

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
Leonora Fillmore Elementary School	42-69229-6045645	October 3, 2022	October 25, 2022

School Profile

Lompoc is located 150 miles northwest of Los Angeles in Santa Barbara County and has a population of approximately 43,500. The Lompoc Unified School District strives to provide a quality education for all its students with a wide range of programs and a talented staff dedicated to the needs of our students. The district serves approximately 9,700 students in grades TK-12 living in the city of Lompoc; the communities of Vandenberg Village, Mesa Oaks, and Mission Hills; Vandenberg Space Force Base; and the rural areas adjacent to these communities. Leonora Fillmore Elementary School is a neighborhood school located in the east side of Lompoc on East Pine Avenue. Leonora Fillmore Elementary School prides itself on having an extremely caring staff who are committed to providing a strong instructional program for all students to ensure excellence in education. The school operates on a traditional calendar. Our 27 highly qualified teachers serve approximately 530 students in transitional kindergarten (TK) through sixth grade. The staff at Fillmore works extremely hard to provide our students with a rigorous, research-based, meaningful curriculum fostered through the positive relationships and connections that our staff makes with our students. Our staff and parents work closely together to support all efforts to help our students learn 21st-century skills that will help them on their journey to becoming college and/or career-ready. Fillmore prides itself in creating a safe and positive environment. We teach character education and expect our students to do their very best and be kind and thoughtful citizens. We conduct frequent award assemblies recognizing our students for their growth in reading and math, developing positive character; and demonstrating safe, respectful and responsible behaviors at school. Fillmore students were the first

in the district to have access to technology at any given time. Students in all grades have 1:1 technology access. Students at Fillmore also have the opportunity to involve themselves in a wide variety of programs and activities that address many students' interests. Currently, staff prides itself on our up-to-date science programs, maker spaces, art offerings, Social Emotional Learning Programs, as well as our Positive Behavior Interventions and Supports. Fillmore students can also participate in after-school programs such as After School Education and Safety (ASES), Art Club, and Student Council.

Mission: Fillmore Elementary School Staff commits to providing a nurturing and safe environment for all students to build character, develop academic skills and become positive, contributing members of society and lifelong learners.

Vision: Fillmore Elementary School Staff cultivates a nurturing and innovative learning community where everyone grows.

Leonora Fillmore Elementary School Staff commits to:

Being professional positive role models

Respecting the individual

Fillmore ROCKS pledge

Caring for all students and their needs

Being lifelong learners

Supporting one another as a community/family

Creating an environment where all parents feel welcome and involved in their children's learning

Speaking positively about students and helping them reach their full potential/goals

Purpose and Description

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

Schoolwide Program

Additional Targeted Support and Improvement

Areas of focus are academic achievement in mathematics and English language arts for our students with disabilities.

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.

As 84% of our students are low income, 88% are minority and 37% are English learners, our SPSA focuses on schoolwide Title 1 programs. The goals in place align to the District's Local Control and Accountability Plan which also meets the requirements of the ESSA.

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).

Fillmore Elementary School conducted the California Healthy Kids survey in 2020 and a staff needs assessment in September 2022. Main focus areas were related to student safety on campus. In our Healthy Kids Survey, results showed our district percentage of students feeling safe on campus was only around 73%, while our parent survey showed 33% of parents felt the school was not safe, particularly for their students during recess and after school. Other results showed parents were very satisfied with the academic programs offered at school (83%) while test scores from the state showed overall proficiency of students at 34% which is very low. Due to these findings, these key data points were brought to leadership, staff, community members, parents, and student groups.

Classroom Observations

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

Teachers who are in their evaluation year receive mini observations (ranging from 3-8) and one to two formal observations. Teachers who are not scheduled for a formal observation will receive frequent informal visits from the administrator throughout the school year. The evidence I have received from conducting frequent mini observations with immediate follow-up (discussion and feedback) prove to be very effective, and changes implemented result in more effective instruction. Currently this year, we have one long-term sub filling in for a teacher on leave of absence, six new teachers, and one new speech pathologist which means about 30% of our staff is new to their positions. Overall findings from observations show the lack of authentic reading at grade level and a need for more critical thinking skills being taught in the classroom.

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)

Staff examined SBAC data (embargoed) to discover specific areas in mathematics related to concepts and procedures and in ELA with Writing and Reading domains which need attention. Staff also examines local assessment indicators such as benchmark assessment data, District Assessments, BPST, Dibels, NWEA, and Heggerty Assessment Data. Through these Data Review Sessions, teachers develop systematic plans that focus on the teaching strategies and pedagogy that lead to greater learning.

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

Teachers use data related to benchmark assessments related to their specific curriculum to modify instruction, plan small group instruction, and utilize computer-based supplemental programs to review and enhance skills. As students go through the year, teachers monitor progress with district assessments to ensure appropriate instruction is being delivered to meet the needs of all student learners.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100 % of teachers meet the requirements for highly qualified staff.

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

All teachers are credentialed. All teachers receive on-going professional development and training for newly adopted curriculum and instructional materials and on SBE-adopted instructional materials.

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

Alignment of staff development to content standards needs to be a focus. With common core standards teachers need more support in learning how to identify the standards that make sure that they are teaching the standards opposed to just covering the curriculum.

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

The Teacher Support Teacher is providing on-going training, modeling, lesson design/implementation, and teaching lessons in new teacher classrooms. All teacher's receive professional development through the use of common minimum days and our professional development days.

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

Professional Learning Communities (PLC) are being implemented and teachers are able to meet weekly to discuss student progress, assessments, and what to do if students are not learning.

Teaching and Learning

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

Currently our district has state adopted materials in math, ELA,ELD, and Science. Although we are aligned in standards with Social Sciences, we do not have a current adoption and are not currently aligned to the newly released framework for Social Sciences.

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

Mandated PE minutes are strictly adhered to for a total of 200 minutes every 10 school days. Instructional minutes for ELA/ELD range between 120-180 per day and math ranges between 60-90 minutes per day as our state guideline recommend.

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

Pacing guides have been developed and used across the district to ensure instruction flow in math and ELA. Within the range of instructional minutes for both math and ELA blocks of instruction are time periods for small group intervention, computer-based supplemental program intervention, and Reedling Specialist intervention if students need them. While we do not currently offer intervention courses, we do have built in time to differentiate instruction through the day to meet the individual needs of each learner through small group learning times. In addition, we offer after school tutoring to our ASES students and other targeted students within small group settings.

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

All students have standards-based instructional materials for all student groups (Math, ELA, Science, Social Studies, ELD) as shown through Williams Act compliance reports.

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

Our school uses standards aligned instructional ELA and Mathematics instructional materials which also include intervention materials, computer-based interventions and enrichment, as well as intervention supplemental materials.

Opportunity and Equal Educational Access

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

Sufficient Instructional Materials for all students; Instructional Aide Support; Physical Education classes for all students; Inclusion of moderate to severe students into specialist classes such as art, science and PE.

Evidence-based educational practices to raise student achievement

Designated ELD and Integrated ELD, ELD Strategies; Number Talks; Partner Talk; Cooperative Learning; Project-based-learning; Differentiated Instruction; Preventive/Restorative Circles, and Reading Recovery practices are utilized on the Fillmore campus.

Parental Engagement

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

Parent Education Classes, Parent volunteer opportunities, School Committees (ELAC, SSC, PTA, Safety, Wellness). Title I/ Parent Information Nights are held at least two times per year: once in Fall and once in Spring. Parenting Academy is held each trimester for a 6 week meeting course. FELAC, SSC, and PTA meet monthly. Sub committees on SSC along with Leadership Team and PBIS Team meets monthly as well. PLC meetings are held weekly, Staff meetings take place two times per month.

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)

Parents serve on various committees (ELAC, SSC, PTA, Safety, Wellness); Parents/Community Members volunteer in classrooms, on the playground, and on field trips. We plan to continue to include parents and community into our Garden Education and Healthy Eating Classes as well as the Student Achievement Support classes for parents. Parents work with teachers and staff to develop programs and events that benefit all members of the school community. Lompoc Unified School District also has an LCAP Parent Advisory Committee and District English Learner Committee that meets regularly.

Funding

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

The following services enable underperforming students to meet standards: Classroom Bilingual Instructional Aides work closely with students and teachers to support; School Based Counselor, and Bilingual Community Liaison works closely with students, teachers and parents in support of underperforming students; Funding for technology and instruction materials to ensure all students are able to participate in the robust distance learning program we are offering to ensure much needed 21st Century Skills are taught to our students. In addition, to meet the ordering demands of our instructional material needs, we pay additional hours toward an Account Clerk who is responsible with the ordering/receiving/distribution of materials and allocations of resources based on the needs of our student population.

Fiscal support (EPC)

Fillmore School receives the following fiscal support - LCFF-Supplemental Concentration funds and Title I funds.

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

For the 22-23 school year, all stakeholders are fully involved with the development of our SPSA and engage in a continuous cycle of improvement. Our stakeholders include Leadership, Staff, PTSA, ELAC, SSC, and our students. Last year, surveys were taken by our students in classes in the Fall, as well as the California Healthy Kids Survey taken November 1- December 20, by parents and students. Parents were able to give input through an online survey October through November and staff took a survey during our staff meeting on October 16.

For 22-23 Scheduled meetings where the LCAP, SPSA plan, progress monitoring of the plan, and budget will be discussed are as follows:

FELAC

Sept 13

Oct 25

Nov. 29

Jan 24

Feb 28

March 28

May 23

SSC

Aug 9

Oct 3

Nov 7

Jan 23

March 20

May 8

Leadership

Aug 9

Sept. 19

October 17

Nov 16

Jan 25

Feb 22

March 29

April 24

Title I parent Meetings are scheduled August 31, 2022 and May 24, 2023 at 6:00

Resource Inequities

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

As an additional targeted support and improvement school, we recognize these inequities: high behavioral need students with limited counseling support, lack of trained Special Education para-educators to deal with social-emotional needs of our at risk students, consistent Special Education Teachers (3 of 4 of the Special Education Teachers have been replaced each year for the past 6 years), lack of Tier II interventions to meet challenging academic and behavioral needs for our student population, lack of campus supervisory aides who are properly trained, lack of enough para-educators to not have substitutes on a regular basis, and lack of personnel to meet the needs for small group instruction to ensure differentiated instruction.

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%	%	%	0		
African American	1.05%	1.3%	1.90%	6	7	10
Asian	1.75%	1.3%	1.33%	10	7	7
Filipino	0.52%	0.4%	0.38%	3	2	2
Hispanic/Latino	87.61%	88.6%	88.19%	502	464	463
Pacific Islander	0%	%	0.19%	0		1
White	6.63%	6.1%	5.71%	38	32	30
Multiple/No Response	2.44%	2.3%	2.10%	14	12	11
Total Enrollment				573	524	525

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	89	80	78
Grade 1	61	62	82
Grade 2	88	56	64
Grade3	77	85	61
Grade 4	77	73	90
Grade 5	91	80	76
Grade 6	90	88	74
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	573	524	525

Conclusions based on this data:

1. Enrollment numbers for kindergarten are large and do not roll over to 1st grade because the numbers include the TK class.

2. Our enrollment has decreased by almost one full class for both 17-18 and 18-19.
3. Our demographic percentages have remained relatively the same from year to year.

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	179	175	174	31.2%	33.40%	33.1%
Fluent English Proficient (FEP)	119	102	82	20.8%	19.50%	15.6%
Reclassified Fluent English Proficient (RFEP)	7	3		4.2%	1.7%	

Conclusions based on this data:

1. Our EL population has increased over the past three years; up by 6.7%- this is due to the lower number of students being reclassified.
2. RFEP decreased due to number of students reclassified fluent English in previous years and readiness based on number of years in the program.
3. Fluent English Student numbers remain steady as these are student who reclassify and have 4 years of monitoring.

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	90	65	79	0	63	79	0	63	98.8	0.0	96.9
Grade 4	86	70	92	86	0	91	86	0	91	100	0.0	98.9
Grade 5	84	78	76	81	0	75	81	0	75	96.4	0.0	98.7
Grade 6	85	83	75	85	0	75	85	0	75	100	0.0	100.0
All Grades	335	321	308	331	0	304	331	0	304	98.8	0.0	98.7

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	2362.		2372.	5.06		12.70	13.92		15.87	31.65		23.81	49.37		47.62
Grade 4	2422.		2390.	16.28		8.79	11.63		7.69	25.58		21.98	46.51		61.54
Grade 5	2473.		2441.	12.35		6.67	24.69		22.67	24.69		20.00	38.27		50.67
Grade 6	2519.		2473.	14.12		8.00	28.24		20.00	36.47		26.67	21.18		45.33
All Grades	N/A	N/A	N/A	12.08		8.88	19.64		16.12	29.61		23.03	38.67		51.97

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	10.13		12.70	49.37		53.97	40.51		33.33
Grade 4	18.60		5.49	39.53		50.55	41.86		43.96
Grade 5	16.05		10.67	54.32		53.33	29.63		36.00
Grade 6	18.82		14.67	51.76		40.00	29.41		45.33
All Grades	16.01		10.53	48.64		49.34	35.35		40.13

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	2.53		7.94	41.77		44.44	55.70		47.62
Grade 4	3.49		5.49	46.51		37.36	50.00		57.14
Grade 5	11.11		4.00	56.79		56.00	32.10		40.00
Grade 6	16.47		5.33	56.47		46.67	27.06		48.00
All Grades	8.46		5.59	50.45		45.72	41.09		48.68

2019-20 Data:

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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	5.06		1.59	63.29		63.49	31.65		34.92
Grade 4	9.30		4.40	67.44		68.13	23.26		27.47
Grade 5	8.64		4.00	59.26		81.33	32.10		14.67
Grade 6	12.94		18.67	72.94		61.33	14.12		20.00
All Grades	9.06		7.24	65.86		68.75	25.08		24.01

2019-20 Data:

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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	2.53		6.35	49.37		66.67	48.10		26.98
Grade 4	8.14		8.79	53.49		57.14	38.37		34.07
Grade 5	17.28		6.67	49.38		64.00	33.33		29.33
Grade 6	21.18		5.33	60.00		68.00	18.82		26.67
All Grades	12.39		6.91	53.17		63.49	34.44		29.61

2019-20 Data:

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Conclusions based on this data:

1. Writing and Reading have the lowest test scores of the clusters. Highest score is listening, which makes sense being the students can interpret what they hear orally before they feel comfortable speaking, reading, or writing in English.
2. Fillmore had an overall decline of less than 7.48. Only 31.72% of students meet or exceed proficiency.

3. Interestingly, our numbers of students near standard have increased when number of students meeting standard have decreased- this tells us that we really need to look into the specific types of questions students are missing and prepare our students better on how to take the test.

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	80	90	65	79	0	64	79	0	63	98.8	0.0	98.5
Grade 4	86	70	92	86	0	90	86	0	90	100	0.0	97.8
Grade 5	84	78	76	82	0	75	82	0	75	97.6	0.0	98.7
Grade 6	85	83	75	85	0	74	85	0	74	100	0.0	98.7
All Grades	335	321	308	332	0	303	332	0	302	99.1	0.0	98.4

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

2019-20 Data:

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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	2357.		2374.	2.53		6.35	8.86		14.29	31.65		23.81	56.96		55.56
Grade 4	2410.		2382.	1.16		1.11	12.79		11.11	31.40		18.89	54.65		68.89
Grade 5	2435.		2396.	4.88		0.00	7.32		4.00	21.95		17.33	65.85		78.67
Grade 6	2503.		2440.	10.59		4.05	20.00		4.05	32.94		27.03	36.47		64.86
All Grades	N/A	N/A	N/A	4.82		2.65	12.35		8.28	29.52		21.52	53.31		67.55

2019-20 Data:

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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	6.33		7.94	24.05		38.10	69.62		53.97
Grade 4	4.65		4.44	25.58		27.78	69.77		67.78
Grade 5	4.88		0.00	20.73		20.00	74.39		80.00
Grade 6	20.00		1.35	30.59		32.43	49.41		66.22
All Grades	9.04		3.31	25.30		29.14	65.66		67.55

2019-20 Data:

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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	6.33		12.70	40.51		41.27	53.16		46.03
Grade 4	4.65		5.56	41.86		28.89	53.49		65.56
Grade 5	7.32		4.00	37.80		32.00	54.88		64.00
Grade 6	10.59		4.05	49.41		37.84	40.00		58.11
All Grades	7.23		6.29	42.47		34.44	50.30		59.27

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	6.33		7.94	37.97		60.32	55.70		31.75
Grade 4	2.33		2.22	41.86		44.44	55.81		53.33
Grade 5	3.66		1.33	39.02		40.00	57.32		58.67
Grade 6	12.94		5.41	45.88		48.65	41.18		45.95
All Grades	6.33		3.97	41.27		47.68	52.41		48.34

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. Concepts and Procedures remains to be the most difficult cluster for Fillmore.
2. Overall, Fillmore only has 17.17% of students meeting or exceeding standard, however this is an increase of 1.52% from the previous year.
3. Based on the data trend in the category Communicating Reasoning, as students get older, their ability to express reasoning increases. We need to use these skills earlier in age so students are used to explaining how to solve the problems.

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	1413.7	1389.7	1409.7	1416.3	1404.3	1423.6	1407.4	1355.3	1377.0	39	30	30
1	1426.3	1421.0	1420.9	1434.6	1438.3	1451.8	1417.6	1403.3	1389.5	25	27	16
2	1462.8	1459.7	1450.7	1467.8	1465.0	1456.5	1457.5	1454.0	1444.5	13	21	11
3	1470.0	1468.5	1480.1	1472.8	1470.4	1473.7	1466.5	1466.3	1486.0	20	31	24
4	1463.1	1483.0	1501.8	1458.4	1472.5	1505.9	1467.2	1493.1	1497.1	26	16	30
5	1498.1	1484.1	1517.4	1497.3	1481.7	1520.6	1498.6	1485.8	1513.5	24	19	20
6	1539.7	1511.7	1512.1	1548.8	1504.5	1498.7	1530.0	1518.6	1525.1	19	23	16
All Grades										166	167	147

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	15.38	3.33	10.00	33.33	30.00	23.33	30.77	40.00	50.00	20.51	26.67	16.67	39	30	30
1	8.00	3.70	6.67	20.00	18.52	26.67	52.00	33.33	40.00	20.00	44.44	26.67	25	27	15
2	0.00	4.76	0.00	30.77	47.62	18.18	69.23	28.57	63.64	0.00	19.05	18.18	13	21	11
3	5.00	3.23	17.39	10.00	19.35	30.43	70.00	48.39	21.74	15.00	29.03	30.43	20	31	23
4	3.85	0.00	16.67	50.00	25.00	26.67	23.08	56.25	36.67	23.08	18.75	20.00	26	16	30
5	16.67	0.00	15.00	41.67	26.32	45.00	25.00	47.37	30.00	16.67	26.32	10.00	24	19	20
6	21.05	8.70	6.67	47.37	39.13	40.00	26.32	34.78	26.67	5.26	17.39	26.67	19	23	15
All Grades	10.84	3.59	11.81	33.73	28.74	29.86	39.16	40.72	37.50	16.27	26.95	20.83	166	167	144

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	17.95	6.67	20.00	28.21	40.00	23.33	38.46	26.67	46.67	15.38	26.67	10.00	39	30	30
1	16.00	11.11	20.00	24.00	25.93	33.33	44.00	40.74	26.67	16.00	22.22	20.00	25	27	15
2	7.69	19.05	9.09	61.54	38.10	27.27	30.77	28.57	54.55	0.00	14.29	9.09	13	21	11
3	5.00	12.90	34.78	60.00	45.16	30.43	20.00	22.58	8.70	15.00	19.35	26.09	20	31	23
4	23.08	6.25	26.67	38.46	37.50	40.00	15.38	37.50	30.00	23.08	18.75	3.33	26	16	30
5	37.50	10.53	55.00	45.83	52.63	30.00	4.17	21.05	5.00	12.50	15.79	10.00	24	19	20
6	57.89	26.09	20.00	31.58	21.74	40.00	10.53	43.48	13.33	0.00	8.70	26.67	19	23	15
All Grades	23.49	13.17	27.78	38.55	37.13	31.94	24.70	31.14	26.39	13.25	18.56	13.89	166	167	144

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	15.38	3.33	3.33	28.21	10.00	26.67	28.21	53.33	43.33	28.21	33.33	26.67	39	30	30
1	8.00	0.00	6.67	16.00	22.22	20.00	44.00	25.93	20.00	32.00	51.85	53.33	25	27	15
2	0.00	9.52	0.00	15.38	33.33	9.09	69.23	33.33	45.45	15.38	23.81	45.45	13	21	11
3	0.00	3.23	4.35	0.00	6.45	34.78	65.00	45.16	30.43	35.00	45.16	30.43	20	31	23
4	3.85	0.00	6.67	19.23	25.00	20.00	46.15	43.75	23.33	30.77	31.25	50.00	26	16	30
5	0.00	0.00	0.00	16.67	0.00	25.00	50.00	42.11	50.00	33.33	57.89	25.00	24	19	20
6	5.26	0.00	6.67	21.05	21.74	13.33	47.37	43.48	60.00	26.32	34.78	20.00	19	23	15
All Grades	6.02	2.40	4.17	18.07	16.17	22.92	46.39	41.32	37.50	29.52	40.12	35.42	166	167	144

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	15.38	3.33	23.33	69.23	70.00	60.00	15.38	26.67	16.67	39	30	30
1	20.00	18.52	26.67	68.00	66.67	60.00	12.00	14.81	13.33	25	27	15
2	23.08	14.29	18.18	76.92	71.43	72.73	0.00	14.29	9.09	13	21	11
3	10.00	9.68	43.48	60.00	74.19	30.43	30.00	16.13	26.09	20	31	23
4	7.69	12.50	36.67	69.23	75.00	63.33	23.08	12.50	0.00	26	16	30
5	8.33	0.00	20.00	75.00	68.42	70.00	16.67	31.58	10.00	24	19	20
6	21.05	26.09	13.33	63.16	52.17	60.00	15.79	21.74	26.67	19	23	15
All Grades	14.46	11.98	27.78	68.67	68.26	58.33	16.87	19.76	13.89	166	167	144

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	23.08	6.67	16.67	53.85	60.00	56.67	23.08	33.33	26.67	39	30	30
1	8.00	3.70	20.00	56.00	55.56	53.33	36.00	40.74	26.67	25	27	15
2	0.00	33.33	0.00	92.31	42.86	81.82	7.69	23.81	18.18	13	21	11
3	45.00	38.71	47.83	40.00	38.71	30.43	15.00	22.58	21.74	20	31	23
4	42.31	12.50	23.33	38.46	62.50	63.33	19.23	25.00	13.33	26	16	30
5	75.00	42.11	65.00	12.50	42.11	25.00	12.50	15.79	10.00	24	19	20
6	68.42	30.43	33.33	31.58	60.87	40.00	0.00	8.70	26.67	19	23	15
All Grades	37.35	23.35	30.56	44.58	51.50	49.31	18.07	25.15	20.14	166	167	144

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	10.26	3.33	6.67	74.36	60.00	63.33	15.38	36.67	30.00	39	30	30
1	16.00	7.41	6.67	44.00	37.04	40.00	40.00	55.56	53.33	25	27	15
2	0.00	19.05	0.00	92.31	57.14	63.64	7.69	23.81	36.36	13	21	11
3	0.00	3.23	8.70	45.00	32.26	47.83	55.00	64.52	43.48	20	31	23
4	7.69	0.00	10.00	50.00	62.50	36.67	42.31	37.50	53.33	26	16	30
5	4.17	5.26	0.00	58.33	36.84	75.00	37.50	57.89	25.00	24	19	20
6	5.26	4.35	6.67	47.37	43.48	46.67	47.37	52.17	46.67	19	23	15
All Grades	7.23	5.99	6.25	58.43	46.11	52.78	34.34	47.90	40.97	166	167	144

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	35.90	6.67	23.33	38.46	50.00	40.00	25.64	43.33	36.67	39	30	30
1	0.00	0.00	0.00	56.00	44.44	66.67	44.00	55.56	33.33	25	27	15
2	7.69	4.76	9.09	69.23	71.43	36.36	23.08	23.81	54.55	13	21	11
3	0.00	6.45	13.04	80.00	64.52	56.52	20.00	29.03	30.43	20	31	23
4	3.85	0.00	13.33	76.92	68.75	60.00	19.23	31.25	26.67	26	16	30
5	12.50	0.00	5.00	70.83	63.16	65.00	16.67	36.84	30.00	24	19	20
6	36.84	13.04	0.00	57.89	78.26	100.00	5.26	8.70	0.00	19	23	15
All Grades	15.66	4.79	11.11	61.45	61.68	59.03	22.89	33.53	29.86	166	167	144

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. Fillmore has a cluster of EL student in 5th grade that should be close to reclassifying. Our largest groups of EL students remains in K-1.
2. Largest percent of students are at level 3 which is close to reclassifying; as educators we need ot focus more on the reading and writing component to ensure our English Learners are being successful.
3. Largest beginning group is found in 4th grade.

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
525	80.0	33.1	1.9
Total Number of Students enrolled in Leonora Fillmore 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	174	33.1
Foster Youth	10	1.9
Homeless	36	6.9
Socioeconomically Disadvantaged	420	80.0
Students with Disabilities	82	15.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.9
American Indian		
Asian	7	1.3
Filipino	2	0.4
Hispanic	463	88.2
Two or More Races	11	2.1
Pacific Islander	1	0.2
White	30	5.7

Conclusions based on this data:

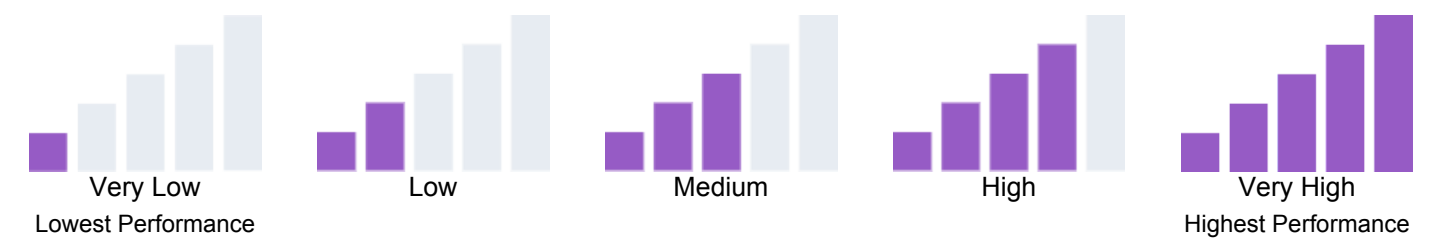
- 1. As we are a 84% low socio-economic status demographic, our programs are schoolwide.
- 2. ELD remains a focus with 31% of our students being English learners.
- 3. Fillmore is seeing a rise in our Homeless population which means we need varied resources to help support this student population.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div>Low</div>	<div>Chronic Absenteeism</div> <div>Very High</div>	<div>Suspension Rate</div> <div>Very High</div>
<div>Mathematics</div> <div>Very Low</div>		
<div>English Learner Progress</div> <div>Low</div>		

Conclusions based on this data:

- English Language Arts showed a slight improvement from previous year data, however data is 2 years old.
- Mathematics needs stronger focus as this is our weakest area of data; as we continue to examine the assessment, however, we find that there is a substantial amount of reading in the mathematics test- we need to continue our focus on reading comprehension.

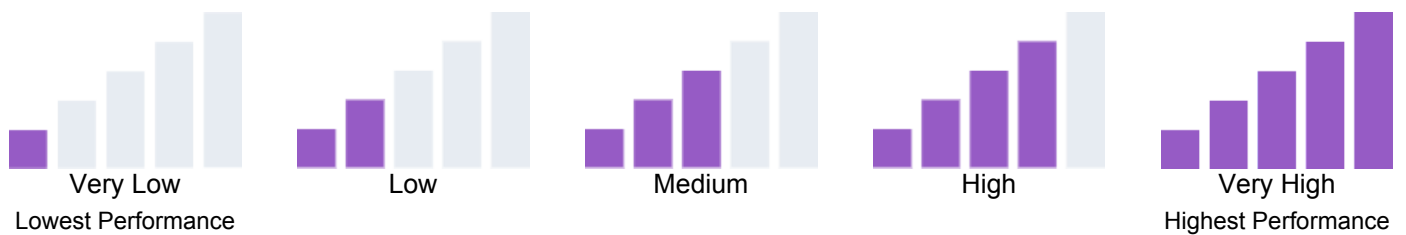
- | |
|---|
| |
| 3. Suspensions are higher due to less counseling and higher school violence rates. This needs to be a top priority. |

School and Student Performance Data

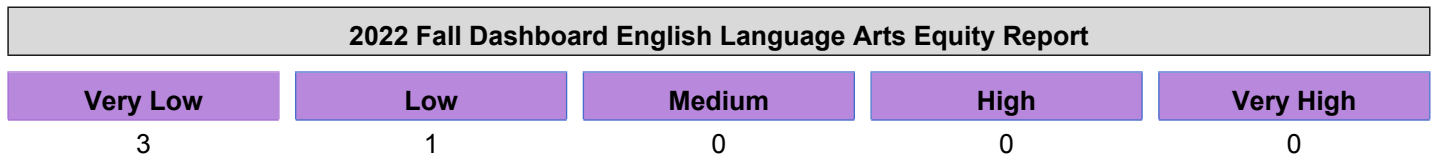
Academic Performance English Language Arts

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

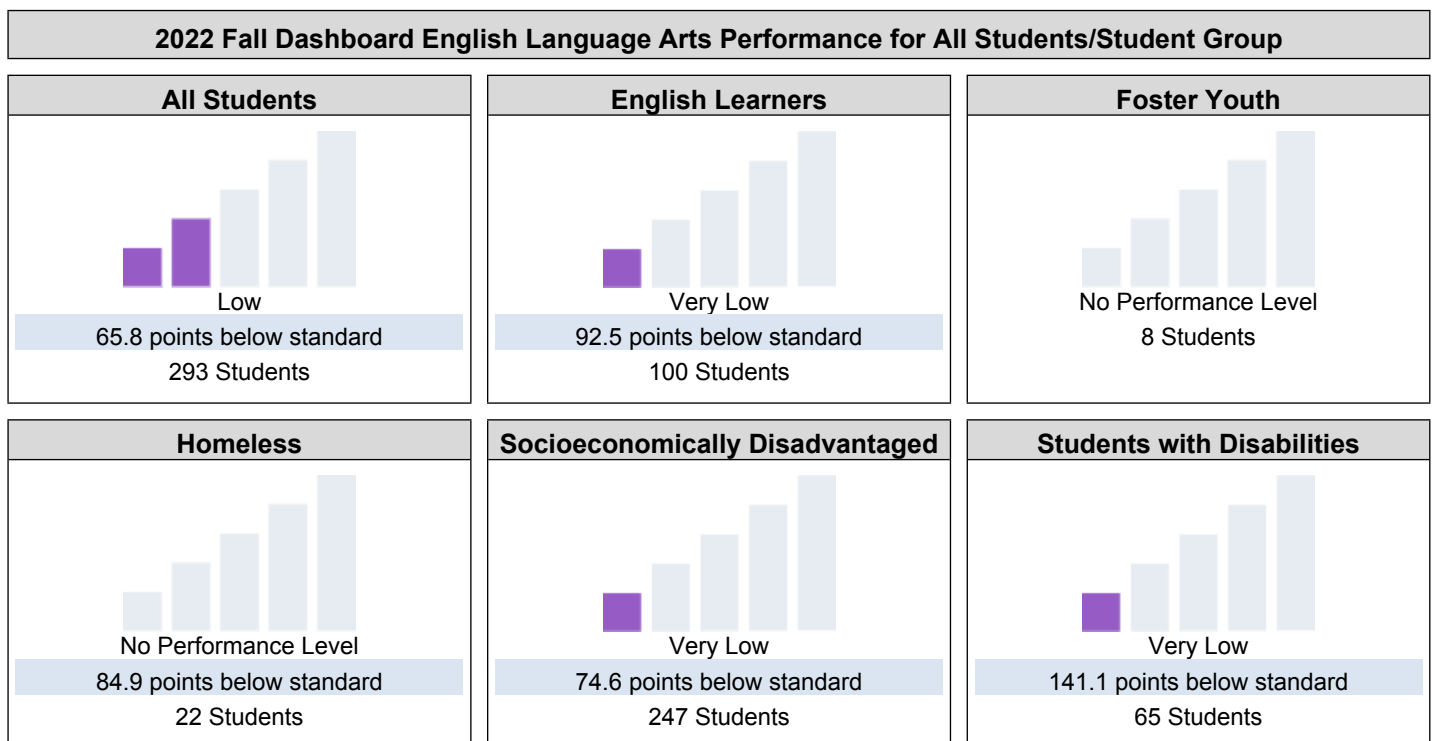
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



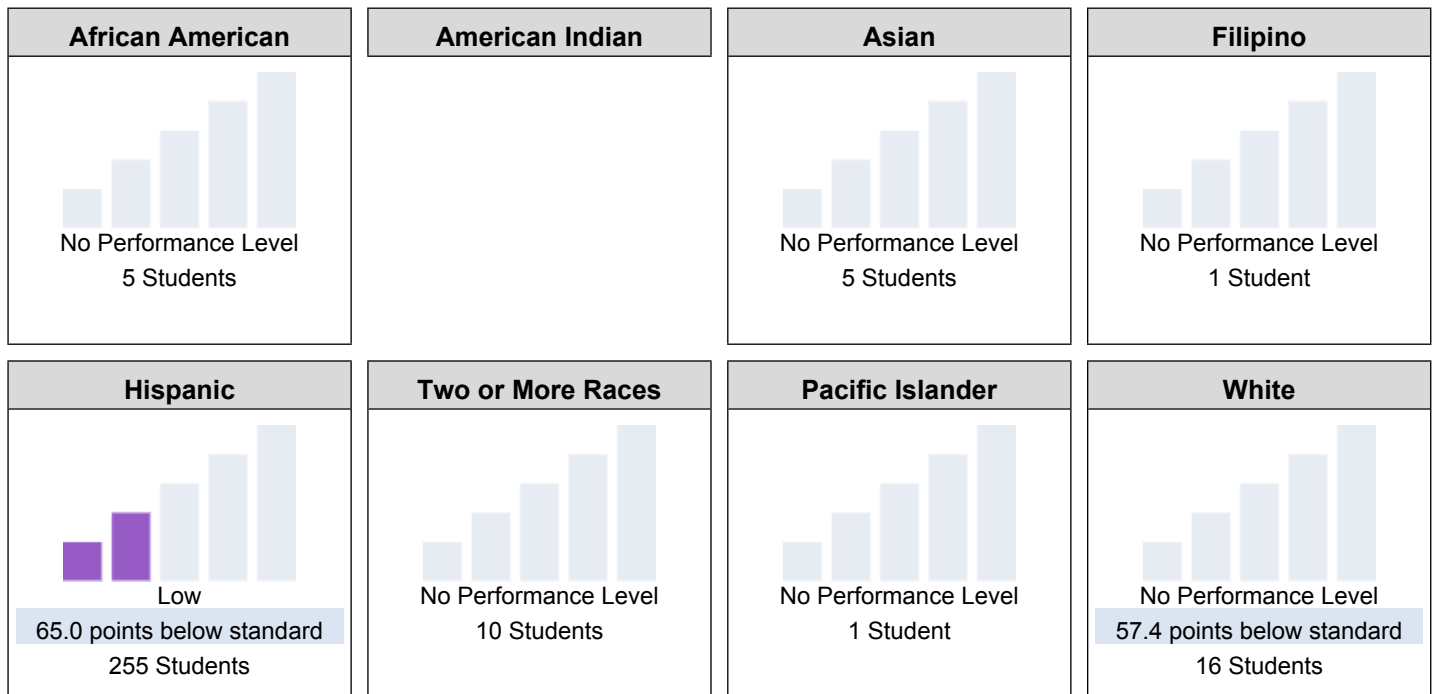
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
121.8 points below standard 73 Students	13.2 points below standard 27 Students	60.0 points below standard 130 Students

Conclusions based on this data:

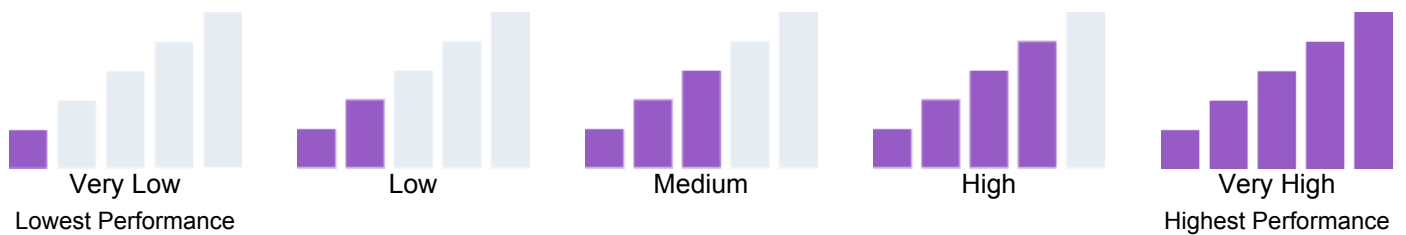
1. ELA shows decreasing in overall and with all subgroups.
2. Main subgroup to notice is Students with Disabilities who declined by 12.8 points and are 104.6 points below the standard, which is the largest gap of any subgroup; Fillmore needs to focus on this group as it is an reason why we are classified as an ATSI school.
3. Our English Learner group is another group that needs attention. They decreased by 19.4 points and are currently performing at 60.9 points below the 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).



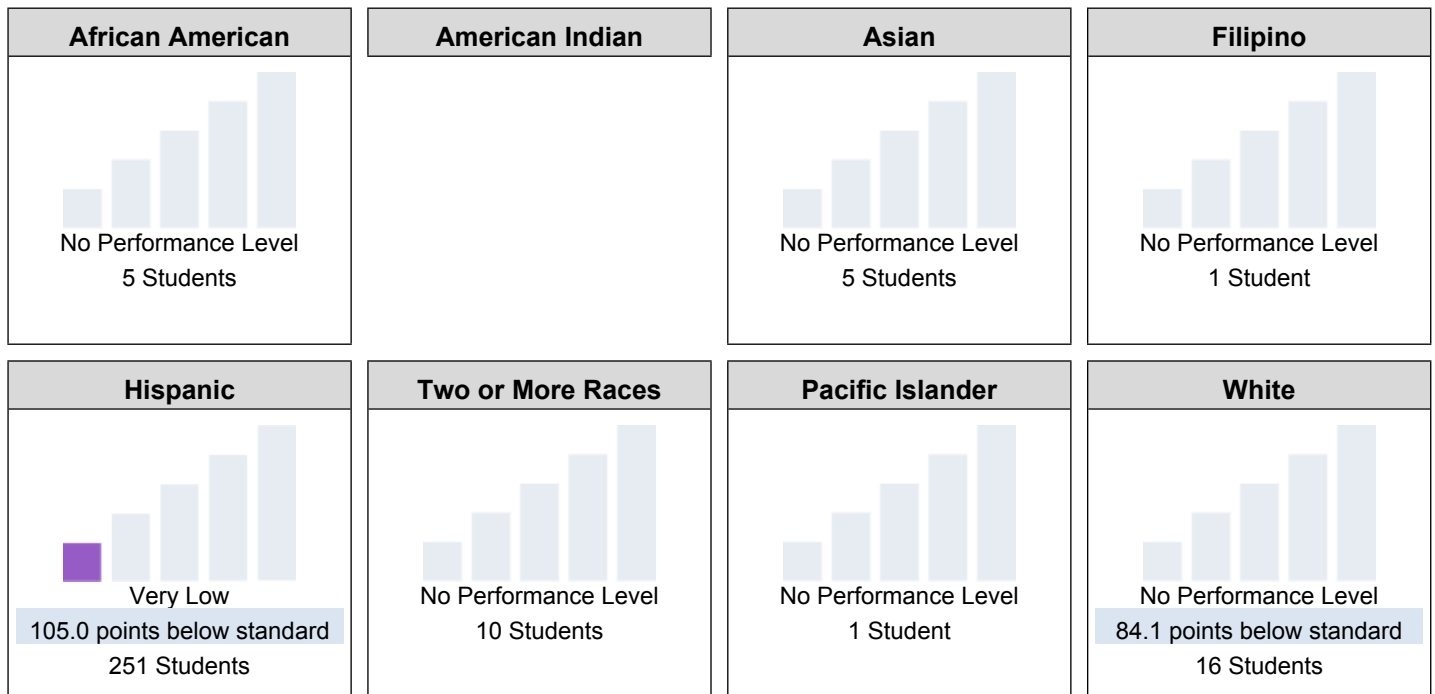
This section provides number of student groups in each level.

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

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very Low</p> <p>103.3 points below standard</p> <p>289 Students</p>	<p>Very Low</p> <p>112.9 points below standard</p> <p>98 Students</p>	<p>No Performance Level</p> <p>8 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Level</p> <p>104.0 points below standard</p> <p>22 Students</p>	<p>Very Low</p> <p>107.0 points below standard</p> <p>243 Students</p>	<p>Very Low</p> <p>155.9 points below standard</p> <p>64 Students</p>

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
133.7 points below standard 71 Students	58.3 points below standard 27 Students	97.0 points below standard 130 Students

Conclusions based on this data:

1. All students and socio-economically disadvantaged are showing that we maintained scores from previous years, however, these groups are still showing a range of 71-90 points below standard.
2. English Learners are 87.7 points below standard showing a gap of 16.2 points compared to overall math scores; looking deeper into the test, we see there is a lot of language and vocabulary that we must focus on to ensure success of our EL population.
3. Math continues to be a primary focus along with our students with disabilities who have the largest gap from proficient at 129.3 points below standard.

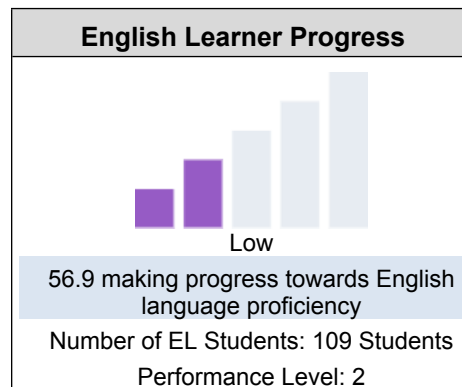
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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
16.5%	26.6%	0.0%	56.9%

Conclusions based on this data:

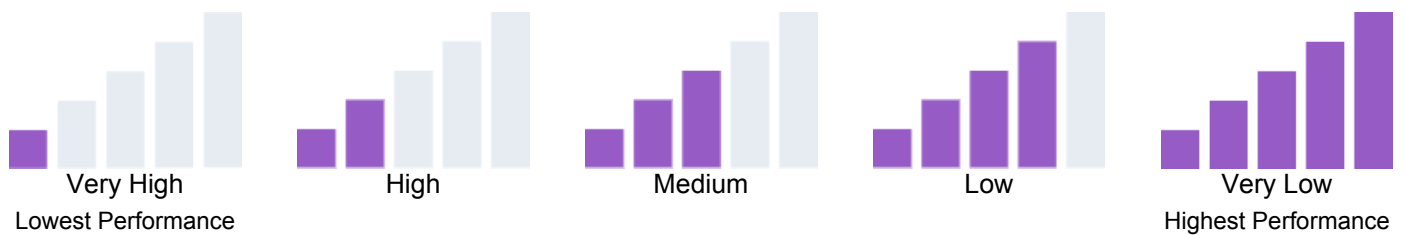
- 62% of our students are intermediate or advanced. The focus will continue to be at least one year of growth per school year.
- Fillmore school is in medium ranking of schools, showing 45.2 percent of students making progress towards proficiency. We would like to see that increase to at least 55% of our students showing growth.
- As we move more students to English Language Proficiency, we will notice a decrease in the number of EL students which also means our ELPI will fluctuate as the students in the test group continue to change.

School and Student Performance Data

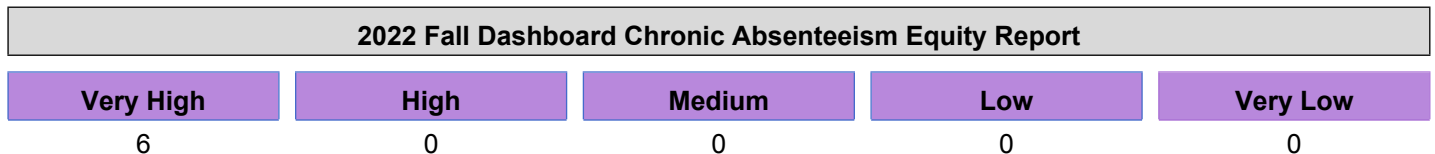
Academic Engagement Chronic Absenteeism

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](#).

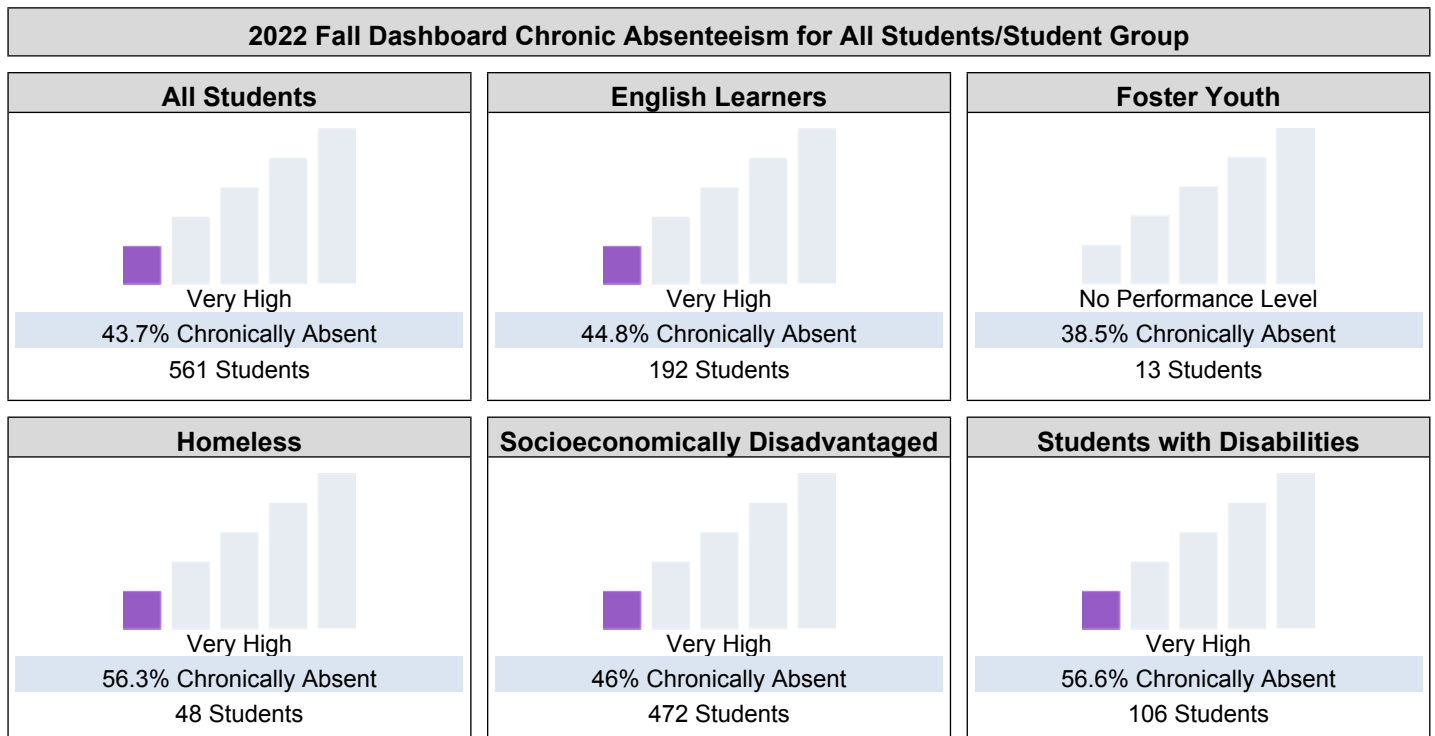
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



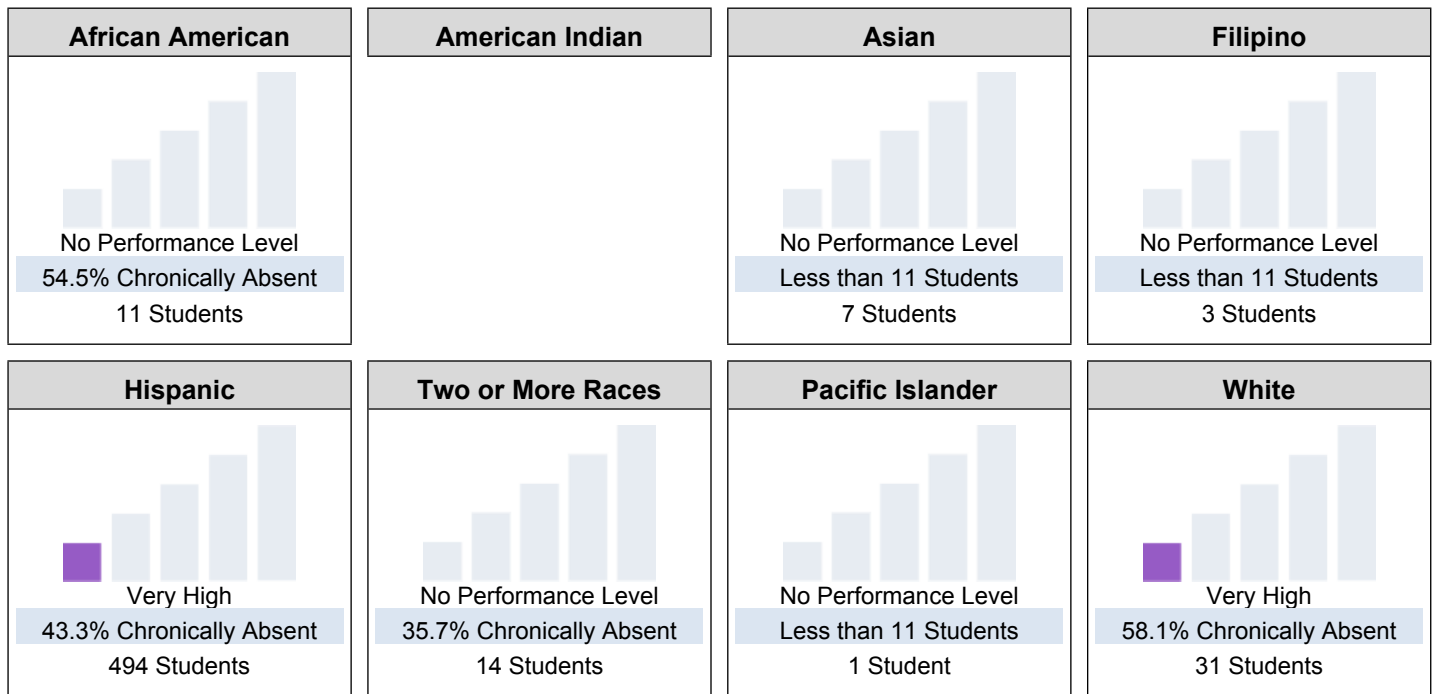
This section provides number of student groups in each level.



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:

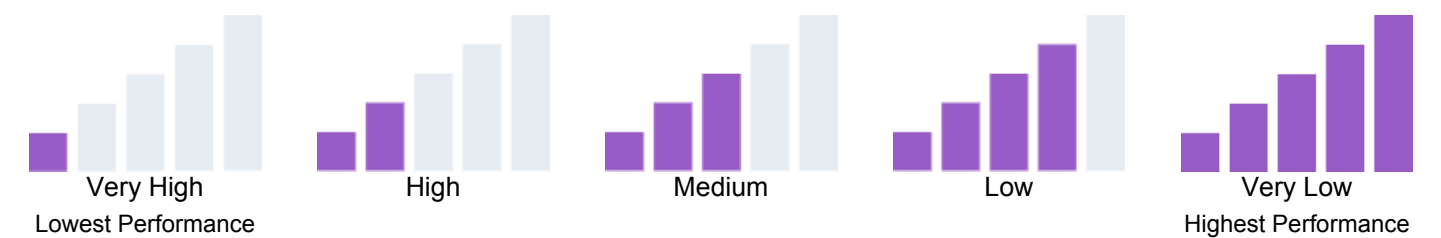
1. Chronic absenteeism increased 2.7% overall which still has us at 17.6%.
2. Three subgroups in the red, showing increased rates of chronic absenteeism are Students with Disabilities, English Learners, and White populations.
3. This year's strategy is to reach out with more personal phone calls, increase home visits, and continue with our attendance meetings, contracts, and offering of counseling services to families.

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).



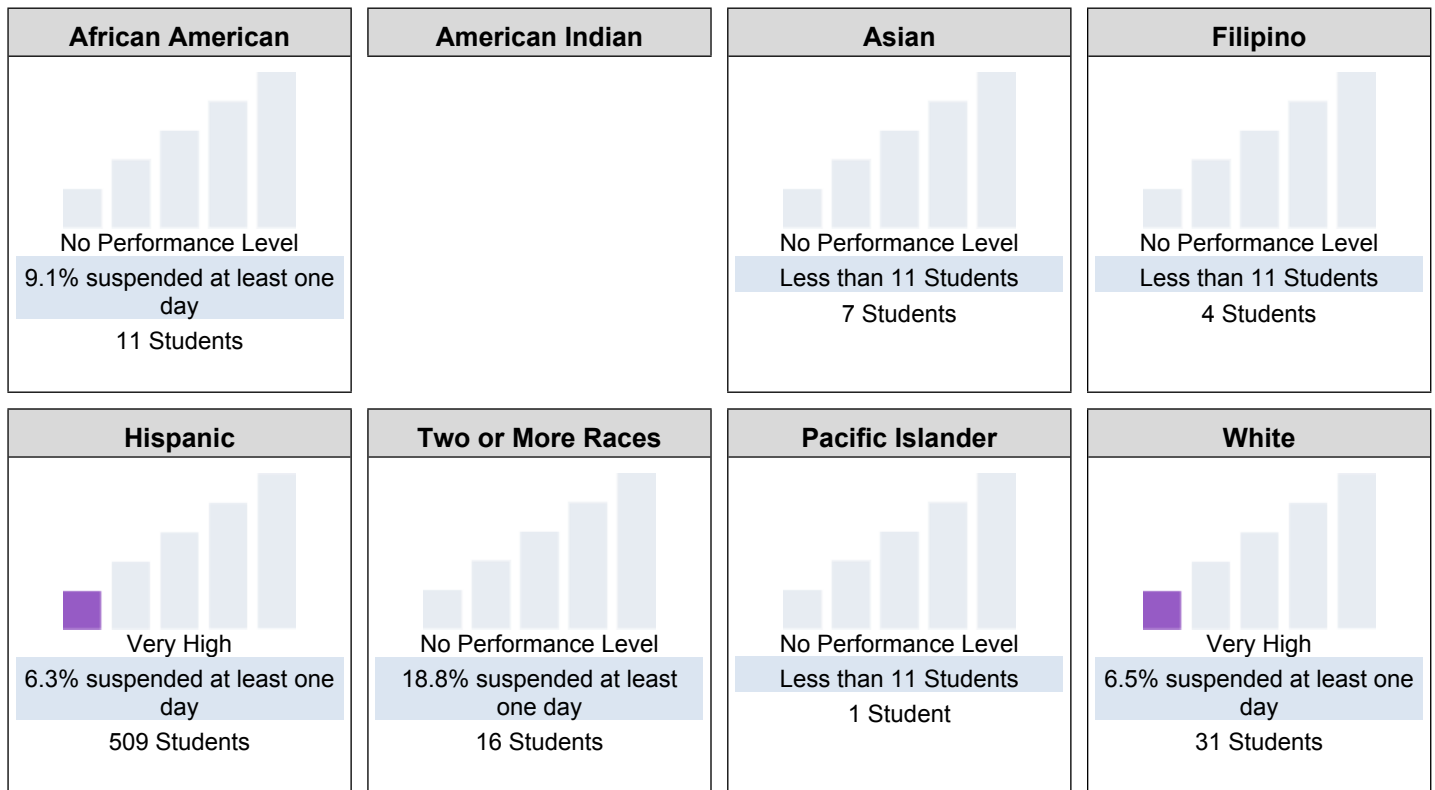
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
6	0	0	0	0

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

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Very High</p> <p>6.6% suspended at least one day</p> <p>579 Students</p>	<p>Very High</p> <p>6.1% suspended at least one day</p> <p>197 Students</p>	<p>No Performance Level</p> <p>14.3% suspended at least one day</p> <p>14 Students</p>
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>Very High</p> <p>8.3% suspended at least one day</p> <p>48 Students</p>	<p>Very High</p> <p>7.2% suspended at least one day</p> <p>484 Students</p>	<p>Very High</p> <p>10.5% suspended at least one day</p> <p>114 Students</p>

2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. We are a high needs school and will need to focus on more counseling and support for our disengaged students.
2. During 21-22 school year, our team will work at putting in appropriate Tier I interventions for behavior and continue working with families to increase counseling services if needed for anger management and social emotional coping skills.
3. Targeted groups at Tier 2 and Tier 3 will receive more intense services to decrease behavioral manifestations inside and outside the classroom. School-wide Data is showing that disruption and defiance are leading causes for referrals followed by harrassment and attempting to cause bodily injury.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

LCAP Goal 1: 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.
LCAP and Board Goal #2: Provide professional development to build capacity of all staff to meet academic needs of all our students through ongoing professional development and collaboration

Goal 1

During the 2022-2023 school year, the school will show a 5% increase in meeting or exceeding proficiency for all students which includes identified subgroups (English Learners, Socio-economically Disadvantaged, and Foster youth) in Math, ELA, and ELPI. In addition, students with disabilities will show gains by 5% or more in ELA and Math scores.

Identified Need

Students performing below Standard on the SBAC in both ELA and Math, along with an ELPI at 45 which is on the low side of medium performance indicator. Teachers to develop skills related to distance learning, reading fluency and comprehension, and effective instructional strategies to meet the needs of all levels of learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC ELA Results for all students	25 % met or exceeded standard in ELA on the SBAC.	30% meeting or exceeding standard would be a 5% increase.
SBAC ELA Results for English Learners	11.58% of English Learners met or exceeded standard in ELA on the SBAC.	16.58% meeting or exceeding standard
SBAC ELA Results for Socio-Economically Disadvantaged Students	34.19% of Socio-Economically disadvantaged students met or exceeded standard in ELA.	39.19 meeting or exceeding standard would be a 5% increase.
SBAC Math Scores for all students.	10.93% of all students met or exceeded standard on the SBAC Math assessment.	15.93% meeting or exceeding standard
SBAC Math Scores for English Learners.	1.02 % of English Learners met or exceeded standard on the SBAC Math assessment.	6.02% or more meeting or exceeding standard
SBAC Math Scores for Socio-economically disadvantaged students.	12.28% of Socio-economically disadvantages students met or exceeded standard on the SBAC Math assessment.	17.28% would be a 5% increase.
STATE ELPI score	45.2% making progress towards English proficiency	55% making progress towards proficiency in English Language

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC scores for students with disabilities in ELA	104.6 points below standard	increase this score by at least 10 points to put scores into the orange category
SBAC scores for students with disabilities in Math	129.3 points below standard	increase this score by at least 17 points to put scores into the orange category.
NWEA scores in Math	baseline unknown at this time	currently establishing baseline to establish reasonable growth goals
CAST scores for 5th grade	9.11% of all 5th grade students met or exceed standard for the State Science Test	14.11% to meet/exceed standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

At Risk Students

Strategy/Activity

Students in intervention tier of NWEA results and FBB level on SBAC receive small group intervention with Literacy Specialist in second and third grade.

Proposed Expenditures for this Strategy/Activity

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

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 and English Learners

Strategy/Activity

Students who are at risk or English Learners get provided additional small group support in core content areas through the use of Bilingual Paraeducators- 2 part time (5 hours) and 2 additional part-time (1 hour each) paid by site Title I and 2 part time (4 hours) paid by District- increase of services due to high needs at 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.

65000	Title I
	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, specific target for At Risk Socioeconomically Disadvantaged, Students with Disabilities, and EL students

Strategy/Activity

Students receive supplemental curriculum support to intervene, develop skills, and accelerate learning through the use of computer-based, computer adapted programs: ALEKS, Lexia, Accelerated Reader, Reflex

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.

3295	Title I
	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 with specific target of At Risk groups that are EL, Socioeconomically Disadvantaged, Foster, Homeless, and Students with Disabilities.

Strategy/Activity

Technology to continue to support supplemental computer programs and instructional tools for teachers to engage our disengaged student learners.

Proposed Expenditures for this Strategy/Activity

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

5,000	Title I
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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)

Socioeconomically Disadvantaged students, EL, Students with Disabilities, Foster, Transitional

Strategy/Activity

Due to large volume of students who fit into significant subgroups (over 89% of population), purchase more instructional materials and pay for 2 hours/day of account clerk services for ordering purposes.

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.

	Title I
29078	LCFF Supp/Con

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Use Common Core Standards to set goals, discuss instructional practices, and select materials that focus instruction for individual student needs based on formative assessments. PLC and Leadership groups have release time to plan out ways to meet needs of our at risk students to maximize engagement and achievement. in addition, teachers will support afterschool programs to increase student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

5000	LCFF Supp/Con
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with disabilities, EL, At Risk

Strategy/Activity

Professional development on evidence-based instructional strategies designed to create an effective lesson that embeds scaffolds, formative assessments, varied modalities and accommodations to meet the needs of our different learners. Professional Development for our special education teachers and paraeducators to meet the needs of our students with disabilities.

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.

	District Funded
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students but especially for EL, Disadvantaged, Students with Disabilities, Homeless and Foster youth.

Strategy/Activity

Orenda consultants to help design District Formative Assessment practices to ensure our PLC time is utilized more effectively with targeted standards to offer a premium educational program to all students.

Proposed Expenditures for this Strategy/Activity

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

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 specifically those not meeting/exceeding standards

Strategy/Activity

Engage in purposeful PD and collaboration focused on instructional strategies to increase student academic performance

Proposed Expenditures for this Strategy/Activity

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

1000

Title I

1000

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.

All Activities were implemented fully and were effective in maintaining ELA scores, achieving orange on the dashboard. Math continues to be an area of focus, as we continue to perform 71.5 points below standard. In both areas we are just seeing maintenance versus true growth which we need. When reviewing cohort data, however, we are showing gains in most grade levels from one year to the next. We will continue to implement the strategies above but with a stronger focus on incremental assessment data based on district assessments to determine changes. This year, in addition to focus on math, we are emphasizing true reading skills focused on phonemic awareness and comprehension strategies.

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

Layer in more small group instruction with focused approaches in reading based on curriculum strategic interventions. Use of Elevo: Play for Sports contract to build in more small group instruction time for our classes. In addition, continuous support for special education teachers and paraeducators to meet the diverse needs of our students with disabilities.

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

Changes to amount of technology funded this year due to demands in technology use. Our district metric has changed to NWEA and common district assessments. We are currently trying to determine our baseline for these in order to plan for future outcomes.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

Effective communication between students, staff, community and stakeholders will be promoted and increased 5% during the 2022-2023 school year through various means of communication as evidenced by increased responses and participation in surveys and events at the school.

Identified Need

All stakeholders need to be involved in decisions within the school in order for the school/home partnership to work in the best interest of our student population. Through increased two-way communication, we should see this improve the culture and climate of our school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Conference Attendance	82% of parents attending conferences.	90% or more attending parent conferences.
Parent Survey	19-20 data shows 87% of student feel safe and 2% unsafe Disrespect is ranked highest concern with 6% feeling disrespected 8% feel bullying is main problem between students	Bullying rate to decrease to 6%; Disrespect percent to decrease by at least 2%, Students feeling safe to increase by 5%
Parent Meetings	21-22 school year shows an average of 17 parents involved in FELAC	Maintain our parents attending FELAC or increase to 30 parents; Get baseline of parents attending Back to School/Open House and other parent information nights.
Parent Academy Attendance	Attendance in Parent Academy was 17 for Nutrition and 2 for Student Support	Increase student support parent academy attendance to over 15 parents.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students with focus on At Risk subgroups

Strategy/Activity

Parent communication increased through use of Outdoor Sign and student planner use. Also included are parent pamphlets on various support topics purchased from Resources for Educators and Parent - digital newsletters sent out monthly through Parent Square. Materials also offered during our Parent Meetings: FELAC, SSC, Title I, and Student Success Support Classes for Parents

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.

1531

Title I Part A: Parent Involvement

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

At Risk through Socioeconomically Disadvantaged, Transitional, Foster, EL and Special Education

Strategy/Activity

Utilize the services of a Bilingual Parent Liaison who conducts Parent Academies, interprets meetings, translates documents, contacts families and coordinates FELAC, SSC, SST, PTA, Garden Meetings, and other parent meetings with school. The school will make every effort to provide and disseminate information related to school/district, parent programs, parent meetings, and committee meetings in a form and language that parents understand through the use of our Bilingual Instructional Assistants and Bilingual Community Liaison.

Proposed Expenditures for this Strategy/Activity

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

26000

LCFF Supp/Con

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

Counselors will meet with sixth grade students to provide a smooth transition to middle school and plan their course pathways. Teachers/Admin. Assistant

Schedules with LVMS and VMS

Proposed Expenditures for this Strategy/Activity

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

None Specified

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students with focus on At Risk Subgroups

Strategy/Activity

Provide support and necessary supplies for student, parent and community events specifically family curricular nights, Career Day, Back to School Night, Open House, Innovation Showcase and all award and incentive programs. Schedule events with staff and leadership team

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.

Parent Teacher Association/Parent Faculty Club
(PTA/PFC/PTSO, PTO, etc.)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All student

Strategy/Activity

The school will use various means to provide parents with timely information such as letters, flyers, newsletter, handouts, phone calls, home visits, and informational meetings. Parent Square will be our telecommunication service alerting parents of pressing events.

Proposed Expenditures for this Strategy/Activity

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

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.

All strategies were implemented and participation in parent committees and meetings was good.

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.

We will do a better job at tracking our data in this area. I do not have real data available to determine if the actions stated in this goal are making an impact. We will continue to look into engagement with students and parents as metrics to determine other actions for communication and gathering input from all stakeholders.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

All students will participate in Positive Behavior Interactions and Supports (PBIS) and Second Step SEL Curriculum to support positive student behavior and develop problem solving skills. Increased student and parent educational opportunities and services will support positive student behavior and increased knowledge about school programs.

During the 2022-2023, school year by consistently meeting with families and educating them on the importance of school attendance, tardies, and truancy we will:

1. Reduce Truancy by 5%
2. Reduce Chronic Absenteeism by 5 %
3. Reduce Excessively Excused by 5%
4. Reduce Suspension rate by 1%

Identified Need

Chronic absenteeism

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Truancy and Chronic Absenteeism Data- A2A Data	12.66% chronically absent for 21-22	7.66% will be a 5% decrease in chronic absenteeism.
Suspension Rate Data	8% Suspension rate in 21-22; 3% suspension rate for Students with Disabilities	Decrease suspension rate to <3% for all students and <1% for students with disabilities

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students with emphasis on At Risk students for behavior interventions

Strategy/Activity

Implementation of PBIS Tier I/II and Second Step Program. Also set clear expectations for teachers and provide training to implement.

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.

889

Title I

1000

LCFF Supp/Con

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students with emphasis on At Risk students

Strategy/Activity

Additional Hours for for Noon Duty Aides - Increasing supervision and extra recess for student safety

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.

5000

LCFF Supp/Con

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Principal will review attendance reports on a daily, weekly, and monthly basis. Warning Letters will be sent to parents.

Principal, Social Worker, and Bilingual Liaison will call parents with chronic attendance for conferences.

Principal/Attendance Clerk/Bilingual Liaison will set-up informational meetings for families whose children have received Letter 1 and Letter 2 regarding their attendance.

Principal will deliver outreach messages to parents regarding the importance of attendance through Parent/Teacher Conferences, Principal Coffee, ELAC, PTA, and SSC meetings.

Principal and teachers will utilize the school health assistant, district nurse, FSA school based counselor as intervention for chronic absenteeism and truanacies.

Principal will work closely with the Director of Pupil Services, and the District Attorney's Office to leverage their resources, services, and expertise.

Principal will work closely with Executive Director of Pupil Services to put in place culturally relevant counseling programs for highly at risk youth

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.

6000

Title I

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 with emphasis on chronically absent students

Strategy/Activity

Increase hands-on engagement activities and provide elective and afterschool programs designed to increase student voice, involvement, and creativity (examples- science hands-on labs, Student Council, garden club, art club, art lessons for classes, music offerings, SEL programs and sports programs). Contract services through Play for Sports, SEL Second Step, and Children's Creative Project

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.

9000

Title I

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 with emphasis on significant subgroups: At risk, demographic subgroups, Foster, and Homeless

Strategy/Activity

SEL counselor to support implementation of SEL Curriculum as well as PBIS Implementation

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.

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.

Fully implemented strategies which were effective. We saw increased engagement in students who were in counseling services, increasing achievement and connection to the school climate. Additional supervision of students during non-structured times led to less conflicts and suspensions due to fights.

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

Implementation of programs specifically designed to motivate and engage students in school with various clubs and programs during school and afterschool.

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.

If funding allows, increases in supervision aides with training would be provided and increased services to our FSA counselors. Drilling down on suspension rates, chronically truant, and significantly absent students.

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	\$90184
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$158,793.00

Allocations by Funding Source

Funding Source	Amount	Balance
Title I	90184	0.00
LCFF Supp/Con	67078	0.00
Title I Part A: Parent Involvement	1531	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supp/Con	67,078.00
Title I	90,184.00
Title I Part A: Parent Involvement	1,531.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 2 Classroom Teachers
- 2 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Selene Echeverria	Parent or Community Member
Guadalupe Yajaira Vasquez	Parent or Community Member
Maria Lilia Rivera	Parent or Community Member
Carolina Rosales	Parent or Community Member
Patricia Blades	Classroom Teacher
Aana Rivlin	Classroom Teacher
Norma Flores	Other School Staff
Tina Wall	Principal
Zinnia Peterson	Other School Staff
Sara Santos	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



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 December 3, 2018.

Attested:



Principal, Tina Wall on September 20, 2021



SSC Chairperson, Selene Echeverria on September 20, 2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

FILLMORE ELEMENTARY SCHOOL SITE COUNCIL

MINUTES

Monday, Oct. 3rd, 2022
3:00 pm – 4:00 pm
Location: Virtual Meeting

I. In Attendance:

Tina Wall - Principal
Patricia Blades - Teacher Representative
Andrea Frick – Teacher Representative
Anna Rivlin-Teacher Representative
Norma Flores – Bilingual Liaison/Interpreter
Zinnia Petersen – Administrative Assistant
Maria Rivera– Parent
Guadalupe Vazquez-Parent
Selene Echeverria-Parent

Members Absent:

Carolina Rosales- Parent
Sara Santos- Parent

Call Meeting to Order:

Mrs. Wall called meeting to order at 3:00 pm. Introductions were conducted.

II. Approval of Agenda:

The agenda for today's meeting was reviewed, Mrs. Pacheco motioned to approve, Mrs. Blades seconded. The rest of the members were all in favor.

III. Approval of Prior Meeting Minutes:

S.S.C. meeting minutes from May 9, 2022 were reviewed. Selene motioned to approve, Mrs. Blades seconded. Minutes were approved as written by the rest of the participants. Motion carried.

IV. Public Input:

Open for comment at 3:02 pm. There were no comments. Closed public comment at 3:03 pm.

V. Reports:

A. Principal's Report

Mrs. Wall stated that she would be covering many items when reviewing the SPSA under new business.

B. Teacher's Report

- Mrs. Blades reported that the Kindergarten teachers stated that they have settled in with class routines. The first assembly of awards was held this month. 1st unit 1 celebrated

awards assembly. Second grade teachers reported that Makers Space going well. They are finishing Unit 1 and getting ready for test. In addition, first and second graders have had presentations from Explore Ecology.

C. FELAC Report: Mrs. Vazquez reported that in their first meeting in September they had elections and selected all members and positions. Next meetings will be in person and we are hoping to have more members. Ms. Lexi would like more help in garden. They will be teaching students form 4-6 grade on gardening techniques, educational items and applying what they learned by working in garden. Mrs. Wall added that this year they are having a “taste of the month” where students get to taste test and if they like it they get to get it from the salad bar. This is new and exciting.

VI. New Business

A. Elect SSC chairperson: Opened up to volunteers open to volunteering for position. Selene Echeverria volunteered. All voted in favor for Mrs. Echeverria to be the School Site Council Chair Person. Mrs. Wall stated that in the event she is absent she would be running meeting.

B. Mrs. Wall reviewed the Bylaws: The role of our group is to make decisions on how funds are spent, improving academics of students and ensuring that they are able to learn. We review the goals and how we are achieving them. Are they working or do we need to do something different? We review past data to help make these decisions. We look at engagement of students and make determination of other things that need to be added. Everything that we do is about our students and what can we do to improve their education.

C. Mrs. Wall reviewed the SPSA: Last year we reviewed data and the SSC developed the SPSA. The school plan is how we allocate the funds and have a plan on how to spend these funds. Bylaws that pertained to SPSA were reviewed. Reviewed the SPSA, based on last year’s goals, which is listed in the minutes. The budget was approved with certain goals. Mrs. Wall reviewed enrollment, last year our First grade was our largest group. Subgroups were also reviewed. Reviewed ethnicity, population shows we are mostly Hispanic (88.2%). Reviewed the ELA data and detailed test results for all students for Third through Sixth grade. At grade level, percentages show that reading is going to be our biggest push. Reviewed CASSP results. In math, Third grade showed that they are meeting or exceeding. With 21%, the biggest are of focus is concepts and procedures. The area students did best on was communicating or reasoning. In the area of science, earth science is the area of focus for this year. This data shows that not a lot of science has been taught and that science needs to be taught at an earlier age. Science numbers provided are for Fifth grade only.

Goal #1: During the 2022-23 school year, the school will show a 5% increase in meeting or exceeding proficiency for all students, which includes identified subgroups. In math, ELA, and EL. In addition, students with disabilities will show gains by 5% or more in ELA and math scores. Strategies to meeting goal #1, we talked about how we wanted to see small group instruction. Reviewed how funds were applied. Bilingual Para educators, 5 per day = \$65,000 from Title I; literacy specialist =District funded; computer based supplemental

programs=District funded; Title I site funded \$3,500; technology to support instruction \$5000= Title I; additional material for SED: pay for additional account clerk support \$30,000 in supplemental/concentration; extra planning /afterschool \$5,000 supp/con.

Goal #2- Effective communication between student's staff community and stakeholders will be promoted and increased 5% during the 2022-2023 school year through various means of communication. Strategies to meet goal #2 -increase parent communication through use of a planner, signage, ParentSquare-\$1,531 –Title I. Increase bilingual liaison hours-\$26,000 supp/con. School counselors to aide in transition to middle/school =District funded. Family nights/open house/career day/awards=District and PTA funded. Use of print flyers/letters and parent square program=District funded and site discretionary.

Goal #3-All students will participate in Positive Behavior Interactions and Supports (PBIS) and Second Step (SEL) curriculum to support positive student behavior and develop problem-solving skills. Increased student and parent educational opportunities and services will support positive student behavior and increased knowledge about school programs. 1. Reduce truancy 5% 2. Reduce chronic absenteeism by 5% 3. Reduce excessively excused by 5% 4. Reduce suspension rate by 1%. Strategies to meet goal #3; PBIS implementation /incentives=\$890 from Title I and \$1000 from sup/con; student supervision aides=District funded + additional time=\$5000 in sup/con; attendance clerk/social worker/liaison/admin to do attendance meetings/home visits=District funded; FSA counseling =\$6000 Title I + District funded; increase engagement through supplemental programs =STEM, ART, hands on=9000; SEL program implementation with counselor/teachers/admin=District funded; PBIS training=District funded. Reviewed budget allocation, overall we have \$90,184 =Title I.

Mrs. Echeverria motioned to approve SPSA and Mrs. Blades seconded. All members were in favor and SPSA was approved.

VII. Next Meeting Agenda Items

A. Review the School Safety Plan

VIII. Next Scheduled S.S.C. Meeting

A. Monday, November 7, 2022

IX. Open Discussion

No further comments made.

X. Adjournment

Mrs. Pacheco motioned to adjourn and Mrs. Blades seconded. Mrs. Wall adjourned the meeting at 3:50 p.m.

Single Plan for Student Achievement (SPSA)

Leonora Fillmore Elementary School
School Site Council Presentation
October 3, 2022

What is a SPSA?

- Blueprint to improve the academic performance of all students
- Builds on the premise that students are capable of learning with effective instruction
- Includes school goals aligned with activities and goals included in the LEA plan (LCAP) to maximize school reform efforts
- Based on verifiable data analysis (state data - CAASPP, ELPAC)
- Ensures all resources are aligned to serve student needs in alignment with school plan
- Strategic coordination of resources

Role of the School Site Council

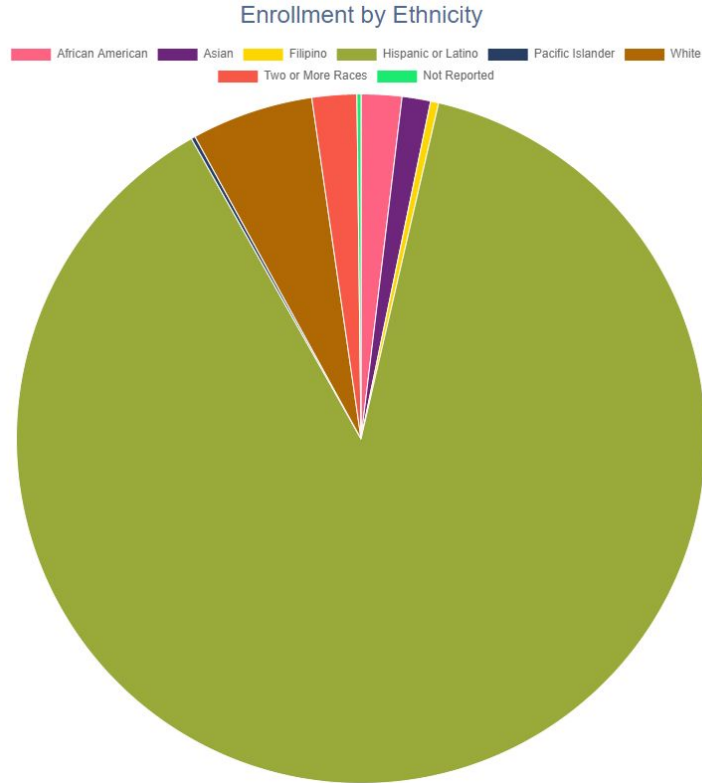
- Approve the plan
- Recommend to the school board for approval
- Monitor its implementation
- Evaluate the effectiveness of the planned activities

Enrollment

Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
14.9%	15.6%	12.2%	11.6%	17.1%	14.5%	14.1%

Subgroup	Enrollment
English Learners	174
Foster Youth	10
Homeless Youth	36
Migrant Education	4
Students with Disabilities	82
Socioeconomically Disadvantaged	420
All Students	525





Enrollment



— Enrollment by Ethnicity Chart Data

Ethnicity	Enrollment	Percent
African American	10	1.9%
Asian	7	1.3%
Filipino	2	0.4%
Hispanic or Latino	463	88.2%
Pacific Islander	1	0.2%
White	30	5.7%
Two or More Races	11	2.1%
Not Reported	1	0.2%
Total	525	100.0%

Overall Achievement

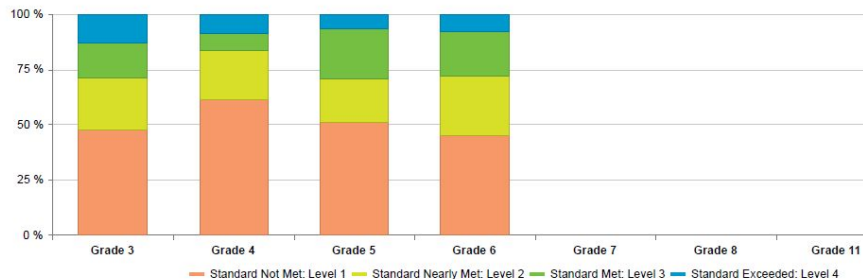
Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6
Number of Students Enrolled ¹	65	92	76	75
Number of Students Tested ¹	63	91	75	75
Number of Students With Scores ¹	63	91	75	75
Mean Scale Score	2372.9	2390.4	2441.2	2473.9
 Standard Exceeded: Level 4 ¹	12.70 %	8.79 %	6.67 %	8.00 %
 Standard Met: Level 3 ¹	15.87 %	7.69 %	22.67 %	20.00 %
 Standard Nearly Met: Level 2 ¹	23.81 %	21.98 %	20.00 %	26.67 %
 Standard Not Met: Level 1 ¹	47.62 %	61.54 %	50.67 %	45.33 %

2021–22 Detailed Test Results Results for All Students

ENGLISH LANGUAGE ARTS/LITERACY

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



ELA

READING: How well do students understand stories and information that they read?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	12.70 %	5.49 %	10.67 %	14.67 %	N/A	N/A	N/A	10.53 %
Near Standard ¹	53.97 %	50.55 %	53.33 %	40.00 %	N/A	N/A	N/A	49.34 %
Below Standard ¹	33.33 %	43.96 %	36.00 %	45.33 %	N/A	N/A	N/A	40.13 %

WRITING: How well do students communicate in writing?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	7.94 %	5.49 %	4.00 %	5.33 %	N/A	N/A	N/A	5.59 %
Near Standard ¹	44.44 %	37.36 %	56.00 %	46.67 %	N/A	N/A	N/A	45.72 %
Below Standard ¹	47.62 %	57.14 %	40.00 %	48.00 %	N/A	N/A	N/A	48.68 %





LISTENING: How well do students understand spoken information?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	1.59 %	4.40 %	4.00 %	18.67 %	N/A	N/A	N/A	7.24 %
Near Standard ¹	63.49 %	68.13 %	81.33 %	61.33 %	N/A	N/A	N/A	68.75 %
Below Standard ¹	34.92 %	27.47 %	14.67 %	20.00 %	N/A	N/A	N/A	24.01 %

RESEARCH/INQUIRY: How well can students find and present information about a topic?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ¹	6.35 %	8.79 %	6.67 %	5.33 %	N/A	N/A	N/A	6.91 %
Near Standard ¹	66.67 %	57.14 %	64.00 %	68.00 %	N/A	N/A	N/A	63.49 %
Below Standard ¹	26.98 %	34.07 %	29.33 %	26.67 %	N/A	N/A	N/A	29.61 %

Overall Achievement

Achievement Level	Grade 3	Grade 4	Grade 5	Grade 6
Number of Students Enrolled ^①	65	92	76	75
Number of Students Tested ^①	64	90	75	74
Number of Students With Scores ^①	63	90	75	74
Mean Scale Score	2374.1	2382.3	2396.6	2440.1
 Standard Exceeded: Level 4 ^①	6.35 %	1.11 %	0.00 %	4.05 %
 Standard Met: Level 3 ^①	14.29 %	11.11 %	4.00 %	4.05 %
 Standard Nearly Met: Level 2 ^①	23.81 %	18.89 %	17.33 %	27.03 %
 Standard Not Met: Level 1 ^①	55.56 %	68.89 %	78.67 %	64.86 %

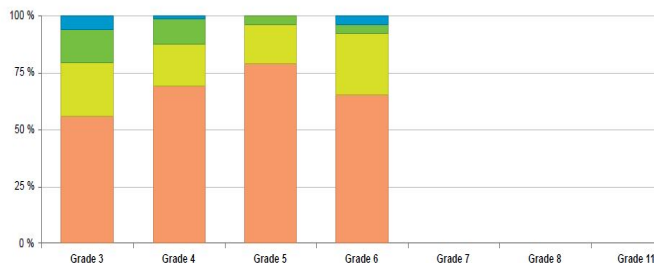
Math

2021-22 Detailed Test Results Results for All Students

MATHEMATICS

▼ Data Detail - All Students (accessible data)

Achievement Level Distribution



CONCEPTS & PROCEDURES: How well do students use mathematical rules and ideas?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^①	7.94 %	4.44 %	0.00 %	1.35 %	N/A	N/A	N/A	3.31 %
Near Standard ^①	38.10 %	27.78 %	20.00 %	32.43 %	N/A	N/A	N/A	29.14 %
Below Standard ^②	53.97 %	67.78 %	80.00 %	66.22 %	N/A	N/A	N/A	67.55 %

PROBLEM SOLVING AND MODELING & DATA ANALYSIS: How well can students show and apply their problem solving skills?

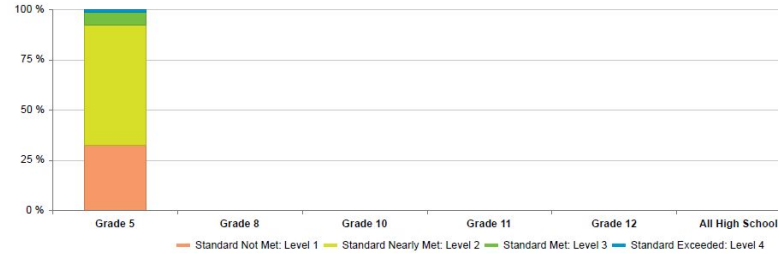
Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^①	12.70 %	5.56 %	4.00 %	4.05 %	N/A	N/A	N/A	6.29 %
Near Standard ^①	41.27 %	28.89 %	32.00 %	37.84 %	N/A	N/A	N/A	34.44 %
Below Standard ^①	46.03 %	65.56 %	64.00 %	58.11 %	N/A	N/A	N/A	59.27 %

COMMUNICATING REASONING: How well can students think logically and express their thoughts in order to solve a problem?

Area Performance Level	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 11	All Grades
Above Standard ^①	7.94 %	2.22 %	1.33 %	5.41 %	N/A	N/A	N/A	3.97 %
Near Standard ^①	60.32 %	44.44 %	40.00 %	48.65 %	N/A	N/A	N/A	47.68 %
Below Standard ^①	31.75 %	53.33 %	58.67 %	45.95 %	N/A	N/A	N/A	48.34 %

CAST

Achievement Level Distribution



LIFE SCIENCES: Focusing on structures and processes in living things, ecosystems, heredity and biological evolution

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ¹	1.35 %	N/A	N/A	N/A	N/A	N/A	1.35 %
Near Standard ¹	20.27 %	N/A	N/A	N/A	N/A	N/A	20.27 %
Below Standard ¹	78.38 %	N/A	N/A	N/A	N/A	N/A	78.38 %

PHYSICAL SCIENCES: Focusing on matter and its interactions, motion and stability, energy, and waves and their applications

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ¹	1.35 %	N/A	N/A	N/A	N/A	N/A	1.35 %
Near Standard ¹	22.97 %	N/A	N/A	N/A	N/A	N/A	22.97 %
Below Standard ¹	75.68 %	N/A	N/A	N/A	N/A	N/A	75.68 %

EARTH AND SPACE SCIENCES: Focusing on Earth's place in the universe, Earth's systems, and Earth and human activity

Domain Achievement Level	Grade 5	Grade 8	Grade 10	Grade 11	Grade 12	All High School	All Grades
Above Standard ¹	0.00 %	N/A	N/A	N/A	N/A	N/A	0.00 %
Near Standard ¹	21.62 %	N/A	N/A	N/A	N/A	N/A	21.62 %
Below Standard ¹	78.38 %	N/A	N/A	N/A	N/A	N/A	78.38 %

Overall Achievement

Achievement Level	Grade 5
Number of Students Enrolled ¹	76
Number of Students Tested ¹	74
Number of Students with Scores ¹	74
Mean Scale Score	186.9
Standard Exceeded: Level 4 ¹	1.35 %
Standard Met: Level 3 ¹	6.76 %
Standard Nearly Met: Level 2 ¹	59.46 %
Standard Not Met: Level 1 ¹	32.43 %

Goal #1:

During the 2022-2023 school year, the school will show a 5% increase in meeting or exceeding proficiency for all students which includes identified subgroups (English Learners, Socio-economically Disadvantaged, and Foster youth) in Math, ELA, and ELPI. In addition, students with disabilities will show gains by 5% or more in ELA and Math scores.

Strategies to meet Goal #1

Bilingual Paraeducators for 5 hours per day- \$65,000 in Title I

Literacy Specialist- District Funded

Computer-based Supplemental Programs- District Funded; Title I Site Funded- \$3500

Technology to support instruction: \$5,000 Title I

Additional Materials for SED: Pay for Additional Account Clerk Support: \$30,000 in Supp/Con

Extra Planning/Afterschool Support- \$5,000 Supp/Con

Effective PD to meet SWD/ EL/ Below Proficiency- District Funded

Goal #2

Effective communication between students, staff, community and stakeholders will be promoted and increased 5% during the 2022-2023 school year through various means of communication as evidenced by increased responses and participation in surveys and events at the school.

Strategies to meet Goal #2

Increase parent communication through use of planner, signage, Parent Square- \$1531- Title I

Increase Bilingual Liaison Hours- \$26,000 Supp/Con

School Counselors to aid in transition to Middle/School- District Funded

Family Nights/Open House/Career Day/Awards- District and PTA Funded

Use of print flyers/letters and Parent Square Program- District Funded and Site Discretionary

Goal #3

All students will participate in Positive Behavior Interactions and Supports (PBIS) and Second Step SEL Curriculum to support positive student behavior and develop problem solving skills. Increased student and parent educational opportunities and services will support positive student behavior and increased knowledge about school programs.

During the 2022-2023, school year by consistently meeting with families and educating them on the importance of school attendance, tardies, and truancy we will:

- 1. Reduce Truancy by 5%**
- 2. Reduce Chronic Absenteeism by 5 %**
- 3. Reduce Excessively Excused by 5%**
- 4. Reduce Suspension rate by 1%**

Strategies to meet Goal #3

PBIS Implementation/Incentives- \$890 in Title I and \$1000 in Supp/Con

Student Supervision Aides- District Funded + Additional Time-\$5,000 in Supp/Con

Attendance Clerk/Social Worker/Liaison/Admin to do Attendance Meetings/Home Visits- District Funded

FSA Counseling- \$6,000 Title I + District Funded

Increase engagement through Supplemental Programs- STEAM, ART, Hands-On,- \$9,000

SEL Program Implementation with Counselor/Teachers/Admin- District Funded

PBIS Training- District Funded