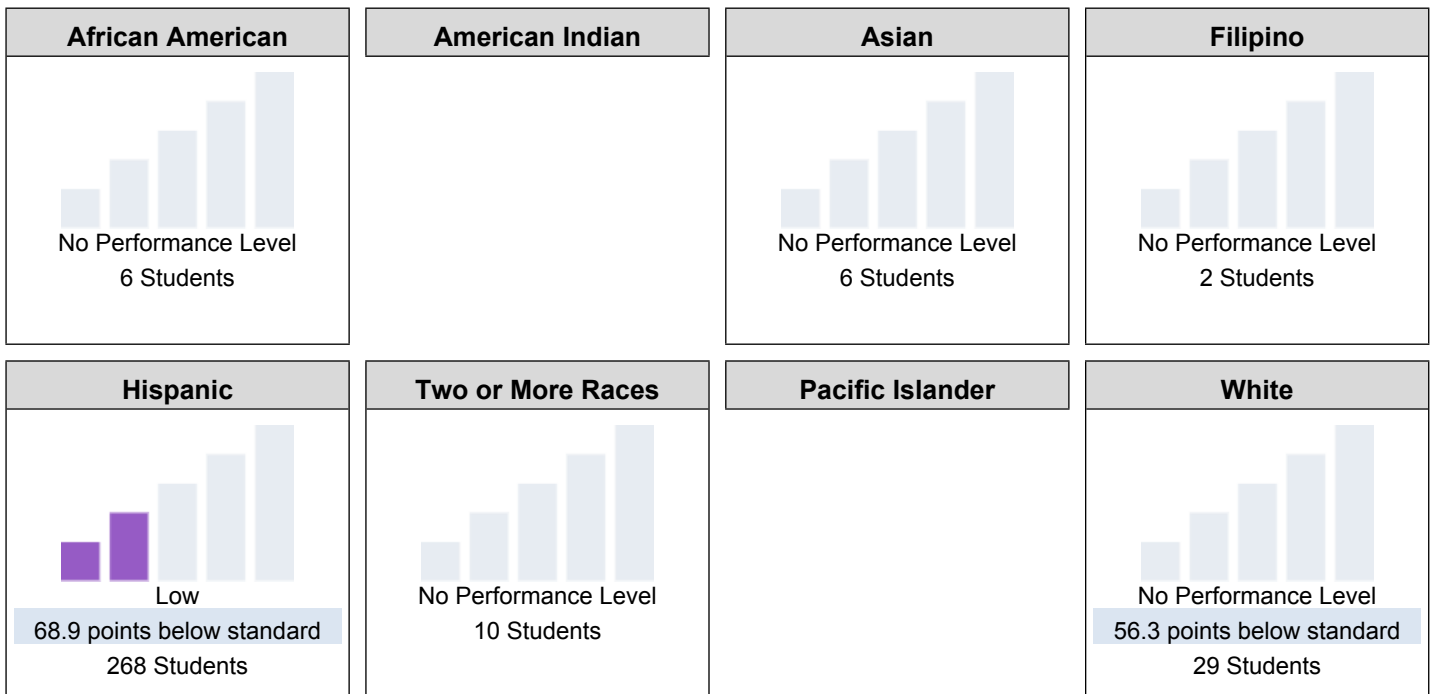
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">91.0 points below standard</p> <p>83 Students</p>	<p style="background-color: #e6f2ff;">71.2 points below standard</p> <p>23 Students</p>	<p style="background-color: #e6f2ff;">64.6 points below standard</p> <p>170 Students</p>

Conclusions based on this data:

1. While the SWD subgroup displayed the most struggle with mathematics (placing in the red category with 153.8 points below standard), SED students and EL students also showed weaknesses in math (but showed rising scores within the yellow category of 11.4 points and 8.2 points respectively.)
2. Overall, La Canada students displayed more difficulty with math than with ELA, with All Students maintaining their yellow status and demonstrating a score of 39.4 points below standard. Conversely, All Students were only 0.8 points below standard in ELA (also falling in the yellow category.)
3. Although most categories of La Canada students scored higher in ELA than math, it should be noted that math subgroups all showed increasing scores with one exception (Students with Disabilities,) which is promising for future La Canada math results.)

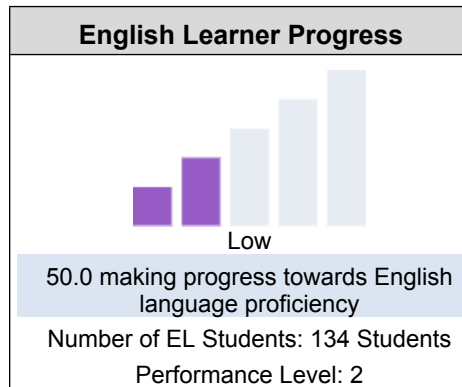
School and Student Performance Data

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
22.4%	27.6%	0.7%	49.3%

Conclusions based on this data:

1. A total of 73% of La Canada EL students maintained their ELPI status or progressed at least one ELPI level.
2. Of the 73% of La Canada EL students who maintained/progressed their ELPI scores in 2019/2020, 36% of the 73% progressed one or more ELPI levels.
3. More intensive, focused instruction must occur with the LC EL students who decreased in ELPI levels (27%) or maintained their status (37%) in order to allow them to continue to make progress toward English proficiency.

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

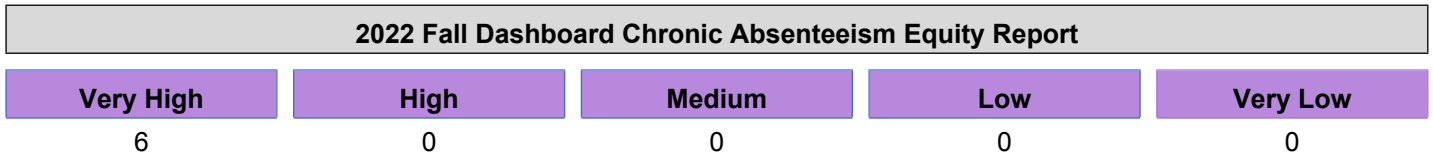
Academic Engagement Chronic Absenteeism

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](#).

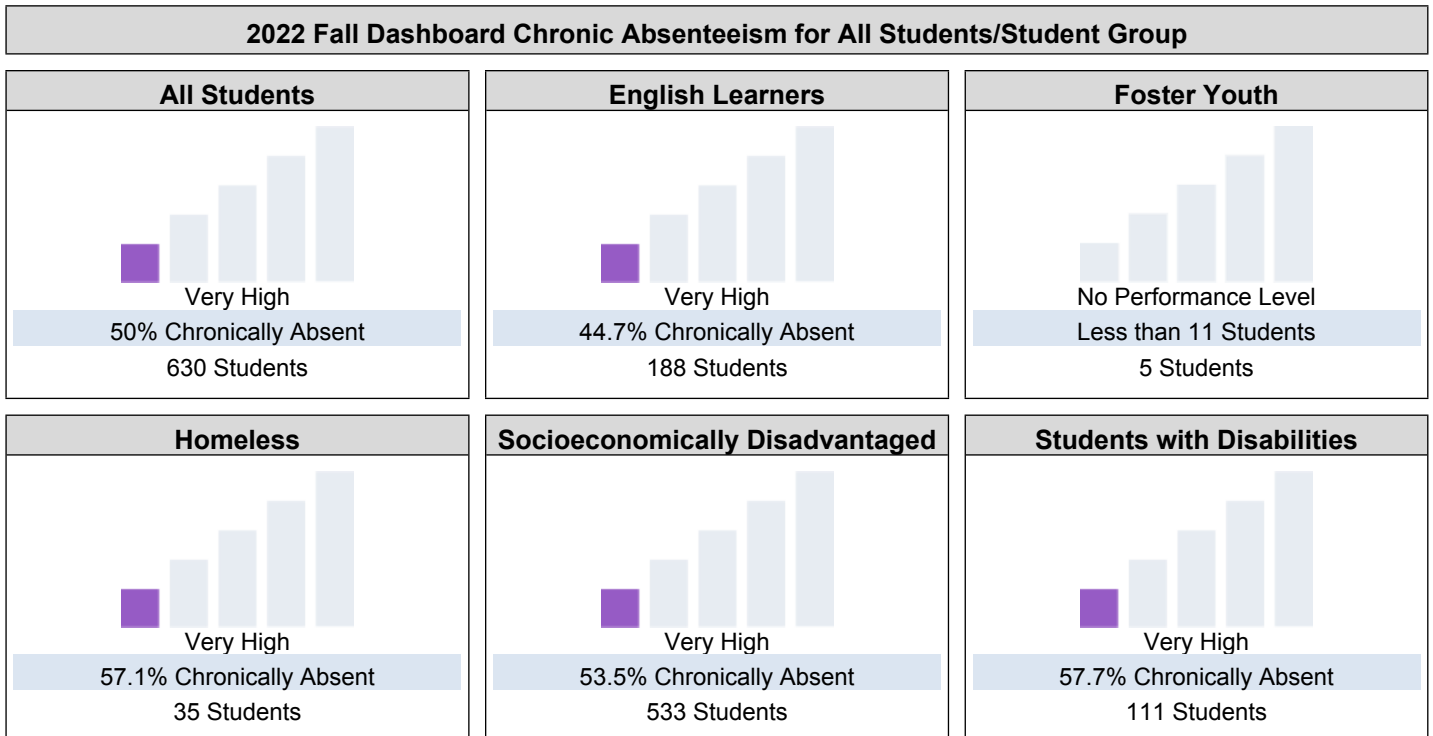
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



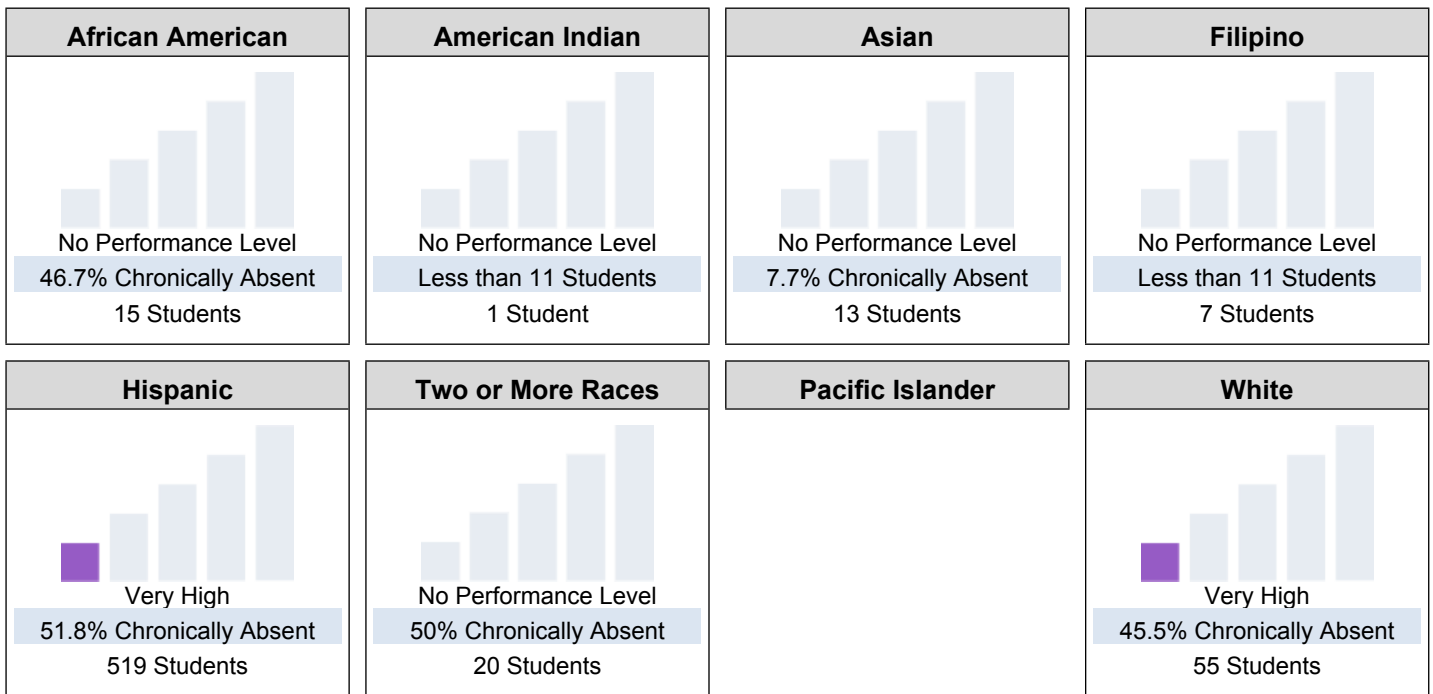
This section provides number of student groups in each level.



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:

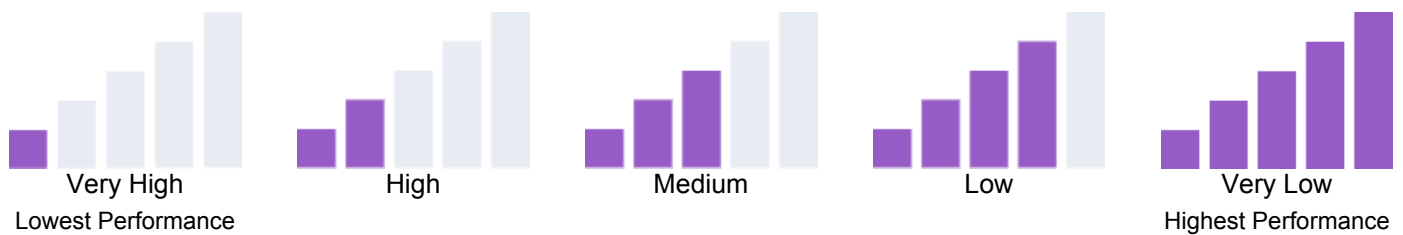
1. All students, EL students, homeless students, and SED and SWD students all either increased or significantly increased their percentage of chronic absences.
2. Homeless and SWD categories of students had the highest percentage of chronic absenteeism, with 32.3% and 26% respectively.
3. Within the race/ethnicity categories of students, African American students had the highest absenteeism rate of 19%, while Asian students had the lowest absenteeism rate of 8.3%.

School and Student Performance Data

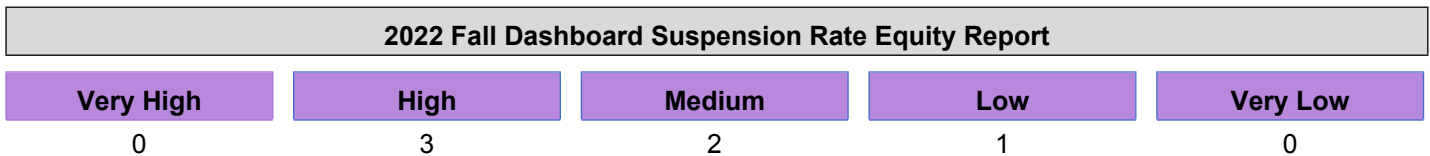
Conditions & Climate Suspension Rate

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](#).

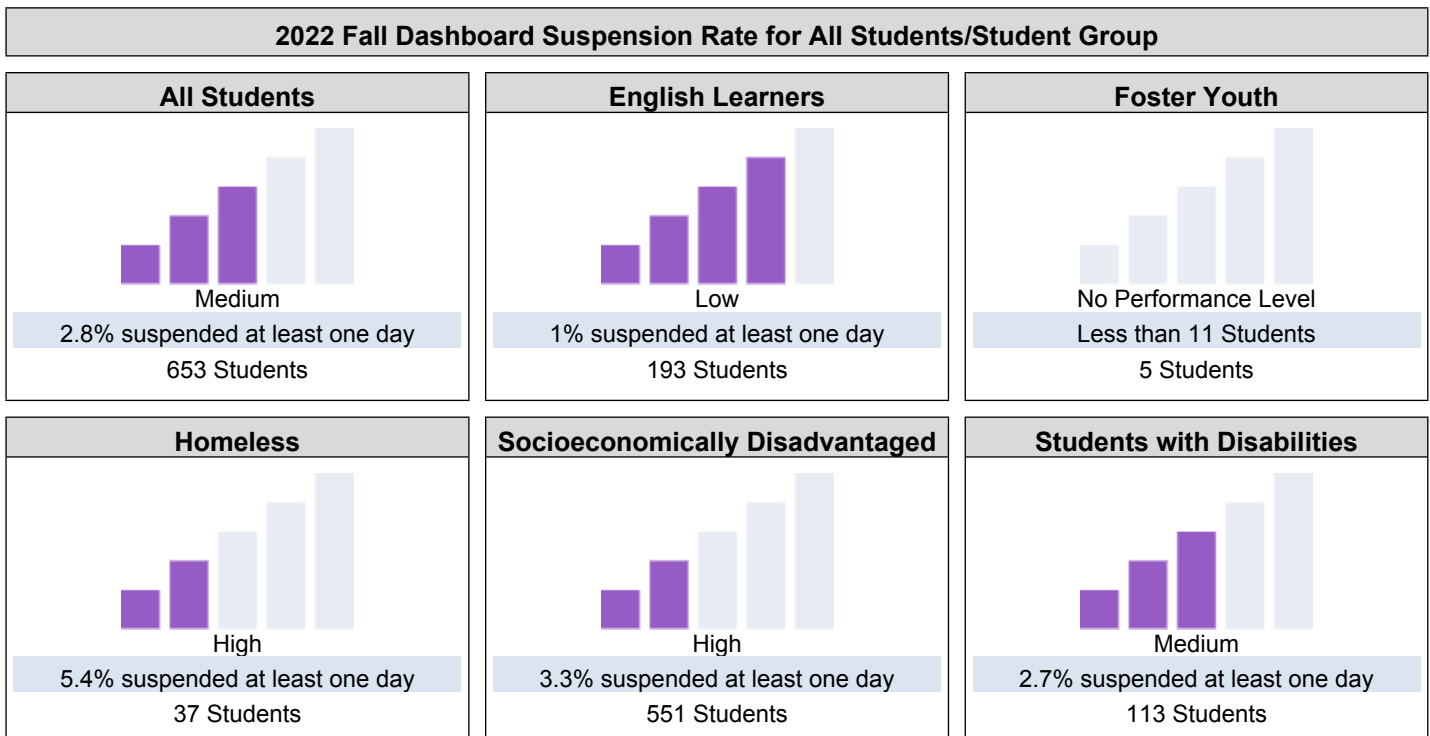
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



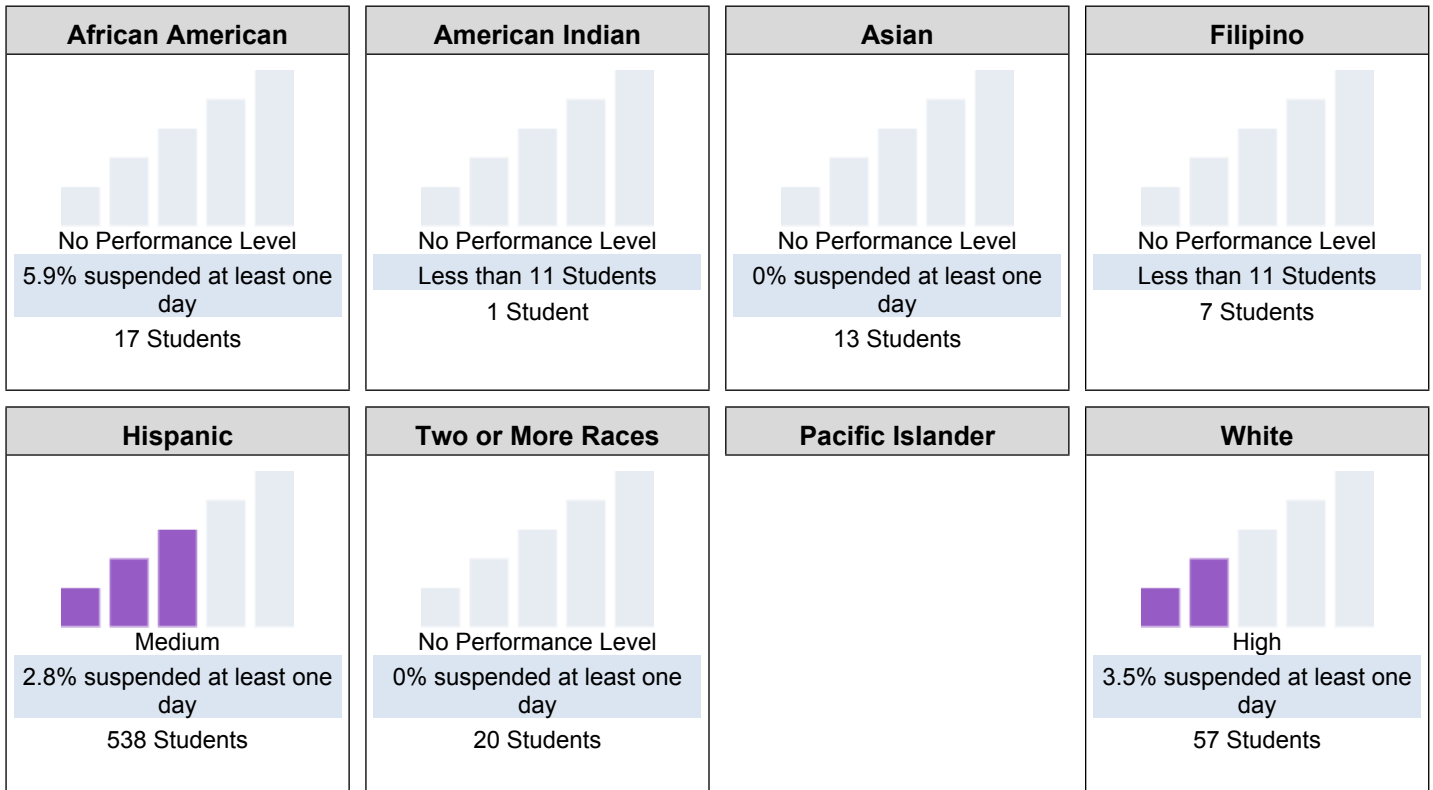
This section provides number of student groups in each level.



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. Additional strategies to support students with disabilities and homeless and foster youth must be developed in order to produce a decrease in the number of these subgroups of students being suspended. Homeless youth had the highest rate of suspension with 9.4%, followed by foster youth with 9.1% and SWD with 7.8% (although this is a decline for SWD from 2017/2018).
2. Students with Disabilities with excessive behavior issues need to be referred for an FBA and BIPs must be implemented with fidelity and consistency in order to ensure that appropriate supports are in place for student success. BIPs must be made known to all who work with students in order to consistently implement them.

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

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity levels of achievement among subgroups.

Goal 1

During the 2022/2023 school year, the average percentage of students who Meet or Exceed Standards (ELA) at their grade level (grades 3-6) will show an average increase of 10% as measured by CAASPP ELA assessments. Identified subgroups (English Learners, Socio-economically Disadvantaged, and Students with Disabilities) will make like growth. As of 2021/2022, average of met/exceeded was 35.65%. Progress toward goal attainment will occur as a result of direct instruction from HM Wonders and Study Sync, progress monitoring through NWEA Map assessments delivered three times per year, and independent reading practice monitored by AR Quiz results (80% comprehension pass rate). English language learners will show 35% of their populace redesignate in 2022/2023 as measured by overall ELPAC scores. Redesignation rate for 2021/2022 was 31.8%.

Identified Need

Effort to close the achievement gap existing in all grades as a result of COVID school closure learning loss must be addressed by: 1) ensuring that primary teachers take advantage of young students' love of reading by providing an abundance of opportunities for students to engage with rich literature, 2) fully utilize small group instructional time provided by incorporation of Sports for Learning in the primary grades, and 3) encourage students to attend after-school instruction, when available. Disparity between current grade placement and level of independent reading level increases as student progress throughout the elementary grades. Close monitoring of NWEA results will assist in quick intervention to assist students who begin to fall behind the average grade level growth in ELA and mathematics..

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAASPP ELA met/exceeded percentages of students for each grade level (grades 3-6)	Grade 3 baseline was 30.88% at end of 21.22 school year. Grade 4 baseline was 44.44% at end of 21.22 school year. Grade 5 baseline was 37.93% at end of 21.22 school year. Grade 6 baseline was 41.67% at end of 21.22 school year.	Grade 3 students will show met/exceeded percentage of students in 2022/2023 at 35% or higher (average of 30.88% at end of 2021/2022.) Grade 4 students will show met/exceeded percentage in 2022/2023 of 50% (average of 44.44% at end of 2021/2022.) Grade 5 students will show met/exceeded percentage in 2022/2023 of 42% (average of 37.93% at end of 2021/2022.) Grade 6 students will show met/exceeded percentage in

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		2020/2021 of 45% (average of 41.67% at end of 2021/2022.)
Triennial NWEA Reading (growth)	<p>Kinder baseline was RIT 146 (Beg. Rdr.) at end of 21.22 school year.</p> <p>Grade 1 baseline was RIT 164.4 (GE 1.2) at end of 21.22 school year.</p> <p>Grade 2 baseline was RIT 175.5 (GE 1.5) at end of 2021.2022</p> <p>Grade 3 baseline was RIT 186.7 (GE 2.3) at end of 2021.2022</p> <p>Grade 4 baseline was RIT 196.7 (GE 3.1) at end of 2021.2022</p> <p>Grade 5 baseline was RIT 198.7 (GE 3.3) at end of 2021.2022</p> <p>Grade 6 baseline was RIT 209.3 (GE 4.5) at end of 2021.2022</p>	<p>Kinder will demonstrate at least GE 0.7 at end of 2022.2023 (7) months growth.</p> <p>Grade 1 will demonstrate at least GE 1.9 at end of 2022.2023 (7)months growth.</p> <p>Grade 2 will demonstrate at least GE 2.3 at end of 2022.2023 (7) months growth.</p> <p>Grade 3 will demonstrate at least GE 3.3 at end of 2022.2023 (10) months growth.</p> <p>Grade 4 will demonstrate at least GE 4.3 at end of 2022.2023 (12) months growth.</p> <p>Grade 5 will demonstrate at least GE 4.5 at end of 2022.2023 (14) months growth.</p> <p>Grade 6 will demonstrate at least GE 5.8 at end of 2022.2023 (15) months growth.</p>
Annual ELPAC data	31.8% reclassification rate for 2021.2022 (55 out of 173 EL students).	Reclassification rate of 35% (64 students out of 182 students) for EL designated students during 2022.2023 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Use Common Core Standards to set goals, discuss/plan instructional practices at grade level PLCs, and determine core adopted materials that will best meet individual student needs. Monitor student progress via ongoing assessments given throughout the year and adjust instructional practices/materials to meet ongoing student needs.

Proposed Expenditures for this Strategy/Activity

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

0	District Funded
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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)

At risk students

Strategy/Activity

Basic and Below: provide intervention for small group instruction (K-6). MTSS Tier II to focus instruction on specific needs (includes 30 min. daily for EL support and an additional minimum of 30 min. daily for intervention) as determined by NWEA Reading and other curriculum assessments. Lexia (site license purchased by district) to be used for all students K-6. Accelerated Reader (licenses purchased by LUSD) to be used by all students grades 1-6 as reading practice at independent reading levels. IXL sitewide license (purchased by district) to supplement use of adopted math and ELA curriculum. During teacher instruction of EL designated students for 30 mins per day, para-educators and PTS teacher will work with EO students on level appropriate interventions/supports ((PTS teachers for 3.125 hours each for 180 days and instructional assistants for 12 hours per day (total of 4 positions) for 180 days.)

Title I = Salary (Clinkscales @ 4 hours =\$12,776.40)
 Title I = Benefits (Clinkscales \$12,776 x .35369 =\$4,519)
 Title I = Salary (Chavez @ 4 hours =\$12,841.92)
 Title I = Benefits (Chavez \$12,842 x .35369 = \$4,542)
 Title I = Salary (Becerra @ 4 hours =\$12,230.43)
 Title I = Benefits (Becerra \$12,230 x .35369 = \$4,326)
 Title I = Salary (vacancy @ 4 hours = \$12,230.43)
 Title i = Benefits (vacancy \$12,230 x .35369 = \$4,326)

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.

50,079	Title I
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17,713	Title I
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Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learners:

- A) Teachers for designated, homogenous group instruction for EL levels 1-4 in grades K-6 for a minimum of 30 minutes per day.
- B) EL students continue to be supported via integrated ELD throughout the school day in all subject areas from teacher and instructional assistants.
- B) EL students not making expected progress may participate in extended after-school intervention programs.
- C) Lexia English (purchased by LUSD for use by K-1 English Language Learners and grade 2 newcomers) and Rosetta Stone (purchased by LUSD for upper grade newcomers) can be utilized for language acquisition enhancement.

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	District Funded
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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)

All Students

Strategy/Activity

Replenish school library with a variety of reading material that engages students in the reading experience and addresses student literacy needs in the areas of both fiction and non-fiction material. Provide SEL newsletter for students (Well Being).

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.

6,500	LCFF Supp/Con
5,000	LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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.

Supplemental technology program licenses (Lexia and Accelerated Reader) were purchased and utilized throughout the 2021/2022 school year. Lexia was utilized by students in kindergarten through grade six. Accelerated Reader was used by students in grades one through six. Instructional assistants were utilized as planned, with the primary purpose of providing literacy support to EO students during the time that the teacher was teaching designated ELD to EL students. Additionally, IAs provided intervention support, as needed, in any time remaining beyond ELD instructional time. Student Study Team (SST) met on four full days throughout the year. Thirty students were seen for records' review. Out of those students, eight were referred for SPED testing. Twenty-two had services suggested to teachers for implementation within the classroom. The bilingual home school liaison was utilized to translate in numerous of the aforementioned fifty SST meetings. \$6,500 worth of new books were purchased in 2021/2022 to supplement the existing books in the school library and to enrich the number and quality of books available for student check-out.

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

Starfall was not purchased for kindergarten in an effort to closely adhere to the adopted curriculums provided by My Math and Wonders.

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

No changes made.

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

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity levels of achievement among subgroups.

Goal 2

During the 2022/23 school year, the average percentage of students who Meet or Exceed Standards at their grade level (grades 3-6) will show a cumulative average of 25% as measured by CAASPP Math assessments. Each grade level (grades 3-6) will show a 45% average number of students who Meet Grade Level Standards in Math scores as measured by NWEA Math. Identified subgroups (English Learners, Socio-economically Disadvantaged, and Foster Youth) will make like growth. Progress toward goal attainment will be enhanced via use of My Math curriculum (supplemented by Engage NY) for grades K-5 and Illustrative Math for grade 6. Progress will be monitored each trimester using NWEA Math assessment tool.

Identified Need

Math scores for La Canada students have demonstrated need for student support in comparison to ELA scores. Students showed a need for support in all three areas of mathematics (Concepts & Procedured, Problem Solving, and Communicating Reasoning). There were no relative strengths noted in any of the three areas in the 2021/2022 CAASPP. Instructional time devoted to mathematics must be placed in closer parity to amount of time devoted to ELA instruction.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual CAASPP Math met/exceeded percentages of students for each grade level (grades 3-6)	Grade 3 baseline (average) for met/exceeded students in 2021/2022 was 16.3%. Grade 4 baseline (average) for met/exceeded students in 2021/2022 was 25.93%. Grade 5 baseline (average) for met/exceeded students in 2021/2022 was 13.8%. Grade 6 baseline (average) for met/exceeded students in 2021/2022 was 30.55%.	Grade 3 students will show met/exceeded percentage of students in 2022/2023 at 25% or higher. Grade 4 students will show met/exceeded percentage of students in 2022/2023 at 32% or higher. Grade 5 students will show met/exceeded percentage of students in 2022/2023 of 20% or higher. Grade 6 students will show met/exceeded percentage of students in 2022/2023 of 40% or higher.
NWEA Math (growth)	Kinder baseline is RIT 150.2 (GE Beginning Math) at end of 2021.2022	Kinder will demonstrate at least GE 0.6 at end of 2022.2023 (6 months growth)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 1 baseline is RIT 169.3 (GE 1.4) at end of 2021.2022 Grade 2 baseline is RIT 179.4 (GE 1.7) at end of 2021.2022 Grade 3 baseline is RIT 188.6 (GE 2.6) at end of 2021.2022 Grade 4 baseline is RIT 197.9 (GE 3.2) at end of 2021.2022 Grade 5 baseline is RIT 201.6 (GE 3.5) at end of 2021.2022 Grade 6 baseline is RIT 212.6 (GE 5.0) at end of 2021.2022	Grade 1 will demonstrate at least GE 2.0 at end of 2022.2023 (6 months growth) Grade 2 will demonstrate at least GE 2.7 at end of 2022.2023 (12 months growth) Grade 3 will demonstrate at least GE 3.6 at end of 2022.2023 (12 months growth) Grade 4 will demonstrate at least GE 4.5 at end of 2022.2023 (15 months growth) Grade 5 will demonstrate at least GE 5.5 at end of 2022.2023 (20 months growth) Grade 6 will demonstrate at least GE 6.5 at end of 2022.2023 (15 months growth)

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

Use Common Core Standards to set goals and discuss/plan instructional practices at weekly PLC meetings and determine core adopted materials that will best meet individual student needs. Focus on conceptual development, performance tasks, problem based solutions, and concepts and procedures. Reteach and re-assess, as needed based on results of common formative assessments. Provide additional resources from IXL to reinforce core mathematics instruction as taught via adopted curriculum materials. Provide fact fluency practice via Reflex Math.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

After-school programs for intensive needs learners (EL and EO): Teachers will provide after-school assistance to those students needing additional support to reach the core curriculum as determined by NWEA Math, ongoing curriculum assessments, and common formative assessments. Teachers may select their lowest 8-10 learners to work with for up to an hour four days/week. Core curriculum reteach materials, leveled materials, IXL, and Reflex Math may be used.

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.

13,690.00

Title I

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

Implement the use of common formative assessments based on power standards, which will guide intervention assistance being provided in 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.

0

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students on or approaching grade level in mathematics

Strategy/Activity

Met and Nearly Met: Provide practice and support opportunities for students. Determine student needs based on NWEA Math and other curriculum assessments. Utilize My Math on-line grade level, intervention, and enrichment resources, and IXL resources, as appropriate. Utilize instructional assistants to support students in their academic endeavors.

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

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

At risk students

Strategy/Activity

Not Met: Provide intervention each day to support students in mathematics basic skills and math facts. Proficiency on meeting grade level standards will be a focus. Instruction given individually or in small groups, determined from NWEA Math results, other curriculum assessments, and CFAs. Utilize My Math on-line intervention resources, IXL, and Reflex Math resources, as appropriate..

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learners

Strategy/Activity

English Learners: Teacher and instructional assistants will provide integrated ELD in mathematics for individual or small group EL instruction in grades K-6. Support will be provided to assist in basic mathematical skills and vocabulary acquisition necessary to attain skills.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

SST - All students, SPED assistance - Resource students

Strategy/Activity

Student Study Team:

A) Minimum 30 minutes daily for resource students in 1:1 or small group setting (push-in or pull-out).

B) Schedule Student Study Team meetings to review students not making expected mathematics progress. (3.5 days x 2 subs/day x \$150/sub = \$1,050)

IEP Meetings:

A) 14.5 days x 2 subs/day x \$150 per sub = \$4,350

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.

5,400

Title I

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

GATE identified students

Strategy/Activity

GATE/Advanced: Small group instruction provided to work on advanced math skills. Utilize My Math challenge on-line resources or IXL resources, as appropriate.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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.

During 2021/2022, grade levels determined MyMath assessments that would be used for instructional purposes (to familiarize students with tasks and assessment wording) and to provide formative assessment results that would indicate mathematical areas needing additional instruction. After school classes were conducted by 6 teachers and serviced 48 students. After-school assistance could focus on ELA instruction, math instruction, or a combination of the two. SST meetings were conducted on students showing needs in ELA, math, or both. Teachers utilized My Math (K-5) on-line resources (intervention materials, on-grade level materials, and enrichment resources) to target individual student needs. Illustrative Math was used for grade 6.

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

Intervention time has traditionally focused on ELA rather than math assistance. Math instructional time has been determined to be well below what is expected for successful student outcomes to be observed. Not all grade levels are making expected progress through the MyMath and Illustrative Math curriculum content.

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.

Instructors will be advised to follow ECCC developed curriculum pacing calendar for My Math. This will likely produce an increase in pace of standards' instruction, alignment of instruction across classrooms within a grade level, and in teacher ability to locate needed student resources within the program. Pacing will be closely monitored by administrator during the 2022/2023 school year to ensure that all students are accessing the standards with appropriate time spent in instruction. Students needing additional support not provided within the core curriculum materials will be able to access material aligned to the curriculum through IXL technology program and Reflex Math.

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 I: Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity levels of achievement among subgroups.

Goal 3

During the 2021-2022 school year, 24% of EL students were re-designated Fluent English Proficient. Redesignation rate goal for 2022.2023 is to increase 2021/2022 rate to 30%. La Cañada will also show current EL students progressing at least one ELPI level .Identified subgroups (Socioeconomicilly Disadvantaged and Foster youth) will make like growth. Progress toward goal attainment will be monitored each trimester by administration of NWEA ELA Reading assessment tool.

Identified Need

Educators must realize that EL improvement in speaking and listening occurs primarily during designated ELD instruction, but ELD instruction continues as EL students address growth in reading and writing throughout the school day across curriculum areas (integrated ELD). ELD does not stop at the end of designated ELD, but is an on-going process throughout the instructional day.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA met/exceeded percentage of EL students	27% of EL students met the 2017/2018 goal of 25% who would fall within the met/exceeded category	25% of EL students will meet/exceed grade level standards during the 2022/2023 school year.
ELPAC reclassification percentage rate	12.7% of tested students met reclassification requirements in 2021/2022.	15% of EL students will meet reclassification criteria during the 2022/2023 school year.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

English Learners: Classroom teachers will provide ELD instruction during designated ELD and will provide direction to IAs to support student mastery/comprehension of grade level curriculum during integrated ELD in all subject areas throughout the instructional day. Four instructional assistants (three regular and one bilingual) will support EL students during integrated ELD to promote vocabulary acquisition that will allow EL students to attain grade level skills. See Goal 1 for para-

educator expenses. As of mid-October 2022, one of four regular instructional assistant positions are vacant and the bilingual position is also vacant.

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

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Teachers will use Wonders ELD materials, Study Sync materials, and SBCEO recommended materials to meet with a small group of EL students during designated ELD time. Primary focus of ELD will be speaking and listening with reading and writing acting as secondary focus areas. IAs will support EO students during designated ELD with Wonders or Study Sync on-line activities, leveled readers, or AR books and related activities. EL supports from Dr. Carlos Pagan to be determined during 2022/2023 school year.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Principal will conduct ongoing classroom visits, PLC meeting visits, and formative coaching conversations to determine successes of EL students and to promote shared collaboration among grade level colleagues regarding EL student progress and practices used to support EL student growth.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Evaluate and monitor individual student progress to target ELD instruction according to the student's grade level and ELD proficiency level. Proficiency levels 1-4 will receive designated ELD instruction in addition to integrated ELD during core ELA instruction until they are re-designated.

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

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Schedule staff development in the area of scaffolded reading comprehension, writing frames, academic discourse, ELD (designated and integrated), and second language acquisition. Staff development activities may include support from Dr. Carlos Pagan (SBCEO) and Principal Wilson. District has purchased Allegra Joy program for students in grades K-3 to gain additional practice of verbal English language practice.

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

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

Conduct monthly ELAC meetings during the academic year to keep EL parents informed of instruction and student progress. Plan the agenda in advance with ELAC board. Ensure that the School Site Council regularly informs the ELAC. Ensure that one ELAC member represents La Canada on the district DELAC committee.

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

District Funded

Annual Review

SPSA Year Reviewed: 2021-22

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.

During 2021/22, instructional assistants were provided as planned to support EO student tasks while teacher taught designated ELD lessons to EL learners. Wonders and Study Sync ELD materials were utilized as the primary source of ELD instruction. EO instruction predominantly focused on use of leveled readers with monitoring/assistance provided by instructional assistants. Administrator conducted designated ELD classroom observations throughout the school year. ELAC meetings were held that focused on making EL parents knowledgeable regarding ELPAC assessments, EL reclassification process, EL transition to middle school, SBAC testing process, budgetary considerations with regard to EL students, etc.

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

No major differences existed between implementation of expenditures and planned expenditures.

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

Administrator observations to include focus on integrated ELD in conjunction with designated ELD. Teachers will be encouraged to continue to be mindful of spending majority of designated ELD time on speaking/listening activities. ELAC parents will receive training on how to assist their students to acquire language via at-home activities.

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

Maximize academic achievement of all students as evidenced by assessment data corresponding to programs that have been implemented; reduce disparity levels of achievement among subgroups.

Goal 4

During the 2022-2023 school year, La Cañada students will show gains in all curricular areas as noted in SPSA Goals 1, 2, and 3 above, in part due to the AVID strategies being implemented in grade TK-6 classes. Student adherence to AVID strategies (as measured via AVID Observation Tool) will continue in 2022/2023 school year with (19/29 = 66%) of certificated staff members currently trained in AVID strategies. AVID Observation Tool (assessing students on organization strategies in binder and agenda and note taking skills in subject area notebooks) and resulting student academic progress on NWEA assessments for ELA and Math will assist in guiding student progress. AVID training will be planned during summer of 2023 for remaining educators (10/29 = 34%) who have not been trained in AVID strategies.

Identified Need

Primary teachers need assistance and support in realizing the importance of implementing AVID in the grade TK-2 classrooms. This need can be addressed as the primary teachers embrace teaching their young students how to be organized with materials, prepared to learn by showing attention and focus, and engaging in academic tasks at a high level of rigor. Students across all grade levels should be encouraged to reflect on their progress and work skills as a crucial tenet of the AVID program is self-assessment and reflection on individual progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Annual NWEA Reading and Math results (see goals 1 and 2)	2021/2022 was the first year of NWEA implementation and set the baseline scores..	2022/2023 will see expected gains from scores on NWEA assessments.
AVID staff certification rate	19/29 (66%) staff members new to La Canada during the 2020/2021 and 2021/2022 school years received AVID training during the summer of 2022. 10/29 (.34%) still need training in the AVID program.	66% staff members trained at the start of the 2022/2023 school year

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Professional Development: Thirteen site personnel attended three day AVID Summer institute 2022 in order to gain knowledge of the AVID program, which allows students access to rigorous academics across all content areas. AVID provides differentiated instruction for students to help develop a culture of student effort/grit, academic achievement, and college and career awareness/readiness. AVID professional development opportunities in summer of 2023 will be incurred within 2022/2023 school year budget. Purchase of AVID instructional materials will assist in supporting new teacher AVID proficiency.

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.

14,000

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 grades K-6 (with emphasis on EL and SED students)

Strategy/Activity

Professional Development: Site will meet monthly during staff meetings to share AVID strategies used, successes/struggles, and best practices for use.

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

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students grades 1-6

Strategy/Activity

Continued Professional Development: Principal will attend advanced level AVID Summer Institute program in order to be able to continue to assist and support TK-6 teachers' and students' knowledge of the AVID 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.

1,000

Title I

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students grades 1-6

Strategy/Activity

Assessment: Student assessment component will involve examination of student academic achievement as well as Student Binder Checks to determine whether student is following recommended AVID organizational strategies for success.

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

District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students grades TK-6

Strategy/Activity

Assessment: Site assessment to determine personnel compliance with AVID procedures will occur through formal evaluative tool at beginning and end of school year. Evidence to accompany assessment will be collected throughout the year.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students grades 1-6

Strategy/Activity

Student Materials: Purchase AVID materials for students to successfully participate in AVID program (agendas, binders, dividers, folders, spiral notebooks, zipper pouches). Purchase remainder of student supplies necessary for participation in all academic tasks throughout the school year (markers, colored pencils, glue, paint, dry erase markers, construction paper, etc.) (AVID supplies = \$6,000 LCFF) (General supplies = \$6,000 LCFF)

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.

6,000	LCFF Supp/Con
6,000	LCFF Supp/Con
0	
0	

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

Student Engagement: Provide students with opportunities to experience alternative learning experiences through assemblies and field trips (CIMI and CCP fine arts assemblies), STEM opportunities, and hands-on learning experiences (such as garden activities provided by Explore Ecology garden educator (planting, harvesting, cooking, life cycle, science, etc).

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.

20,000	LCFF
12,500	LCFF

Annual Review

SPSA Year Reviewed: 2021-22

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.

Teacher training for 19/29 (66%) of teachers has occurred. Monthly AVID staff meetings allowed opportunities to demonstrate AVID strategies for teachers to use in their classrooms. This also allowed for opportunities for teachers to express questions about the AVID program and receive advise/support from colleagues. AVID student materials were purchased for all students in grades one through six.

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

Due to lack of new teacher AVID training needed to preface student binder use in 2021/2022, random AVID binder checks did not occur. However, with significant number of teachers attending AVID training in summer of 2022, AVID binder checks will occur again starting in 2022/2023. Binder/academic student checks will be conducted by site principal.

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

Due to COVID 19, completion of teacher AVID certification process did not occur during the summers from 2019 through 2021. Newly hired teachers during 2020/2021 and 2021/2022 school years attended AVID training in summer of 2022, along with site principal. At start of 2022/2023 school year, La Canada has 19/29 (66%) of teachers certified as AVID trained.

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

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

Goal 5

Training in and use of PBIS program will result in 75% of La Canada staff using the proactive strategies with fidelity as measured by decrease in student absences (5% decrease) and suspensions (2%) at end-of-year 2022/2023. Teachers will be presented the opportunities to enhance their instructional skill sets and mindsets to afford students an engaging learning experience that is relative to their world and that will prepare them to be successful 21st century problem solvers, communicators, and innovators.

Identified Need

La Canada is in year four of PBIS training/implementation. PBIS team continues to attend on-going training and continues to develop and refine La Canada's PBIS program to ensure that it is tailored to meet the needs of the La Canada staff and student population. This will be continue to be addressed in 2022/2023 as La Canada continues as a member of LUSD's first cohort of schools to participate in PBIS training.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decreased student absences	17% at end of 2018/2019 school year	Decrease of 8%
Decreased suspensions	4% at end of 2018/2019 school year	Decrease of 2%

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

Common Calendar: Follow district developed common calendar in which professional development opportunities are provided to staff on Orenda initiatives, NWEA assessments, and continued PBIS training. Site level common calendar will address common meeting times for AVID re-implementation and procedures. Principal and AVID Leadership sub-committee will conduct training for interested staff members in AVID. PBIS team will lead professional development in PBIS strategies and tenets.

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

District Funded

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

Professional Learning Community: PLC time will continue to allow teacher collaboration centered around instructional delivery and student growth resulting from this instruction. Teachers will incorporate LSAP initiatives into regular PLC meetings. (Rental/lease of 2 site copiers and 30 classroom printers to produce student created technology work = \$6,295.)

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.

6,295.00

LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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.

Staff participated in the following professional development activities throughout the 2021/2022 school year: PBIS, trauma informed responses, LSAP initiative, AVID Summer Institute 2022

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

N/A

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.

La Canada involvement in district PBIS program will ensure staff familiarity with and implementation of appropriate disciplinary approaches. Knowledge of disciplinary approaches more aligned with the needs of low SES students and students who have experienced COVID 19 school closure learning loss will provide a more thoughtful method of handling student behavior

issues. AVID Summer Institute training will ensure that teachers are fully trained in teaching with student centered approaches that increase rigor through mindful, higher level cognitive strategies.

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

Provide a safe and respectful learning environment for students and staff.

Goal 6

All students will participate in daily 30 minute Second Step social/emotional instruction that promotes mindfulness regarding personal goal creation and attainment, fosters an awareness of one's obligation to give back to the community, and increases the desire to create an encouraging and supportive learning environment. These social/emotional learning experiences will increase student and teacher desire to display positive and professional behaviors toward others. Effectiveness of programs will be monitored by a decrease in discipline referrals, suspensions (2%), and truancy data (5%), and an increase in respectful interactions.

Identified Need

Numbers of office referrals due to personal disagreements and negative social interactions on playground continues to grow. Parent needs' survey notes that campus is not always safe due to student disagreements, bullying, and rude/disrespectful behaviors. Strategies for respectful interactions toward others and value of self need to be increased.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
office behavior referral counts	588 office referrals (94%) through 5/28/19 (2018/2019)	500 office referrals for 2021/2022 (with same enrollment of 627 students, this would be a decrease of 88 referrals, or 14% decrease)
truancy data	17.1% (2018/2019)	12.5% at end of 2021.2022 (with same enrollment of 627 students, this would be a decrease of 14 absences)
suspensions	5% through 5/28/19 (2018/2019)	4% at end of 2021/2022 (with same enrollment of 627 students, this would be a decrease of 8 suspensions)

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

Decrease truancy rates by meeting with parents, making home visits, and maintain on-going connection with/support for families at-risk of attendance infractions. Celebrate student attendance successes via awards at award ceremonies and perfect attendance medals at end-of-year assembly. Continue to grow Second Step usage on campus. Implement PBIS practices and incentives.

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

District Funded

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

FSA Counselor: Provide counseling for students, as needed and identified, experiencing social and/or emotional challenges. - (paid with 2022/2023 LCFF 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.

15,000

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

Classroom use of Second Step social/emotional learning program: Teachers will deliver daily social/emotional lessons to every student in order to promote strong sense of community, positive relations among peers, and a sense of emotional strength and wellness within each student.

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

District Funded

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

Provide for safety of staff and students: Update School Safety Plan/Safe School Plan by December 2022. Staff, parents, community members, and safety officers will approve the plan. Employ noon aides for lunch and recess supervision. Add two noon aides to existing 5 positions. Work with district and city to ensure crossing guard availability for busy intersections.

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.

17,250

LCFF Supp/Con

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

District Safety Meetings :
Attend district safety meetings and implement procedures and safeguards as designed by the district. Maintain emergency materials such as crisis box, safety bin and teacher emergency lists and flip charts.

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

District Funded

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Drills: All students will participate in safety drills, including bus evacuation drill (disaster drill), fire, earthquake, and armed intruder drills.

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

District Funded

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

PBIS:

Activities throughout the school year will support PBIS philosophy. Leadership committee to coordinate recognition of students displaying desired behavior. Daily reinforcement of behavior with tokens given out to students for positive behavior. Teachers (grades TK-6) will provide daily social emotional instruction via Second Step lessons. Annual replenishment cost of PBIS incentives not to exceed \$6,000.

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.

6,000

LCFF Supp/Con

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continued integration of LUSD employed SEL counselor in 2022/2023 to assist with student transition back to school following COVID 19 school closure from March 13, 2020 through March 2021 and ensuing SEL challenges.

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

District Funded

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Behavior expectations: Follow and support behavior pyramid of intervention as outlined in MTSS. Conduct behavior expectations assemblies two times per year (beginning of year and after winter break). To discourage student engagement in inappropriate behaviors while at recess, purchase new/additional playground equipment for student use while at recess.

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.

15,991.00

LCFF Supp/Con

Annual Review

SPSA Year Reviewed: 2021-22

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.

Prior to district adoption, social/emotional curriculum, Second Step, was purchased by La Canada to ensure that each classroom had one grade level kit available for implementation. Instruction in Second Step is included in teachers' daily instructional schedules. Student behavior expectation assemblies are held at multiple times throughout the school year. Leadership continues to explore school PBIS expectations for La Canada students. Attendance awards continued to be presented to students at trimester end. Student safety is addressed through annual revision of School Safety Plan. Emergency student data files and student identification tags are updated. Crisis bin supplies are inventoried. Safety drills are performed as planned. Classroom emergency flip charts are inventoried and replaced, where necessary. FSA counselor continues to see students on a referral basis. SEL counselor has been employed on a full time basis at each elementary school, beginning at start of 2021/2022 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.

N/A

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.

La Canada participation in district initiated PBIS training will continue to promote use of consistent positive behavior strategies on campus. Bullying will be addressed through employment of assemblies, PBIS program, student expectation assemblies, and spread of awareness to students/families of what bullying is and is not and how to support school's anti-bullying initiative at home. Employment of two additional student supervision aides has been moved to a priority position in the 2022.2023 school year.

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

Promote effective communication among students, staff, community, and stakeholders.

Goal 7

Effective communication among students, staff, community and stakeholders will be promoted and increase by 5% during the 2022/2023 school year through various means of communication as evidenced by increased response/participation in surveys and events at the school. 85% of parents will attend at least one parent teacher conference and community outreach activity.

Identified Need

Parents need to feel that they are the foundation of the school's efforts to assist students both academically and socially. They need to feel welcomed, supported, and appreciated on the school campus and in school activities.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
parent/community member attendance	<p>ELAC attendance 5/mtg in 18/19 and remained the same in 19/20.</p> <p>Fall P/T Conf. attendance was 99% in 2019/2020 and was unreportable in the spring due to COVID19 school closure.</p> <p>Back to School night attendance experienced a slight decrease from 54% in 18/19 to 50% in 19/20</p> <p>Open House attendance was 88% in 18/19, but was unreportable in 19/20 due to COVID19 school closure.</p>	<p>ELAC attendance to increase to average of 8 individuals/mtg in 21/22.</p> <p>Fall P/T Conf. attendance to report at 90% or higher in 21/22.</p> <p>Back to School night did not occur in 20/21 due to COVID19 school closures and was held virtually in 2021/2022 with approximately 25% attendance.</p> <p>Open House attendance to report at 92% in 20/21.</p>

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

SSC: Parents and staff will attend six School Site Council meetings, including training sessions about the role of SSC members, assessments, and data. The SSC will approve the Single Plan for Student Achievement, SPSA.

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

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Learner students

Strategy/Activity

ELAC: Parents and staff on English Learners Advisory Committee will attend eight ELAC meetings, including district sessions for DELAC members to learn more about programs available including assessments, and data.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

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

P/T Conferences: Hold parent conferences each fall to provide a clear outline of each student's academic progress toward grade level standards and interventions. Spring conferences will be scheduled for all TK-grade 3 students and for all grade 4-6 students not performing at grade level. Teachers will contact any parents not showing for in-person or virtual conferences via phone call or letter. Translators will assist Spanish speaking parents at both of the aforementioned events. In addition, translators will provide assistance with Back to School night presentations. (Translator salaries = \$2,000 Translator benefits = \$707)

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.

2,000	LCFF
707	LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All grade 6 students

Strategy/Activity

Middle School Counselors: Counselors will meet with sixth grade students to provide a smooth transition to middle school and plan their course pathways.

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	District Funded
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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)

All students

Strategy/Activity

Family Nights/Awards Assemblies: Provide support and necessary supplies for student, parent and community events, specifically family curricular nights, Back to School Night, Open House and all award and incentive programs.

Proposed Expenditures for this Strategy/Activity

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

1,730	Title I Part A: Parent Involvement
6,270	LCFF

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Title 1 Meeting: Hold annual parent meeting to inform parents of Title I requirements and parents' rights to be involved.

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

District Funded

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

Parent involvement: Encourage all parents to participate in decisions related to the education of their children by offering parent meetings, seeking parent recommendations and input, and encouraging volunteering at school, and observing and chaperoning classroom activities. Communication in Student Handbook, First Day Packet, and ongoing flyers. Disseminate information about use of Parent Square communication tool to parents so that information can be readily shared between home and school.

Proposed Expenditures for this Strategy/Activity

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

0

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Community liaison: A bilingual home/school liaison will be hired to connect families with school, encourage attendance at parent events, and make referrals to district programs and/or community organizations to facilitate and support parental involvement and needs. Two additional hours added to account clerk to bring individual to 8 hours/day.
Bilingual home/school liaison: \$7,447=site pay for salary for 2 hours, \$2,633.93 site pay for benefits for 2 hours

Account clerk: \$9,065=site pay for salary for 2 addl hours, \$3,206.20 site pay for benefits for 2 hours

Proposed Expenditures for this Strategy/Activity

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

7,447	LCFF Supp/Con
2,634	LCFF Supp/Con
9,065	LCFF Supp/Con
3,206	LCFF Supp/Con

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Communication: The school will use various means to provide parents with timely information such as letters, flyers, handouts, phone calls, home visits, and informational meetings. Parent Square will be used to ensure that all parents receive verbal information and reminders about school events, parent meetings, and student activities. Translation devices for EL parents will allow simultaneous EO/EL presentations at in-person meetings.

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	District Funded
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Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Parent involvement: Encourage parental support of student academic progress by educating parents about math and language arts strategies to use at home.

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	District Funded
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Annual Review

SPSA Year Reviewed: 2021-22

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.

Efforts continue by all staff members to share pertinent information with families of students. Committees on which parents served consisted of: School Site Council and English Learners Advisory Committee meetings. Parents attended fall and spring parent/teacher conferences, as well as Open House and Back to School via Zoom. Family Service Agency counseling was provided for students displaying the highest priority of needs. The bilingual liaison was crucial in providing communication to Spanish speaking parents. In addition, other means of communication to all parents included: distribution of flyers, phone calls, use of the Parent Square call system, and various informational meetings.

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

N/A

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.

ELAC committee will look at introduction of "make and take" sessions in which parents can make supplies to assist their students with their education at home. Holding Open House during the day will be explored for 2021/2022 to allow an opportunity for parents to come to school and engage in educational opportunities with their children, including class work, library visit, PE, lunch, etc.

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$251,477.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	101,882	0.00
LCFF Supp/Con	106,388	0.00
Title I Part A: Parent Involvement	1,730	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
District Funded	0.00
LCFF	41,477.00
LCFF Supp/Con	106,388.00
Title I	101,882.00
Title I Part A: Parent Involvement	1,730.00

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
- 4 Classroom Teachers
- 5 Parent or Community Members

Name of Members	Role
Lisa L. Wilson	Principal
Diamond Leyva	Classroom Teacher
Amanda Gori	Classroom Teacher
Tiffany Stewart	Classroom Teacher
Kristen Dimock	Other School Staff
Liliana Torres	Parent or Community Member
Sherena Williams	Parent or Community Member
Elsa Solis	Parent or Community Member
Andrea Aragon	Parent or Community Member
Keri Schrader	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/7/22.

Attested:



Principal, Lisa Wilson on 10/7/22



SSC Chairperson, Amanda Gori on 10/7/22