

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
William Green Elementary School	19-64691-6014930	October 3, 2022	October 2022

Purpose and Description

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

Schoolwide Program

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district’s initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

****Note:** The 2020-2021 school year has commenced in a distance learning model due to the school closure in March 2020 as a result of COVID-19 pandemic. For this reason, data included in this plan is only local assessment data. Our goal and focus on student achievement remain the same, and as where able, local data has been collected and inputted, to monitor progress towards these goals in a distance learning environment.

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Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

During the course of the school year, parents, teachers, and other staff members participate in the LCAP survey. These results are used to determine district LCAP priorities.

Classroom Observations

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

Ed Services walkthroughs: Growth and improvement in the district's instructional focus area - intentional questioning to support academic discourse and student critical thinking across all content areas - are measured through the classroom walkthrough protocol data that is utilized twice monthly at each school by the principal and members of the Educational Services team. The data collected with this instrument is analyzed bi-monthly to measure impact and implementation of the instructional focus. Data from over 1,000 classroom observations in 2018-19 indicated that in the area of multiple exchanges and building up an idea, most conversations fell in the "attempting" range, or "2" on a 4-point scale, and so we dug deeper into how to help students build up ideas through multiple exchanges.

Principal walkthroughs: Formal and informal classroom observations are conducted by the Principal, Assistant Principal. Walkthrough data is used to inform site and district professional development as well as grade level collaboration time.

Evaluation cycle

A formal observation protocol is utilized by administrative staff members after classroom observations. As per LTA contract, teachers participate in a formal evaluation cycle that focuses on the California Standards for Teaching Profession (CSPT). This process includes goal setting, formal classroom observations, and formative and summative feedback in order to improve instruction practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers STAR reading 4x per year to all students to assess reading proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary, and IABs are administered in middle school math classes for the same purpose. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 2 and 5 in elementary. Unit 5 also serves as a reclassification criterion for K-3 students.

Student scores are used to monitor and target English Learner subgroups not making adequate language progress. STAR testing results are used to determine placement in intervention, instructional groups, SST academic referrals, at-risk of retention, reclassification, merit/GATE placements, cohort analysis (for possible strengths and weaknesses), overall school-wide progress, purchase of instructional materials, and staff development.

Teachers are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. For instance, at the beginning of each school year, all teachers at William Green School meet with their site administrators and grade-level colleagues to analyze prior-year assessment results.

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

Summative and formative trimester assessment results are used to monitor student progress, design interventions, establish student groupings for instruction, provide classroom intervention, purchase materials, provide parent education, and develop smart goals. Professional learning communities will use data to analyze student work, develop, design and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and instructional aides at Green are NCLB Highly Qualified.

Staff development continues at the district and site level. Teachers are trained in the most current techniques that align with district-adopted curricular programs and assessment tools. In addition, teachers have the opportunity to seek out conferences that relate to their program and needs as determined by the administrators, goals of their professional development plan and budgetary constraints

Teachers meet on at least a weekly basis to set short and long -term goals, analyze student performance, design interventions, engage in instructional decision making and engage in professional development.

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

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

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

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

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

A Language Arts Specialist, Math TOSA, and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

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

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

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

William Green currently uses key standards in each classroom that have been adopted by the Lawndale Elementary School District and align with the California State Standards. In addition, William Green uses both the English Language Arts Standards and the English Language Development Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials. Each teacher has materials that support this model as well as access to supplemental materials.

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

William Green adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

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

District planning guides are used in all core curriculum areas.

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

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, the Literacy Center houses supplemental resources that are aligned with the standards available to all teachers. All classrooms at Green School are in compliance with Williams' legislation.

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

SBE-adopted and standards-aligned instructional materials, including intervention materials are used in all curriculum areas.

Opportunity and Equal Educational Access

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

Green School provides the following services to support under-performing students:

- A. Strengthening and Emphasizing the Core Instructional Program - enable teachers to set instructional goals for themselves and their students, and to, in the end, strengthen and bring consistency to the core instructional programs in every classroom.
- B. Instructional interventions - before, during and after school programs targeting literacy and math.
- C. Small group instruction in the classroom as part of the core instructional program.
- D. Tier 1, 2, and 3 instructional interventions in classrooms and through our Learning Center targeting all students with instructional needs.
- E. Collaborative Small Learning Communities - dedicated collaboration time on a weekly basis to evaluate and plan State-Approved core curriculum adoptions, Response to Intervention

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

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

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

Additional resources available for parents and families include:

- Counseling Services from Masada
- Counseling Services from District Social Work Interns
- Little Company of Mary Hospital Medical Van
- Annual Eye Exams
- Annual Dental Screenings
- Referrals available for Counseling by the Department of Mental Health
- Realizing Amazing Potential (RAP) after-school program
- Resource Teacher Consultant
- School Readiness Program
- State Pre-School Program
- Full-time Speech and Language Therapist
- Health Aide on-site
- School Psychologist (.6 FTE)
- Adaptive P.E. Specialist
- Occupational Therapist

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)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV). The ELAC was provided with last year's test scores, and gave their input and suggestions to the Plan. In addition, the ELAC committee meeting notes were shared at the SSC meetings.

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. The William Green staff analyzed the student test data, the goals from last year, and formulated school-wide and grade level goals that are in alignment with LESD goals.

The SSC met and discussed last year's local assessment data and approved the four goals and approved the final Plan for submission to the Board of Trustees.

Funding

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

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

W. Green has:

1. Support staff (2 five-hour instructional aides, 1 three hour instructional aide, 1 five-hour materials clerk/community liaison, 1 five-hour library media clerk)

2. Teacher release time for collaboration, if funding permits

3. Substitutes/stipends for professional development and IEP/SST meetings

4. Parent involvement/education

5. Supplemental instructional materials

6. Technology materials that include: software, hardware, ink and printer cartridges associated with data analysis and intervention, license renewals, replacements, and infrastructure

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to

review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

Resource Inequities

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

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	3.35%	4.1%	3.58%	21	25	21
Asian	1.12%	2.8%	2.56%	7	17	15
Filipino	0%	%	%	0		
Hispanic/Latino	83.87%	82.1%	84.13%	525	504	493
Pacific Islander	0.48%	0.5%	0.51%	3	3	3
White	5.43%	5.1%	3.75%	34	31	22
Multiple/No Response	3.67%	3.1%	3.75%	23	19	22
	Total Enrollment			626	614	586

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	111	105
Grade 1	82	101	90
Grade 2	103	76	97
Grade3	110	104	79
Grade 4	109	109	111
Grade 5	99	113	104
Total Enrollment	626	614	586

Conclusions based on this data:

- Overall, Green's enrollment has decreased over the last several years from 699 in 2017-18 to 587 in 2021-22. This trend of decreasing enrollment has impacted the region and indicates a need to develop programs which attract families to the district. The COVID pandemic has exacerbated employment and housing inequities, possibly contributing to the declining enrollment trend.
- The majority of our students are Hispanic or Latinx. They consistently represent more than 80% of our population. The percentage of Hispanic or Latinx students has remained steady at approximately 82.1% of the student population. Our African American and Asian populations have remained steady at approximately 4.1% and 2.8% respectively.
- According to the CDE Dashboard report, our white subgroup has stayed between 5-7% over the past three years and our African American population has remained steady from 4.01 percent in 17-18 to 4.1percent in 20-21. Our

Asian American, Pacific Islander, American Indian, Filipino, and multiple/no response make up 8.8% of our school population.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	311	230	188	45.5%	36.7%	30.6%
Fluent English Proficient (FEP)	69	113	100	10.1%	18.1%	16.3%
Reclassified Fluent English Proficient (RFEP)	5	83	15	1.6%	26.7%	6.5%

Conclusions based on this data:

1. In 2020-21 we had approximately 30.6% of our students classified as English Language Learners that took the ELPAC test.
2. Our percentage of English Language Learners has been declining over the last 3 years from 45.5% in 18-19 to 30.6% in 20-21.
3. In 19-20, 26.7% of ELs were reclassified, and in 20-21, 6.5% of ELs were reclassified. This change may be due to the availability of ELPAC assessments and corresponding scores during COVID pandemic times.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	116		101	114		0	114		0	98.3		0.0
Grade 4	101		109	99		0	99		0	98		0.0
Grade 5	132		111	130		0	130		0	98.5		0.0
All	349		321	343		0	343		0	98.3		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2420.			19.30			29.82			24.56			26.32		
Grade 4	2463.			21.21			29.29			21.21			28.28		
Grade 5	2465.			10.00			23.85			24.62			41.54		
All Grades	N/A	N/A	N/A	16.33			27.41			23.62			32.65		

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	22.81			53.51			23.68			
Grade 4	23.23			54.55			22.22			
Grade 5	11.54			46.15			42.31			
All Grades	18.66			51.02			30.32			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	10.53			59.65			29.82		
Grade 4	17.17			56.57			26.26		
Grade 5	17.69			55.38			26.92		
All Grades	15.16			57.14			27.70		

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	17.54			69.30			13.16		
Grade 4	11.11			76.77			12.12		
Grade 5	8.46			65.38			26.15		
All Grades	12.24			69.97			17.78		

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	22.81			48.25			28.95		
Grade 4	20.20			52.53			27.27		
Grade 5	14.62			46.15			39.23		
All Grades	18.95			48.69			32.36		

Conclusions based on this data:

1. Due to COVID -19 impacts, the assessment data is from 18-19. There is a need to support English Language Learners in the area of ELA. Specifically our 3rd graders who are moving to 4th grade. Their level of proficiency is lower than the overall school level of proficiency.
2. Due to COVID-19 impacts, the assessment data is from 18-19. Many students made gains based on points but remained in the same proficiency band. We are going to identify our CUSP kids and provide them additional support to move them to the next level.
3. Due to COVID-19 impacts, the assessment data is from 18-19. Based on cohort data our 4th graders increased by 6% points in meeting in exceeding and our 5th graders increased by 5% points in meeting and exceeding.

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	116		101	115		0	115		0	99.1		0.0
Grade 4	101		109	101		0	101		0	100		0.0
Grade 5	132		111	130		0	130		0	98.5		0.0
All	349		321	346		0	346		0	99.1		0.0

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	2442.			25.22			26.96			26.96			20.87		
Grade 4	2469.			12.87			28.71			40.59			17.82		
Grade 5	2474.			5.38			20.77			34.62			39.23		
All Grades	N/A	N/A	N/A	14.16			25.14			33.82			26.88		

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21	
Grade 3	44.35			32.17			23.48			
Grade 4	20.79			45.54			33.66			
Grade 5	10.77			41.54			47.69			
All Grades	24.86			39.60			35.55			

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	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	26.09			45.22			28.70		
Grade 4	11.88			52.48			35.64		
Grade 5	3.85			52.31			43.85		
All Grades	13.58			50.00			36.42		

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	19-20	20-21	18-19	19-20	20-21	18-19	19-20	20-21
Grade 3	26.96			52.17			20.87		
Grade 4	19.80			60.40			19.80		
Grade 5	7.69			49.23			43.08		
All Grades	17.63			53.47			28.90		

Conclusions based on this data:

1. Due to COVID-19 impacts, the assessment data is from 18-19. The gains do not show in the proficiency bands but students made gains in their overall scores. There is a need to provide extra support for our English Language Learners, specifically those that are entering 4th grade.
2. Due to COVID-19 impacts, the assessment data is from 18-19. Looking at cohort data we made the greatest gains in 4th grade. There was a significant dip in the 5th grade math scores and that will be an area of additional support we will provide to those teachers.
3. Due to COVID-19 impacts, the assessment data is from 18-19. Our RFEPs were our highest scoring subgroup, in all grade levels their average scale score was above proficiency. Our English Learners had lower proficiency efforts and efforts will be made to better support them in integrated ELD through focused collaboration.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1450.3	1435.2	1411.7	1457.2	1443.7	1427.2	1434.0	1414.9	1375.4	72	42	39
1	1473.2	1462.6	1450.3	1475.3	1476.9	1468.5	1470.5	1447.9	1431.6	57	47	43
2	1514.7	1505.4	1472.7	1513.4	1510.6	1464.1	1515.6	1499.6	1480.7	62	57	26
3	1514.2	1501.3	1502.4	1509.2	1501.8	1507.3	1518.7	1500.3	1496.9	50	39	42
4	1515.4	1535.2	1517.0	1505.0	1514.4	1520.1	1525.2	1555.4	1513.4	43	40	40
5	1516.9	1542.1	1526.7	1498.7	1536.8	1531.5	1534.6	1546.9	1521.4	28	39	28
All Grades										312	264	218

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		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	52.78	16.67	5.13	30.56	50.00	35.90	*	23.81	43.59	*	9.52	15.38	72	42	39
1	49.12	14.89	6.98	29.82	53.19	44.19	*	25.53	39.53	*	6.38	9.30	57	47	43
2	74.19	28.07	3.85	*	49.12	53.85	*	17.54	34.62	*	5.26	7.69	62	57	26
3	24.00	28.21	30.95	50.00	43.59	28.57	22.00	23.08	28.57	*	5.13	11.90	50	39	42
4	34.88	35.00	20.00	39.53	50.00	55.00	*	10.00	20.00	*	5.00	5.00	43	40	40
5	*	41.03	32.14	50.00	30.77	25.00	*	17.95	25.00	*	10.26	17.86	28	39	28
All Grades	46.79	26.89	16.51	32.69	46.59	40.37	12.82	19.70	32.11	7.69	6.82	11.01	312	264	218

2019-20 Data:

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

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	58.33	26.19	12.82	29.17	47.62	43.59	*	16.67	35.90	*	9.52	7.69	72	42	39
1	64.91	40.43	23.26	19.30	42.55	53.49	*	10.64	13.95	*	6.38	9.30	57	47	43
2	75.81	57.89	7.69	17.74	29.82	53.85		7.02	34.62	*	5.26	3.85	62	57	26
3	48.00	43.59	45.24	34.00	38.46	38.10	*	12.82	9.52	*	5.13	7.14	50	39	42
4	44.19	50.00	42.50	34.88	32.50	45.00	*	12.50	10.00	*	5.00	2.50	43	40	40
5	*	56.41	50.00	46.43	30.77	32.14	*	5.13	0.00	*	7.69	17.86	28	39	28
All Grades	57.05	46.21	30.73	28.21	36.74	44.50	8.97	10.61	16.97	5.77	6.44	7.80	312	264	218

2019-20 Data:

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

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	47.22	9.52	2.56	*	40.48	10.26	31.94	33.33	64.10	*	16.67	23.08	72	42	39
1	38.60	6.38	4.65	31.58	40.43	25.58	*	38.30	37.21	*	14.89	32.56	57	47	43
2	59.68	14.04	3.85	20.97	40.35	57.69	*	33.33	19.23	*	12.28	19.23	62	57	26
3	*	10.26	9.52	34.00	38.46	30.95	38.00	41.03	35.71	*	10.26	23.81	50	39	42
4	*	32.50	5.00	51.16	42.50	30.00	*	17.50	47.50	*	7.50	17.50	43	40	40
5	*	17.95	21.43	46.43	33.33	10.71	*	33.33	35.71	*	15.38	32.14	28	39	28
All Grades	37.18	14.77	7.34	29.81	39.39	26.61	21.47	32.95	41.28	11.54	12.88	24.77	312	264	218

2019-20 Data:

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

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	70.83	26.19	12.82	25.00	64.29	79.49	*	9.52	7.69	72	42	39
1	75.44	65.96	41.86	*	29.79	51.16	*	4.26	6.98	57	47	43
2	82.26	61.40	3.85	*	33.33	88.46	*	5.26	7.69	62	57	26
3	34.00	30.77	30.95	58.00	53.85	52.38	*	15.38	16.67	50	39	42
4	34.88	32.50	47.50	55.81	50.00	45.00	*	17.50	7.50	43	40	40
5	*	12.82	32.14	60.71	79.49	53.57	*	7.69	14.29	28	39	28
All Grades	59.29	40.53	29.82	33.65	50.00	60.09	7.05	9.47	10.09	312	264	218

2019-20 Data:

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

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	50.00	30.95	17.95	43.06	54.76	58.97	*	14.29	23.08	72	42	39
1	57.89	29.79	18.60	36.84	63.83	69.77	*	6.38	11.63	57	47	43
2	59.68	42.11	11.54	32.26	52.63	84.62	*	5.26	3.85	62	57	26
3	70.00	71.79	61.90	26.00	25.64	30.95	*	2.56	7.14	50	39	42
4	58.14	75.00	60.00	30.23	20.00	40.00	*	5.00	0.00	43	40	40
5	60.71	82.05	71.43	*	7.69	14.29	*	10.26	14.29	28	39	28
All Grades	58.65	53.41	40.37	33.97	39.39	49.54	7.37	7.20	10.09	312	264	218

2019-20 Data:

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

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	37.50	7.14	2.56	54.17	83.33	64.10	*	9.52	33.33	72	42	39
1	43.86	29.79	13.95	33.33	48.94	51.16	22.81	21.28	34.88	57	47	43
2	69.35	14.04	11.54	*	73.68	61.54	*	12.28	26.92	62	57	26
3	*	15.38	14.29	60.00	58.97	52.38	24.00	25.64	33.33	50	39	42
4	*	25.00	5.00	67.44	65.00	67.50	*	10.00	27.50	43	40	40
5	*	25.64	25.00	60.71	61.54	39.29	*	12.82	35.71	28	39	28
All Grades	36.86	19.32	11.47	45.83	65.53	56.42	17.31	15.15	32.11	312	264	218

2019-20 Data:

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

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	61.11	57.14	25.64	31.94	21.43	43.59	*	21.43	30.77	72	42	39
1	26.32	6.38	2.33	63.16	80.85	81.40	*	12.77	16.28	57	47	43
2	40.32	15.79	7.69	51.61	71.93	73.08	*	12.28	19.23	62	57	26
3	34.00	17.95	19.05	62.00	66.67	64.29	*	15.38	16.67	50	39	42
4	41.86	40.00	15.00	46.51	52.50	70.00	*	7.50	15.00	43	40	40
5	50.00	30.77	14.29	42.86	53.85	60.71	*	15.38	25.00	28	39	28
All Grades	42.63	26.89	14.22	49.36	59.09	65.60	8.01	14.02	20.18	312	264	218

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. Reviewing the ELPAC data for 20-21, for overall language results, 16.5% of our ELs were at level 4, 40.4% at level 3, 32.1% at level 2 and 11.0% at level 1. It was observed that percentage of students at level 4 decreased from previous years and percentage of students at level 2 increased from previous years.
2. There is a lower percentage of students achieving level 4 in the writing and reading domain per ELPAC 20-21 scores than in previous years as well as compared to other two domains of listening and speaking.
3. In all 4 domains, listening, speaking, reading and writing, there was an increase of percentages of students who were somewhat/moderately developed and a decrease in percentage of students who were well developed.

School and Student Performance Data

Student Population

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

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

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
614	92.3	30.6	0.3
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	188	30.6
Foster Youth	2	0.3
Homeless	5	0.8
Socioeconomically Disadvantaged	567	92.3
Students with Disabilities	52	8.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	25	4.1
American Indian or Alaska Native		
Asian	17	2.8
Filipino		
Hispanic	504	82.1
Two or More Races	19	3.1
Native Hawaiian or Pacific Islander	3	0.5
White	31	5.0

Conclusions based on this data:

1. The majority of our students, 86.7% of them are socioeconomically disadvantaged.

2. Almost half of our population, 36.7% of our students are English Learners with the majority speaking Spanish as a first language.
3. 8.6% of our students are identified as having a disability.





School and Student Performance Data

Overall Performance

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2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Blue
Mathematics  Green		

Conclusions based on this data:

1. We currently have a low rate of suspension at Green. We have been able to maintain this rate due to our participation in PBIS.
2. Our English Learner progress has shown collective growth. School wide we have made intentional efforts to build up our designated ELD block and are working towards integrated ELD in all content areas.
3. All of our student groups are orange in both Math and English Language Arts. This is an area where all students need to make significant growth to achieve proficiency.

School and Student Performance Data

Academic Performance English Language Arts

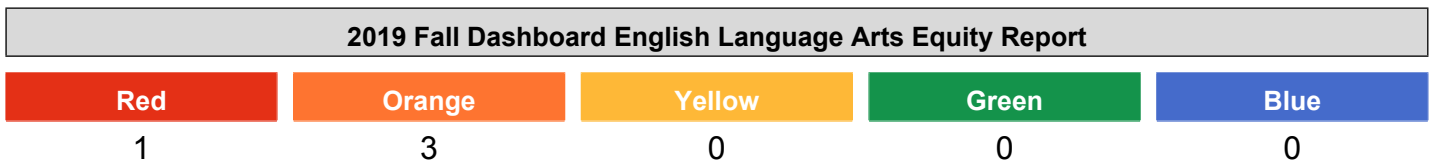
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Orange 19.2 points below standard Maintained -0.1 points 339	<p>English Learners</p> Orange 19.4 points below standard Maintained ++1.6 points 183	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 0 Students	<p>Socioeconomically Disadvantaged</p> Orange 22.6 points below standard Maintained ++2.3 points 295	<p>Students with Disabilities</p> Red 97 points below standard Maintained ++0.1 points 37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 46.8 points below standard Declined Significantly -38.5 points 11	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 22.6 points below standard Maintained -0.4 points 296	 No Performance Color 44.7 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 19 points above standard Increased Significantly ++13.0 points 12

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
38.7 points below standard Increased ++13.5 points 132	30.5 points above standard Declined -8.7 points 51	22.9 points below standard Maintained ++0.2 points 148

Conclusions based on this data:

- Based on this data our reclassified students and white students were the only subgroups that were above proficiency. Our white and African American students increased. Our remaining subgroups are at low status and declined or declined significantly. This year we are going to continue to be more intentional with data to support teachers with English Learners and other students that are struggling in English Language Arts.
- Based on our cohort data from 17-18, all of our grade levels and subgroups made gains in ELA. This is in large part due to ELA being a school and district focus and the implementation of a new adoption. This is work we plan to continue this school year.
- Our students with disabilities are the furthest from proficient compared to all of our subgroups. We plan on enhancing our support for our special education through collaboration and release days for our Learning Center case managers to meet with the general education teachers that support our students.

School and Student Performance Data

Academic Performance Mathematics

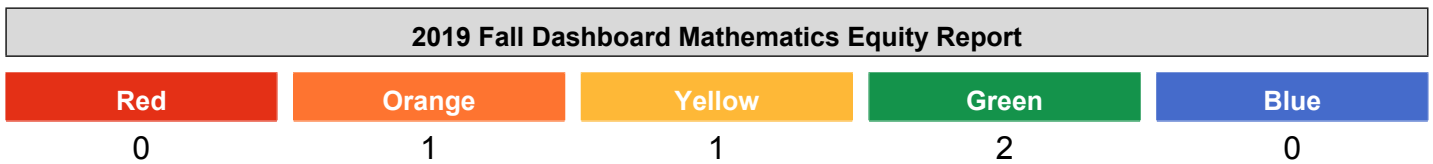
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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









This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> Green 21.1 points below standard Increased Significantly ++17.2 points 339	<p>English Learners</p> Green 22.3 points below standard Increased ++12.5 points 183	<p>Foster Youth</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> Yellow 25.3 points below standard Increased Significantly ++16.2 points 295	<p>Students with Disabilities</p> Orange 93.6 points below standard Maintained ++0.7 points 37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 76.9 points below standard Declined -5.2 points 11		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.6 points below standard Increased ++14.7 points 296	 No Performance Color 15.3 points above standard 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 24.8 points above standard Increased Significantly ++25.1 points 12

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
28.4 points below standard Increased Significantly ++24.5 points 132	6.4 points below standard Declined -6.8 points 51	21.8 points below standard Increased Significantly ++22.2 points 148

Conclusions based on this data:

1. Our White and Reclassified subgroups were medium and high status respectfully. Our white students maintained but our Reclassified students declined. We need to involve teachers in the process of monitoring our RFEP students to ensure they continue to make progress.
2. Based on this data our English Learners maintained their status. This year we have plans to focus on them through additional collaboration time with our Math TOSA. Grade levels will meet regularly with her and identify strategies to support students that are English Language Learners. This will include more opportunities for critical thinking and student talk as well as strategies such as equity in participation, intentional partnerships, and positioning students to be successful participants.
3. Our students with disabilities were 72.5 points away from proficient. This is slightly better than English Language Arts but still an area of improvement. In order to support this subgroup we will enhance our Learning Center team's collaboration time with our Math TOSA and also provide release time for teachers to meet with case carriers to plan support based on the student's IEP goals.

School and Student Performance Data

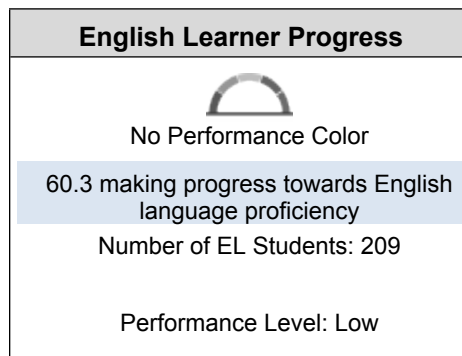
Academic Performance English Learner Progress

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

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11.4	28.2	12.4	47.8

Conclusions based on this data:

1. Our English Learners were making good progress and continue to increase. This is likely due to our newly adopted ELD curriculum and collaboration to strengthen integrated ELD.
2. Our English Learners declined significantly in English Language Arts, this is likely due to the fact that we are in process of integrating ELD support within the new ELA curriculum.
3. Our English Language Learners began with a low status and declined in the area of math. This year our instructional focus was heavier on English Language Arts as a result of our new adoption and this is an area of significant need where we plan to target our focus.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

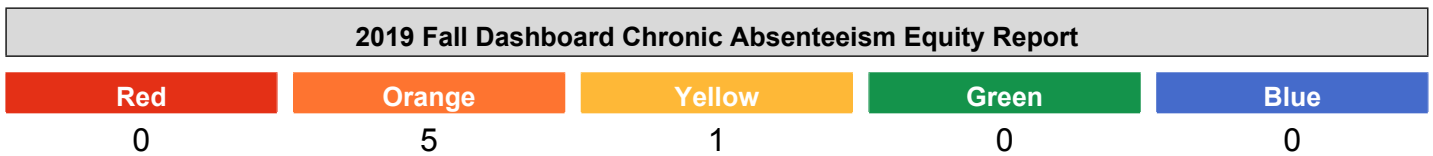
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is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

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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
Orange 10 Increased +1.8 711	Orange 5.5 Increased +1.6 327	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	Orange 10.5 Increased +2.5 612	Orange 16.9 Increased +11 77

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 11.1 Declined -5.6 27	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Orange 9.5 Increased +1.5 597	 Yellow 9.5 Maintained -0.2 42	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 17.6 Increased +11.3 34

Conclusions based on this data:

1. Our students with disabilities have the lowest percentage of students with chronic absenteeism.
2. Our African America student group has the highest percentage of chronically absent students at 16.7%.
3. Our percentage of students that are chronically absent has increased by 1.8% and is now at 8.2%.

School and Student Performance Data

Conditions & Climate Suspension Rate

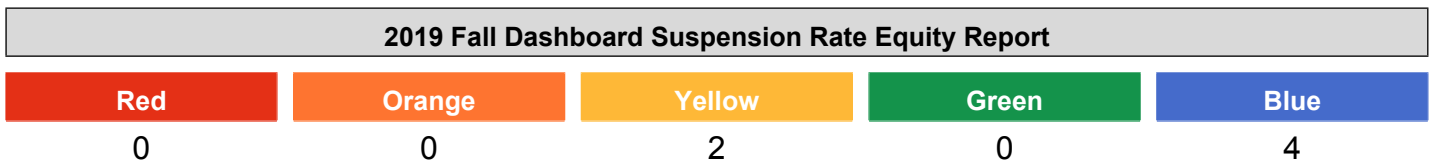
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The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Blue</p> <p>0.3</p> <p>Maintained +0.1</p> <p>721</p>	<p>English Learners</p> <p>Yellow</p> <p>0.6</p> <p>Increased +0.3</p> <p>331</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p>
<p>Homeless</p>	<p>Socioeconomically Disadvantaged</p> <p>Blue</p> <p>0.2</p> <p>Maintained 0</p> <p>619</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>1.3</p> <p>Maintained -0.1</p> <p>77</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 29		 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0.3</div> Maintained +0.2 604	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 43	 No Performance Color Less than 11 Students - Data 3	 Blue <div style="background-color: #e6f2ff; padding: 5px; text-align: center;">0</div> Maintained 0 34

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.1	0.3

Conclusions based on this data:

1. Based on this years data our incidence of suspension has decreased. Only one student was suspended on two occasions for a total of 2 days. He fits into the Hispanic/English Learner subgroup. This is due to our PBIS focus and support from our Response to intervention team with supporting behaviors.
2. According to this data which reflects the 2016-2017 school year our only subgroup that has increased and has a medium status is our African American subgroup. This is a subgroup that we have been supporting with intervention support in order to prevent suspension.
3. According to this data our status in most subgroups is very low and we have either declined or maintained this rate. I believe this is due to our focus on PBIS and our efforts to support kids prior to suspending them.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Increase Academic Achievement

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the next school year with a 5% increase at the conclusion of the 2022-23 school year. The areas and measurements are: English Language Arts: CAASPP and Local Assessments, Mathematics: CAASPP and Local Assessments, English Language Development, ELPAC and RFEP rates, Physical Fitness: CA Physical Fitness Test

Goal 1

CAASPP and local assessment data are being used in determining site academic goals in ELA and in Mathematics.

The district instructional focus (Purposeful Questions and Academic Conversations that deepen student understanding and critical thinking) on academic discourse and a focus on critical thinking in the CCSS professional development for teachers will translate to increased student proficiency in the areas of foundational skills, comprehension and academic discourse.

By the conclusion of the 2022-23 school year, all students at Green Elementary will increase their overall percentage meeting or exceeding standard on the CAASPP SBAC ELA assessment from 35.5% to 40.5%. In the area of Mathematics, all students at Green Elementary will increase their overall percentage meeting or exceeding standard on the CAASPP SBAC Math assessment from 26.2% to 31.2% percentage points (individual grade level metrics below).

In the area of ELA, by the the conclusion of the 2022-23 school year:

1st grade students will increase percentage of students At/Above from 41.9% to 46.9% (based on overall baseline)

2nd grade students will increase from 45.3% to 50.3%

3rd grade students will increase the percentage of students At/above standard on the STAR reading assessment from 47.2% to 52.2%.

4th grade students will increase the percentage at/above from 34.7% to 39.7%.

5th grade students will increase the percentage at/above from 42.2% to 47.2%

In the area of mathematics, by the conclusion of the 2022-23 school year:

3rd grade students will increase the percentage of students At/above standard on the STAR math assessment from the school average of 28.9% to 33.9% (based on overall baseline)

4th grade students will increase the percentage at/above from previous year from 0% to 5%.

5th grade students will increase the percentage from previous year at/above from 43.8% to 48.8%.

Using data from the ELPAC we will increase our percent of English Learners making adequate yearly progress by 5%

Identified Need

In reviewing STAR assessment data in both ELA and Math in Trimester 3 of the 2022 school year, it was determined that English Learner students (3rd-5th) performed at 27% proficient compared to the 47% proficiency demonstrated by the entire 3rd-5th student population in ELA. In Math English learner students (3rd-5th) performed

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Assessment ELA	Grade 1 - 45.3% At/Above Grade 2 - 47.2% At/Above Grade 3 - 34.7% At/Above Grade 4 - 42.2% At/Above Grade 5 - 40.2% At/Above	Grade 1 - 50.5% At/Above Grade 2 - 52.2% At/Above Grade 3 - 39.7% At/Above Grade 4 - 47.2% At/Above Grade 5 - 45.2% At/Above
STAR Assessment Math	Grade 3- 29.8% At/Above (Overall baseline) Grade 4- 0% At/Above (Previous year's scores) Grade 5- 43.8% At/Above	Grade 3- 34.8% At/Above Grade 4- 5% At/Above Grade 5- 48.8% At/Above
CAASPP SBAC ELA	Grade 3 - 30.8% At/above Grade 4 - 37.4% At/above Grade 5 - 43.5% At/above	Grade 3 - 35.8% At/above Grade 4 - 42.4% At/above Grade 5 - 48.5% At/above
CAASPP SBAC Math	Grade 3 - 26.2% At/above Grade 4 - 35.2% At/above Grade 5 - 20.2% At/above	Grade 3 - 31.2% At/above Grade 4 - 40.2% At/above Grade 5 - 25.2% At/above

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support implementation of ELA/ELD, math, and science standards, purchase instructional materials.
To promote physical activity purchase recess and PE equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2317	Supp & Con 1 4000-4999: Books And Supplies To support implementation of ELA/ELD, math, and science standards, purchase instructional materials. (4310)
3500	Supp & Con 1 4000-4999: Books And Supplies To promote physical activity purchase recess and PE equipment. (4350)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund educational activities/assemblies for students to promote academic achievement in content areas- virtual and in person

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Supp & Con 1 5000-5999: Services And Other Operating Expenditures Fund educational activities/assemblies for students to promote academic achievement in content areas- virtual and in person

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

The district LCAP will provide all teachers with a classroom budget of \$300 for basic supplies needed in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9450	Supp & Con 1 4000-4999: Books And Supplies \$300 for each classroom teacher to purchase materials for class-27 teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Certificated additional hours or release days to support academic achievement of students:

Certificated addl hours for teachers to participate in Makerspace planning and/ committee to promote instruction in STEAM activities, not to exceed 25 hours

Certificated release days to support articulation, collaboration and planning (not to exceed 6 days)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Supp & Con 1 1000-1999: Certificated Personnel Salaries Certificated additional hours for teachers to participate in Makerspace planning and/ committee, not to exceed 25 hours
1100	Supp & Con 1 1000-1999: Certificated Personnel Salaries Provide cert release days for articulation, collaboration and planning (not to exceed 6 days)
470	Supp & Con 1 3000-3999: Employee Benefits Fringes for additional hours for certificated additional hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide ACSA Conference for Admin to learn about and plan access for 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.

Amount(s)

2000

Source(s)

Supp & Con 1
5000-5999: Services And Other Operating Expenditures
Provide ACSA Conference for Admin to learn about and plan access for all students

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide one admission fee for all students for their field trips aligned with standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7000

Source(s)

Supp & Con 1
5800: Professional/Consulting Services And Operating Expenditures
Field trip admission fees for each student for one field trip per year

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Ensure Access & Equity

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the next school year with a 5% increase at the conclusion of the 2022-23 school year. The areas and measurements are: English Language Arts: CAASPP and Local Assessments, Mathematics: CAASPP and Local Assessments, English Language Development, ELPAC and RFEP rates, Physical Fitness: CA Physical Fitness Test

This 5% increase will apply to all students as measured in Goal 1) and also the following pupil subgroups: English Learners, Low income pupils, Hispanic or Latino, Black or African American, Reclassified Pupils and Students with Disabilities.

Goal 2

CAASPP and local assessment data are being used in determining site academic goals in ELA and in Mathematics.

The district instructional focus (Purposeful Questions and Academic Conversations that deepen student understanding and critical thinking) on academic discourse and a focus on critical thinking in the CCSS professional development for teachers will translate to increased student proficiency in the areas of foundational skills, comprehension and academic discourse represented in SBAC scores for ELA and Math for specific student groups.

By the conclusion of the 2022-23 school year, students in the following student groups will increase their percentage of At/Above benchmark on the CAASPP SBAC assessments in both ELA and Math:

ELA-

EL Students: 9.6% proficient to 14.6%

AA Students: 25% to 30%

SWD: 4.2% to 9.2%

Math-

EL Students: 8.2% to 13.2%

AA Students: 0% to 5%

SWD: 8.7% to 13.7%

Using data from the ELPAC we will increase our percent of English Learners making adequate yearly progress by 5%

Identified Need

Areas of identified need in academic achievement include: increasing academic achievement for ELs in grades 3-5 the areas of ELA and Math. Increasing academic achievements for African-American students in grades 3-5 in the areas of ELA and math. Students with disabilities in all grade levels show a significant achievement gap compared to all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP SBAC ELA	EL-9.6% proficient AA-25% proficient SWD-4/2% proficient	All students in the following groups will make at least a 5% increase in proficiency: EL-14.6% AA-30% SWD-9.2%
CAASPP SBAC Math	EL-8.2% proficient AA-0% proficient SWD-8.7% proficient	All students in the following groups will make at least a 5% increase in proficiency: EL-13.2% AA-5% SWD-13.7%

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- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support instruction and support students:

Title 1 Goal 2

Certificated Sub Days for collaboration and goal setting (not to exceed 10 days)

Certificated addl hours for ELIRT, LAS, and Math TOSA to support professional development and planning, not to exceed 60 hours (20 hrs/teacher leader)

Certificated addl hours for intervention (not to exceed 50 hrs)

Certificated addl hours for SEL planning: working with SSW, reading books and articles, creating calm corners in classrooms

(Not to exceed 50 hours, 2 hrs/ classroom teachers, LC team)

Certificated addl hours for reading professional books on equity, attending afterschool meetings/conferences on equity and trajectory of hope work

(Not to exceed 62 hours, 2 hr/classroom teachers, LC team, coach and teacher leaders)

Certificated addl hours for LC team to plan with teachers and hold planning/collaboration meetings, analyze data (Not to exceed 30 hours, 10 for Ozuna & 20 for Murillo)

LCFF Goal 2

additional hours for ELIRT, LAS, and Math TOSA to support professional development and planning, not to exceed 45 hours (15 hrs/teacher leader)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2153	Title I 1000-1999: Certificated Personnel Salaries Certificated Sub Days for collaboration and goal setting (not to exceed 10 days)
2952	Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for ELIRT, LAS, and Math TOSA to support professional development and planning, not to exceed 60 hours (20 hrs/teacher leader)
2460	Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for intervention (not to exceed 50 hrs)
2460	Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for SEL planning: working with SSW, reading books and articles, creating calm corners in classrooms
3050	Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for reading professional books on equity, attending afterschool meetings/conferences on equity and trajectory of hope work (Not to exceed 62 hours, 2 hr/classroom teachers, LC team, coach and teacher leaders)
1480	Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for LC team to plan with teachers and hold planning/collaboration meetings, analyze data (Not to exceed 30 hours, 10 for Ozuna & 20 for Murillo)
1800	Supp & Con 2 1000-1999: Certificated Personnel Salaries additional hours for ELIRT, LAS, and Math TOSA to support professional development and

planning, not to exceed 45 hours (15 hrs/teacher leader)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Two IAs to support the Language Arts Specialist. Under the guidance and training of the Language Arts Specialist they will provide intervention support to students deemed at risk based on state, district, and site assessments. One IA to support the Math TOSA. Under the guidance and training of the Math TOSA s/he will provide intervention support to students deemed at risk based on state, district, and site assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

61022

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Two 5 hour/day instructional aides to support students that need additional support in reading and foundational skills based on assessments, i.e. universal assessments. One 3 hour/day math instructional aide to provide support for students in the area of math number sense based on results of district assessments.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Additional Classified Hours for:

- interventions to support students below grade level in ELA, ELD and math
- training for 1:1 IAs to support of SWD population

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title I

	2000-2999: Classified Personnel Salaries Additional Classified Hours for interventions to support students below grade level in ELA, ELD and math.
500	Supp & Con 2 2000-2999: Classified Personnel Salaries Classified addl hours for 1:1 IAs for training for Support of Students with Special Needs (not to exceed 16 hours)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
22116	Title I 3000-3999: Employee Benefits Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.
552	Supp & Con 2 3000-3999: Employee Benefits Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support parent engagement:

- Purchase contracts to support parent engagement, i.e. family nights, parent workshops
- Direct purchase for materials and supplies needed for parent engagement
- Provide additional hours for community liaison to support with parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I Parent Involvement 5000-5999: Services And Other Operating Expenditures To support parent and family involvement, purchase workshops, family night activities using contracted services
1246	Title I Parent Involvement 4000-4999: Books And Supplies Direct purchase for materials and supplies needed for parent engagement
1040	Title I Parent Involvement 2000-2999: Classified Personnel Salaries Provide additional hours for community liaison to support with parent engagement

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

SWD, in target SES group, ELs, African American students, Hispanic/Latino, and students performing below grade level

Strategy/Activity

Purchase instructional and reference materials and books to support student academic achievement:

Instructional and Reference Materials for content areas
Instructional materials/books that focus on diversity/identity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Instructional and Reference Materials for content areas

2000	Title I 4000-4999: Books And Supplies Instructional materials/books that focus on diversity/identity
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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 in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support students with accessing curriculum and make progress, purchase instructional materials.

- Instructional materials and supplies
- Materials for intervention, i.e. ELA and Math
- Sensory materials to support behavior, SEL and calm corner
- Purchase instructional materials to support accommodations, interventions and sensory needs for Learning Center
- Direct purchase for equipment needs, i.e. poster maker, etc. to support instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10866	Title I 4000-4999: Books And Supplies • Instructional materials and supplies
2500	Title I 4000-4999: Books And Supplies • Materials for intervention, i.e. ELA and Math
2000	Title I 4000-4999: Books And Supplies -Sensory materials to support behavior, SEL and calm corner
1700	Supp & Con 2 4000-4999: Books And Supplies

	Purchase instructional materials to support accommodations, interventions and sensory needs for Learning Center
2750	Title I 4000-4999: Books And Supplies Direct purchase for equipment needs, i.e. poster maker, etc. to support instruction

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students-students receiving free and reduced lunches, African American students, SWD, ELs, Hispanic or Latino

Strategy/Activity

Purchase contract agreements with organizations that support student academic achievement and promote equity and access:

To promote equity and eliminate barriers for many of our students of color, specifically, African-American students, engage in partnership with Trajectory of Hope to provide support for equity based work and provide family support

To promote equity and eliminate barriers for STEAM area for all students, provide PS Science program/access to NGSS lessons and support, as well as family nights to promote student access to science and technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	Title I 5800: Professional/Consulting Services And Operating Expenditures To promote equity and eliminate barriers for many of our students of color, specifically, African-American students, engage in partnership with Trajectory of Hope to provide support for equity based work and provide family support
7000	Title I 5800: Professional/Consulting Services And Operating Expenditures

To promote equity and eliminate barriers for STEAM area for all students, provide PS Science program/access to NGSS lessons and support, as well as family nights to promote student access to science and technology.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students-low SES students, African American students, SWD, ELs, Hispanic or Latino

Strategy/Activity

In order to support academic success of ELs, AA students, SWD and low SES Students, purchase attendance to conferences for teacher leaders to support instructional access to students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Supp & Con 2
5000-5999: Services And Other Operating Expenditures
Attendance to conferences for teacher leaders to support instructional access to students

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Improve Parent and Student Engagement

LEA/LCAP Goal

A 2% improvement in each of the identified metrics will occur over three years and resulting in 6% growth. These metrics will be: Parent LCAP survey results and the Student LCAP Survey results.

Data points demonstrate a strength in other metrics related to student and parent engagement in LESD, so these will be included as maintenance goals. These metrics that will be maintained at current rates are: the California Healthy Kids Survey, suspension data, expulsion data, attendance rate, chronic absenteeism rate, and middle school drop out rate.

Goal 3

In the area of parent engagement, William Green will see a 5% increase in the number of parents attending parent workshops. In the area of student engagement there will be a 2% improvement over the next 3 years in the area of suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement. Green elementary will also decrease the number of chronically absent students. NOTE: goal of supporting chronic absentees reflects the impact of COVID related restrictions including the quarantine requirements for students at this time.

Identified Need

Areas of need include: increasing family involvement, increasing student attendance and decreasing suspension and chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ODR Behavior data	85.4% of students did not receive an Office Data Referral (Tier1) 12.4% of students received 1-5 Office Data Referrals (Tier2) 2.2% of student received 6+ Office Data Referrals (Tier3)	In the 2022-23 school year we will increase our Tier 1 by 3% by reinforcing expected behavior through our SOAR assemblies, E-Store, Friday Flag assemblies, training of our Student Supervision Assistants, and implementation of Restorative Practices in classrooms. We will decrease our Tier 2 by 2% and will also decrease our Tier 3 by 1% through our staff training on dealing with difficult behaviors, Second Step work, PBIS team collaboration, family engagement activities and Check in Check out.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids Survey	59% of Grade 5 students in the 2021-22 school year - School Connectedness 57% of Grade 5 students in the 2021-22 school year - Caring adult relationships	In the 2022-23 school year we will increase in these areas by 5% through our implementation of Restorative Practices in classrooms, Friday morning assemblies, and PBIS team collaboration.
School Attendance Data	Overall attendance rate % for 2021-22	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional hours for certificated staff to participate in family and student engagement events

Certificated add'l hours to plan and participate in parent/student engagement events, to do committee work, i.e. PBIS committee (not to exceed 50 hours)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Supp & Con 3
1000-1999: Certificated Personnel Salaries
Certificated add'l hours to plan and participate in parent/student engagement events, to do committee work, i.e. PBIS committee (not to exceed 40 hours)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional hours for classified staff to improve student engagement by supporting families and students by:

Classified additional hours for staff to support with translations, family and student engagement support. (not to exceed 80 hours)

classified additional hours for SSAs for PBIS training not to exceed 24 hours

classified additional hours for childcare during parent workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2735	Supp & Con 3 2000-2999: Classified Personnel Salaries Classified additional hours for staff to support with translations, family and student engagement support. (not to exceed 90 hours)
600	Supp & Con 3 2000-2999: Classified Personnel Salaries classified additional hours for SSAs for PBIS training not to exceed 24 hours
1402	Supp & Con 3 3000-3999: Employee Benefits Provide fringes for certificated and classified staff for supporting parent and student engagement activities

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

To support student engagement, positive behaviors and increase attendance:

Purchase PBIS materials, attendance incentives, Calm room materials

Direct Purchase of Parent and student engagement materials, ie family night materials, fall festival, etc., student incentives for PBIS

Direct Purchase of Materials for e-store to increase student engagement, PBIS support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Supp & Con 3 4000-4999: Books And Supplies Purchase PBIS materials, attendance incentives, Calm room materials (4310)
1000	Supp & Con 3 4000-4999: Books And Supplies Direct Purchase of Parent and student engagement materials, ie family night materials, fall festival, etc., student incentives for PBIS (4350)
2000	Supp & Con 3 4000-4999: Books And Supplies Direct Purchase of Materials for e-store to increase student engagement, PBIS support (4350)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase conference fee for parent/ELIRT attendance to CAGE to support English learners and family engagement of ELs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
800	Supp & Con 3 5000-5999: Services And Other Operating Expenditures Purchase conference fee for parent/ELIRT attendance to CAGE to support English learners and family engagement of ELs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide funds to purchase family and Student engagement contracts for student and family engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4300

Supp & Con 3
5800: Professional/Consulting Services And Operating Expenditures
Provide funds to purchase family and Student engagement contracts for student and family engagement

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Provide 21st Century Learning Environments

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

By the end of 2022-23 school year, increase student use of technology and instructional platforms to enhance learning to become proficient in 21st century skills in technology. Student access to Makerspace will be increased in order to promote proficiency and growth in 21st century learning strategies and skills

Identified Need

Identified areas of need include increasing device to student ratio, and maintain up to date student Chromebooks, iPads and support with instructional platforms.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Grade levels that are 1:1 with technology - chromebook carts in the classroom	TK/K- 2:1 1st- 2:1 2nd - 2:1 3rd - 1:1	TK/K- 2:1 1st- 2:1 2nd - 2:1 3rd - 2:1
Access to Makerspace	4th - 1:1 5th - 1:1 5th grade students will participate in CS First lessons. Makerspace will be accessible to all students by Spring of 2023	4th - 2:1 5th - 1:1 Students will have more access to makerspace work and items, increasing understanding of 21st century practices, skills and strategies.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of materials to promote 21st century learning and technology skills:

Purchase books and materials for a 21st century library

Purchase books and reference materials for makerspace

Purchase instructional materials for 21st century classroom, technology and makerspace

Purchase computer software to support instruction and 21st century learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Supp & Con 4 4000-4999: Books And Supplies Purchase books and materials for a 21st century library (4210)
1000	Supp & Con 4 4000-4999: Books And Supplies Purchase books and reference materials for makerspace (4210)
3000	Supp & Con 4 4000-4999: Books And Supplies Purchase instructional materials for 21st century classroom, technology and makerspace (4310)
2000	Supp & Con 4 4000-4999: Books And Supplies Purchase computer software to support instruction and 21st century learning (4340)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Direct purchase of items to support student learning with materials and technology:

Direct purchase of materials for 21st century learning, i.e. makerspace, library, other materials needed to support student learning

Direct purchase for other materials, i.e. toner, office supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6000	Supp & Con 4 4000-4999: Books And Supplies Direct purchase of materials for 21st century learning, i.e. makerspace, library, other materials needed to support student learning
4000	Supp & Con 4 4000-4999: Books And Supplies Direct purchase for other materials, i.e. toner, office supplies

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

Purchase replacement chromebooks, document cameras, iPads and other technology equipment to support with 1:1 implementation as well as 21st century learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Supp & Con 4 4000-4999: Books And Supplies Purchase replacement chromebooks, document cameras, iPads and other technology equipment to support with 1:1 implementation as well as 21st century learning

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase services to repair equipment to support student learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Supp & Con 4 4000-4999: Books And Supplies Purchase services to repair equipment to support student learning

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support a modern library, provide classified Addl hours for LMC (Not to exceed 15 hours)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Supp & Con 4 2000-2999: Classified Personnel Salaries To support a modern library, provide classified Addl hours for LMC (Not to exceed 15 hours)
200	Supp & Con 4 3000-3999: Employee Benefits Fringes for classified add'l hours

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$225,021.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I	\$140,309.00
Title I Parent Involvement	\$7,286.00

Subtotal of additional federal funds included for this school: \$147,595.00

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

State or Local Programs	Allocation (\$)
Supp & Con 1	\$29,837.00
Supp & Con 2	\$6,552.00
Supp & Con 3	\$15,837.00
Supp & Con 4	\$25,200.00

Subtotal of state or local funds included for this school: \$77,426.00

Total of federal, state, and/or local funds for this school: \$225,021.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
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Expenditures by Funding Source

Funding Source	Amount
Supp & Con 1	29,837.00
Supp & Con 2	6,552.00
Supp & Con 3	15,837.00
Supp & Con 4	25,200.00
Title I	140,309.00
Title I Parent Involvement	7,286.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,455.00
2000-2999: Classified Personnel Salaries	70,897.00
3000-3999: Employee Benefits	24,740.00
4000-4999: Books And Supplies	70,829.00
5000-5999: Services And Other Operating Expenditures	12,800.00
5800: Professional/Consulting Services And Operating Expenditures	25,300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Supp & Con 1	2,100.00
3000-3999: Employee Benefits	Supp & Con 1	470.00

4000-4999: Books And Supplies	Supp & Con 1	15,267.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 1	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supp & Con 1	7,000.00
1000-1999: Certificated Personnel Salaries	Supp & Con 2	1,800.00
2000-2999: Classified Personnel Salaries	Supp & Con 2	500.00
3000-3999: Employee Benefits	Supp & Con 2	552.00
4000-4999: Books And Supplies	Supp & Con 2	1,700.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 2	2,000.00
1000-1999: Certificated Personnel Salaries	Supp & Con 3	2,000.00
2000-2999: Classified Personnel Salaries	Supp & Con 3	3,335.00
3000-3999: Employee Benefits	Supp & Con 3	1,402.00
4000-4999: Books And Supplies	Supp & Con 3	4,000.00
5000-5999: Services And Other Operating Expenditures	Supp & Con 3	800.00
5800: Professional/Consulting Services And Operating Expenditures	Supp & Con 3	4,300.00
2000-2999: Classified Personnel Salaries	Supp & Con 4	500.00
3000-3999: Employee Benefits	Supp & Con 4	200.00
4000-4999: Books And Supplies	Supp & Con 4	24,500.00
1000-1999: Certificated Personnel Salaries	Title I	14,555.00
2000-2999: Classified Personnel Salaries	Title I	65,522.00
3000-3999: Employee Benefits	Title I	22,116.00
4000-4999: Books And Supplies	Title I	24,116.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	14,000.00
2000-2999: Classified Personnel Salaries	Title I Parent Involvement	1,040.00
4000-4999: Books And Supplies	Title I Parent Involvement	1,246.00
5000-5999: Services And Other Operating Expenditures	Title I Parent Involvement	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	29,837.00
Goal 2	154,147.00
Goal 3	15,837.00
Goal 4	25,200.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Christine Kim	Principal
Brandon Church	Parent or Community Member
Sarah Reid	Parent or Community Member
Elizabeth Silva	Parent or Community Member
Shera Johnson Barrera	Parent or Community Member
Carrie Sedmak	Parent or Community Member
Tiffany Moore	Classroom Teacher
Irene Cervantes	Classroom Teacher
Vanessa Hayward	Other School Staff
Silvia Mendoza	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature
 Mario Ochoa

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 October, 3 2022.

Attested:



Principal, Christine Kim on 10/3/22



SSC Chairperson, Brandon Church on 10/5/22