

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
Bellevue Elementary School	49706156051585		

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The Bellevue Union School District has been identified as requiring Additional Targeted Support and Improvement in the following areas: English Language Arts and Mathematics (Pupil Achievement) and Chronic Absenteeism (Pupil Engagement). The following student subgroups have been identified as eligible for additional targeted support: English Learners, Hispanic/Latino, Homeless/Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students' achievement. The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the

school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF). LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholder groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

- School Site Council
- ELAC
- Staff
- Parents
- Students

Bellevue Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data. Our ELAC is made up of parents and staff. The ELAC meets monthly during the school year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. Bellevue Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement, and how to support students, staff and the school community. Parents are also invited to come and engage with the Principal during Coffee with the Principal monthly throughout the school year.

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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).

Various site and district surveys were sent to the school community which addressed the following topics:

- Community involvement
- Tech needs
- English Learner support
- Academic support
- Enrichment opportunities
- School culture and safety

A summary of the results indicated that there is a need for increased instructional support in the classroom, increased positive relationships between staff and students on campus, additional opportunities for students to participate in enrichment activities, parent education, additional support for English Language Learner students, and additional after school academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development in ELD, Intervention, and Writing.

Classroom Observations

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

Bellevue follows a comprehensive classroom observation model. Teachers being evaluated are observed multiple times throughout the year to gain a truer picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following each observation the teacher and the site administrator meet to discuss observations and create next steps goals to constantly improve instructional practices and curriculum implementation. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.

Regularly, the principal visits classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

Annually, teachers are formally observed by the principal based on the contracted agreement.

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)

Students attending Bellevue Unified School District participate in the California Assessment of Student Performance and Progress (CAASPP). In addition to the CAASPP, students grades 1-6 participate in district adopted Standardized Tests for the Assessment of Reading (STAR), for English Language Arts and Math. TK and Kindergarten classes participate in district Educational Software for Guiding Instruction assessments. These trimester assessments are used to guide instruction and determine intervention needs. Students in grades K-6 complete trimester writing assessments through the district adopted curriculum, Writing by Design. Beginning in fall 2023, students in grades K-4 will participate in the Diagnostic Reading Assessment to measure fluency and reading comprehension.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent. Through the student data platform Ellevation, English Learners and Reclassified English Learners are monitored regularly to ensure academic growth and progress.

These assessments are used to guide instruction, establish professional development, and determine student intervention needs.

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

Assessments that are linked to the My Math curriculum and the English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Bellevue School certificated staff meet three times per month in grade level or cross grade level Professional Learning Communities. Each team uses assessment data to plan new instruction based on student learning needs. Bellevue Elementary participates in the Principal Support Network that supports development of professional learning communities. The site team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment. The district makes every attempt to hire and retain highly qualified staff to serve the students.

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

Teachers meet the highly qualified status and have completed in-service training. In addition, all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and English Learners provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2023-24 school year will focus on Professional Learning Communities, Systematic Intervention in Phonics and Phonemic Awareness, English Language Development standards and Guided Language Acquisition Strategies (GLAD), Writing by Design implementation, TK-3 CA Education Partners Grant to improve mathematics instruction and student achievement in math, Social Thinking Strategies, and continued implementation of the Character Strong social emotional program.

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

Our district has a Director of Curriculum and English Learners and Teacher on Special Assignments. These positions provide support for all staff on a structured (district wide professional development) as well as on an as needed basis.

Bellevue School provides on-going instructional assistance in a variety of models: Teachers meet weekly in grade level PLCs to analyze assessment data, discuss student learning needs, and what instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals provide Systematic Intervention in Phonics and Phonemic Awareness for students in grades Kinder - Sixth. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance and support. Teachers in grades K-6 can consult with the principal, the PLC leadership team, district Director of Curriculum and English Learners, Director of Innovation and Technology, and Teachers on Special Assignment for additional instructional assistance and support.

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

Teachers collaborate weekly by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per trimester, teachers participate in district wide grade level collaboration. The district provides Professional Development the second Wednesday of every month as well. In addition, the principal often facilitates opportunities for collaboration during staff meetings. Teachers in grades TK-6 often collaborate with our site Resource Specialist, Teacher on Special Assignment, and Director of Curriculum and English Learners.

Teaching and Learning

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

All materials are state approved and supplementary materials purchased are research based. English Language Arts and Math programs are aligned to the Common Core Standards for California.

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

Instructional minutes are reviewed on an annual basis. All classes meet or exceed the state recommended required minutes for ELA and Math.

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

The lesson pacing calendar is reviewed annually by the district teachers. In 2023-24 teachers will continue to prioritize the priority standards agreed upon in order to meet student needs. Grade level teams will implement pacing guides to reflect these standards and create common formative assessments.

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

All students have all CCSS based Math and English Language Arts materials.

All students have access to the instructional materials they need. All students have access to a textbook, and accompanying practice books for reading, language arts, math, science, and social science.

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

All materials are state approved and the supplementary materials purchased are research based.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional support is provided in grades K-6, working with small groups of students. The Resource Service Provider on site provides Tier 3 intervention for students. The site is continuing to focus on building teacher capacity to support underperforming students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it?
How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher.
One part time RSP instructional aide.
Literacy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1:1 Chromebook and iPad access for all students.
During the 2023-2024 School Year, Cool School provided an after school program to assist with reading supports, and homework. They also provided an Ameri-corps tutor support for small group interventions.
One full time counselor to assist students with school-related issues impacting academics.
One bilingual (Spanish) Family Engagement Facilitator is assigned to Bellevue Elementary to support student and family engagement and assist with the administration of the ELPAC examination.
One Newcomer Instructional Assistant to support English Learners new to the country with the understanding of navigating the school system.

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)

Title One Parent Meetings, English Language Advisory Council, School Site Council, and Bellevue Site Leadership Committee

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. In grades K-3, we participate in class size reduction. Some students are given early literacy instruction in small groups when possible.

Literacy Paraprofessionals provide intervention for grades Kindergarten-Sixth for varying amounts of time. Our school counselor provides support to underperforming students. Moving forward, our Teacher on Special Assignment will be providing instruction to underperforming students as well.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council
English Language Advisory Council (ELAC)
Staff
Parents
Students

Bellevue Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. The District English Language Advisory Council has representation from all sites and meets regularly throughout the year.

Bellevue Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal monthly.

Resource Inequities

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

This section does not apply to Bellevue Elementary as there are no resource inequities identified as a result of the required needs assessment.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.3%	%	0.48%	1	2	2
Asian	2.0%	%	3.84%	8	9	16
Filipino	%	%	0%			0
Hispanic/Latino	89.0%	%	86.33%	357	342	360
Pacific Islander	0.3%	%	0.72%	1		3
White	7.0%	%	6.71%	28	27	28
Multiple/No Response	1.5%	%	1.92%	6	6	8
	Total Enrollment			401	386	417

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	79	63	78
Grade 1	54	70	44
Grade 2	58	49	80
Grade 3	58	54	58
Grade 4	54	48	51
Grade 5	54	46	55
Grade 6	44	56	51
Total Enrollment	401	386	417

Conclusions based on this data:

1. We had a significant increase in enrollment (31 students) in the 2022-23 school year.
2. Hispanic/Latino continues to be the majority group representing 86% of our total population.
3. The second grade class in the 2022-23 school year is significantly higher than the other grade levels with the exception of the kinder classes.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	253	218	243	63.10%	56.5%	58.3%
Fluent English Proficient (FEP)	46	59	62	11.50%	15.3%	14.9%
Reclassified Fluent English Proficient (RFEP)	23	42	TBD	9.1%	10.9%	TBD

Conclusions based on this data:

1. The number and percentage of English Learners increased slightly in the 2022-23 school year.
2. The percentage of students reclassified in the 2021-22 school year increased slightly, and the expectation for the 2022-23 school year is that the percentage of reclassified students will continue to increase.
3. In the 2021-22 school year, the number of students being reclassified doubled.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	51	58	0	50		0	50		0.0	98.0	
Grade 4	54	45	51	0	44		0	44		0.0	97.8	
Grade 5	54	47	55	0	45		0	45		0.0	95.7	
Grade 6	44	55	51	0	52		0	52		0.0	94.5	
All Grades	207	198		0	191		0	191		0.0	96.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.			2.00			16.00			26.00			56.00	
Grade 4		2370.			4.55			9.09			20.45			65.91	
Grade 5		2449.			4.44			24.44			24.44			46.67	
Grade 6		2465.			9.62			11.54			30.77			48.08	
All Grades	N/A	N/A	N/A		5.24			15.18			25.65			53.93	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			54.00			42.00	
Grade 4		2.27			52.27			45.45	
Grade 5		2.22			66.67			31.11	
Grade 6		9.62			40.38			50.00	
All Grades		4.71			52.88			42.41	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			40.00			60.00	
Grade 4		0.00			47.73			52.27	
Grade 5		11.11			44.44			44.44	
Grade 6		7.69			36.54			55.77	
All Grades		4.71			41.88			53.40	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00			62.00			30.00	
Grade 4		4.55			65.91			29.55	
Grade 5		8.89			68.89			22.22	
Grade 6		9.62			71.15			19.23	
All Grades		7.85			67.02			25.13	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.00			54.00			44.00	
Grade 4		4.55			61.36			34.09	
Grade 5		13.33			62.22			24.44	
Grade 6		7.69			65.38			26.92	
All Grades		6.81			60.73			32.46	

Conclusions based on this data:

1. Bellevue Elementary is awaiting the CAASPP results for the 2022-23 school year. The data is forthcoming.
2. The site met the required percentage of students taking the ELA CAASPP test in the 2021-22 school year.
3. ELA CAASPP testing data demonstrated a significant decline in students' scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	55	51	58	0	51		0	51		0.0	100.0	
Grade 4	54	45	51	0	45		0	45		0.0	100.0	
Grade 5	54	47	55	0	47		0	47		0.0	100.0	
Grade 6	44	55	51	0	54		0	54		0.0	98.2	
All Grades	207	198		0	197		0	197		0.0	99.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2358.			3.92			7.84			23.53			64.71	
Grade 4		2379.			0.00			11.11			22.22			66.67	
Grade 5		2422.			2.13			4.26			31.91			61.70	
Grade 6		2429.			3.70			3.70			24.07			68.52	
All Grades	N/A	N/A	N/A		2.54			6.60			25.38			65.48	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88			27.45			66.67	
Grade 4		2.22			24.44			73.33	
Grade 5		2.13			46.81			51.06	
Grade 6		5.56			33.33			61.11	
All Grades		4.06			32.99			62.94	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.84			31.37			60.78	
Grade 4		2.22			33.33			64.44	
Grade 5		4.26			38.30			57.45	
Grade 6		3.70			29.63			66.67	
All Grades		4.57			32.99			62.44	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.88			52.94			41.18	
Grade 4		4.44			37.78			57.78	
Grade 5		4.26			38.30			57.45	
Grade 6		9.26			48.15			42.59	
All Grades		6.09			44.67			49.24	

Conclusions based on this data:

1. Bellevue Elementary is awaiting the CAASPP results for the 2022-23 school year. The data is forthcoming.
2. The site met the required percentage of students taking the Mathematics CAASPP test.
3. Mathematics CAASPP testing data demonstrated a significant decline in students' scores.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1419.4	1404.9		1442.0	1424.4		1366.3	1359.4		52	38	
1	1439.3	1437.3		1458.4	1463.9		1419.7	1410.5		35	42	
2	1459.5	1450.6		1477.4	1459.9		1441.1	1440.7		34	29	
3	1458.1	1483.2		1478.4	1499.7		1437.5	1466.2		34	30	
4	1499.4	1511.7		1517.6	1527.2		1480.7	1495.7		28	26	
5	1527.3	1519.5		1538.1	1535.4		1515.9	1503.1		25	24	
6	1510.6	1528.5		1523.5	1540.1		1497.1	1516.5		19	26	
All Grades										227	215	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.57	5.26		41.18	52.63		17.65	21.05		19.61	21.05		51	38	
1	14.29	9.52		22.86	40.48		45.71	28.57		17.14	21.43		35	42	
2	5.88	3.45		47.06	37.93		26.47	37.93		20.59	20.69		34	29	
3	5.88	13.33		41.18	36.67		35.29	30.00		17.65	20.00		34	30	
4	14.81	3.85		29.63	57.69		44.44	34.62		11.11	3.85		27	26	
5	40.00	16.67		20.00	45.83		28.00	29.17		12.00	8.33		25	24	
6	5.26	30.77		47.37	34.62		26.32	15.38		21.05	19.23		19	26	
All Grades	15.56	11.16		36.00	43.72		31.11	27.91		17.33	17.21		225	215	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	35.29	18.42		31.37	44.74		15.69	18.42		17.65	18.42		51	38	
1	28.57	47.62		34.29	19.05		28.57	19.05		8.57	14.29		35	42	
2	29.41	27.59		41.18	41.38		23.53	17.24		5.88	13.79		34	29	
3	41.18	33.33		41.18	36.67		2.94	20.00		14.71	10.00		34	30	
4	40.74	61.54		40.74	30.77		18.52	3.85		0.00	3.85		27	26	
5	60.00	62.50		32.00	29.17		0.00	0.00		8.00	8.33		25	24	
6	42.11	57.69		31.58	23.08		15.79	7.69		10.53	11.54		19	26	
All Grades	38.22	42.33		36.00	32.09		15.56	13.49		10.22	12.09		225	215	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.88	2.63		21.57	18.42		35.29	39.47		37.25	39.47		51	38	
1	2.86	7.14		20.00	21.43		25.71	19.05		51.43	52.38		35	42	
2	0.00	3.45		29.41	24.14		32.35	31.03		38.24	41.38		34	29	
3	0.00	0.00		2.94	20.00		55.88	33.33		41.18	46.67		34	30	
4	3.70	0.00		7.41	19.23		40.74	53.85		48.15	26.92		27	26	
5	8.00	0.00		20.00	16.67		48.00	54.17		24.00	29.17		25	24	
6	0.00	0.00		5.26	30.77		52.63	34.62		42.11	34.62		19	26	
All Grades	3.11	2.33		16.44	21.40		40.00	36.28		40.44	40.00		225	215	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	19.61	7.89		68.63	76.32		11.76	15.79		51	38	
1	25.71	33.33		62.86	54.76		11.43	11.90		35	42	
2	20.59	10.34		61.76	68.97		17.65	20.69		34	29	
3	20.59	30.00		61.76	50.00		17.65	20.00		34	30	
4	22.22	61.54		62.96	34.62		14.81	3.85		27	26	
5	16.00	4.17		64.00	87.50		20.00	8.33		25	24	
6	10.53	11.54		52.63	73.08		36.84	15.38		19	26	
All Grades	20.00	22.79		63.11	63.26		16.89	13.95		225	215	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	56.86	39.47		23.53	44.74		19.61	15.79		51	38	
1	34.29	47.62		60.00	35.71		5.71	16.67		35	42	
2	41.18	41.38		52.94	41.38		5.88	17.24		34	29	
3	70.59	66.67		17.65	23.33		11.76	10.00		34	30	
4	59.26	73.08		40.74	23.08		0.00	3.85		27	26	
5	88.00	87.50		4.00	4.17		8.00	8.33		25	24	
6	78.95	73.08		15.79	15.38		5.26	11.54		19	26	
All Grades	58.67	58.60		32.00	28.84		9.33	12.56		225	215	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.92	2.63		64.71	65.79		31.37	31.58		51	38	
1	8.57	14.29		31.43	19.05		60.00	66.67		35	42	
2	8.82	0.00		58.82	51.72		32.35	48.28		34	29	
3	0.00	0.00		35.29	26.67		64.71	73.33		34	30	
4	7.41	0.00		25.93	42.31		66.67	57.69		27	26	
5	8.00	4.17		60.00	41.67		32.00	54.17		25	24	
6	0.00	3.85		10.53	46.15		89.47	50.00		19	26	
All Grades	5.33	4.19		44.44	41.40		50.22	54.42		225	215	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.45	15.79		34.69	42.11		42.86	42.11		49	38	
1	5.71	7.14		60.00	61.90		34.29	30.95		35	42	
2	0.00	10.34		55.88	65.52		44.12	24.14		34	29	
3	0.00	6.67		70.59	70.00		29.41	23.33		34	30	
4	3.70	7.69		66.67	73.08		29.63	19.23		27	26	
5	8.00	12.50		72.00	66.67		20.00	20.83		25	24	
6	10.53	3.85		73.68	80.77		15.79	15.38		19	26	
All Grades	8.07	9.30		58.74	64.19		33.18	26.51		223	215	

Conclusions based on this data:

1. Bellevue Elementary is awaiting the ELPAC results for the 2022-23 school year. The data is forthcoming.

2. The number of students that achieved an overall score of 4 has decreased in the 21-22 school year.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
386	82.9	56.5	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Bellevue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	218	56.5
Foster Youth		
Homeless	29	7.5
Socioeconomically Disadvantaged	320	82.9
Students with Disabilities	64	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	2	0.5
American Indian		
Asian	9	2.3
Filipino		
Hispanic	342	88.6
Two or More Races	6	1.6
Pacific Islander		
White	27	7.0

Conclusions based on this data:

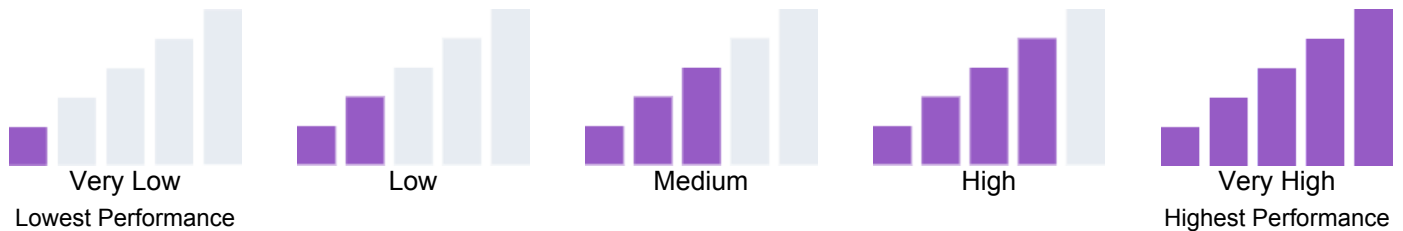
1. Students identified as socioeconomically disadvantaged is our largest subgroup at 82.9%.
2. Our Hispanic population is consistently the clear majority of our students at 88.6%
3. There has been a significant increase in enrollment in the 2022-23 school year (31 students).

School and Student Performance Data

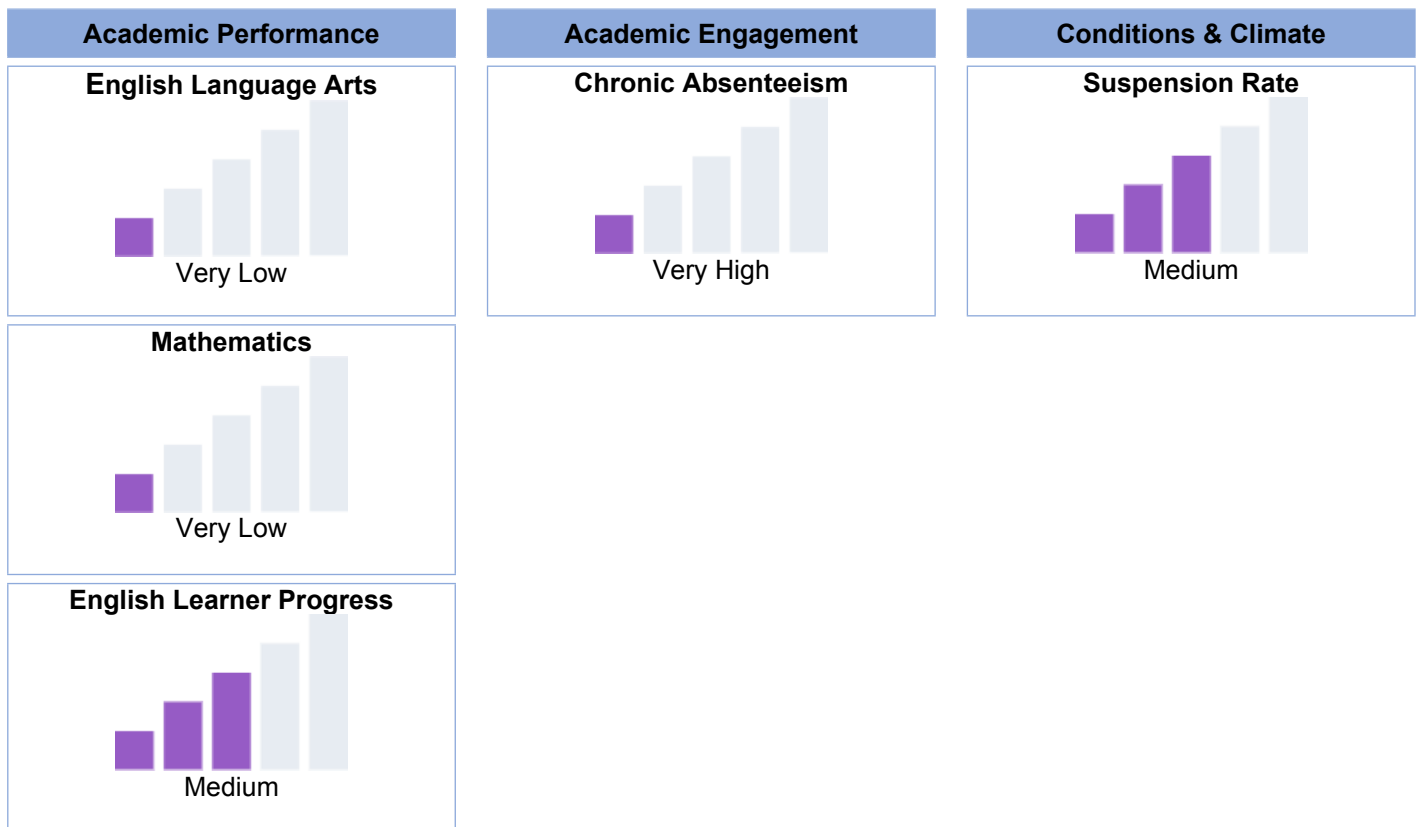
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. Performance in English Language Arts and Mathematics is a significant area of concern as our students are categorized in the Very Low range on the CA Dashboard.
2. Chronic Absenteeism is a continued significant area of concern as our students are categorized in the High range on the CA Dashboard.

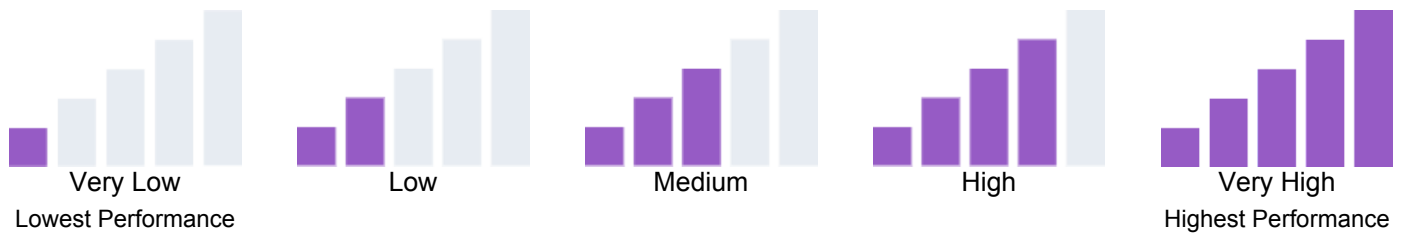
-
-
3. 54.8% of our English Learners are making progress towards English Language proficiency.

School and Student Performance Data

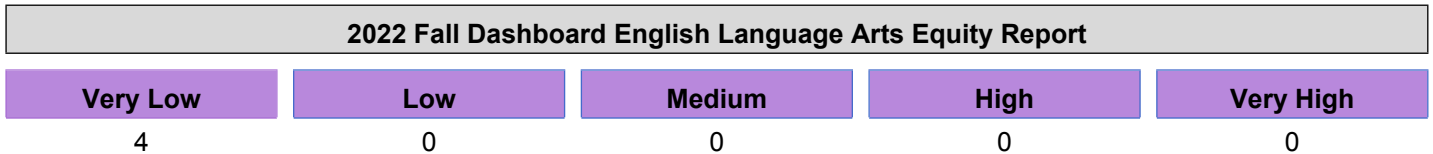
Academic Performance English Language Arts

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

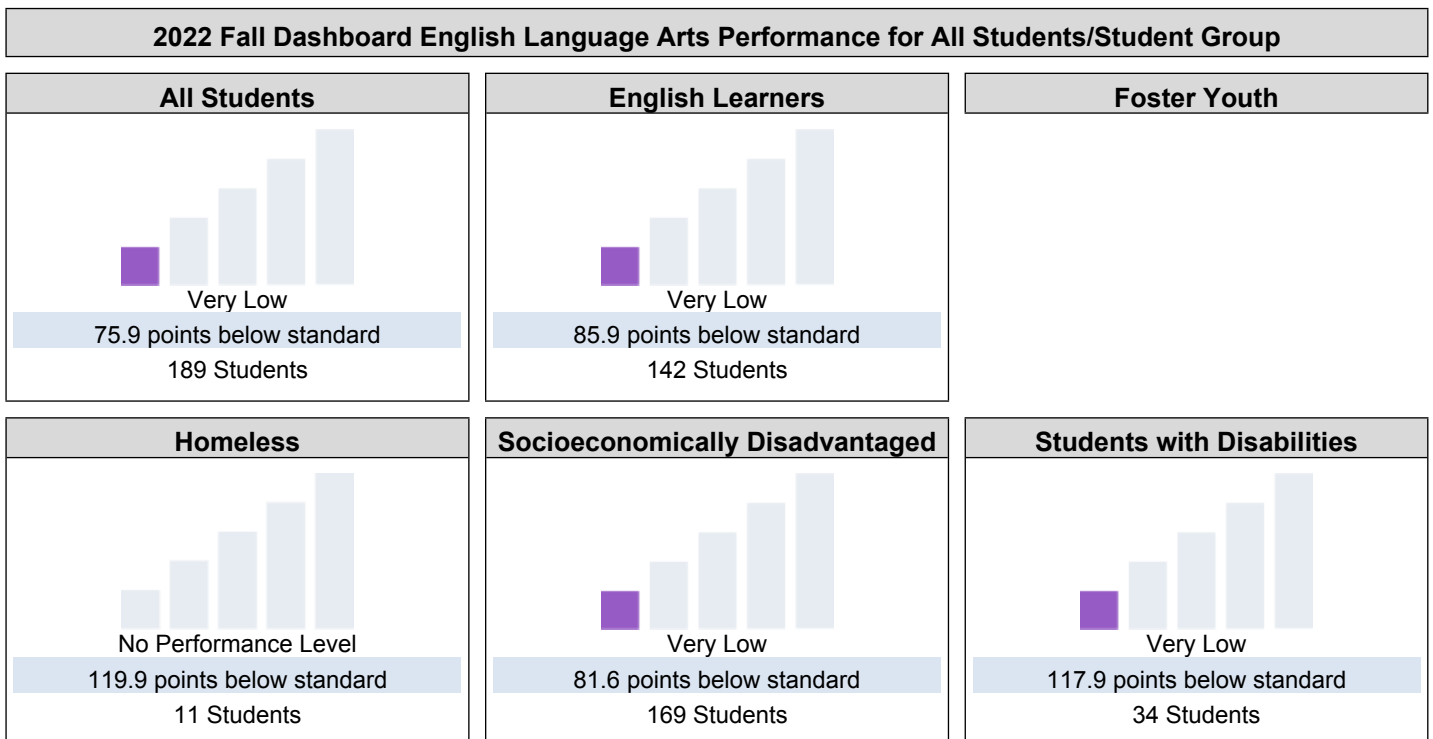
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



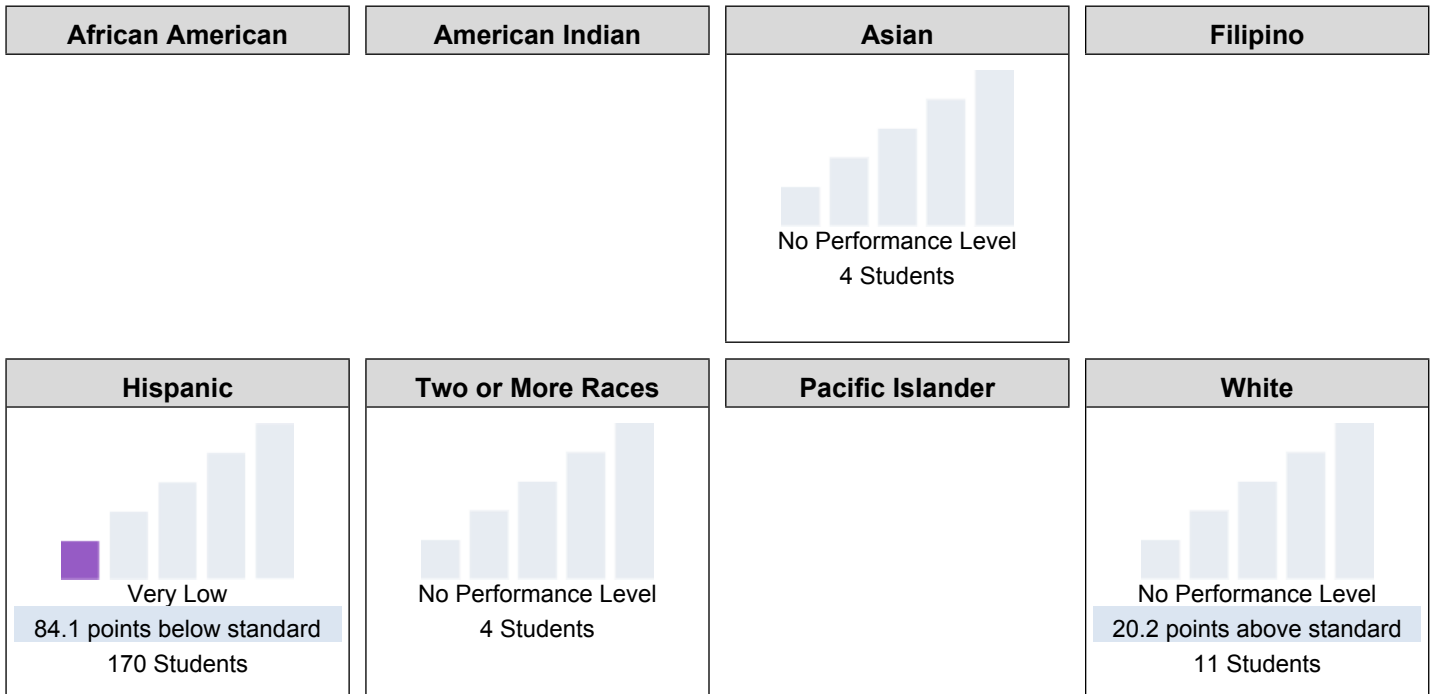
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>122.4 points below standard</p> <p>95 Students</p>	<p>12.0 points below standard</p> <p>47 Students</p>	<p>41.1 points below standard</p> <p>41 Students</p>

Conclusions based on this data:

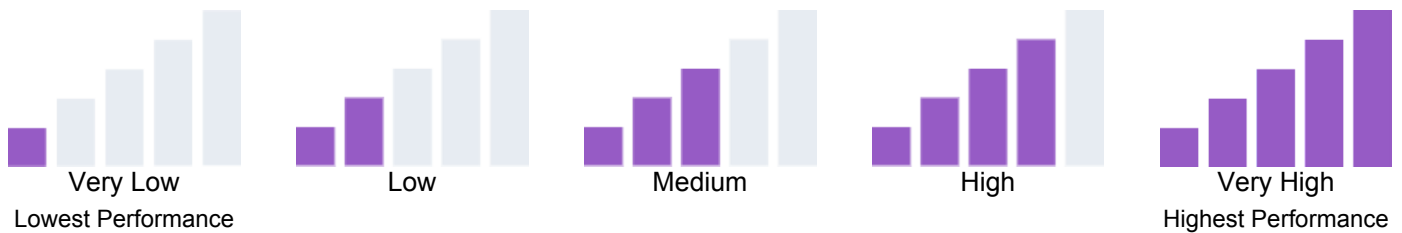
1. All students and all significant subgroups are categorized in the Very Low range for academic performance in English Language Arts.
2. Hispanic/Latino students scored 84.1 points below standard on the ELA CAASPP examination.
3. Reclassified English Learners surpass the English Only students in their ELA CAASPP scores. Reclassified English Learners scored 12 points below standard while the English Only students scored 41.1 points below standard.

School and Student Performance Data

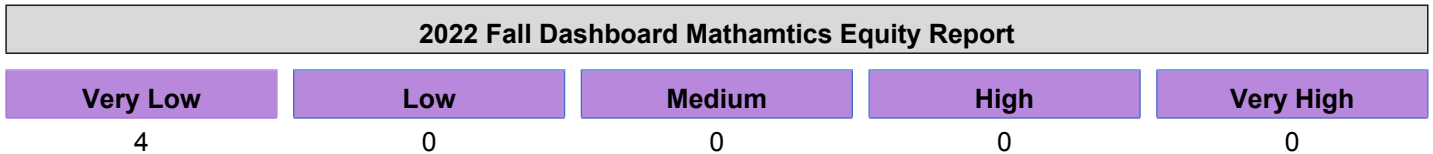
Academic Performance Mathematics

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

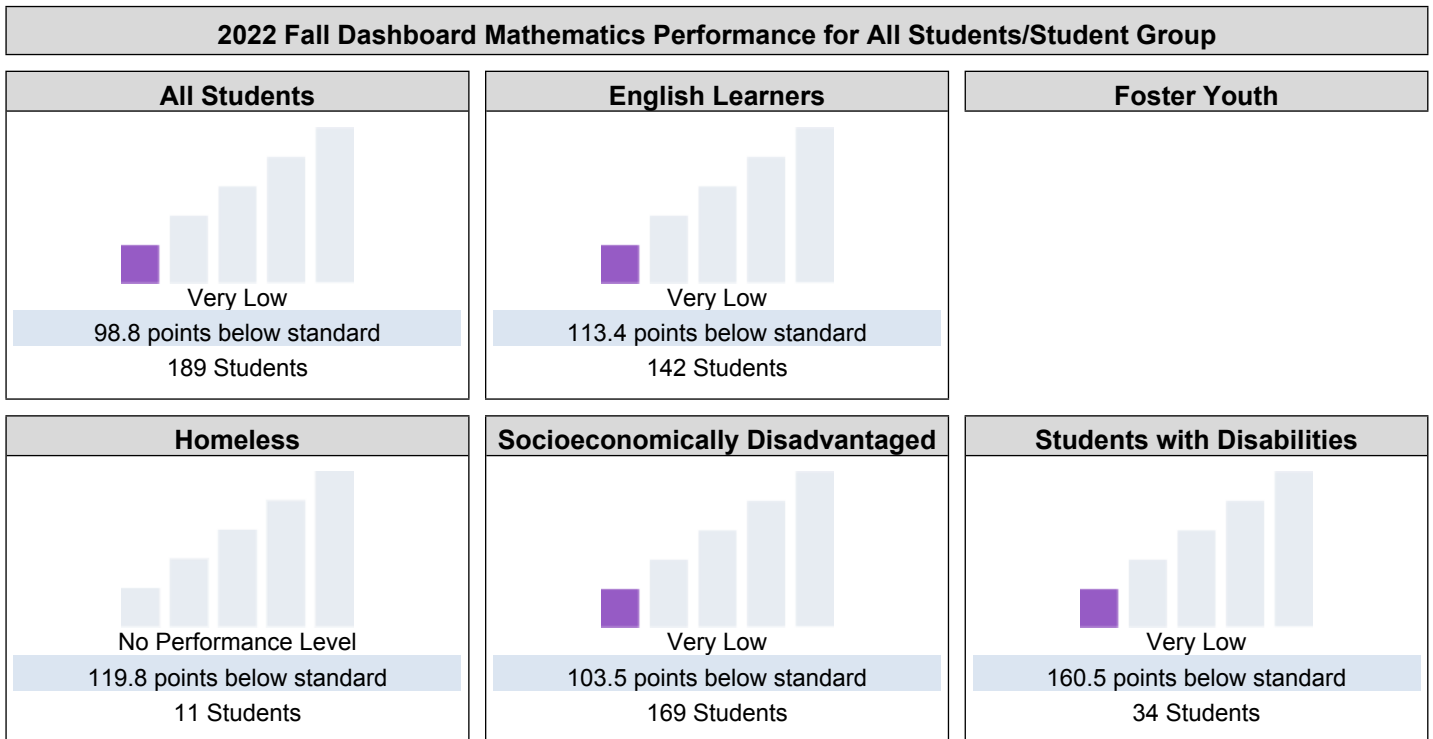
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



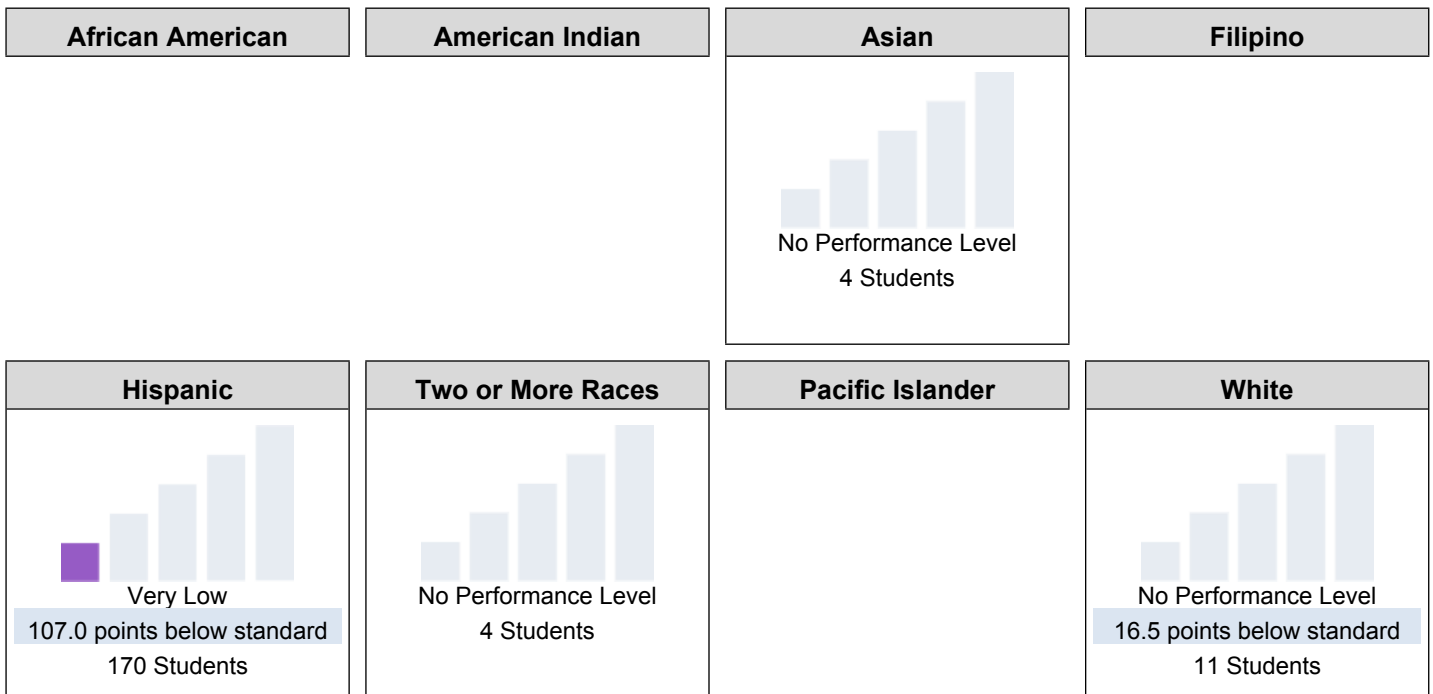
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>130.9 points below standard</p> <p>95 Students</p>	<p>78.1 points below standard</p> <p>47 Students</p>	<p>54.0 points below standard</p> <p>41 Students</p>

Conclusions based on this data:

1. All students and all significant subgroups are categorized in the Very Low range for academic performance in Mathematics.
2. Hispanic/Latino students scored 107 points below standard on the Mathematics CAASPP examination.
3. English Learner students scored 130.9 points below standard on the Mathematics CAASPP examination.

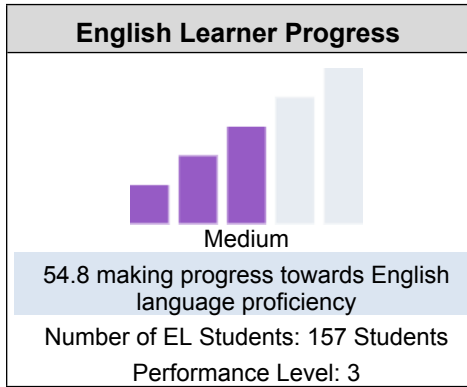
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
20.4%	24.8%	2.5%	52.2%

Conclusions based on this data:

- 52.2% of English Learners progressed at least one level on the ELPAC examination.
- 54.8% of English Learners made progress toward English language proficiency in the 2021-22 school year.
- 45.2% of English Learners either maintained their progress level or decreased one level on the ELPAC in the 2021-22 school year.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

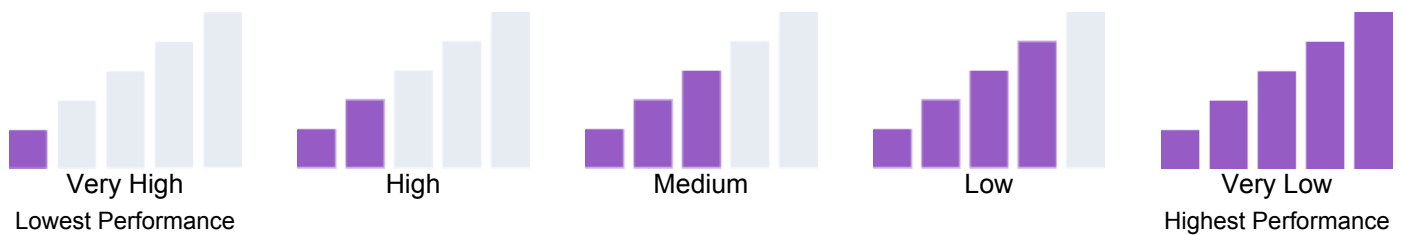
1. Not Applicable
2. Not Applicable
3. Not Applicable

School and Student Performance Data

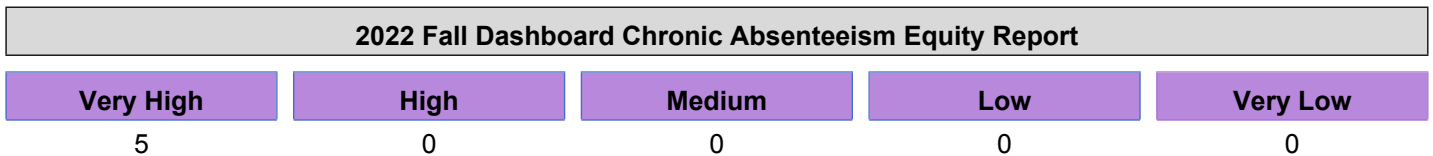
Academic Engagement Chronic Absenteeism

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

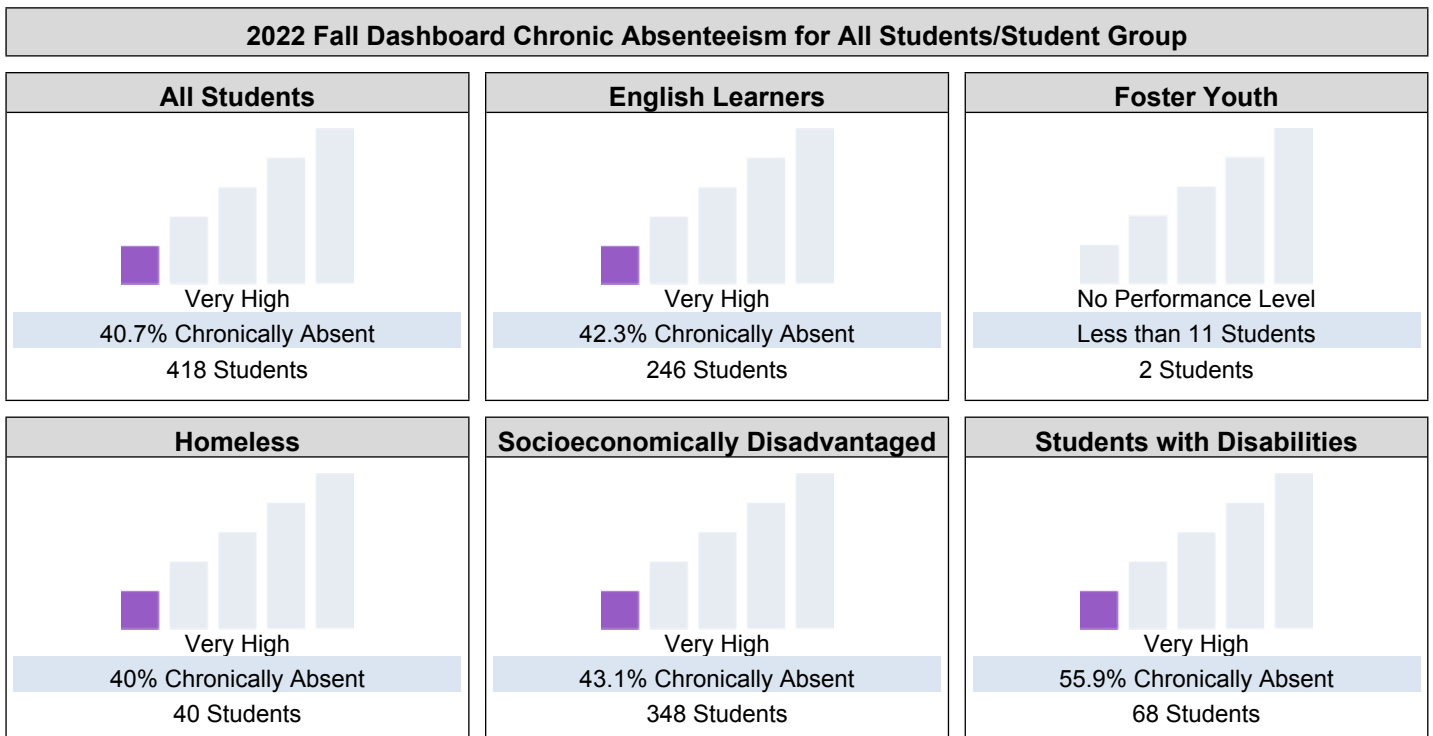
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



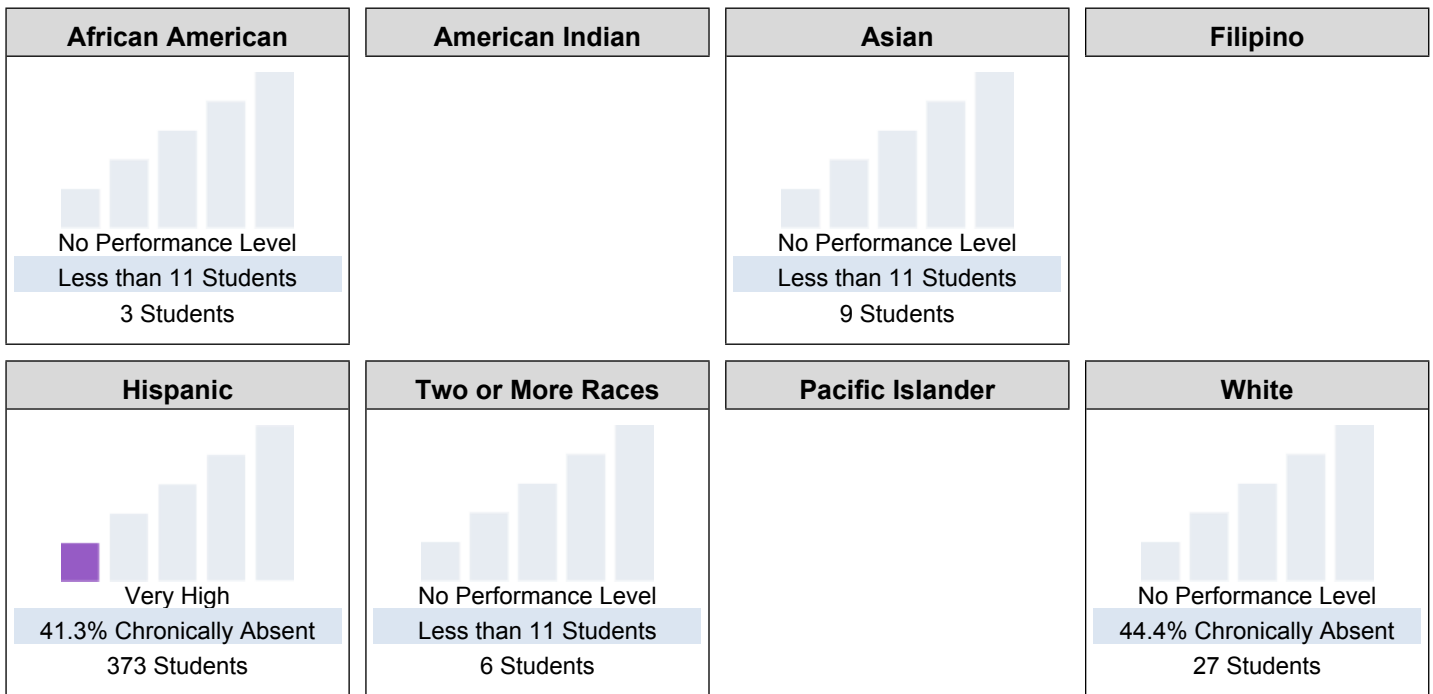
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

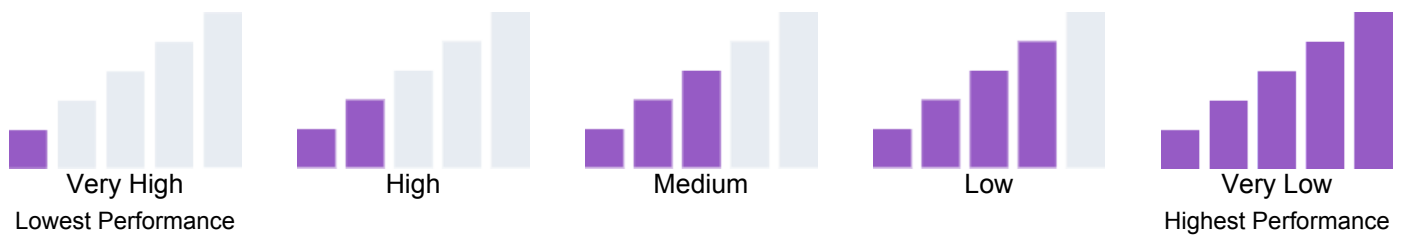
1. Chronic absenteeism has been categorized as Very High for all students with a 40.7% rate as determined by the CA Dashboard.
2. Chronic absenteeism has been categorized as Very High for all significant subgroups.
3. Students with disabilities have the highest chronic absentee rate with a 55.9% rate as determined by the CA Dashboard.

School and Student Performance Data

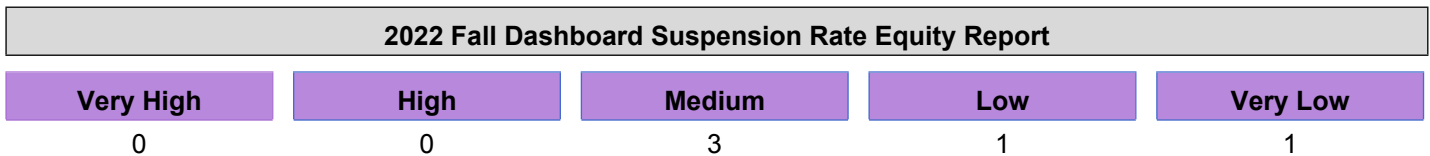
Conditions & Climate Suspension Rate

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

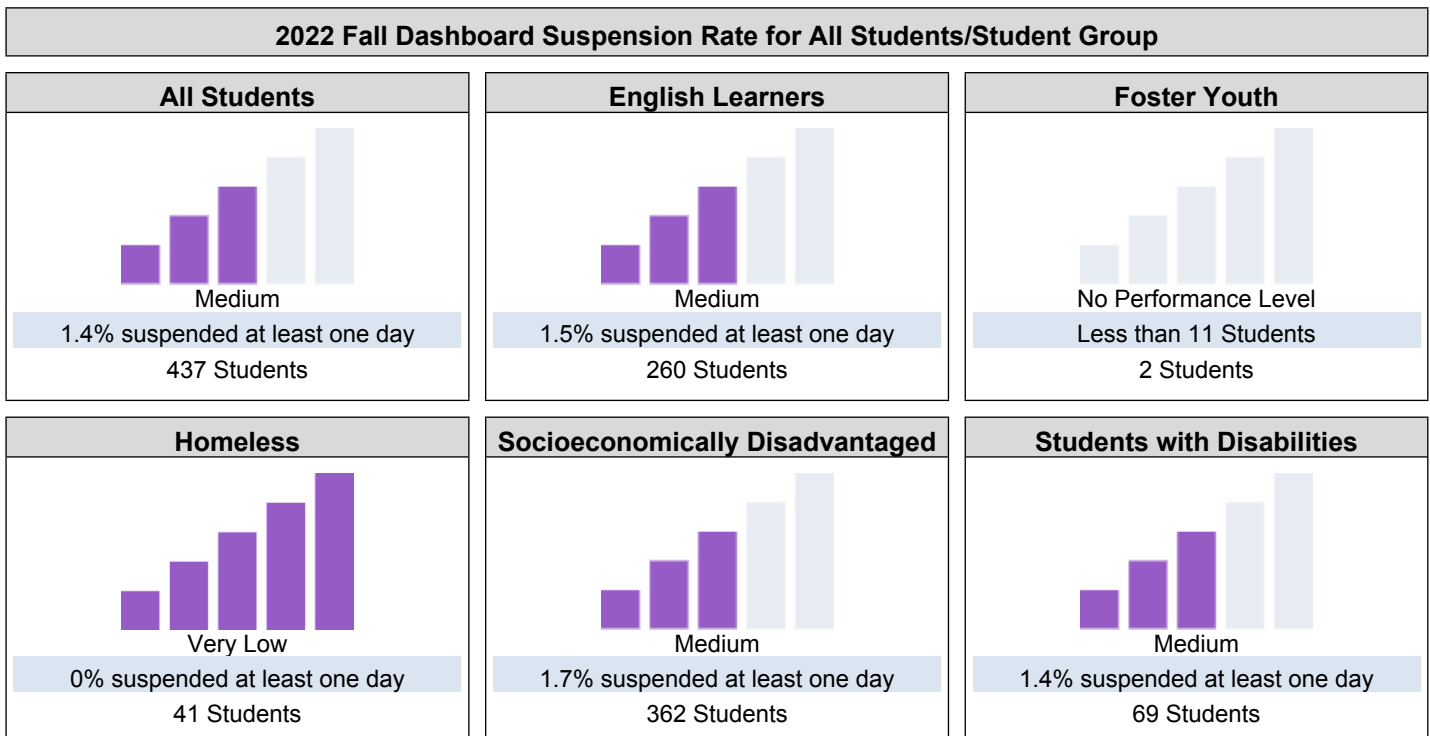
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



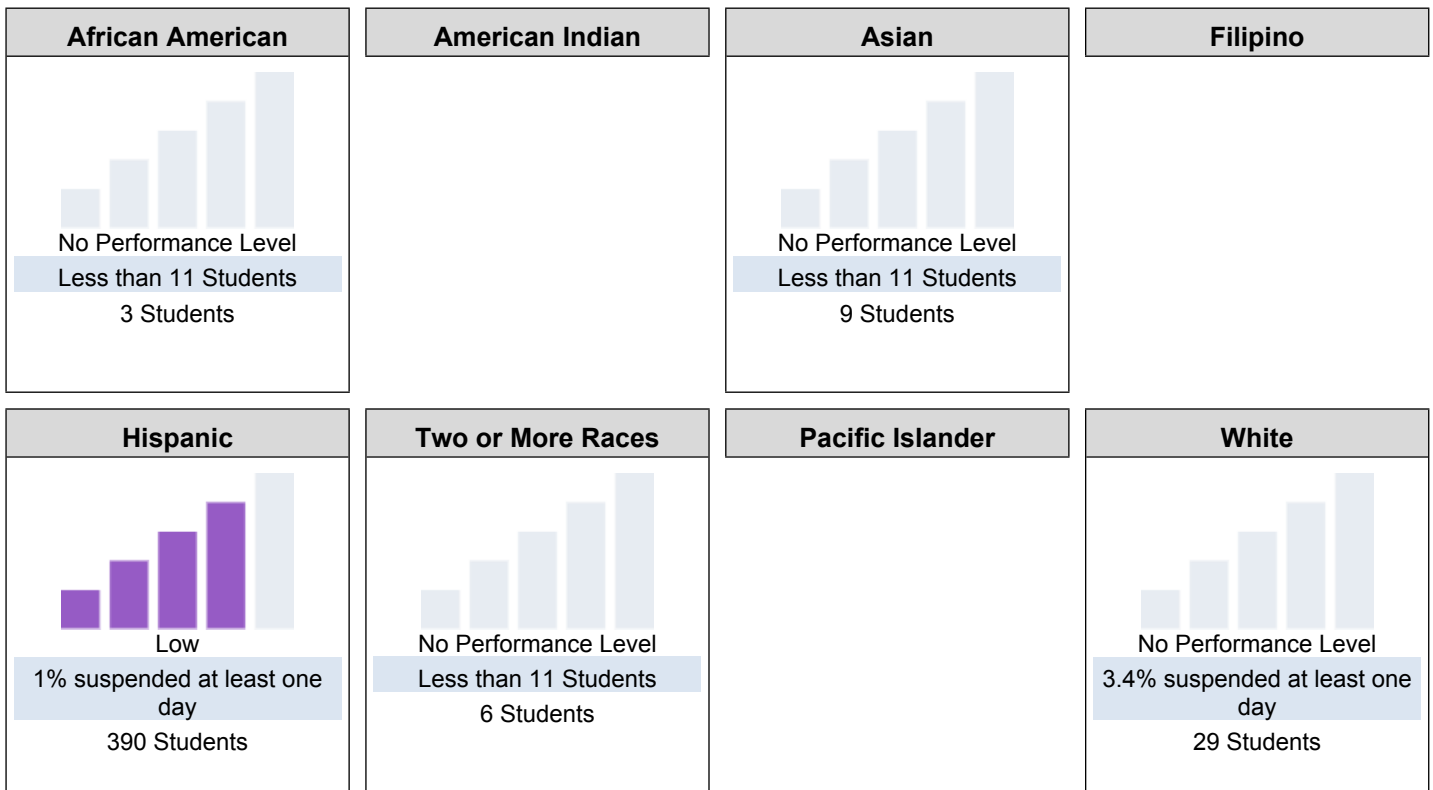
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates overall remain low, however the site needs to focus on moving the suspension rate from medium to low.
2. Students with disabilities are being suspended at the highest percentage based on the number of students identified.
3. Although White students are not given an indicator color as they are under the required 30 students, white students have the highest percentage of suspensions based on the number of students identified.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 1

Increase overall student growth in English Language Arts.

Identified Need

Our ELA CAASPP and STAR reading assessment scores indicate that many of our students in grades 1-6 are reading below the district benchmark for reading proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment - 40th Percentile Ranked	Percentage of each grade that met or exceeded standard (40th percentile ranked) on the Winter 2023 STAR Assessment: 2nd grade: 41% 3rd grade: 28% 4th grade: 43% 5th grade: 23% 6th grade: 34%	Increase the percentage of students who met or exceeded standard to 60% for every grade.
ELA CAASPP Assessment	Percentage of students that are meeting or exceeding standard from the 2021-22 ELA CAASPP results: Overall Performance for Bellevue Elementary: 20.42% 3rd grade: 18% 4th grade: 13.64% 5th grade: 28.88% 6th grade: 21.16%	Increase the percentage of students meeting or exceeding the standard for ELA by 15%

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 intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

74094

Source(s)

Title I
None Specified
Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

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

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

15144

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title II Part A: Improving Teacher Quality
None Specified
District Grade Level Achievement Teams. Cost Included in Strategy / Activity 2 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Student

Strategy/Activity

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title I
None Specified
Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Not all grade levels met previous goals, but we saw overall growth in all grade levels. However, with continued dedication to our actions and strategies, we expect growth to continue.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The intended metric will continue to be our District STAR assessment with the addition of the ELA CAASPP results. Bellevue Elementary has increased the metric for students achieving proficiency to 60% on the STAR assessment and has increased the percentage of students meeting or exceeding standard on the ELA CAASPP examination by 15%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative assessment and ELA CAASPP scores.

Identified Need

EL students have been identified through the CA Dashboard for additional targeted assistance to demonstrate proficiency on ELA CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of EL students being reclassified	7.8% of students reclassified in 2021/22 10.1% of students reclassified in 2022/23	Increase 3% in reclassification percentage
Percentage of EL students meeting or exceeding standards on the ELA CAASPP	4.12% of EL students are exceeding or meeting standard on 21-22 ELA CAASPP	Increase 10% in ELA proficiency

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 English Language Learners

Strategy/Activity

Train staff on ELD framework and GLAD strategies to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23335

Source(s)

Title III
None Specified
3 Days of ELD Training for TOSA's + GLAD
Training (Timesheets) + Registration Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English language Learners

Strategy/Activity

Using data from the ELlevation student information system to monitor EL and reclassified students bi annually or as needed to determine if additional support is required.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified
Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring rotations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified

Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Provide Newcomer Program and tutor groups to support foundational English acquisition skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5846

Source(s)

Title III Immigrant Education Program
None Specified
Certificated and Classified Afterschool
Timesheet Hours.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Target English Learners for additional academic supports including Cool School (after school program), summer school and small group intervention groups during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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)

[Empty input box for Amount(s)]

[Empty input box for Source(s)]

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies were implemented as intended. Data has indicated that additional focus on Tier 1 instructional strategies to support English Language Learners is needed. Minimal growth in reclassification was achieved, however more work is required to support our English Language Learners.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

Additional metrics including CAASPP scores have been added to this goal. The site will utilize the Ellevation platform with continued fidelity to provide information regarding interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School climate/culture as related to Chronic Absenteeism

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 3

Decrease the chronic absenteeism rate by facilitating positive relationships in our school based on engagement, respect, care, and approachability.

Identified Need

The site has been identified as requiring additional targeted intervention and support for chronic absenteeism as identified on the CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absentee Rate	40.7% of students were chronically absent in the 21-22 school year	The chronic absentee rate will decrease by 15%

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

Staff will implement engaging and rigorous curriculum to increase student belonging and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9111	Title IV Part A: Student Support and Academic Enrichment None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site will offer family engagement activities to build a sense of community among students, staff and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide monthly Parent Coffee Events to discuss importance of attendance and student 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)
0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly attendance and school-wide awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Continue with the implementation of Safe School Ambassadors to create a safe campus and increase student connectedness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We were able to successfully implement school events to increase family engagement. We saw a return of students and families to extracurricular events and family engagement activities. There was also a noticeable increase in student perception of positive relationships as demonstrated by the Youth Truth survey.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The metric to measure student engagement will be changed to address the chronic absentee rate, and the rate will be calculated through the CA Dashboard Chronic Absentee indicator.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 4

Increase overall student proficiency in mathematics

Identified Need

Students in all grades have not been making adequate growth according to STAR Math data and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	<p>Students meeting or exceeding district benchmark of 40% on the 2023 STAR Assessment.</p> <p>2023 1st grade: 66% 2nd grade: 44% 3rd grade: 38% 4th grade: 53% 5th grade: 38% 6th grade: 54%</p>	<p>2024 - Math STAR Assessment Grades 1-6th should have 70% of class meeting or exceeding grade level expectations on the STAR Math.</p>
CAASPP Mathematics	<p>2021-22 CAASPP Math results for students who met or exceeded standard</p> <p>Bellevue Elementary: All Students: 9.14%</p> <p>3rd grade: 11.76% 4th grade: 11.11% 5th grade: 6.39% 6th grade: 7.4%</p>	<p>CAASPP Mathematics results increase by 10% for students meeting or exceeding standard</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Engage in mathematics instruction discussions in professional learning communities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaborate with the California Education Partners to create a coherent system to support mathematics instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide after school tutoring to support mathematics and student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 common core math training for teachers, including math practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is an updated goal for the 2023-2024 SPSA. Bellevue Elementary has been targeted for additional support and intervention in the area of mathematics. As a result of this designation, Bellevue will have an increased focus in the area of mathematics instruction.

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

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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

Bellevue Elementary's partnership with the California Education Partners will help with the implementation of the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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	\$165,729.25
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$127,530.00

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	\$74,094.00
Title II Part A: Improving Teacher Quality	\$15,144.00
Title III	\$23,335.00
Title III Immigrant Education Program	\$5,846.00
Title IV Part A: Student Support and Academic Enrichment	\$9,111.00

Subtotal of additional federal funds included for this school: \$127,530.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$127,530.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	74094	74,094.00
Title II Part A: Improving Teacher Quality	15144	0.00
Title III Immigrant Education Program	5846	0.00
Title III Part A: Language Instruction for LEP Students	23335	23,335.00
Title IV Part A: Student Support and Academic Enrichment	9111	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	74,094.00
Title II Part A: Improving Teacher Quality	15,144.00
Title III	23,335.00
Title III Immigrant Education Program	5,846.00
Title IV Part A: Student Support and Academic Enrichment	9,111.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	127,530.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	74,094.00
None Specified	Title II Part A: Improving Teacher Quality	15,144.00
None Specified	Title III	23,335.00
None Specified	Title III Immigrant Education Program	5,846.00

None Specified

Title IV Part A: Student Support and Academic Enrichment

9,111.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	89,238.00
Goal 2	29,181.00
Goal 3	9,111.00

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
Nina Craig	Principal
Ashley Bridges	Classroom Teacher
Melanie Nichols	Parent or Community Member
Lisa Lopez	Parent or Community Member
Amy Flores	Other School Staff
Angelica Gonzalez	Parent or Community Member
Amy Carlisle	Parent or Community Member
Celeste King	Classroom Teacher
Stephanie Gerke	Classroom Teacher
Vanessa Hermosillo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 4/17/23.

Attested:



Principal, Nina Craig on 4/17/23



SSC Chairperson, Veronica Hermosillo on 4/17/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kawana Springs Elementary	49706156051593	May 25, 2023	

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The Bellevue Union School District has been identified as requiring Additional Targeted Support and Improvement in the following areas: English Language Arts and Mathematics (Pupil Achievement) and Chronic Absenteeism (Pupil Engagement). The following student subgroups have been identified as eligible for additional targeted support: English Learners, Hispanic/Latino, Homeless/Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA). The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement. The School Site Council (SSC) facilitates the revision/update of the school goals, improvement strategies and planned expenditures which are outlined in the School Plan for Student Achievement (SPSA). It monitors the implementation of the approved SPSA, making modifications as necessary.

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

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Committee, Staff, Students and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommend actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan.

Kawana Springs Elementary School also offers "Parent Coffee" which meets throughout the year to share updates, provide a forum for questions and answers, discuss parent involvement and how to support students, staff and the school community.

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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).

Various site and district surveys were sent to the school community which addressed the following topics:

- School Culture and Safety
- Academic Challenge
- Social Emotional Support
- Relationships
- Community involvement
- Student Motivation/Engagement
- Belonging
- Enrichment opportunities
- Resources
- Professional Development

A summary of the results indicated that there is a need for improvement in the areas of student behavior, school climate, safety and resources.

Classroom Observations

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

Kawana Springs School follows a comprehensive classroom observation model. At the beginning of the school year the teachers meet with the site administrator to create goals based on the evaluation model and the professional teaching standards. These goals are then used as the basis for the observations conducted throughout the school year.

Teachers being evaluated are observed multiple times throughout the year to gain a true picture of classroom instructional practices and lesson effectiveness. Teachers being evaluated are observed formally at least once and informally at least twice. Following observations the teacher and the site administrator meet to discuss observations and create next steps and goals to constantly improve instructional practices and curriculum implementation.

In addition, weekly, the principal walks through classrooms. Classroom instructional strategies, climate, and management are observed. The information is used to improve individual teacher performance through principal support, and the information is used to provide input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

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)

Students grades 3-6 attending Bellevue Unified School District participate annually in the California Assessment of Student Performance and Progress (CAASPP). In addition, at Kawana Springs, students grades 3-6 take the Spanish literacy assessment. Students grades 1-6 participate in the district adopted Standardized Test for the Assessment of Reading (STAR) assessments in Math and English Language Arts. Students grades K-6 complete trimester writing assessments through the district adopted curriculum, Writing by Design. Kindergarten classes participate in district Educational Software for Guiding Instruction (ESGI) assessments. Beginning in fall 2023, students in grades K-4 will participate in the Diagnostic Reading Assessment each trimester to measure reading comprehension and fluency.

All English Learners K-6 take the ELPAC exam to determine level of English Proficiency and to guide designated and integrated English Language Development for students, with the goal of Reclassification to Fluent English Proficient for all students.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent. Through the student data platform Ellevation, English Learners and Reclassified English Learners are monitored regularly to ensure academic growth and progress.

A variety of local assessments are used, such as Estrellitas and Maravillas reading assessments, My Math unit and benchmark assessments, phonics survey, oral reading fluency assessments and genre writing assessments.

These assessments are used to guide instruction, determine intervention needs and establish professional development.

The BUSD Curriculum Committee meets monthly to help us identify and address district curricular needs.

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

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Maravillas/Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment. The district makes every attempt to hire and retain highly qualified staff to serve the students.

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

Teachers meet the highly qualified status and have completed in-service training. In addition instructional assistants and literacy paraprofessionals meet the highly qualified status, passing the district proficiency tests or college requirements. Professional development is provided for staff for our current curricular programs.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and English Learners provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2023-24 school year will focus on Professional Learning Communities, Systematic Intervention in Phonics and Phonemic Awareness, English Language Development standards and Guided Language Acquisition Strategies (GLAD), Writing by Design implementation, TK-3 CA Education Partners Grant to improve mathematics instruction and student achievement in math, Social Thinking strategies and continued implementation of the Character Strong social emotional program.

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

Professional Development is provided by the the Director of Curriculum and Instruction, Principal, Teacher on Special Assignment and outside consultants.

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

Teachers collaborate weekly by grade level for eighty minutes; 40 minutes as a Professional Learning Community and 40 minutes for grade level planning purposes. The principal often facilitates opportunities for collaboration during staff meetings. Once per trimester, teachers participate in district wide grade level collaboration. In addition, 90 minutes of district provided professional development, once monthly, is allotted for during the certificated contracted work day.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials are research based.

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

Instructional minutes are reviewed on an annual basis.

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

The lesson pacing calendar is determined and reviewed by teachers. The district's Language Arts priority standards are referred to for lesson pacing. Moving forward, grade level teams will implement packing guides to reflect these standards and create common formative assessments.

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

All students have CCSS based Math and English Language Arts materials.

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

All materials are state approved and supplementary materials purchased are research based curriculum.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional support is provided in all grades working with small groups of students. Full time instructional aides are provided for Transitional Kindergarten and Kindergarten classes. A Teacher On Special Assignment is helping with building teacher capacity through instructional coaching to better serve underperforming students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it?
How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher provides small group instruction and support for RSP and students needing intervention.

Five Literacy Paraprofessionals provide small group literacy instruction in grades K-6, using the Estrellitas, Despegando, Fountas and Pinnell and SIPPS programs.

Three bilingual instructional aide provide additional support for Transitional Kindergarten and Kindergarten students.

A full time bilingual counselor assist students with school-related issues impacting academics and social emotional success. The counselor provides individual counseling, friendships groups, whole class lessons and parent support and communication when needed.

A bilingual Family Engagement Facilitator is assigned to support student and family engagement and assist with the administration of the ELOPAC examination.

A newcomer instructional assistant to support English Learners new to the country with the understanding of navigating the school system.

1 Americorps mentor provides tutoring support for students needing additional academic support.

Cool School provides an after school program until 6:00 PM for students needing additional support.

Homework assistance is provided.

Technology resources include Chromebooks and Ipads for students. Adaptable programs are available to students for differentiated practice.

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

Parents provide input about our English Learner and intervention programs through the ELAC committee and an annual Title 1 meeting.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are below:

In grades K-3, we participate in class size reduction. Students receive early literacy instruction in small groups.

Literacy Paraprofessionals and a bilingual instructional aide are provided for grades Kindergarten-sixth for varying amounts of time.

Our school counselor provides support to underperforming students.

Moving forward, our Teacher on Special Assignment will be providing instruction to underperforming students as well.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The following stakeholder groups were involved in the Needs Assessment, planning and monitoring of the Kawana Springs Elementary School SPSA: School Site Council, English Language Advisory Committee, Staff, Students and Parents.

Kawana Springs Elementary's School Site Council demonstrates parity between parents and the principal/staff members. The SSC works together to accomplish a set of tasks within the framework of the vision of the school system.

The ELAC is made up of parents and staff. The ELAC meets five to six times each year and provides input on English Learner programs and recommends actions to support regular school attendance. During meetings, ELAC members are provided an opportunity to advise and consult with the principal and SSC on the school plan. The District English Learner Advisory Committee, with representation from each school, meets regularly throughout the school year.

Kawana Springs Elementary School also meets regularly with parents during a Parent Coffee to obtain feedback, provide a forum for questions and answers, discuss parent involvement and how to support students, staff and the school community.

Resource Inequities

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

n/a

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.9%	%	0.98%	3	2	3
African American	1.7%	%	1.95%	6	6	6
Asian	0.6%	%	0.98%	2	2	3
Filipino	%	%	0.33%		0	1
Hispanic/Latino	91.3%	%	85.34%	314	254	262
Pacific Islander	0.3%	%	0%	1	1	0
White	4.4%	%	8.79%	15	17	27
Multiple/No Response	0.9%	%	1.63%	3		5
Total Enrollment				344	286	307

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	48	44	68
Grade 1	47	41	45
Grade 2	54	42	39
Grade 3	38	47	37
Grade 4	44	36	45
Grade 5	49	38	37
Grade 6	64	38	36
Total Enrollment	344	286	307

Conclusions based on this data:

1. We had a decrease in enrollment.
2. Latino/Hispanic continues to be remain the majority group.
3. Upper grade enrollment grades 4-6 has declined.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	202	163	167	58.70%	57.0%	54.4%
Fluent English Proficient (FEP)	47	36	32	13.70%	12.6%	10.4%
Reclassified Fluent English Proficient (RFEP)	15	16		7.4%	5.6%	

Conclusions based on this data:

1. The percentage of English Language Learners Reclassified as Fluent English Proficient increased by 1.2%
2. The number of English Language Learners Reclassified as Fluent English Proficient increased by 1.
3. English Learner Enrollment decreased slightly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	38	47		0	45		0	45		0.0	95.7	
Grade 4	42	32		0	31		0	31		0.0	96.9	
Grade 5	48	34		0	34		0	34		0.0	100.0	
Grade 6	63	30		0	30		0	30		0.0	100.0	
All Grades	191	143		0	140		0	140		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2346.			8.89			13.33			13.33			64.44	
Grade 4		2366.			6.45			3.23			9.68			80.65	
Grade 5		2382.			0.00			8.82			5.88			85.29	
Grade 6		2443.			3.33			10.00			23.33			63.33	
All Grades	N/A	N/A	N/A		5.00			9.29			12.86			72.86	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			57.78			35.56	
Grade 4		3.23			45.16			51.61	
Grade 5		0.00			55.88			44.12	
Grade 6		3.33			53.33			43.33	
All Grades		3.57			53.57			42.86	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.55			38.64			56.82	
Grade 4		0.00			38.71			61.29	
Grade 5		0.00			20.59			79.41	
Grade 6		6.67			26.67			66.67	
All Grades		2.88			31.65			65.47	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.67			64.44			28.89	
Grade 4		3.23			61.29			35.48	
Grade 5		2.94			67.65			29.41	
Grade 6		0.00			66.67			33.33	
All Grades		3.57			65.00			31.43	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			48.89			46.67	
Grade 4		6.45			54.84			38.71	
Grade 5		0.00			50.00			50.00	
Grade 6		3.33			76.67			20.00	
All Grades		3.57			56.43			40.00	

Conclusions based on this data:

1. The majority of students participated in CAASPP testing.
2. The majority of students are not meeting standards in overall achievement.
3. The percentages of students below standard in writing are significant.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	38	47		0	45		0	45		0.0	95.7	
Grade 4	42	32		0	30		0	30		0.0	93.8	
Grade 5	48	34		0	34		0	34		0.0	100.0	
Grade 6	63	30		0	30		0	30		0.0	100.0	
All Grades	191	143		0	139		0	139		0.0	97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2353.			4.44			4.44			24.44			66.67	
Grade 4		2346.			0.00			6.67			3.33			90.00	
Grade 5		2387.			0.00			5.88			14.71			79.41	
Grade 6		2430.			0.00			10.00			26.67			63.33	
All Grades	N/A	N/A	N/A		1.44			6.47			17.99			74.10	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			31.11			64.44	
Grade 4		0.00			13.33			86.67	
Grade 5		0.00			26.47			73.53	
Grade 6		0.00			36.67			63.33	
All Grades		1.44			27.34			71.22	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			33.33			62.22	
Grade 4		0.00			20.00			80.00	
Grade 5		0.00			35.29			64.71	
Grade 6		0.00			50.00			50.00	
All Grades		1.44			34.53			64.03	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.44			53.33			42.22	
Grade 4		3.33			26.67			70.00	
Grade 5		0.00			35.29			64.71	
Grade 6		6.67			30.00			63.33	
All Grades		3.60			38.13			58.27	

Conclusions based on this data:

1. The majority of students participated in CAASPP testing.
2. The majority of students are not meeting standards in overall achievement.
3. The percentages of students below standard in all areas of math are significant.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1412.3	1393.2		1443.6	1415.6		1339.1	1340.5		27	19	
1	1392.3	1416.2		1460.0	1455.4		1324.3	1376.5		23	25	
2	1452.4	1488.0		1492.5	1562.5		1411.9	1413.2		32	28	
3	1473.8	1485.7		1483.0	1502.2		1464.1	1468.7		20	29	
4	1489.0	1492.6		1498.6	1499.2		1478.8	1485.4		29	15	
5	1475.1	1532.1		1472.1	1543.3		1478.0	1520.6		21	23	
6	1525.5	1570.3		1525.5	1616.8		1525.0	1523.3		29	12	
All Grades										181	151	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	14.81	5.26		22.22	36.84		44.44	26.32		18.52	31.58		27	19	
1	0.00	0.00		8.70	12.00		26.09	56.00		65.22	32.00		23	25	
2	6.25	25.00		28.13	32.14		53.13	28.57		12.50	14.29		32	28	
3	10.00	3.45		30.00	51.72		35.00	37.93		25.00	6.90		20	29	
4	3.57	6.67		57.14	20.00		25.00	60.00		14.29	13.33		28	15	
5	25.00	17.39		30.00	56.52		25.00	21.74		20.00	4.35		20	23	
6	14.29	33.33		53.57	66.67		25.00	0.00		7.14	0.00		28	12	
All Grades	10.11	11.92		33.71	38.41		34.27	34.44		21.91	15.23		178	151	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	22.22	21.05		40.74	36.84		25.93	15.79		11.11	26.32		27	19	
1	21.74	20.00		30.43	36.00		34.78	36.00		13.04	8.00		23	25	
2	37.50	78.57		40.63	14.29		21.88	7.14		0.00	0.00		32	28	
3	30.00	44.83		50.00	37.93		5.00	13.79		15.00	3.45		20	29	
4	39.29	26.67		46.43	40.00		7.14	20.00		7.14	13.33		28	15	
5	45.00	60.87		35.00	34.78		0.00	4.35		20.00	0.00		20	23	
6	21.43	91.67		64.29	8.33		7.14	0.00		7.14	0.00		28	12	
All Grades	30.90	48.34		44.38	30.46		15.17	14.57		9.55	6.62		178	151	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		0.00	5.26		55.56	36.84		44.44	57.89		27	19	
1	0.00	0.00		4.35	0.00		0.00	8.00		95.65	92.00		23	25	
2	3.13	0.00		21.88	21.43		18.75	17.86		56.25	60.71		32	28	
3	5.00	3.45		10.00	6.90		30.00	51.72		55.00	37.93		20	29	
4	3.57	0.00		10.71	13.33		46.43	46.67		39.29	40.00		28	15	
5	15.00	0.00		5.00	21.74		60.00	65.22		20.00	13.04		20	23	
6	3.57	0.00		21.43	8.33		53.57	75.00		21.43	16.67		28	12	
All Grades	3.93	0.66		11.24	11.26		37.64	39.74		47.19	48.34		178	151	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.52	10.53		66.67	68.42		14.81	21.05		27	19	
1	26.09	24.00		65.22	68.00		8.70	8.00		23	25	
2	28.13	60.71		68.75	35.71		3.13	3.57		32	28	
3	30.00	27.59		50.00	62.07		20.00	10.34		20	29	
4	35.71	40.00		53.57	40.00		10.71	20.00		28	15	
5	15.00	17.39		65.00	82.61		20.00	0.00		20	23	
6	14.29	41.67		75.00	58.33		10.71	0.00		28	12	
All Grades	24.16	31.79		64.04	59.60		11.80	8.61		178	151	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	37.04	31.58		40.74	31.58		22.22	36.84		27	19	
1	21.74	20.00		56.52	68.00		21.74	12.00		23	25	
2	37.50	85.71		62.50	14.29		0.00	0.00		32	28	
3	45.00	62.07		45.00	34.48		10.00	3.45		20	29	
4	46.43	40.00		46.43	46.67		7.14	13.33		28	15	
5	70.00	86.96		10.00	13.04		20.00	0.00		20	23	
6	62.96	100.00		33.33	0.00		3.70	0.00		27	12	
All Grades	45.20	60.26		43.50	31.13		11.30	8.61		177	151	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	0.00		59.26	63.16		40.74	36.84		27	19	
1	4.35	4.00		0.00	4.00		95.65	92.00		23	25	
2	6.25	7.14		37.50	35.71		56.25	57.14		32	28	
3	5.00	3.45		35.00	31.03		60.00	65.52		20	29	
4	7.14	0.00		53.57	46.67		39.29	53.33		28	15	
5	20.00	0.00		50.00	78.26		30.00	21.74		20	23	
6	0.00	0.00		39.29	41.67		60.71	58.33		28	12	
All Grades	5.62	2.65		39.89	41.06		54.49	56.29		178	151	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	10.53		25.93	31.58		74.07	57.89		27	19	
1	0.00	0.00		13.64	40.00		86.36	60.00		22	25	
2	3.13	3.57		34.38	42.86		62.50	53.57		32	28	
3	10.00	6.90		45.00	75.86		45.00	17.24		20	29	
4	0.00	0.00		75.00	73.33		25.00	26.67		28	15	
5	10.00	8.70		70.00	86.96		20.00	4.35		20	23	
6	17.86	0.00		78.57	100.00		3.57	0.00		28	12	
All Grades	5.65	4.64		49.15	61.59		45.20	33.77		177	151	

Conclusions based on this data:

1. There was a school wide decrease of overall language with students in Level 1.

2. There was an increase for students in oral language in Level 4 for grades 5 & 6.

3. There is a small percentage of students In Level 4 for the area of reading.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
286	69.6	57.0	0.3
Total Number of Students enrolled in Kawana Springs Elementary.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	163	57.0
Foster Youth	1	0.3
Homeless	2	0.7
Socioeconomically Disadvantaged	199	69.6
Students with Disabilities	43	15.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.1
American Indian	2	0.7
Asian	2	0.7
Filipino		
Hispanic	254	88.8
Two or More Races	4	1.4
Pacific Islander	1	0.3
White	17	5.9

Conclusions based on this data:

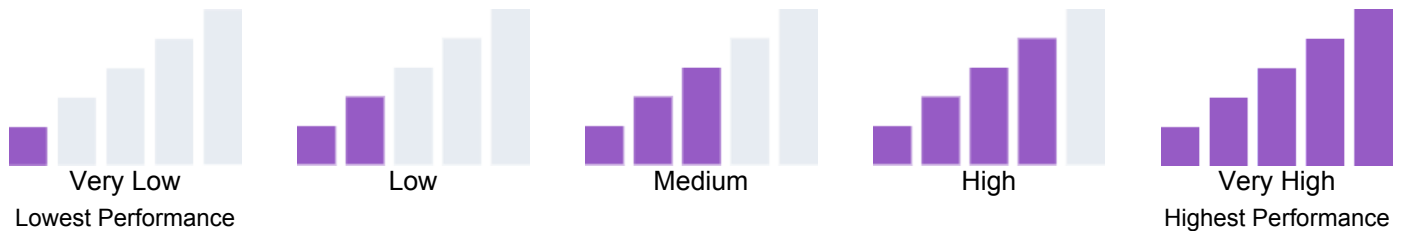
1. Students identified as socioeconomically disadvantaged is our largest subgroup at 69.6%.
2. Our Hispanic population is consistently the clear majority of our students at 88.8%
3. 15% of our population has an Individualized Education Plan.

School and Student Performance Data

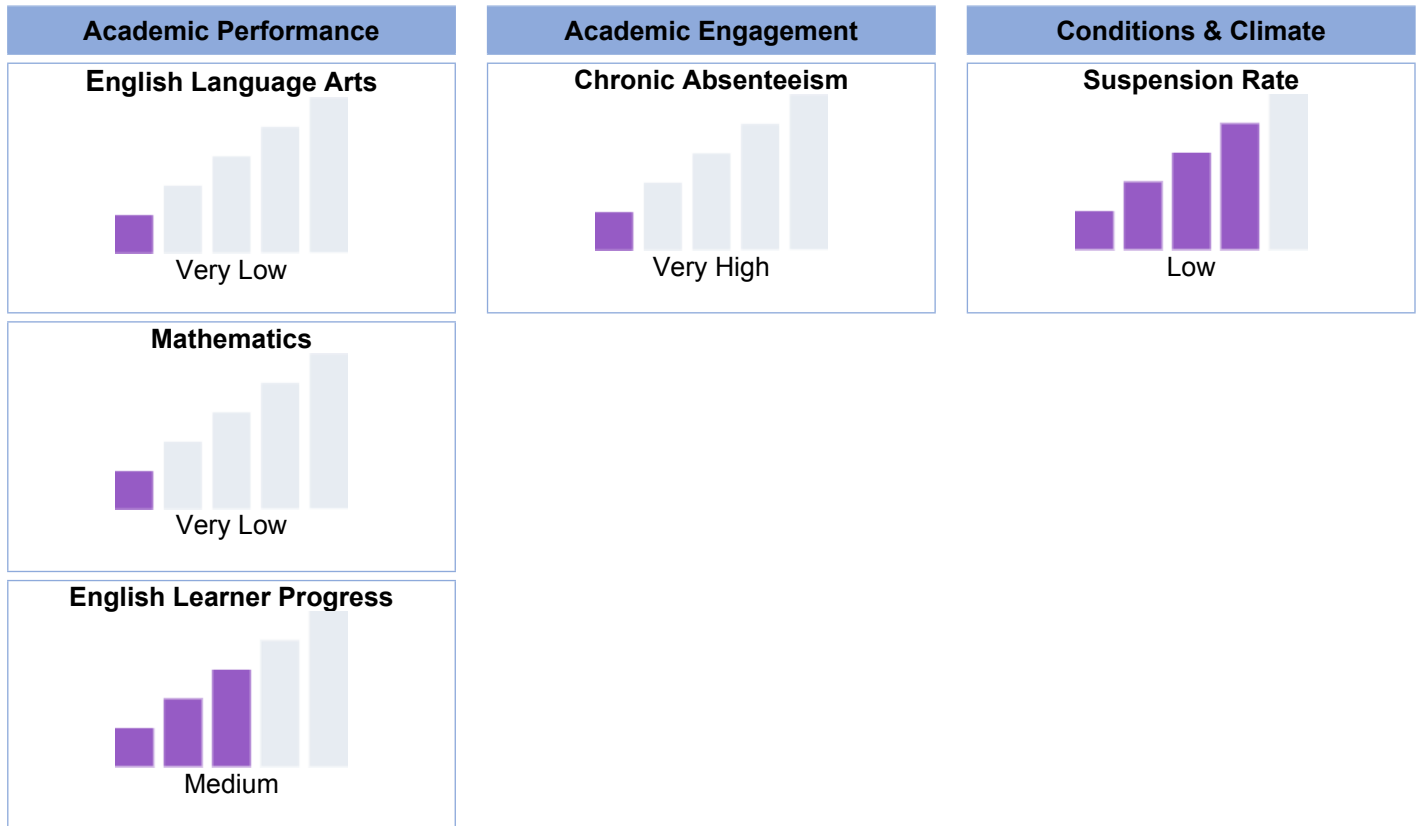
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

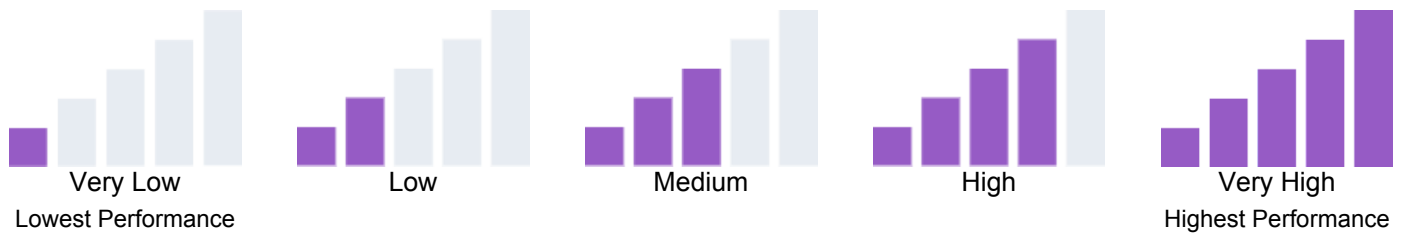
1. Chronic absenteeism is a significant area of concern.
2. Performance in English Language Arts and Math is a significant area of concern.
3. The graph indicates that 52.4% of students are making progress towards English language proficiency.

School and Student Performance Data

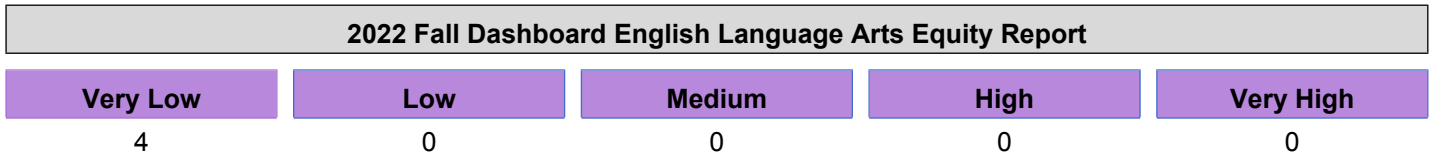
Academic Performance English Language Arts

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

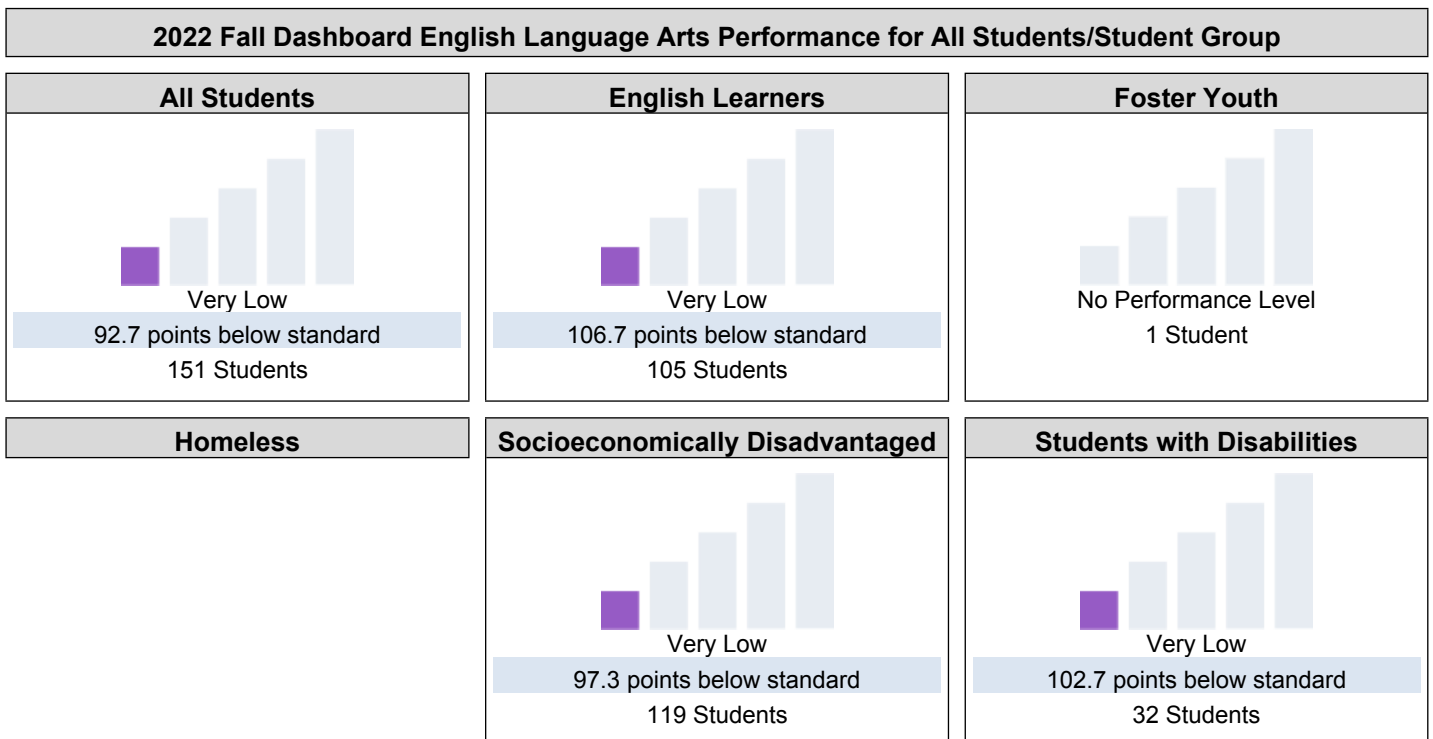
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



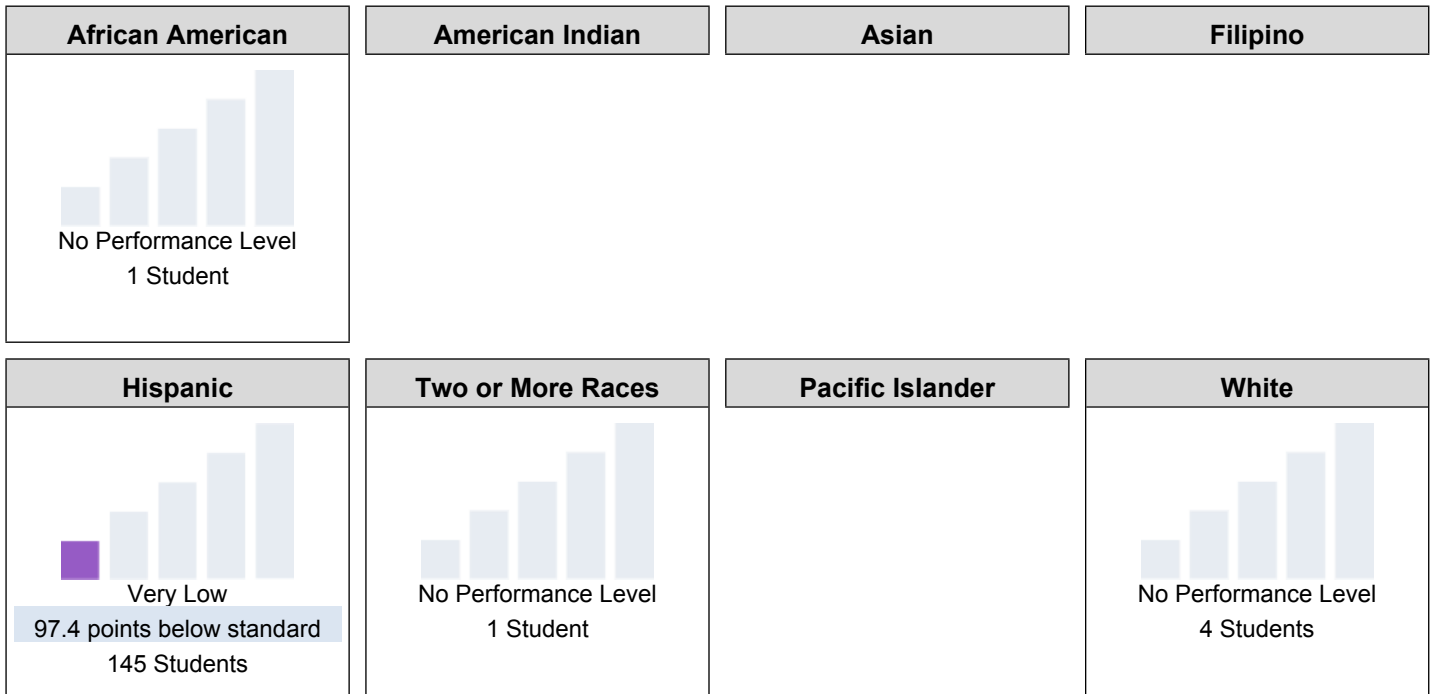
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.7 points below standard 76 Students	46.4 points below standard 29 Students	64.7 points below standard 33 Students

Conclusions based on this data:

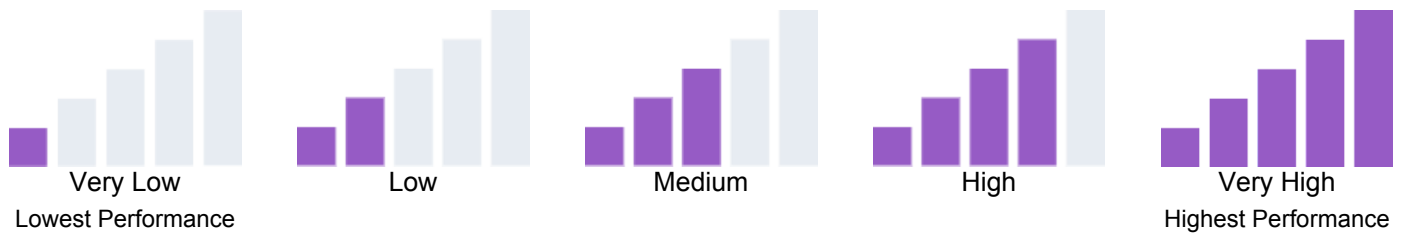
- 105 English Learner students are scoring in the Very Low status level, 106.7 points below standard in English Language Arts.
- 119 socioeconomically disadvantaged students are scoring in the Very Low status level, 97.3 points below standard in English Language Arts.
- 145 Hispanic students are scoring in the Very Low status level, 97.4 points below standard in English Language Arts.

School and Student Performance Data

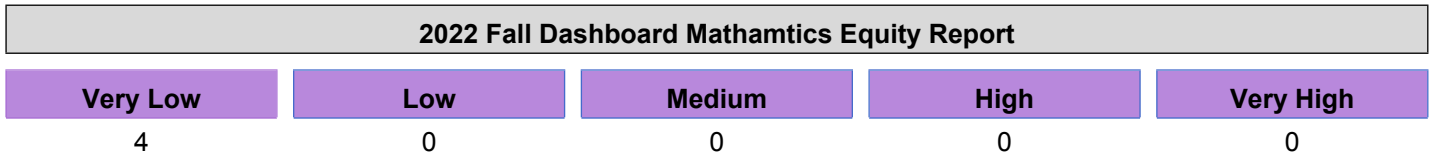
Academic Performance Mathematics

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

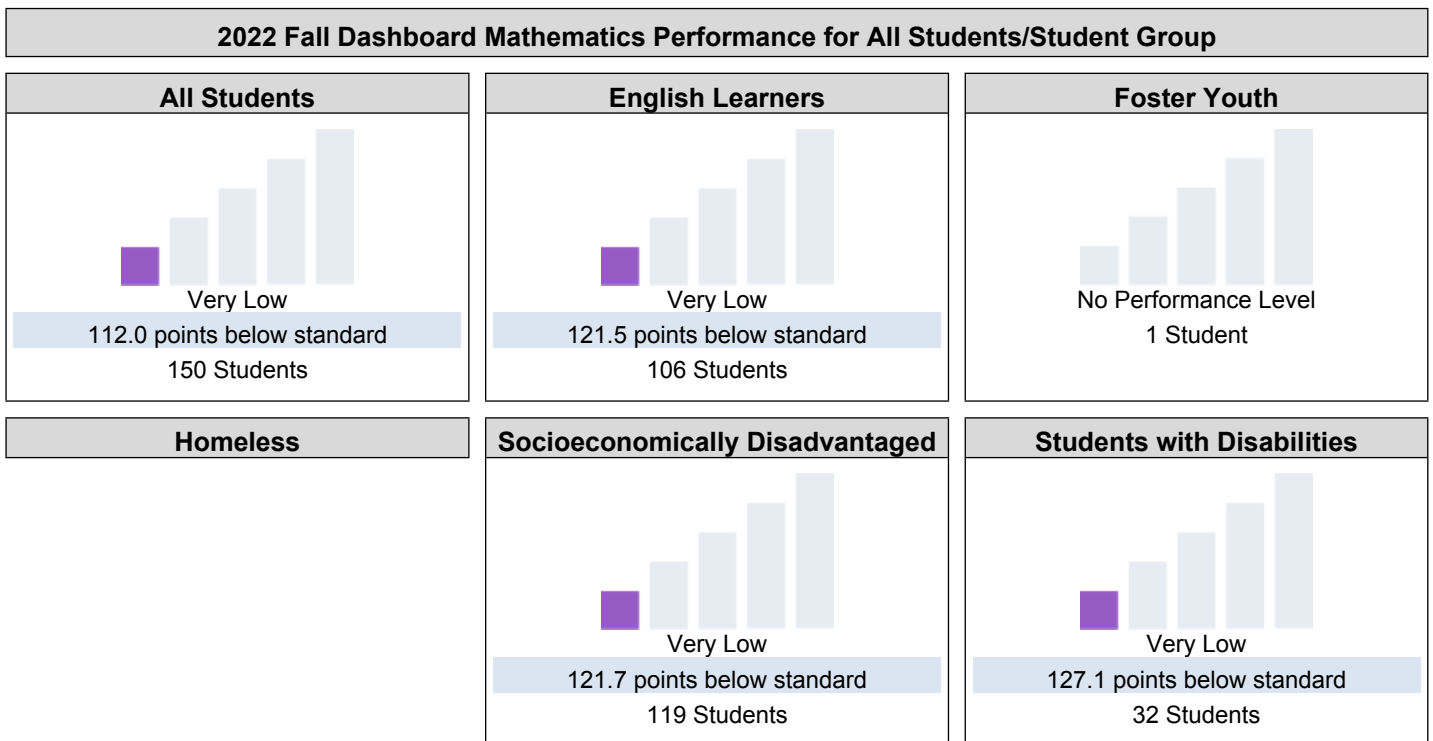
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



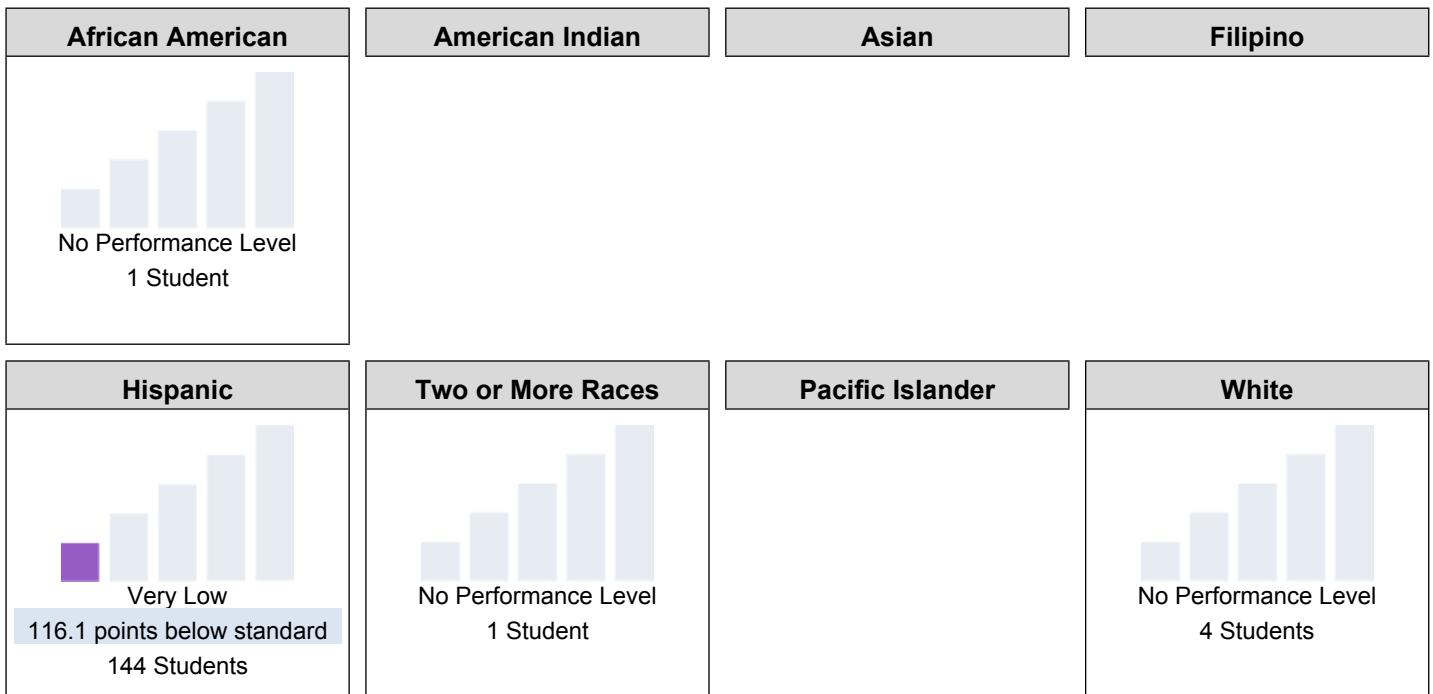
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>138.6 points below standard 77 Students</p>	<p>76.0 points below standard 29 Students</p>	<p>97.5 points below standard 33 Students</p>

Conclusions based on this data:

1. 106 English Learner students are scoring in the Very Low status level, 121.5 points below standard in Math.
2. 119 Socioeconomically disadvantaged students are scoring in the Very Low status level, 121.7 points below standard in Math.
3. 32 students with disabilities are scoring in the Very Low status level, 127.1 points below standard in Math.

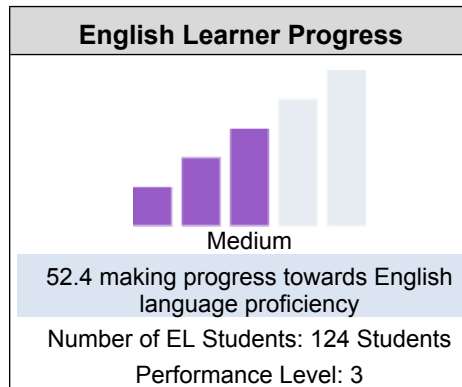
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.4%	28.2%	0.0%	52.4%

Conclusions based on this data:

- 52.4% English Learners progressed at least one English Language Proficiency level.
- 19.4% of English Learners decreased one English Language Proficiency level.
- 28.2% of English Learners maintained English Language Proficiency level.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

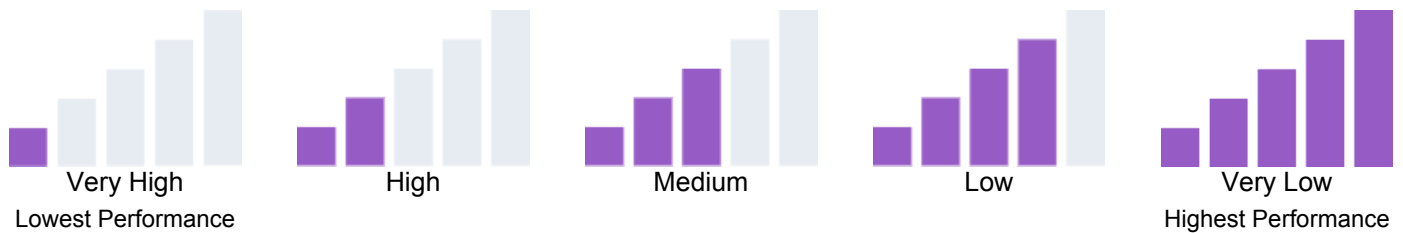
- 1.

School and Student Performance Data

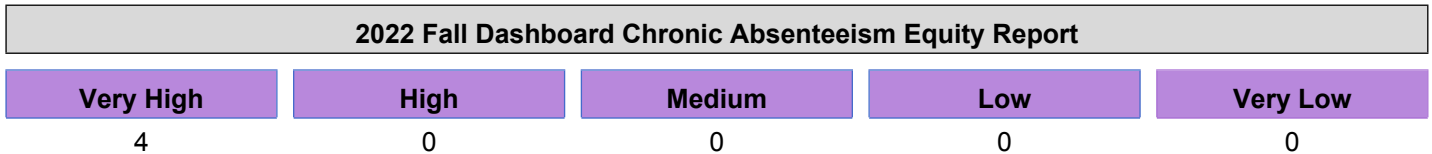
Academic Engagement Chronic Absenteeism

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

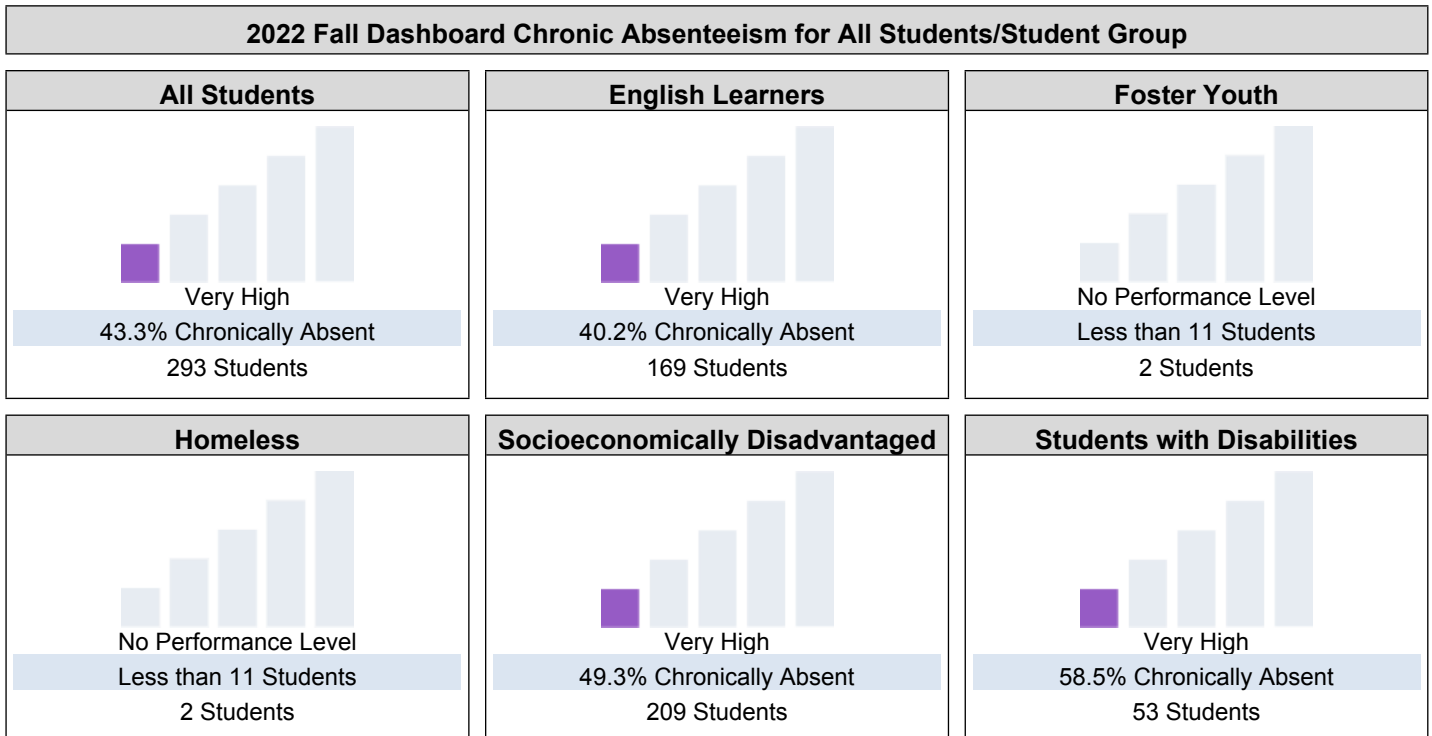
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



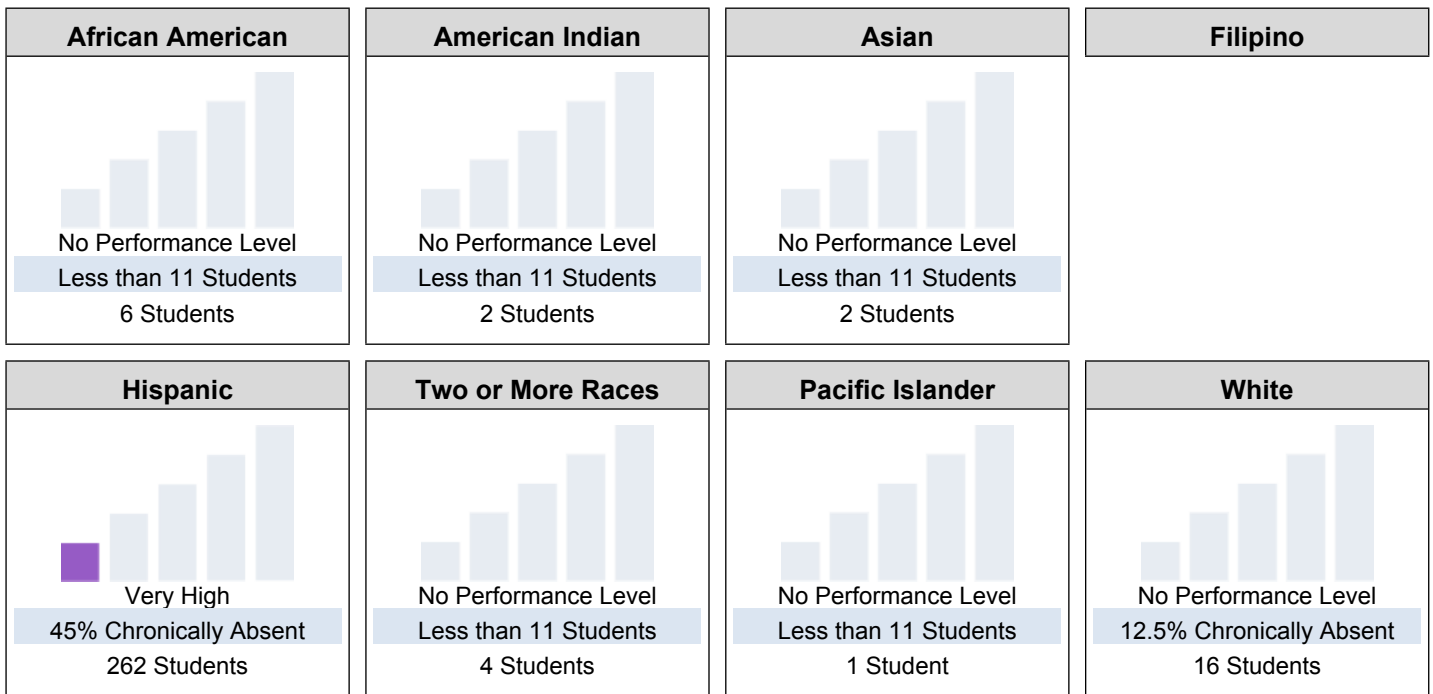
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

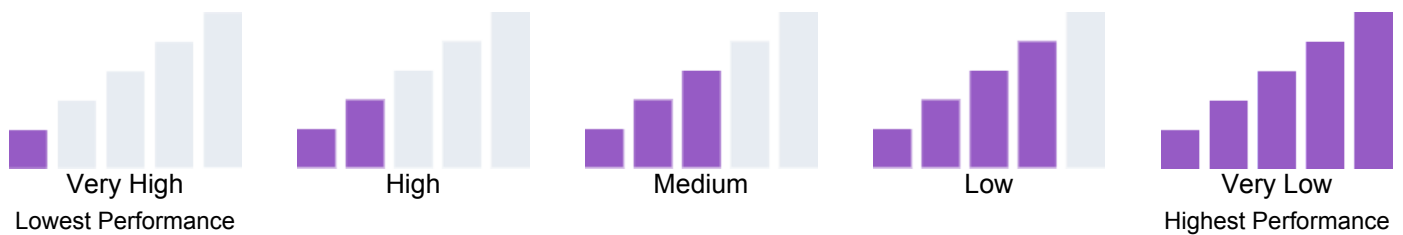
- Chronic absenteeism is a significant concern and as a result, we qualified for targeted assistance.

School and Student Performance Data

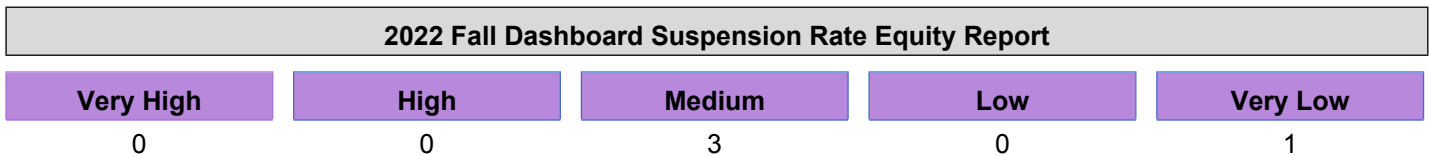
Conditions & Climate Suspension Rate

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

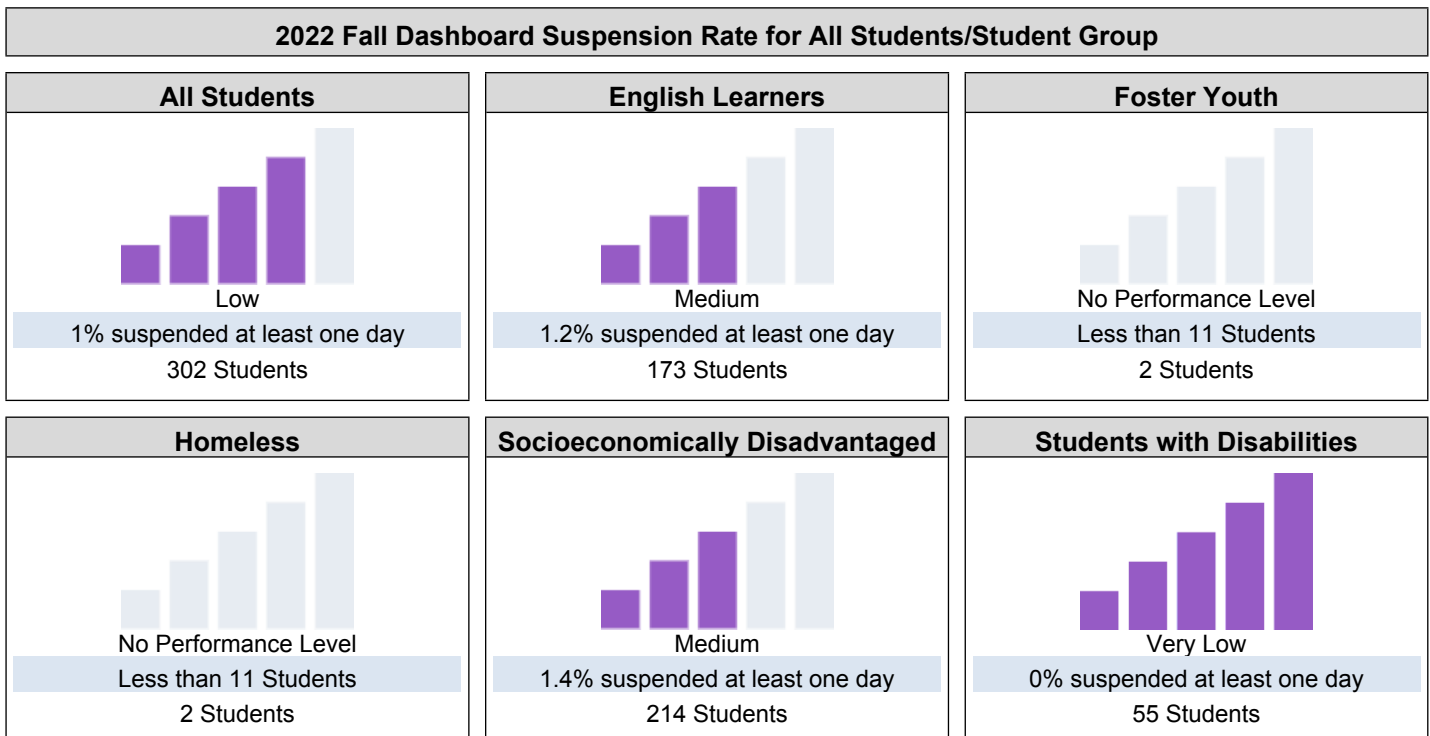
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



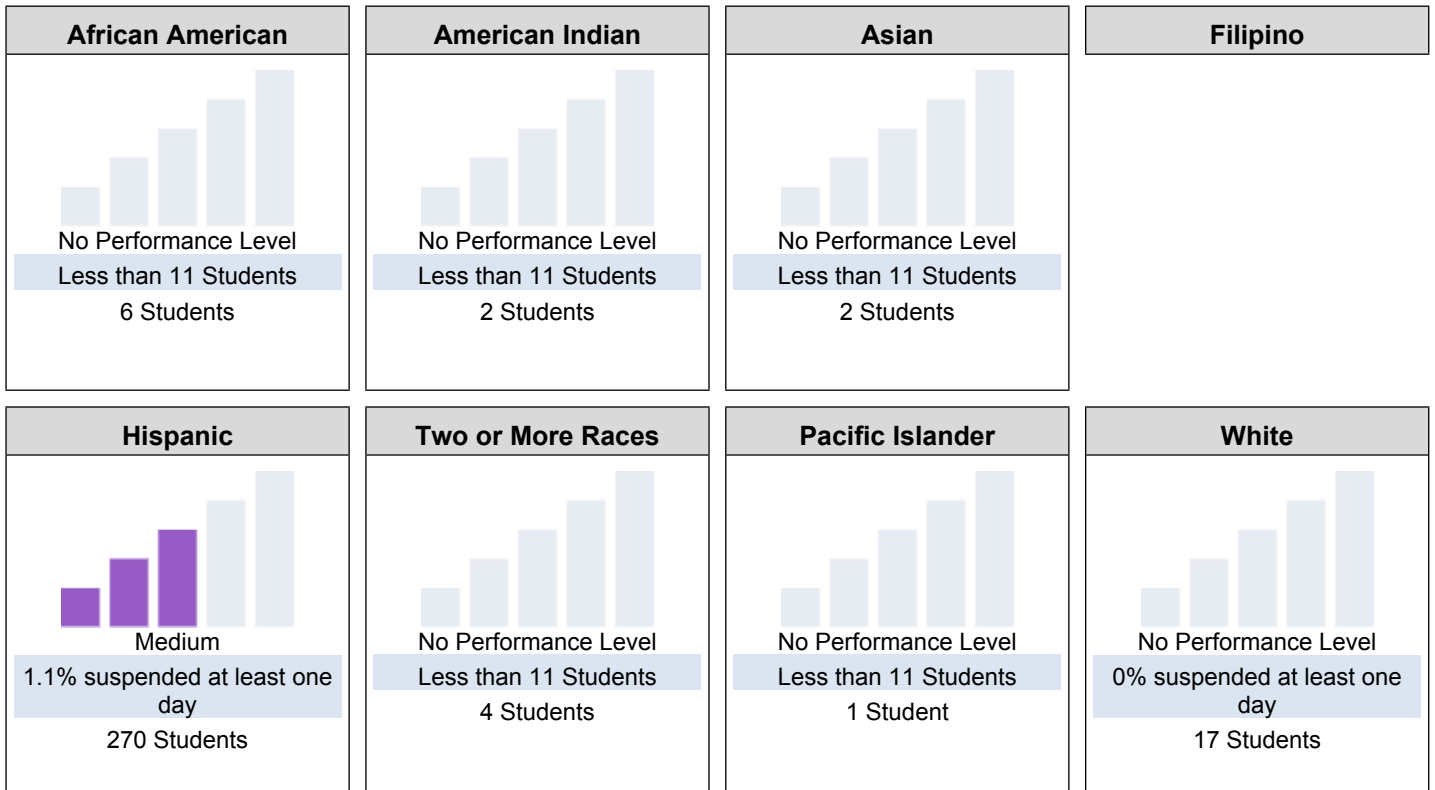
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- Overall the suspension rate is low.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English and Spanish Language Arts

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 1

Increase overall student growth in English Language Arts and Spanish Language Arts

Identified Need

Current results of the CAASPP, STAR Reading English, STAR Reading Spanish, and STAR Early Literacy Spanish assessments indicate that the majority of students at Kawana Springs Elementary are achieving below the district percentile rank proficiency benchmark of 40% and below standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Goals will be measured by the district STAR assessment results in both languages.	<p>Percent of each grade that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in English:</p> <p>3rd grade: 21%</p> <p>4th grade: 23%</p> <p>5th grade: 6%</p> <p>6th grade: 20%</p> <p>Percent of each grade that met or exceeded standard (40th percentile rank) on the Winter 2022-23 STAR Reading in English:</p> <p>3rd grade: 21%</p> <p>4th grade: 32%</p> <p>5th grade: 25%</p> <p>6th grade: 20%</p> <p>Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading in Spanish:</p>	<p>Increase the percentage of students who meet or exceed standard to 60% in grades 2-6 on the STAR Reading in English and Spanish.</p> <p>Increase the percentage of students who meet or exceed standard to 60% in grade 1 on the STAR Reading Early Literacy in Spanish:</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd grade: 20% 4th grade: 19% 5th grade: 13%</p> <p>Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the Winter 2022-23 STAR Reading in Spanish:</p> <p>2nd grade: 4% (28 students tested) 3rd grade: 17% 4th grade: 27% 5th grade: 17% 6th grade: 23%</p> <p>Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the 2021 STAR Reading Early Literacy in Spanish: 1st grade: 26.5%</p> <p>Percent of each grade in the Dual Immersion program that met or exceeded standard (40th percentile rank) on the Winter 2022-23 STAR Reading Early Literacy in Spanish:</p> <p>1st grade: 36% 2nd grade: 50% (15 students tested)</p>	
<p>ELA CAASPP Assessment</p>	<p>Percentage of students that are meeting or exceeding standard from the 2021-22 ELA CAASPP results are:</p> <p>Overall Performance for Kawana Springs Elementary: 14.29%</p> <p>3rd grade: 22.22% 4th grade: 9.68%</p>	<p>Increase the percentage of students meeting or exceeding the standard for ELA by 15%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th grade: 8.82% 6th grade: 13.33%	
CSA California Spanish Assessment	2022-23 school year will include baseline data	60% of students meeting or exceeding the standard

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students K-2, Intervention students grades 3-6

Strategy/Activity

Provide small group intervention support via Classroom Teachers and Literacy Paraprofessionals using adopted and supplemental intervention materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

128429

Source(s)

Title I
None Specified
Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students K-6

Strategy/Activity

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in SLA/ELA/ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

15144

Source(s)

Title II Part A: Improving Teacher Quality
None Specified

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

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

ALL

Strategy/Activity

Implementation of the priority standards as determined by grade level collaboration teams. Continue to develop common assessments, learning targets, and pacing guides through grade level collaboration in ELA/SLA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
District Grade Level Achievement Teams.
Included in Strategy / Activity 2 Above.

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

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

ALL

Strategy/Activity

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I
None Specified
Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

All students grades K-6

Strategy/Activity

Support Spanish and English Language and Literacy Acquisition through ongoing professional development, coaching and support through work with ATDLE (Association of Two-Way Dual Language Education), including culturally responsive instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies positively impacted overall progress towards our goals. Not all grade levels met the stated goal for the current year. This school year, significant emphasis has been on providing intervention for upper grades in English to support transition to middle school. With continued focus on the strategies and actions, we expect growth to continue at all grade levels in both languages and expect more grade levels to exceed their goal in the coming year.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

We have added additional metrics, including CAASPP ELA and CSA assessments. In addition, we have added an additional strategy to work with ATDLE to support The Dual Language program.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative assessment and ELA CAASPP scores.

Identified Need

Reclassification data indicates that there is a need to increase the percentage of students Reclassified as English Proficient and EL students have been identified through the CA Dashboard for additional targeted assistance to demonstrate proficiency on ELA CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification data	8.6% of English Learners were Reclassified as English Proficient in 2021-22	Increase percentage of English Language students Reclassified by 5%
Percentage of EL Students meeting or exceeding standards on the ELA CAASPP	5.26% of EL students are exceeding or meeting standard on the 2021-22 ELA CAASPP	Increase 10% in ELA proficiency

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 English Language Learner students

Strategy/Activity

Train staff on ELD framework and GLAD strategies to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23335

Source(s)

Title III
None Specified
3 Days of ELD Training for TOSA's + GLAD
Training (Timesheets) + Registration Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learner students

Strategy/Activity

Using data from the student information system ELlevation, English Learner and reclassified students will be monitored bi-annually and on an ongoing basis to determine additional support needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified
Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring sessions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified
Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Provide Newcomer support to develop foundational English acquisition skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5846

Source(s)

Title III Immigrant Education Program
None Specified
Certificated and Classified Afterschool
Timesheet Hours.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Target English Learners for additional academic supports including Cool School (afterschool program), summer school and small group intervention groups during the school day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All English Learners

Strategy/Activity

Increase the number of members participating in the English Learner Advisory Committee to improve the partnership between home and school and inform and obtain feedback from parents of English Learners regarding the English learner program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies were implemented as intended. Data has indicated that additional focus on Tier 1 instructional strategies to support English Language Learners is needed. Minimal growth in reclassification was achieved, however more work is required to support our English Language Learners.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

With the addition of a Teacher on Special Assignment at Kawana Springs, she will participate in the EL Collaborative and share strategies and information with our instructional staff. Additional metrics including CAASPP scores have been added to this goal. The site will utilize the ELlevation platform with continued fidelity to provide information regarding interventions.

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

Mathematics

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 3

Increase student achievement in the area of math.

Identified Need

As indicated in the CAASPP Math and STAR Math results, the majority of students at KS are not demonstrating proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	<p>2022-23 Students meeting or exceeding district benchmark of 40% on the Winter 2022-23 STAR Assessment:</p> <p>1st grade (Spanish): 59% 2nd grade (Spanish): 31% 3rd grade: 27% 4th grade: 38% 5th grade: 21% 6th grade: 33%</p>	<p>Increase the percentage of 1st to 6th grade students who meet or exceed the district proficiency benchmark to 70%</p>
CAASPP Math	<p>2021-22 CAASPP Math results for students who met or exceeded standard:</p> <p>All students: 7.91%</p> <p>3rd grade: 8.88% 4th grade: 6.67% 5th grade: 5.88% 6th grade: 10%</p>	<p>Increase the percentage of 3rd-6th grade students who meet/exceed standards by 10%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Engage in mathematics instruction discussions in professional learning communities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

9111

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Offer after school/evening family events.

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

Collaborate with the California Education Partners to create a coherent system to support mathematics 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)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.
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Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

0	Title IV Part A: Student Support and Academic Enrichment None Specified Cost Included in Strategy / Activity 1 Above.
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Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

This is an updated goal for the 2023-24 SPSA. Kawana Springs has been targeted for additional support and intervention in the area of mathematics. As a result of this designation, Kawana Springs will have an increased focus in the area of mathematics instruction.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

Kawana Springs's partnership with the California Education Partners will help with the implementation of the goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School climate/culture as related to Chronic Absenteeism

LEA/LCAP Goal

Increase Student Success and Support Student Learning

Goal 4

Decrease chronic absenteeism rate by facilitating positive relationships in our school based on engagement, respect, care and approachability

Identified Need

The site has been identified as requiring additional targeted intervention and support for Chronic Absenteeism as identified on the CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The Chronic Absenteeism rate on the California School Dashboard	43% of students are chronically absent in the 21-22 school year	Decrease the percentage of students who are chronically absent by 25%.

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

Staff will implement engaging and rigorous curriculum to increase student belonging and engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Site will offer family engagement activities to build a sense of community among students, staff and families

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide ongoing Parent Coffee Events and ELAC meetings to discuss importance of attendance and student engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Recognize student achievements through monthly attendance incentives

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Continue with the implementation of Safe School Ambassadors to create a safe campus and increase student connectedness

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Kawana Springs successfully implemented school events to increase family engagement. We saw a return of students and families to extracurricular events and family engagement activities. There was a noticeable increase in family perception of positive relationships as demonstrated by the Youth Truth Survey.

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

There were no substantive categorical differences between the intended implementation and/or budgetd expenditures to implement the strategies and activities.

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

The metric to measure student engagement will be changed to address the chronic absentee rate, and the rate will be calculated through the CA Dashboard Chronic Absentee indicator.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$165729.50
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$181,865.00

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	\$128,429.00
Title II Part A: Improving Teacher Quality	\$15,144.00
Title III	\$23,335.00
Title III Immigrant Education Program	\$5,846.00
Title IV Part A: Student Support and Academic Enrichment	\$9,111.00

Subtotal of additional federal funds included for this school: \$181,865.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$181,865.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	128429	128,429.00
Title II Part A: Improving Teacher Quality	15144	0.00
Title III Immigrant Education Program	5846	0.00
Title III Part A: Language Instruction for LEP Students	23335	23,335.00
Title IV Part A: Student Support and Academic Enrichment	9111	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	128,429.00
Title II Part A: Improving Teacher Quality	15,144.00
Title III	23,335.00
Title III Immigrant Education Program	5,846.00
Title IV Part A: Student Support and Academic Enrichment	9,111.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	181,865.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	128,429.00
None Specified	Title II Part A: Improving Teacher Quality	15,144.00
None Specified	Title III	23,335.00
None Specified	Title III Immigrant Education Program	5,846.00

None Specified

Title IV Part A: Student Support and Academic Enrichment

9,111.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	143,573.00
Goal 2	29,181.00
Goal 3	9,111.00

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
Denise McCullough	Principal
Michelle Toth	Classroom Teacher
Erika Corrales	Other School Staff
Rachel Spaeth	Parent or Community Member
Alanya Blake	Parent or Community Member
Zeke Baker	Parent or Community Member
Elisabeth Friedmann	Parent or Community Member
Holly Cumbie	Parent or Community Member
Juan Carrillo	Classroom Teacher
Magali Barajas	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 25, 2023.

Attested:



Principal, Denise McCullough on 5/25/23



SSC Chairperson, Zeke Baker on 5/25/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Meadow View Elementary School	49706156115695		

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement
The Bellevue Union School District has been identified as requiring Additional Targeted Support and Improvement in the following areas: English Language Arts and Mathematics (Pupil Achievement) and Chronic Absenteeism (Pupil Engagement). The following student subgroups have been identified as eligible for additional targeted support: English Learners, Hispanic/Latino, Homeless/Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

School Site Council

ELAC

Staff

Parents

Students

Meadow View Elementary school has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.

Meadow View Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, 9 times during the school year.

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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).

Various site surveys and the district adopted survey of the Youth Truth Survey were sent to the school community which addressed the following topics:

- Community involvement
- Technology needs
- EL support
- Academic support
- Academic challenge
- Enrichment opportunities
- School culture and safety

A summary of the results indicated that there is a need for increased support in the classroom, opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional after school academic support.

Overall families were pleased with the positive school climate. Staff surveys indicated a need for continued support in professional development. Student surveyed indicated a need in teacher student relationships.

Classroom Observations

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

Daily, the principal visits classrooms. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided.

Annually, teachers are formally observed by the principal based on the contracted agreement.

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)

Students attending Bellevue Unified School District participates in the California Assessment of Student Performance and Progress (CAASPP). In addition to the CAASPP, students grades 3-6 participate in district adopted Standardized Test for the Assessment of Reading assessments in Math and English Language Arts. TK and K classes participate in district Educational Software for Guiding Instruction assessments. The 1st-6th grade students take the STAR reading and Math assessment. Students in grades 3-6 also take the STAR. Students in grade K-6th complete trimester writing assessment through the district adopted curriculum, Writing by Design. Beginning in Fall 2023, students in grades K-4 will participate in the Diagnostic Reading Assessment to measure reading comprehension and fluency.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent. Through the student data platform Ellevation, English Learners and Reclassified English Learners are monitored regularly to ensure academic growth and progress.

These assessments are used to guide instruction, establish professional development, and determine intervention needs.

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

Assessments that are linked to the My Math curriculum and the Spanish/English Language Arts curriculum (Wonders) are given regularly. These assessments, in combination with common formative assessments, are used to determine levels of proficiency, areas of challenge, and required interventions or instructional strategies to address any gaps in achievement. Professional Learning Committee teams meet weekly to review data and discuss next steps for instruction and intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment. The district makes every attempt to hire and retain highly qualified staff to serve the students.

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

All teachers meet the highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. The Director of Curriculum and English Learners provides professional development training for our staff as well as identifying requisite areas of support. Additional consultants for professional development are brought in on an as needed basis. Professional Development for the 2023-24 school year will focus on Professional Learning Communities, Systematic Intervention in Phonics and Phonemic Awareness, English Language Development standards and Guided Language Acquisition Strategies (GLAD), Writing by Design implementation, TK-3 CA Education Partners Grant to improve mathematics instruction and student achievement in math, Social Thinking Strategies, and continued implementation of the Character Strong social emotional program.

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

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

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

Meadow View School provides on-going instructional assistance in a variety of models: Teachers meet three times per month in grade level PLCs to analyze assessment data, discuss student learning needs, and what instructional practices will support those needs. Teachers in grades K-6 work with literacy paraprofessionals. The Literacy Paraprofessionals push-in to K-6 classrooms to provide additional small group support in language arts. Teachers in grades K-6 can consult with the on-site RSP teacher for additional instructional assistance and support. Teachers in grades K-6 can consult with Aracely Romo-Flores (Director of Curriculum and ELD) or TOSA (Teacher on Special Assignment) for additional instructional assistance and support. In addition the principal often facilitates opportunities to engage in collaboration during staff meetings.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials purchased are research based.

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

Instructional minutes are reviewed on annual basis. All classes meet or exceed the state recommended required minutes for ELA and Math.

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

The lesson pacing calendar is reviewed annually by the district teachers. Teachers will continue to prioritize standards for their grade level in order to meet student needs. Moving forward grade level teams will implement pacing guides and create common formative assessments to reflect these students.

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

All students have all CCSS based Math and English Language Arts materials.

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

All materials are on the state matrix and supplementary materials purchased are research based curriculum.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional and TOSA will support grades K-6th, working with small groups of students.

Evidence-based educational practices to raise student achievement

All teachers participate in the schoolwide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:

What do we want all students to learn? How will we know if students have or have not learned it? How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher.
One full-time RSP instructional aide.
Literacy Paraprofessionals in grades K-6 (times vary per grade)
Technology resources include 1 :1 Chrome books, and iPads.
Full time school counselor
After school program (Cool school)
One bilingual(Spanish) Family Engagement Facilitator is assigned to Meadow View to support student and family engagement.
One newcomer instructional assistant to support English Learners new to the country with the understanding of navigating the school system.

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)

At Meadow View we have an annual Title 1 meeting, monthly ELAC meeting, and school site council meetings where parents are invited and participate to help strategize to make our school better.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.
In grades K-3, we participate in class size reduction.
The lowest underperforming students in each class participate in daily literacy instruction in small groups supported by Literacy Paraprofessionals. Dedicated intervention time per class is four days a week. Daily time for each intervention group varies by grade level.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC
Staff
Parents
Students

Meadow View Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC (English Language Advisory Council) is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. DELAC, the District English Language Advisory Committee has representation from all sites meets regularly throughout the year.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, which occurs every month.

Resource Inequities

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

N/A

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	%	0.48%	2	3	2
African American	1.6%	%	1.2%	6	6	5
Asian	3.7%	%	4.07%	14	15	17
Filipino	%	%	0.24%		1	1
Hispanic/Latino	87.2%	%	86.12%	327	343	360
Pacific Islander	0.8%	%	0.24%	3	3	1
White	4.8%	%	6.46%	18	22	27
Multiple/No Response	0.8%	%	0.72%	3	1	3
Total Enrollment				375	398	418

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	51	96
Grade 1	41	58	50
Grade 2	50	55	52
Grade3	60	52	50
Grade 4	54	65	51
Grade 5	63	58	61
Grade 6	58	59	58
Total Enrollment	375	398	418

Conclusions based on this data:

1. There was a rise in enrollment in the 2021-2022 school year.
2. Latino Hispanics continues to be the majority group at the school site.
3. The "American Indian" student group has increase in enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	248	251	262	66.10%	63.1%	62.7%
Fluent English Proficient (FEP)	36	46	49	9.60%	11.6%	11.7%
Reclassified Fluent English Proficient (RFEP)	17	30		6.9%	7.5	

Conclusions based on this data:

1. The number of students reclassified has increased compared to previous years.
2. The percentage of English learners has decreased slightly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	52		0	50		0	50		0.0	96.2	
Grade 4	56	66		0	61		0	61		0.0	92.4	
Grade 5	62	62		0	61		0	61		0.0	98.4	
Grade 6	63	63		0	60		0	60		0.0	95.2	
All Grades	243	243		0	232		0	232		0.0	95.5	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2347.			2.00			10.00			38.00			50.00	
Grade 4		2389.			4.92			11.48			24.59			59.02	
Grade 5		2427.			3.28			18.03			26.23			52.46	
Grade 6		2478.			1.67			30.00			35.00			33.33	
All Grades	N/A	N/A	N/A		3.02			17.67			30.60			48.71	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.00			50.00			42.00	
Grade 4		3.28			63.93			32.79	
Grade 5		6.56			63.93			29.51	
Grade 6		8.33			63.33			28.33	
All Grades		6.47			60.78			32.76	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			50.00			46.00	
Grade 4		1.64			37.70			60.66	
Grade 5		4.92			45.90			49.18	
Grade 6		1.67			56.67			41.67	
All Grades		3.02			47.41			49.57	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			68.00			28.00	
Grade 4		4.92			70.49			24.59	
Grade 5		3.28			77.05			19.67	
Grade 6		6.67			73.33			20.00	
All Grades		4.74			72.41			22.84	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.00			56.00			40.00	
Grade 4		9.84			59.02			31.15	
Grade 5		1.64			59.02			39.34	
Grade 6		5.00			73.33			21.67	
All Grades		5.17			62.07			32.76	

Conclusions based on this data:

1. Majority of students participated in CAASPP testing
2. CAASPP testing data demonstrated a significant decline in student scores.
3. Majority of students not meeting standards.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	62	52		0	52		0	52		0.0	100.0	
Grade 4	56	66		0	62		0	62		0.0	93.9	
Grade 5	62	62		0	62		0	62		0.0	100.0	
Grade 6	63	63		0	62		0	62		0.0	98.4	
All Grades	243	243		0	238		0	238		0.0	97.9	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2345.			3.85			9.62			25.00			61.54	
Grade 4		2388.			1.61			9.68			27.42			61.29	
Grade 5		2421.			0.00			4.84			35.48			59.68	
Grade 6		2436.			3.23			9.68			27.42			59.68	
All Grades	N/A	N/A	N/A		2.10			8.40			28.99			60.50	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.92			36.54			61.54	
Grade 4		3.23			35.48			61.29	
Grade 5		0.00			33.87			66.13	
Grade 6		1.61			37.10			61.29	
All Grades		1.68			35.71			62.61	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		1.92			38.46			59.62	
Grade 4		1.61			38.71			59.68	
Grade 5		1.61			50.00			48.39	
Grade 6		3.23			41.94			54.84	
All Grades		2.10			42.44			55.46	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.85			59.62			36.54	
Grade 4		3.23			54.84			41.94	
Grade 5		1.61			59.68			38.71	
Grade 6		4.84			54.84			40.32	
All Grades		3.36			57.14			39.50	

Conclusions based on this data:

1. Majority of students participated in the CAASSP.
2. Majority of students did not meet math standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1400.5	1413.6		1412.5	1423.6		1372.7	1390.1		33	35	
1	1425.5	1431.6		1469.0	1470.8		1381.6	1391.9		30	30	
2	1464.0	1464.1		1484.6	1479.3		1443.1	1448.4		34	35	
3	1481.8	1480.6		1486.4	1490.1		1476.6	1470.5		40	36	
4	1494.1	1506.8		1498.4	1516.9		1489.3	1496.3		36	43	
5	1519.3	1535.5		1524.4	1537.2		1513.7	1533.4		31	36	
6	1533.3	1520.6		1544.0	1518.3		1521.8	1522.5		31	31	
All Grades										235	246	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	5.71		27.27	34.29		33.33	40.00		27.27	20.00		33	35	
1	3.33	6.67		26.67	16.67		40.00	56.67		30.00	20.00		30	30	
2	8.82	5.88		44.12	44.12		26.47	29.41		20.59	20.59		34	34	
3	5.00	5.56		37.50	41.67		40.00	36.11		17.50	16.67		40	36	
4	11.11	20.93		44.44	34.88		22.22	25.58		22.22	18.60		36	43	
5	16.13	33.33		41.94	38.89		25.81	11.11		16.13	16.67		31	36	
6	29.03	25.81		32.26	32.26		25.81	29.03		12.90	12.90		31	31	
All Grades	11.91	15.10		36.60	35.10		30.64	31.84		20.85	17.96		235	245	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	14.29		39.39	25.71		24.24	42.86		24.24	17.14		33	35	
1	23.33	30.00		36.67	36.67		36.67	26.67		3.33	6.67		30	30	
2	38.24	35.29		23.53	38.24		35.29	17.65		2.94	8.82		34	34	
3	22.50	33.33		50.00	50.00		12.50	11.11		15.00	5.56		40	36	
4	47.22	44.19		25.00	32.56		13.89	11.63		13.89	11.63		36	43	
5	48.39	66.67		38.71	19.44		9.68	5.56		3.23	8.33		31	36	
6	48.39	45.16		35.48	38.71		6.45	6.45		9.68	9.68		31	31	
All Grades	34.04	38.78		35.74	34.29		19.57	17.14		10.64	9.80		235	245	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.09	2.86		15.15	22.86		36.36	60.00		39.39	14.29		33	35	
1	0.00	3.33		10.00	3.33		33.33	26.67		56.67	66.67		30	30	
2	0.00	2.94		38.24	29.41		32.35	38.24		29.41	29.41		34	34	
3	2.50	0.00		20.00	22.22		50.00	44.44		27.50	33.33		40	36	
4	2.78	4.65		13.89	20.93		41.67	41.86		41.67	32.56		36	43	
5	6.45	22.22		19.35	19.44		38.71	36.11		35.48	22.22		31	36	
6	9.68	9.68		12.90	38.71		45.16	19.35		32.26	32.26		31	31	
All Grades	4.26	6.53		18.72	22.45		40.00	38.78		37.02	32.24		235	245	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.12	20.00		69.70	54.29		18.18	25.71		33	35	
1	30.00	43.33		66.67	50.00		3.33	6.67		30	30	
2	26.47	17.65		64.71	73.53		8.82	8.82		34	34	
3	25.00	38.89		55.00	52.78		20.00	8.33		40	36	
4	31.43	39.53		42.86	46.51		25.71	13.95		35	43	
5	19.35	25.00		70.97	66.67		9.68	8.33		31	36	
6	25.81	25.81		54.84	61.29		19.35	12.90		31	31	
All Grades	24.36	30.20		60.26	57.55		15.38	12.24		234	245	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	21.21	25.71		45.45	54.29		33.33	20.00		33	35	
1	23.33	20.00		66.67	76.67		10.00	3.33		30	30	
2	41.18	38.24		55.88	52.94		2.94	8.82		34	34	
3	43.59	61.11		43.59	27.78		12.82	11.11		39	36	
4	63.89	46.51		25.00	41.86		11.11	11.63		36	43	
5	74.19	72.22		22.58	19.44		3.23	8.33		31	36	
6	70.97	58.06		22.58	32.26		6.45	9.68		31	31	
All Grades	48.29	46.53		40.17	42.86		11.54	10.61		234	245	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	6.06	2.86		66.67	74.29		27.27	22.86		33	35	
1	10.00	3.33		26.67	23.33		63.33	73.33		30	30	
2	8.82	8.82		52.94	64.71		38.24	26.47		34	34	
3	2.50	0.00		45.00	50.00		52.50	50.00		40	36	
4	0.00	9.30		48.57	46.51		51.43	44.19		35	43	
5	9.68	19.44		51.61	61.11		38.71	19.44		31	36	
6	6.45	12.90		41.94	45.16		51.61	41.94		31	31	
All Grades	5.98	8.16		47.86	52.65		46.15	39.18		234	245	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.18	22.86		42.42	57.14		39.39	20.00		33	35	
1	0.00	0.00		53.33	50.00		46.67	50.00		30	30	
2	8.82	11.76		61.76	61.76		29.41	26.47		34	34	
3	5.00	2.78		70.00	75.00		25.00	22.22		40	36	
4	11.11	9.30		63.89	67.44		25.00	23.26		36	43	
5	3.23	27.78		67.74	52.78		29.03	19.44		31	36	
6	13.33	29.03		76.67	58.06		10.00	12.90		30	31	
All Grades	8.55	14.69		62.39	60.82		29.06	24.49		234	245	

Conclusions based on this data:

1. The number of students that achieved an overall score of 4 has increased.

2. The greatest increase of students who achieved an overall score of 4 is in the speaking domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
398	85.2	63.1	0.8
Total Number of Students enrolled in Meadow View Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	251	63.1
Foster Youth	3	0.8
Homeless	14	3.5
Socioeconomically Disadvantaged	339	85.2
Students with Disabilities	59	14.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.5
American Indian	3	0.8
Asian	15	3.8
Filipino	1	0.3
Hispanic	343	86.2
Two or More Races	4	1.0
Pacific Islander	3	0.8
White	22	5.5

Conclusions based on this data:

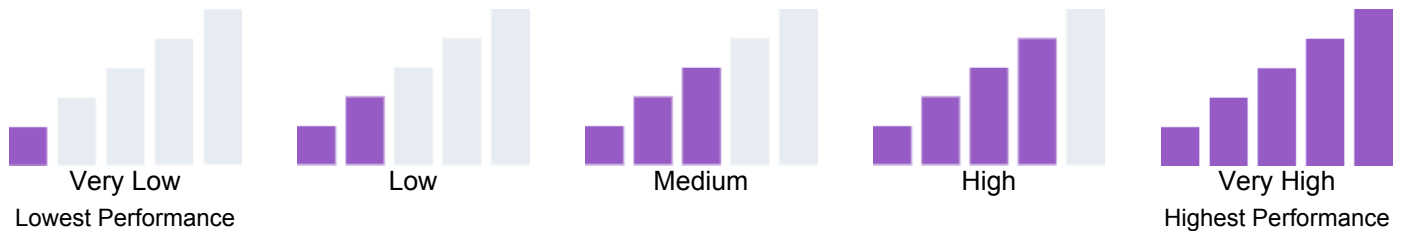
1. We continue to serve a very high number of economically disadvantaged students.
2. More than half of our students need English Language Development.

School and Student Performance Data

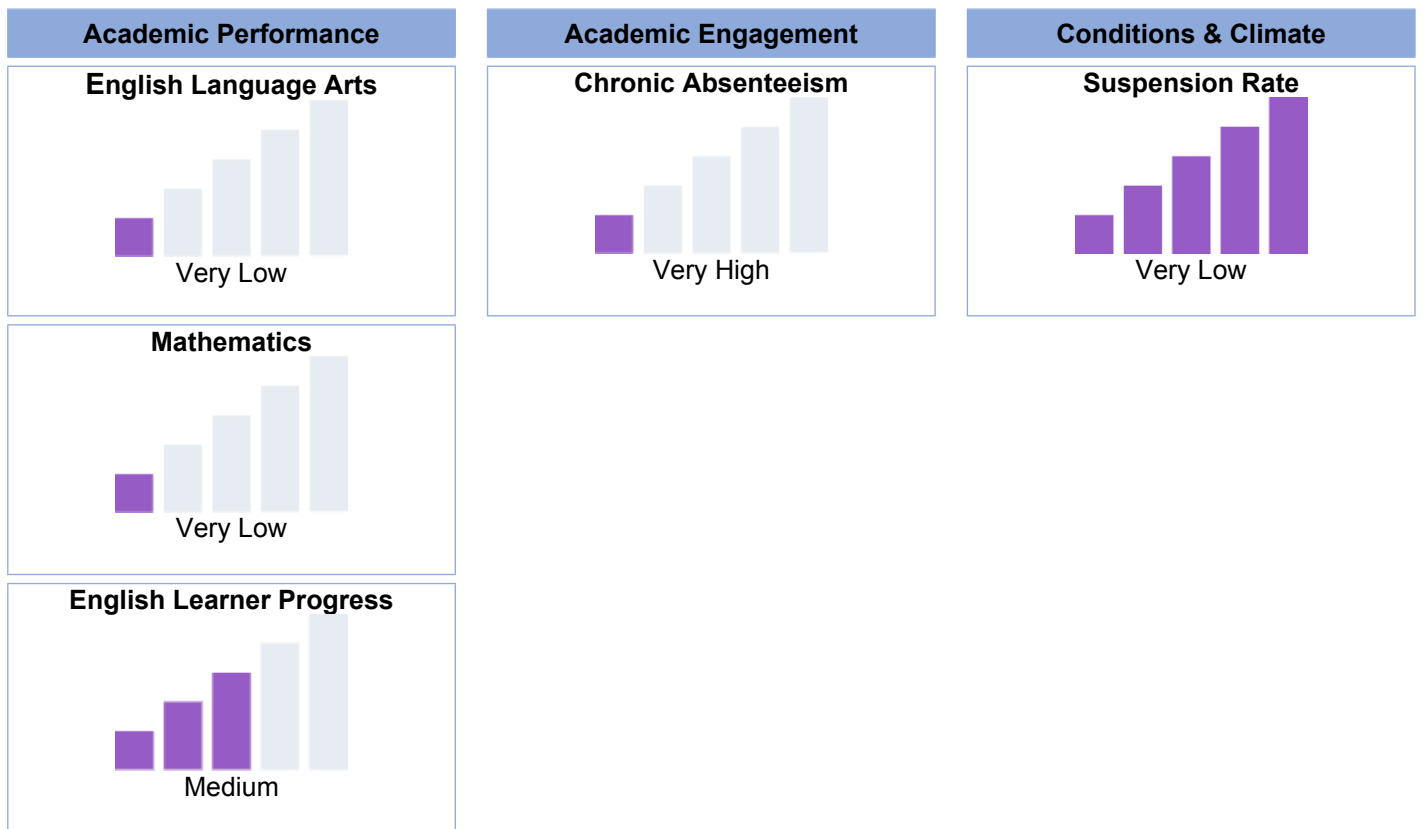
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

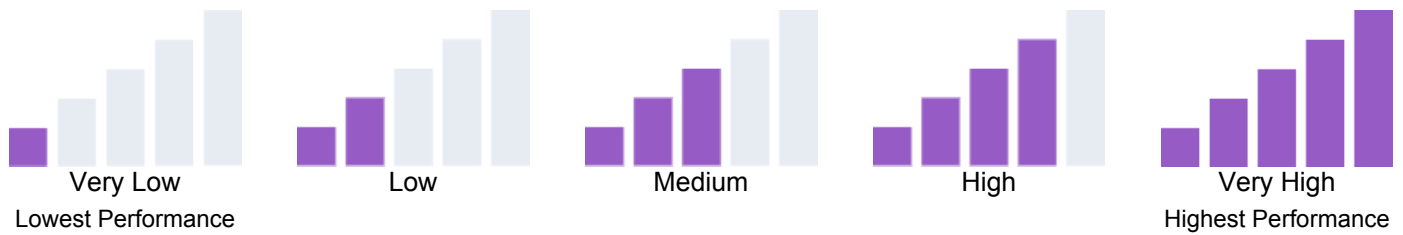
- Many students appear to be struggling with meeting Math and English Language Arts standards.
- Chronic absenteeism is an area of struggle for this site and the community.

School and Student Performance Data

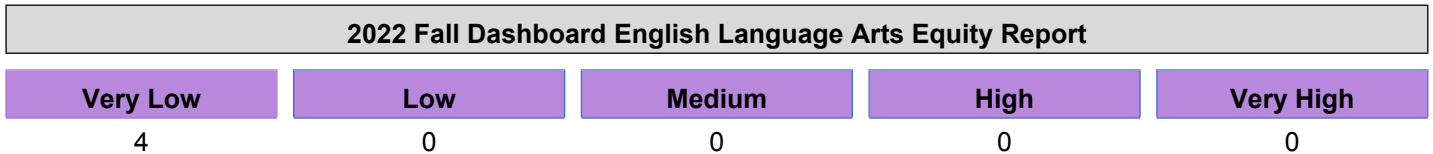
Academic Performance English Language Arts

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

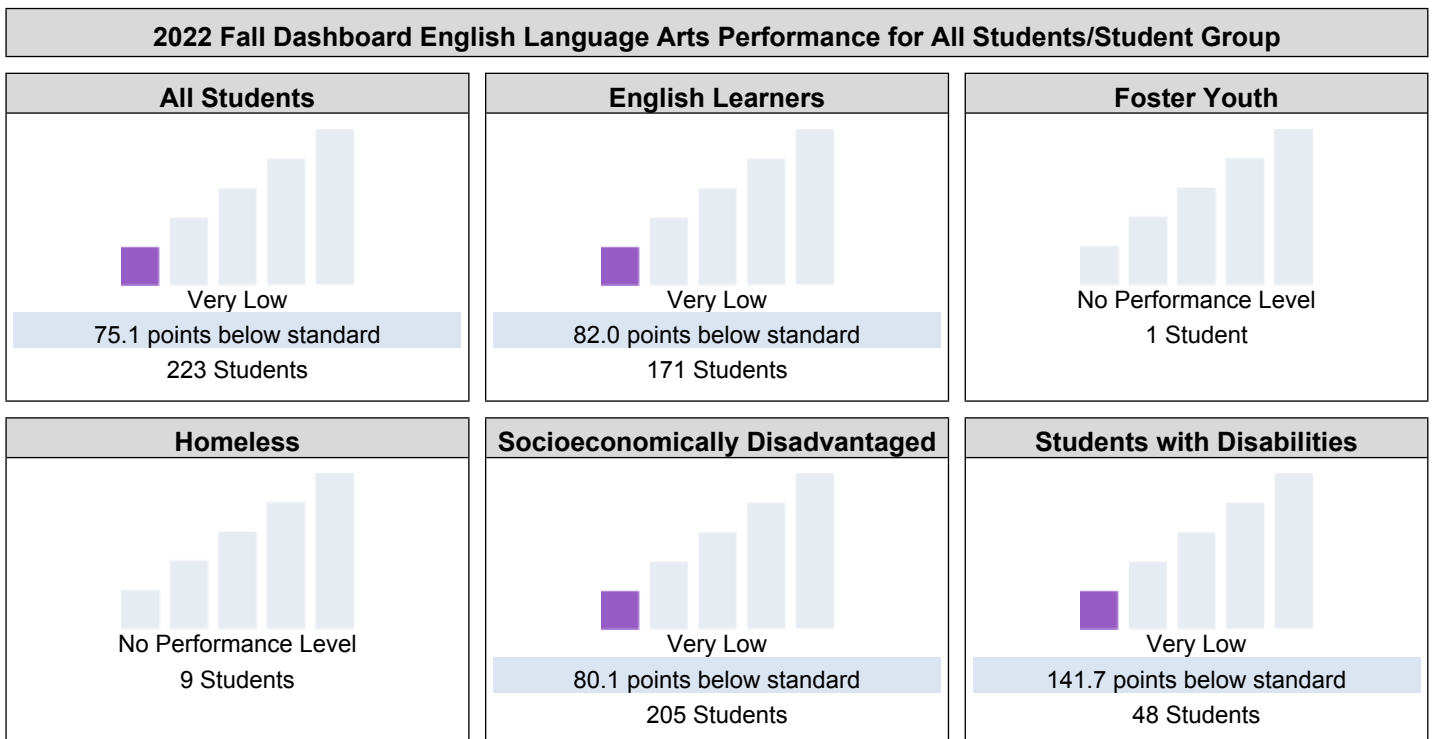
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



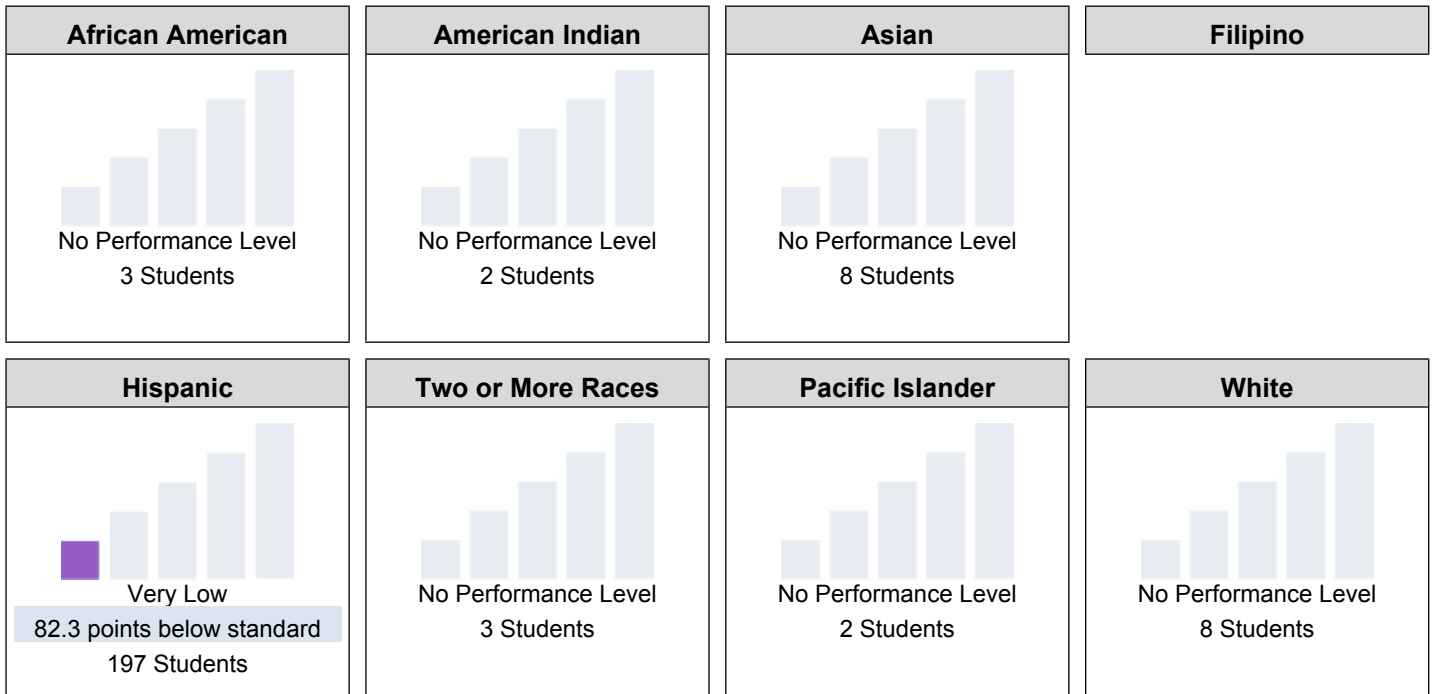
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
106.1 points below standard 134 Students	5.2 points above standard 37 Students	57.3 points below standard 47 Students

Conclusions based on this data:

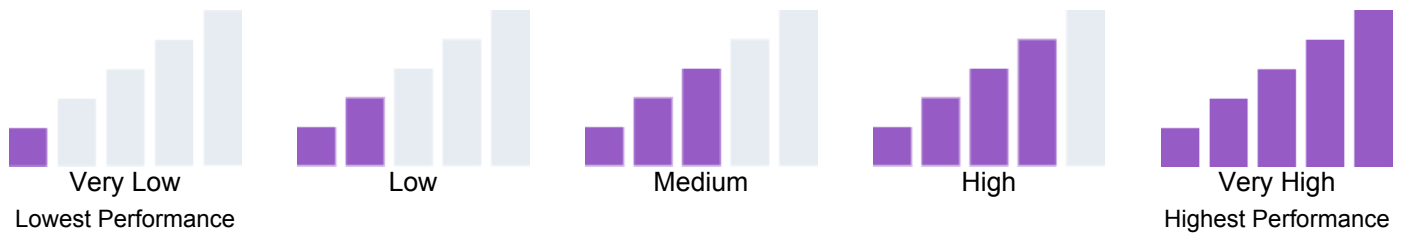
1. Reclassified English Learner sub group is demonstrating more progress compared to the English Learner group.

School and Student Performance Data

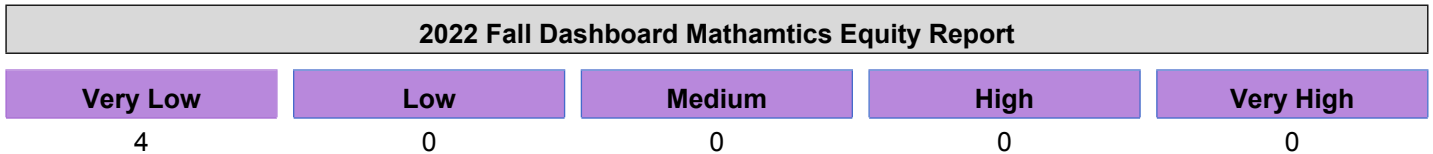
Academic Performance Mathematics

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

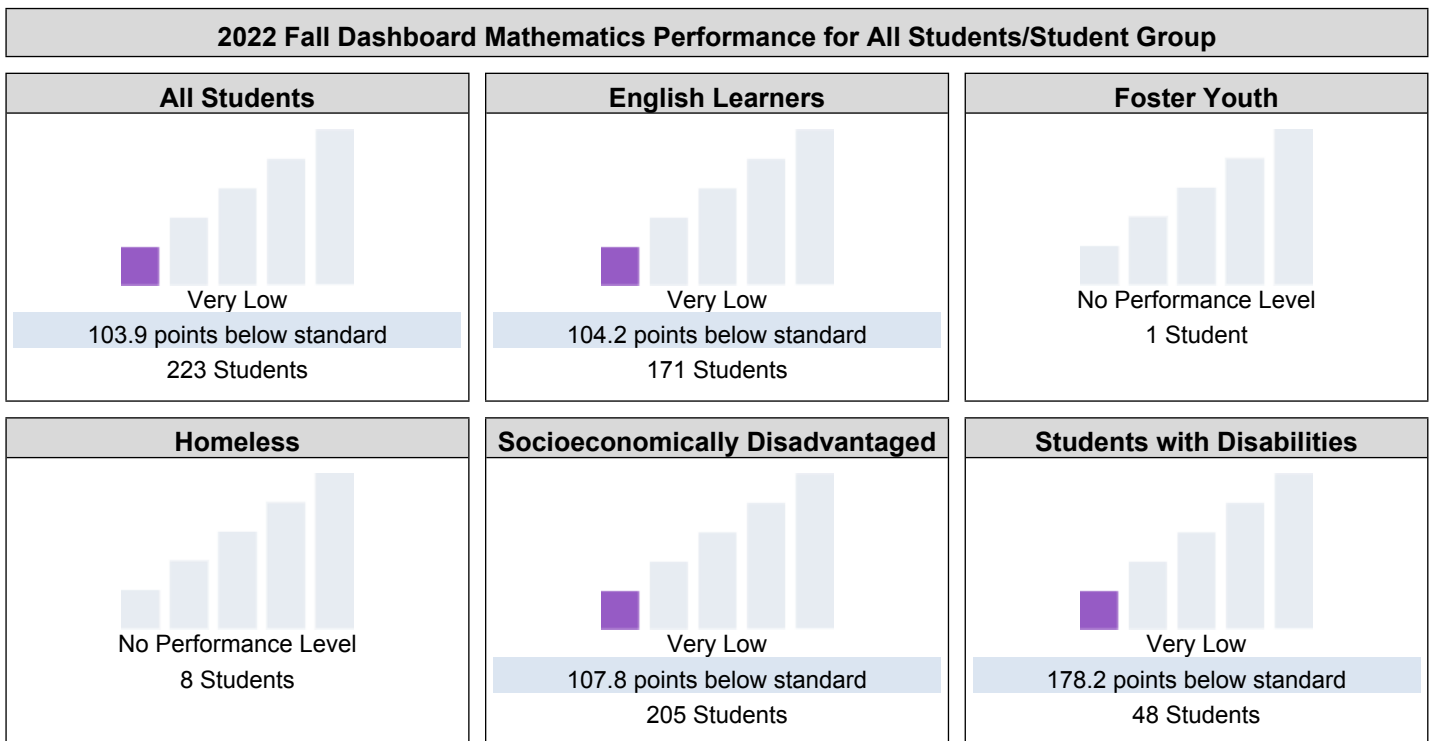
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



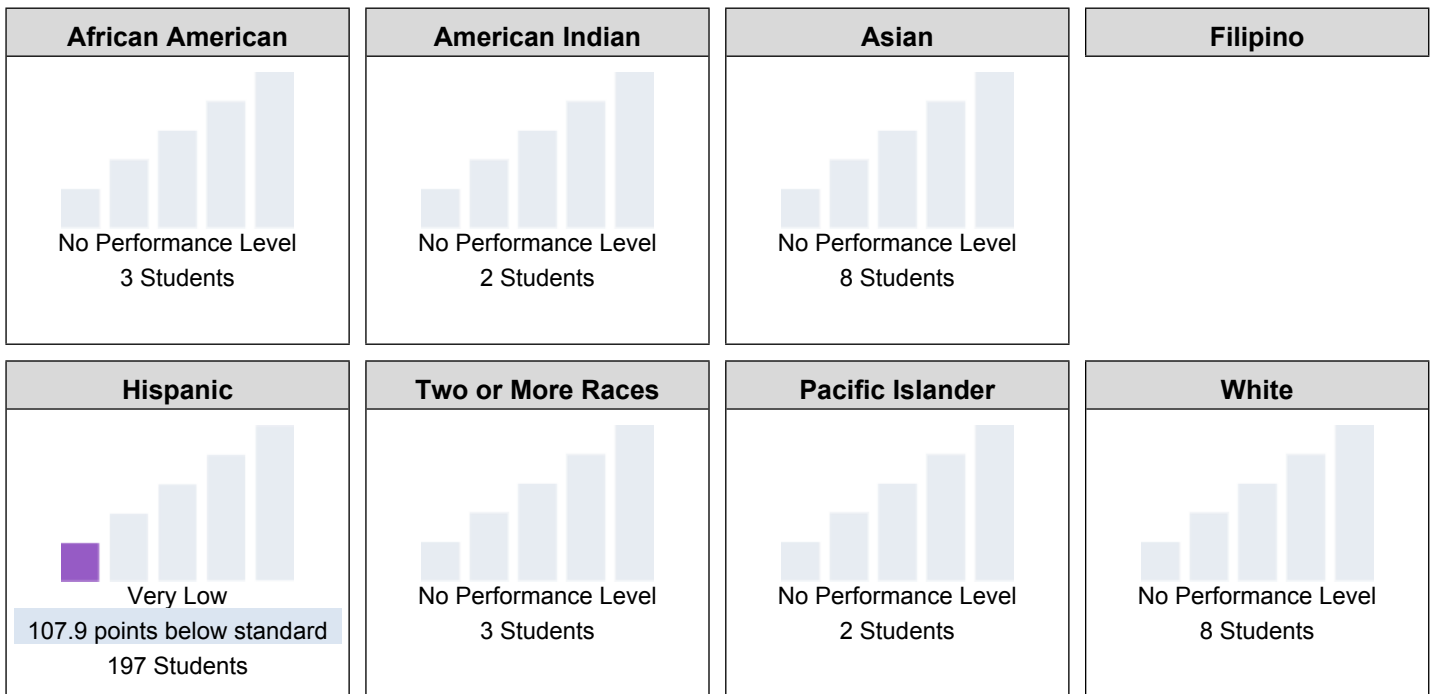
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">122.3 points below standard</p> <p>134 Students</p>	<p style="background-color: #e6f2ff;">38.7 points below standard</p> <p>37 Students</p>	<p style="background-color: #e6f2ff;">109.7 points below standard</p> <p>47 Students</p>

Conclusions based on this data:

1. All subgroups are scoring very low as demonstrated on the math equity report.

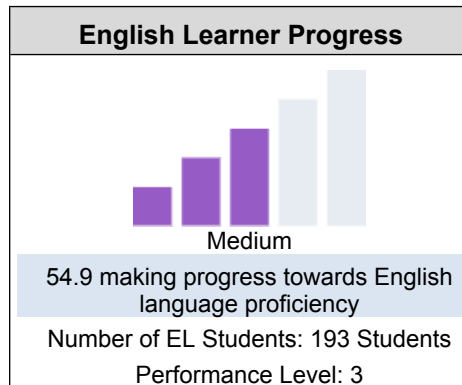
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.0%	30.1%	1.0%	53.9%

Conclusions based on this data:

- Over half of our English Learners are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

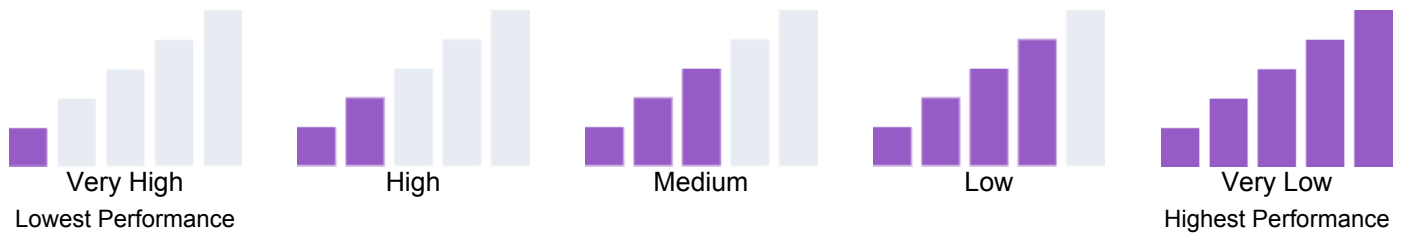
- 1.

School and Student Performance Data

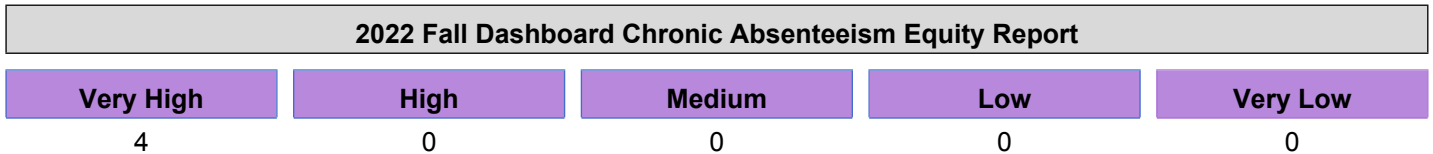
Academic Engagement Chronic Absenteeism

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

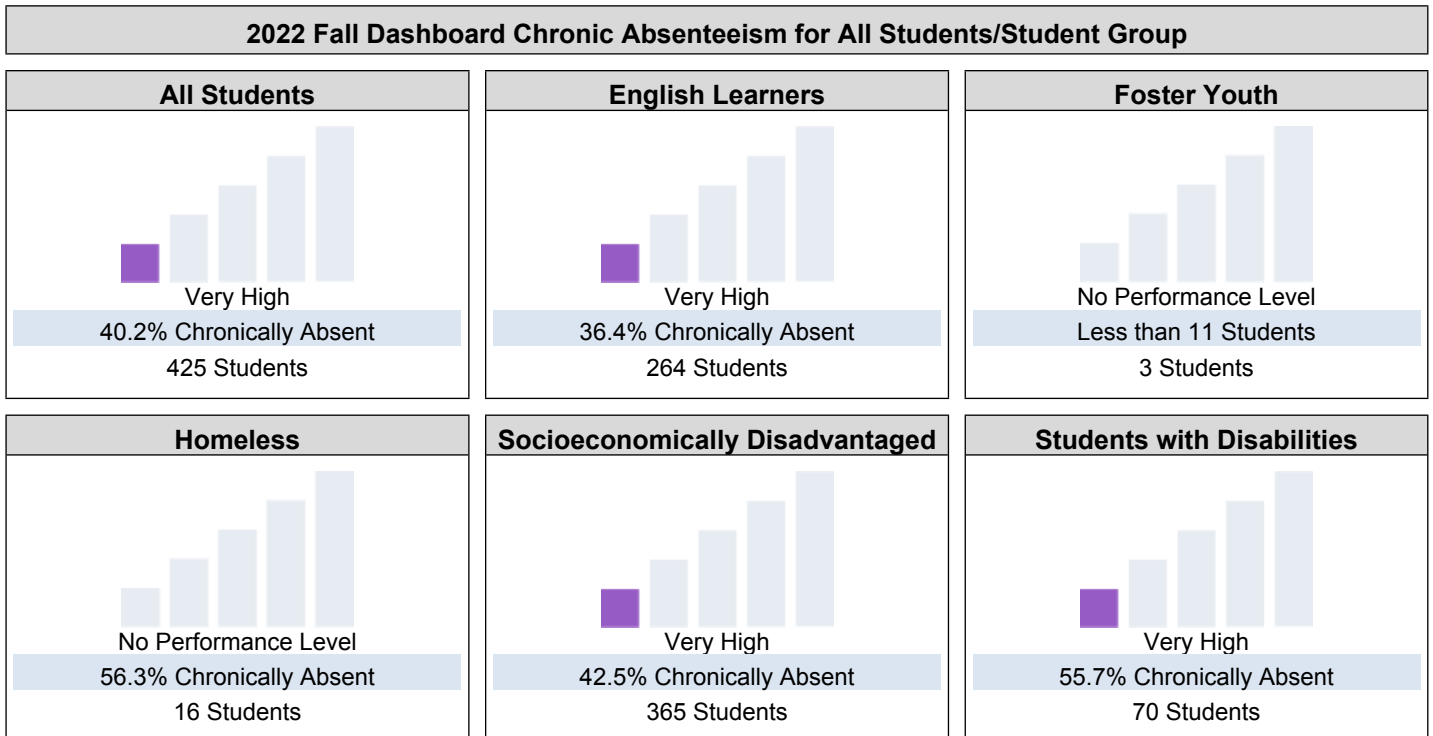
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



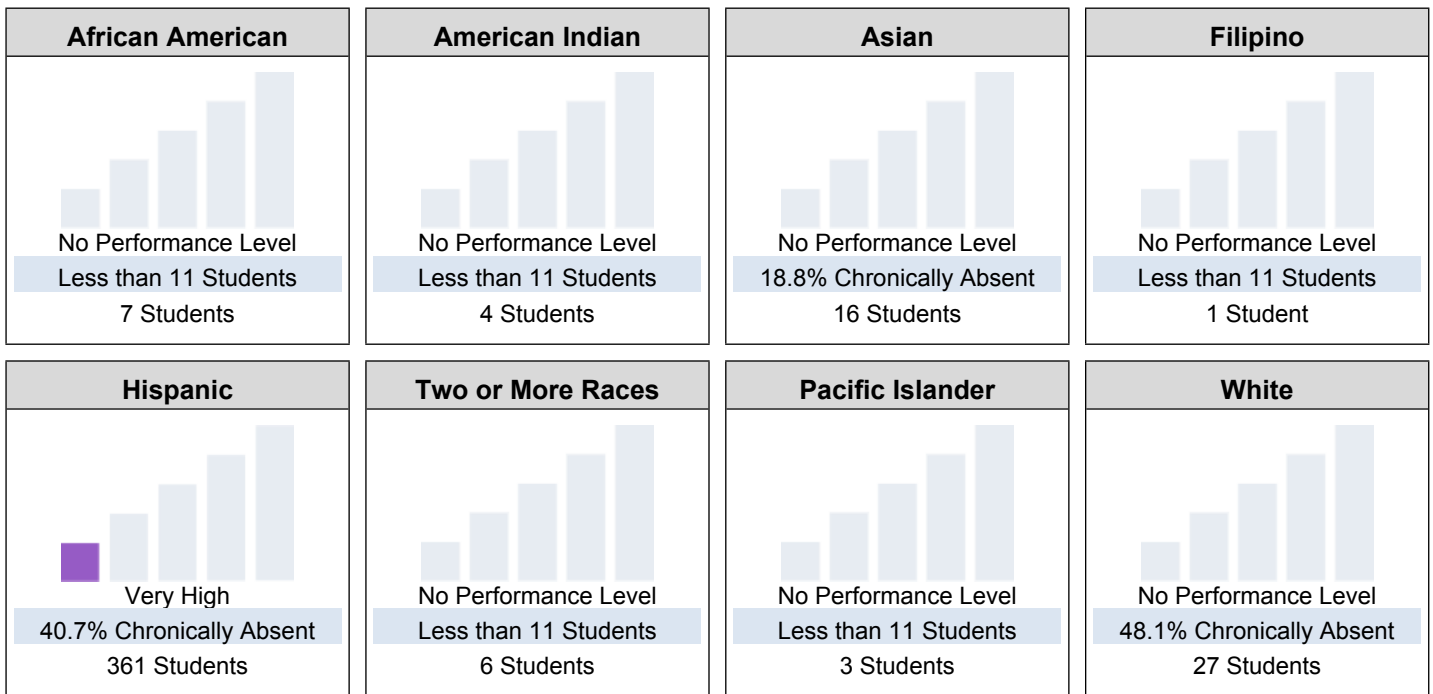
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

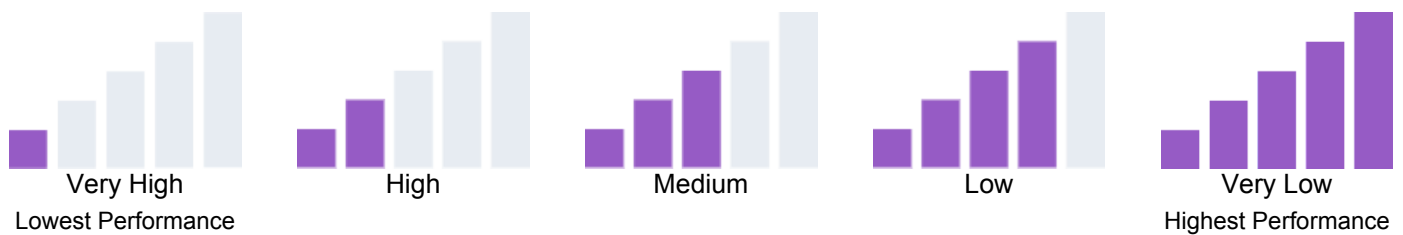
1. Chronic absenteeism is very high among all sub groups

School and Student Performance Data

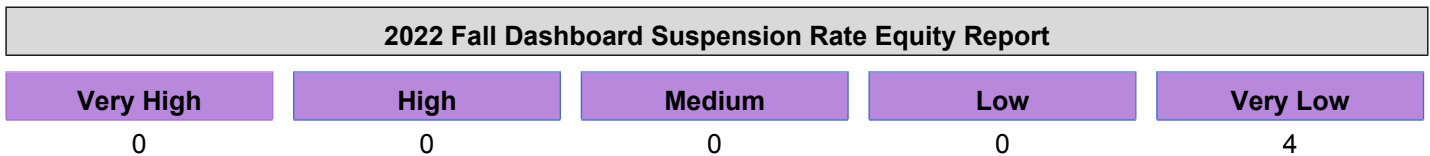
Conditions & Climate Suspension Rate

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

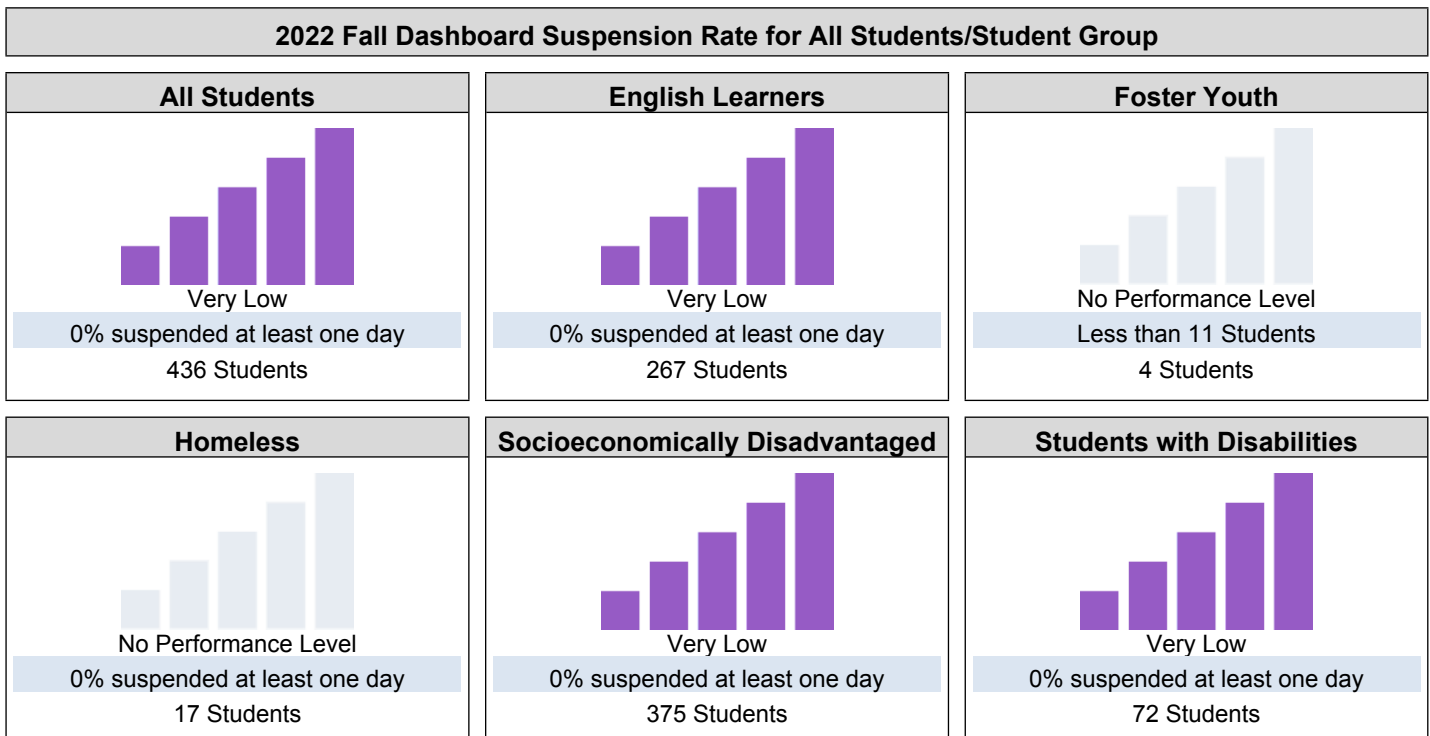
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



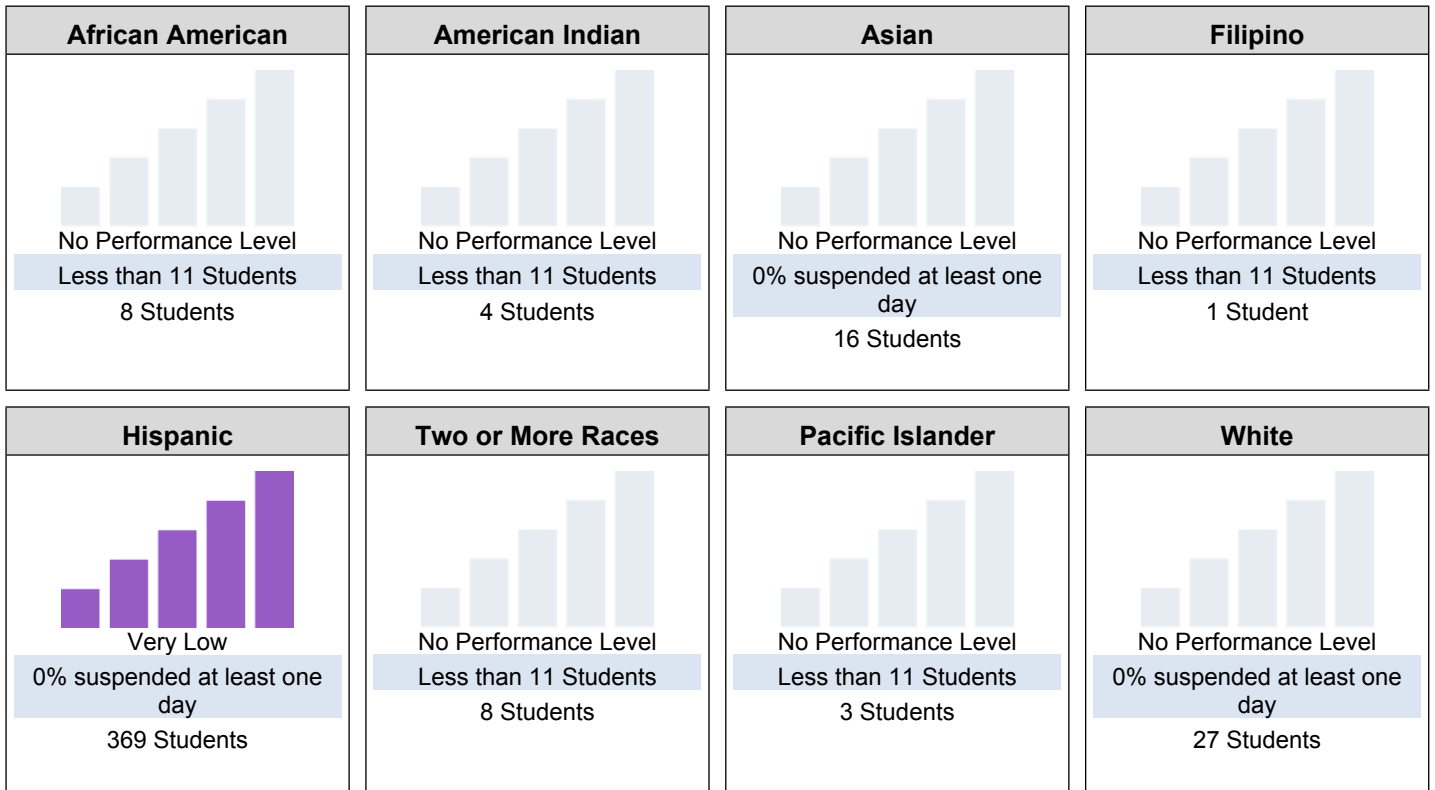
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rates are low in all subgroups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase student success and support student learning.

Goal 1

Increase overall growth for students in English Language Arts.

Identified Need

Our star reading assessment scores indicate that many of our students in grades 1-6 are reading below the district benchmark for reading proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR assessment-40th percentile rank	Percentage of each grade that met or exceeded standard (40th percentile rank) on the 2023 District Winter STAR/EARLY STAR: 1st Grade: 79% met or exceeded standards 2nd Grade: 38% met or exceeded standards 3rd Grade: 35% met or exceeded standards 4th Grade: 26% met or exceeded standards 5th Grade: 40% met or exceeded standards 6th Grade: 28% met or exceeded standards	60% of all students will meet or exceed the standard.
CAASPP Assessments	20.69% of students met or exceeded standard on the 2021-2022 CAASPP ELA	ELA results will increase by 10%

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 intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

92737

Source(s)

Title I
None Specified
Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

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

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

15144

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
Professional Development for Instructional Staff.

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

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
District Grade Level Achievement Teams. Cost Included in Strategy / Activity 2 Above.

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

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Not all grade levels met previous goals, but we saw overall growth in all grade levels. However with continued dedication toward our actions and strategies we expect growth to continue.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The metric strategies and achievement goals will remain the same.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative assessment and ELA CAASSP scores.

Identified Need

EL students have been identified through the dashboard for additional targeted assistance in order to demonstrate proficiency on the ELPAC and ELA CAASPP scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of EL students being reclassified.	The reclassification rate for 2021-2022 was 6.6%. The reclassification rate for the 2022-2023 was 7.7%	Increase the percentage of student scoring an overall ELPAC score of 4 and reclassification rate to 10.7%. Increasing the baseline percentage by 3%.
Percentage of EL students meeting or exceeding standards on the ELA CAASPP	7% of EL students are exceeding or meeting standard on 21-22 ELA CAASPP	Increase 10% in ELA proficiency

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 English Language Learners

Strategy/Activity

Train staff on ELD framework and GLAD strategies to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23335

Source(s)

Title III
None Specified
3 Days of ELD Training for TOSA's + GLAD
Training (Timesheets) + Registration Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Using data from the ELlevation student information system to monitor EL and reclassified students bi annually or as needed to determine if more support is required.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified
Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring rotations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
None Specified

Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Provide Newcomer program and tutor groups to support foundational English acquisition skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5846

Source(s)

Title III Immigrant Education Program
None Specified
Certificated and Classified Afterschool
Timesheet Hours.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies were implemented as intended. Data has indicated that additional focus on Tier 1 instructional strategies to support English Learners is needed. Minimal growth in reclassification was achieved however more work is required to support our English Learners.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

Additional metrics including CAASPP scores have been added to this goal. The site will utilize the ELLevation platform with continued fidelity to provide information regarding interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School climate/culture as related to Chronic Absenteeism

LEA/LCAP Goal

Increase student success and support student learning.

Goal 3

Decrease the chronic absenteeism rate by facilitating positive relationships in our school based on engagement, respect, care, and approachability.

Identified Need

The site has been identified as requiring additional targeted intervention and support Chronic absenteeism as identified on the CA dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic absentee rate	For the 2021-2022 school year 40.2% of students were considered chronically absent.	The chronic absentee rate will decrease by 15%.

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

Staff will implement engaging and rigorous curriculum to increase student belonging and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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9111

Title IV Part A: Student Support and Academic Enrichment
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site will offer family engagement activities to build a sense of community among students, staff, and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Provide monthly Parent Coffee Events to discuss importance of attendance and student 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)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Continue with the implementation of Safe School Ambassadors to create a campus and increase student connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We successfully implemented our strategies and met our goal of increasing opportunities for parent involvement.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The metric to measure engagement will be changed to address the chronic absentee rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Increase student success and support student learning

Goal 4

Increase overall student proficiency in mathematics.

Identified Need

Students in all grades have not been making adequate growth according to STAR math data and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	students meeting or exceeding district benchmark of the 40% on the 2023 STAR assessment. 2023 1st grade- 58% 2nd grade-33% 3rd grade-43% 4th grade-28% 5th grade-49% 6th grade-52%	2024 Math STAR Assessment grades 1-6th will have 70% of class meeting or exceeding grade level expectations on the STAR Math.
CAASPP Mathematics	10.5% met or exceeded math goal of the CAASSP in the math 21-22 school year.	Math results will increase by 10%

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

engage in mathematics instruction discussions in professional learning communities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

collaboration with the California Education Partners to create a coherent system to support mathematics instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Provide after school tutoring to support mathematics and student achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$16729.50
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$146,173.00

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	\$92,737.00
Title II Part A: Improving Teacher Quality	\$15,144.00
Title III	\$23,335.00
Title III Immigrant Education Program	\$5,846.00
Title IV Part A: Student Support and Academic Enrichment	\$9,111.00

Subtotal of additional federal funds included for this school: \$146,173.00

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 (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds for this school: \$146,173.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	92737	92,737.00
Title II Part A: Improving Teacher Quality	15144	0.00
Title III Immigrant Education Program	5846	0.00
Title III Part A: Language Instruction for LEP Students	23335	23,335.00
Title IV Part A: Student Support and Academic Enrichment	9111	0.00
	0	0.00
	0	0.00

Expenditures by Funding Source

Funding Source	Amount
Title I	92,737.00
Title II Part A: Improving Teacher Quality	15,144.00
Title III	23,335.00
Title III Immigrant Education Program	5,846.00
Title IV Part A: Student Support and Academic Enrichment	9,111.00

Expenditures by Budget Reference

Budget Reference	Amount
None Specified	146,173.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
None Specified	Title I	92,737.00
None Specified	Title II Part A: Improving Teacher Quality	15,144.00

None Specified	Title III	23,335.00
None Specified	Title III Immigrant Education Program	5,846.00
None Specified	Title IV Part A: Student Support and Academic Enrichment	9,111.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	107,881.00
Goal 2	29,181.00
Goal 3	9,111.00

School Site Council Membership

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

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

Name of Members	Role
Jean Walker	Principal
Nikgiovonie Rogers	Parent or Community Member
Suzanne Bethel	Classroom Teacher
Paula Hernandez	Parent or Community Member
Cody Hawkins	Parent or Community Member
Norma Velarde	Parent or Community Member
Donna Rinnels	Other School Staff
Hugh Brown	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/8/23.

Attested:



Principal, Jean Walker on May 8, 2023



SSC Chairperson, Cody Hawkins on May 8, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Taylor Mountain Elementary School	49706150113506		

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
The Bellevue Union School District has been identified as requiring Additional Targeted Support and Improvement in the following areas: English Language Arts and Mathematics (Pupil Achievement) and Chronic Absenteeism (Pupil Engagement). The following student subgroups have been identified as eligible for additional targeted support: English Learners, Hispanic/Latino, Homeless/Foster Youth, Socioeconomically Disadvantaged, and Students with Disabilities.

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

The School Plan for Student Achievement is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of efforts with the ultimate goal of increasing students achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California’s ESSA State Plan significantly shifts the state’s approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

The following stakeholders groups were involved in the Needs Assessment, planning and monitoring of the SPSA:

- School Site Council
- ELAC
- Staff
- Parents
- Students

Taylor Mountain Elementary has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly during the school year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback.

Taylor Mountain also has an active Parent Coffee Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

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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).

Various surveys, including the Youth Truth surveys, were sent to the school community which addressed the following topics:

- Community involvement
- Technology needs
- English Learner support
- Academic support
- School culture and relationships
- Enrichment opportunities
- School climate and safety

A summary of the results indicated that there is a need for increased opportunities for parent engagement, additional opportunities for students to participate in enrichment activities, technology parent education, additional support for English Language Learner students and additional after school academic support.

Overall families were pleased with school communication and feedback . Family surveys indicated a need for increased school-family engagement. Staff surveys indicated a need for continued support in professional development. Student feedback indicated a need for a greater sense of belonging.

Classroom Observations

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

Daily, the principal visits several classrooms in person. Classroom instructional strategies, fidelity to the instructional program, climate, and management are observed. The information is used to improve individual teacher performance through principal support, as well providing input in selected areas requiring improvement. Information/data obtained through classroom observations may also be addressed during staff meetings where additional professional development is provided. This observational data is also used to inform professional development planning throughout the year at the district level.

Annually, teachers are formally observed by the principal based on the contracted agreement.

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)

Students attending Bellevue Unified School District in grades 3-6 participate in the California Assessment of Student Performance and Progress (CAASPP). Students in grades K-6 participate in district assessments: STAR Reading and STAR Math. Students in grades TK-K participate in district Educational Software for Guiding Instruction assessments. Students in grades K-6 complete trimester writing assessments through the district-adopted curriculum Writing By Design. Beginning in Fall 2023 students in grades K-4 will participate in the Diagnostic Reading Assessment each trimester to measure fluency and reading comprehension. These assessments are used to guide instruction, establish professional development, and determine intervention needs.

ELPAC data is used to determine the progress of our English Language Learners and to provide the necessary support that they require to become fluent/proficient. Through the student data platform Ellevation, English Learners and Reclassified English Learners are monitored regularly to ensure academic growth and progress.

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

All teachers attend grade level specific data analysis meetings. These data meetings are used to focus on meeting the needs of all students according to their proficiency levels. The diagnostic and placement assessments have provided information so that we are aware of student ability levels. Grade levels meet to discuss the current and ongoing data collection, identify areas of success and struggle, and work as a team to develop strategies (intervention, reteaching, etc) to meet the needs of the students. Teachers use a data collection tool to monitor student progress as well as analyzing the success of the intervention, reteaching.

There is school site participation in Principal Support Network that supports development of professional learning communities. Team trains staff on evidence based practices for analyzing student data and creating formative assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Teachers are highly qualified and certified to teach at their assignment. The district makes every attempt to hire and retain highly qualified staff to serve the students.

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

All teachers meet the highly qualified status and have completed in-service training. In addition all instructional assistants meet the highly qualified status, passing the district proficiency tests. Professional development is provided for staff for our current curriculums as well as our technological academic programs.

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

Teachers participate in district wide staff development. As a district we continue to evaluate our needs for professional development and offer teachers support in the identified areas. Consultants for professional development are brought in on an as needed basis. Professional development will focus on the standards and instructional strategies for English Language Development, Writing By Design implementation, Social Thinking Strategies, continued implementation of Character Strong Social Emotional program, and CA Education Partners grant to improve mathematics instruction and student achievement in math.

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

The principal provides ongoing assistance and support for teachers engaging them in discussion of best academic practice and instructional strategies. We have a teacher on special assignment who is also available to provide requested support for teachers.

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

Teachers collaborate weekly by grade level for eighty minutes---40 minutes as a Professional Learning Community and 40 minutes in collaboration. Once per trimester, teachers participate in district wide grade level collaboration. Additionally, the principal often facilitates opportunities for collaboration during staff meetings.

Teaching and Learning

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

All materials are on the state matrix and supplementary materials purchased are research based.

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

Instructional minutes are reviewed on annual basis. All classes meet or exceed the state recommendations of required minutes for both ELA and Math.

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

The lesson pacing calendar is reviewed annually by the district teachers. Teachers will prioritize the priority standards for their grade level in order to meet student needs. Grade level teams will implement pacing guides and create common formative assessments to reflect these standards.

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

All students have all CCSS based Math and English Language Arts materials.

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

All materials are on the state matrix and supplementary materials purchased are research based curriculums.

Opportunity and Equal Educational Access

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

All teachers provide a strong core program. Literacy Paraprofessional is provided in grades TK-6, working with small groups of students. Teacher on Special Assignment focus on building teacher capacity.

Evidence-based educational practices to raise student achievement

Through the MTSS model, the site examines student assessment results and targets instruction to support all students. All teachers participate in the school wide Professional Learning Community model. Grade level and vertical teams meet weekly to focus on four main questions:
What do we want all students to learn? How will we know if students have or have not learned it?
How will we respond if they haven't learned it? How will we respond if they have learned it?

Parental Engagement

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

One full time RSP teacher.
One full-time RSP instructional aide.
One full time counselor.
One bilingual Spanish-speaking Family Engagement Facilitator is assigned to the site.
One Newcomer instructional Assistant to support English Learners new to the country with the understanding of navigating the school system.
Literacy Paraprofessionals in grades TK-6 (times vary per grade)
Technology resources include 1:1 Chromebook and iPad access for all students.
CalSERVES provides an after school care and homework support program until 6:00 PM to assist with reading support and homework. Cal SERVES also provides a full-day AmeriCorps tutor who offers support in English Language Arts and Math tutoring.

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

Parents, community members, classroom teachers, and other school personnel have opportunities for involvement in this process in the following ways: Participation in the Title I Parent Meeting, monthly school site councils meetings, as well as monthly ELAC meetings.

Funding

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

Under-performing students are those students who are at risk of not reaching grade level standards in English Language Arts and Math by the end of the school year. Some of the ways we help underperforming students are highlighted below.

In grades K-3, we participate in class size reduction.

The lowest underperforming students in each class participate in daily literacy instruction in small groups supported by Literacy Paraprofessionals. Dedicated intervention time per class is four days a week. Daily time for each intervention group varies by grade level.

Fiscal support (EPC)

With the implementation of the LCAP, expenditures are centrally distributed.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council
ELAC (English Language Advisory Council)
DELAC (District English Language Advisory Council)
Staff
Parents
Students

Taylor Mountain Elementary School has an active School Site Council, in which half of the membership consists of parents and the other half consists of classified and certificated staff. The SSC meets regularly to monitor federally funded programs. It reviews SPSA goals and implementation, as well as possible modifications based on a current needs assessment and analysis of data.

Our ELAC is made up of parents and staff. The ELAC meets monthly each year and provides input on English Learner programs. During regularly scheduled meetings, ELAC members are provided an opportunity to provide feedback on school programs. The ELAC committee reports to the School Site Council and provides feedback. DLAC (District English Advisory Committee), with representation from all sites, meets regularly throughout the year.

Taylor Mountain Elementary School also has an active Parent Club, which meets monthly to plan community events, discuss parent involvement and how to support students, staff and the school community.

Parents are also invited to come and engage with the Principal during Coffee with the Principal, monthly during the school year.

Taylor Mountain staff works diligently reviewing data and creating trimester goals for our students and reflecting upon what is working and areas where additional support or change is needed. This year we continued Taylor Mountain School Site Council (SSC) with parity. The School Site Council met monthly on the third Thursday of each month discussing future needs of the school, both academic and social-emotional. Our SSC also participated in the update and clarification of the Local School Accountability Plan where meetings were held brainstorming ways to improve both the district and Taylor Mountain. The SSC offered suggestions in the following areas: how to improve student achievement, how to improve family and community connectedness and how to improve our facilities.

Resource Inequities

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

NA

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	2.4%	%	1.35%	10	7	6
African American	1.0%	%	1.13%	4	5	5
Asian	1.7%	%	3.15%	7	5	14
Filipino	0.2%	%	1.13%	1	2	5
Hispanic/Latino	80.2%	%	82.88%	336	346	368
Pacific Islander	1.0%	%	0.9%	4	9	4
White	11.9%	%	6.98%	50	34	31
Multiple/No Response	0.7%	%	1.35%	3	1	6
Total Enrollment				419	413	444

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	53	75	76
Grade 1	53	47	74
Grade 2	47	48	53
Grade3	67	52	53
Grade 4	66	62	54
Grade 5	61	66	65
Grade 6	72	63	69
Total Enrollment	419	413	444

Conclusions based on this data:

1. Latino-Hispanic continues to be the largest representative group.
2. Percentages of student groups have stayed roughly the same even though student enrollment has decreased.
3. There is a slight decrease in total enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	241	234	245	57.50%	56.7%	55.2%
Fluent English Proficient (FEP)	56	66	82	13.40%	16.0%	18.5%
Reclassified Fluent English Proficient (RFEP)	23	48		9.5%	11.6%	

Conclusions based on this data:

1. The percentage of English Learners has decreased.
2. The number of RFEP percentages has doubled.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	52		0	48		0	48		0.0	92.3	
Grade 4	68	62		0	60		0	60		0.0	96.8	
Grade 5	60	69		0	66		0	66		0.0	95.7	
Grade 6	72	65		0	63		0	63		0.0	96.9	
All Grades	268	248		0	237		0	237		0.0	95.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2380.			8.33			14.58			33.33			43.75	
Grade 4		2376.			3.33			11.67			23.33			61.67	
Grade 5		2458.			10.61			21.21			30.30			37.88	
Grade 6		2482.			4.76			31.75			26.98			36.51	
All Grades	N/A	N/A	N/A		6.75			20.25			28.27			44.73	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			68.75			25.00	
Grade 4		6.67			51.67			41.67	
Grade 5		7.58			66.67			25.76	
Grade 6		7.94			57.14			34.92	
All Grades		7.17			60.76			32.07	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.42			35.42			54.17	
Grade 4		0.00			41.67			58.33	
Grade 5		7.58			59.09			33.33	
Grade 6		3.17			50.79			46.03	
All Grades		5.06			47.68			47.26	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.42			70.83			18.75	
Grade 4		1.67			70.00			28.33	
Grade 5		6.06			80.30			13.64	
Grade 6		12.70			68.25			19.05	
All Grades		7.59			72.57			19.83	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.25			79.17			14.58	
Grade 4		5.00			55.00			40.00	
Grade 5		10.61			66.67			22.73	
Grade 6		12.70			66.67			20.63	
All Grades		8.86			66.24			24.89	

Conclusions based on this data:

1. The majority of students who have met standard or exceeded standard in Reading has decreased.
2. CAASPP testing data demonstrated a significant decline in student in student scores.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	68	52		0	48		0	48		0.0	92.3	
Grade 4	68	62		0	62		0	62		0.0	100.0	
Grade 5	60	69		0	68		0	68		0.0	98.6	
Grade 6	72	65		0	64		0	64		0.0	98.5	
All Grades	268	248		0	242		0	242		0.0	97.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2398.			10.42			18.75			37.50			33.33	
Grade 4		2367.			1.61			1.61			22.58			74.19	
Grade 5		2430.			1.47			13.24			23.53			61.76	
Grade 6		2487.			7.81			20.31			34.38			37.50	
All Grades	N/A	N/A	N/A		4.96			13.22			28.93			52.89	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.58			47.92			37.50	
Grade 4		1.61			27.42			70.97	
Grade 5		4.41			36.76			58.82	
Grade 6		6.25			57.81			35.94	
All Grades		6.20			42.15			51.65	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50			47.92			39.58	
Grade 4		0.00			27.42			72.58	
Grade 5		4.41			33.82			61.76	
Grade 6		6.25			57.81			35.94	
All Grades		5.37			41.32			53.31	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33			66.67			25.00	
Grade 4		1.61			27.42			70.97	
Grade 5		0.00			50.00			50.00	
Grade 6		4.69			64.06			31.25	
All Grades		3.31			51.24			45.45	

Conclusions based on this data:

1. CAASPP testing data demonstrated a significant decline in student in student scores.
2. The majority of students who participated in CAASPP testing are not meeting standards.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1433.9	1446.7		1451.9	1458.4		1391.7	1419.2		43	50	
1	1441.2	1470.5		1475.8	1492.4		1406.4	1448.3		29	37	
2	1470.8	1456.0		1484.9	1475.4		1456.2	1436.0		18	27	
3	1475.2	1478.7		1479.9	1488.3		1469.9	1468.5		36	17	
4	1489.5	1511.3		1500.6	1526.6		1478.1	1495.4		33	34	
5	1522.0	1524.5		1525.0	1516.2		1518.4	1532.3		31	28	
6	1519.8	1561.2		1516.2	1582.8		1522.8	1539.1		25	26	
All Grades										215	219	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.26	32.00		37.21	38.00		30.23	22.00		9.30	8.00		43	50	
1	10.34	27.03		31.03	32.43		34.48	21.62		24.14	18.92		29	37	
2	11.11	0.00		50.00	33.33		27.78	44.44		11.11	22.22		18	27	
3	5.56	0.00		41.67	35.29		22.22	52.94		30.56	11.76		36	17	
4	12.50	26.47		25.00	35.29		50.00	23.53		12.50	14.71		32	34	
5	19.35	25.00		41.94	39.29		35.48	21.43		3.23	14.29		31	28	
6	16.00	38.46		36.00	42.31		36.00	7.69		12.00	11.54		25	26	
All Grades	14.49	23.74		36.92	36.53		33.64	25.57		14.95	14.16		214	219	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	23.26	40.00		55.81	34.00		11.63	16.00		9.30	10.00		43	50	
1	34.48	45.95		31.03	32.43		31.03	10.81		3.45	10.81		29	37	
2	27.78	22.22		44.44	37.04		22.22	37.04		5.56	3.70		18	27	
3	25.00	17.65		41.67	70.59		11.11	5.88		22.22	5.88		36	17	
4	31.25	55.88		50.00	23.53		15.63	11.76		3.13	8.82		32	34	
5	48.39	46.43		45.16	35.71		6.45	3.57		0.00	14.29		31	28	
6	32.00	69.23		32.00	19.23		28.00	0.00		8.00	11.54		25	26	
All Grades	31.31	43.84		43.93	33.79		16.82	12.79		7.94	9.59		214	219	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	13.95	10.00		25.58	28.00		46.51	50.00		13.95	12.00		43	50	
1	3.45	16.22		20.69	21.62		31.03	18.92		44.83	43.24		29	37	
2	0.00	0.00		38.89	33.33		33.33	18.52		27.78	48.15		18	27	
3	0.00	0.00		13.89	17.65		50.00	35.29		36.11	47.06		36	17	
4	0.00	5.88		12.50	29.41		46.88	29.41		40.63	35.29		32	34	
5	3.23	17.86		25.81	17.86		45.16	39.29		25.81	25.00		31	28	
6	0.00	7.69		28.00	42.31		44.00	34.62		28.00	15.38		25	26	
All Grades	3.74	9.13		22.43	27.40		43.46	33.33		30.37	30.14		214	219	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	20.93	38.00		74.42	52.00		4.65	10.00		43	50	
1	34.48	35.14		65.52	59.46		0.00	5.41		29	37	
2	22.22	29.63		61.11	70.37		16.67	0.00		18	27	
3	16.67	29.41		55.56	70.59		27.78	0.00		36	17	
4	34.38	38.24		50.00	44.12		15.63	17.65		32	34	
5	19.35	17.86		74.19	71.43		6.45	10.71		31	28	
6	28.00	34.62		40.00	50.00		32.00	15.38		25	26	
All Grades	24.77	32.88		61.21	57.99		14.02	9.13		214	219	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.56	44.00		58.14	46.00		9.30	10.00		43	50	
1	27.59	59.46		65.52	27.03		6.90	13.51		29	37	
2	50.00	11.11		44.44	85.19		5.56	3.70		18	27	
3	42.86	29.41		40.00	64.71		17.14	5.88		35	17	
4	56.25	64.71		40.63	23.53		3.13	11.76		32	34	
5	93.33	71.43		6.67	14.29		0.00	14.29		30	28	
6	60.00	80.77		32.00	15.38		8.00	3.85		25	26	
All Grades	50.47	52.51		41.98	37.90		7.55	9.59		212	219	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	20.00		83.72	68.00		16.28	12.00		43	50	
1	13.79	29.73		34.48	18.92		51.72	51.35		29	37	
2	5.56	3.70		61.11	48.15		33.33	48.15		18	27	
3	2.78	0.00		50.00	47.06		47.22	52.94		36	17	
4	0.00	2.94		50.00	50.00		50.00	47.06		32	34	
5	12.90	14.29		58.06	64.29		29.03	21.43		31	28	
6	0.00	7.69		36.00	65.38		64.00	26.92		25	26	
All Grades	4.67	13.24		55.14	52.05		40.19	34.70		214	219	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.56	24.00		41.86	56.00		25.58	20.00		43	50	
1	3.45	16.22		62.07	56.76		34.48	27.03		29	37	
2	0.00	3.70		66.67	62.96		33.33	33.33		18	27	
3	11.11	0.00		52.78	70.59		36.11	29.41		36	17	
4	0.00	29.41		75.00	50.00		25.00	20.59		32	34	
5	9.68	28.57		74.19	53.57		16.13	17.86		31	28	
6	20.00	23.08		72.00	69.23		8.00	7.69		25	26	
All Grades	12.62	19.63		61.68	58.45		25.70	21.92		214	219	

Conclusions based on this data:

1. The number of students who achieved an overall score of "4" has increased.

2. The greatest increase of students who achieved an overall score of "4" is in the speaking domain.

School and Student Performance Data

Student Population

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

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
413	82.1	56.7	0.7
Total Number of Students enrolled in Taylor Mountain Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	234	56.7
Foster Youth	3	0.7
Homeless	20	4.8
Socioeconomically Disadvantaged	339	82.1
Students with Disabilities	79	19.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.2
American Indian	7	1.7
Asian	5	1.2
Filipino	2	0.5
Hispanic	346	83.8
Two or More Races	1	0.2
Pacific Islander	9	2.2
White	34	8.2

Conclusions based on this data:

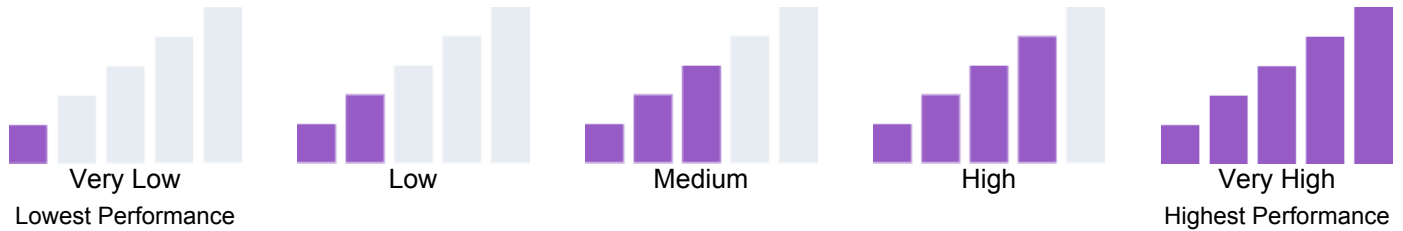
1. A large percentage of our families are socioeconomically disadvantaged.
2. Majority population by race/ethnicity is Hispanic.

School and Student Performance Data

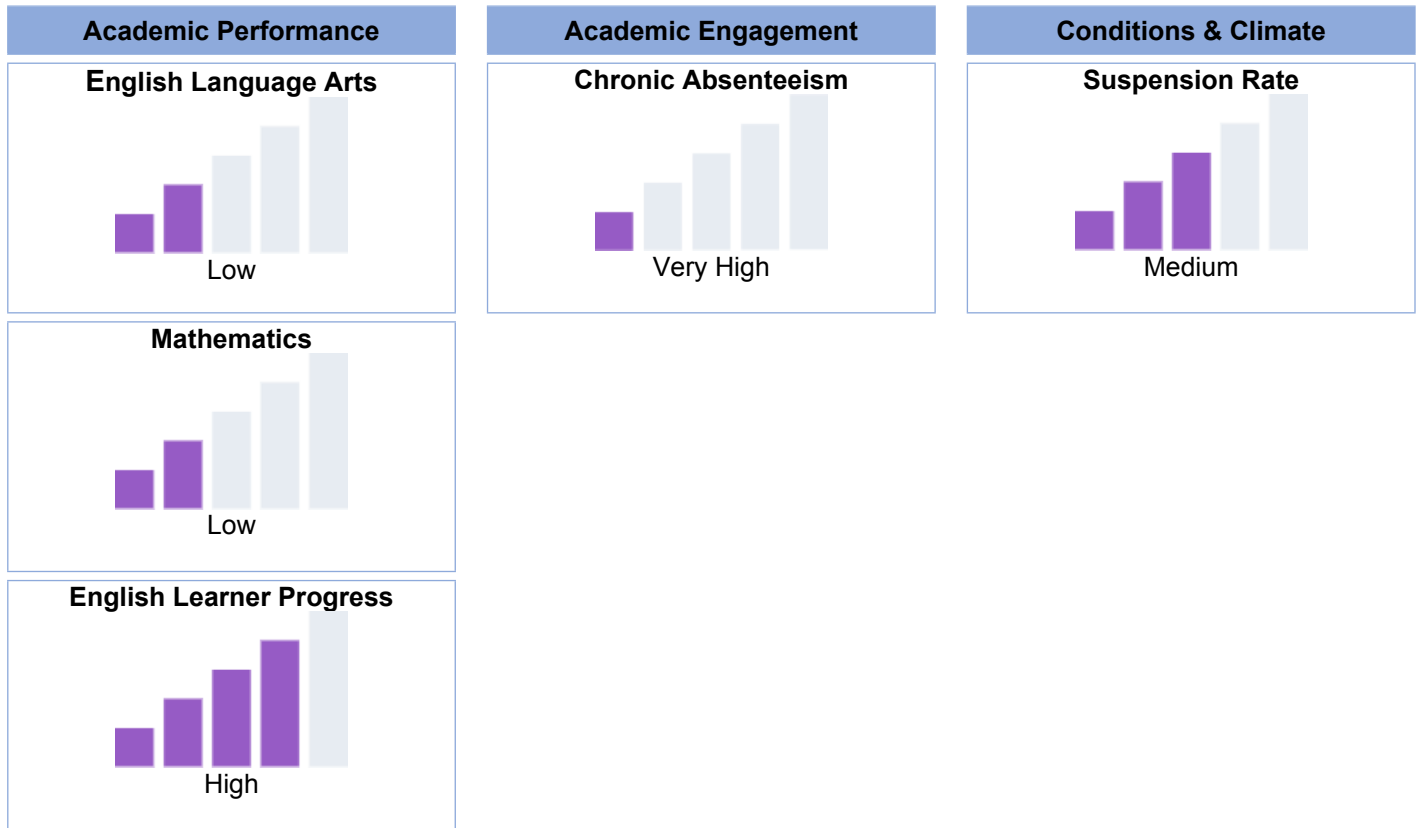
Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

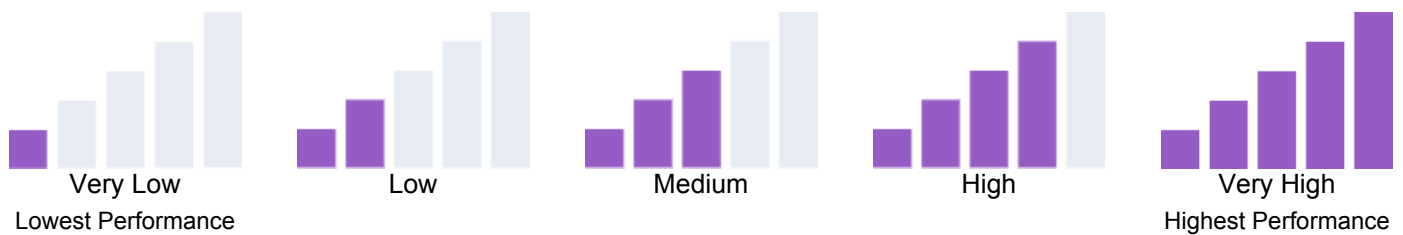
1. Chronic absenteeism is an area of struggle for this site and the community.
2. Many students appear to be struggling to meeting math and English Language Arts standards.

School and Student Performance Data

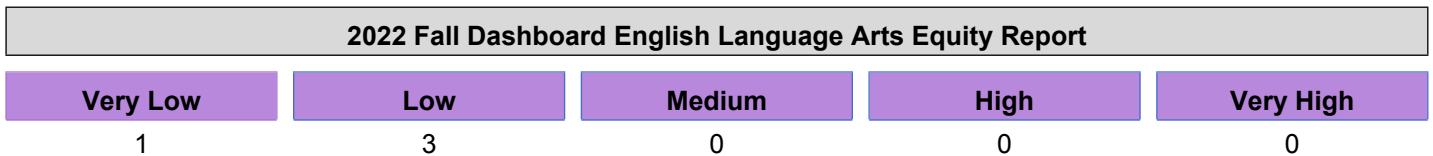
Academic Performance English Language Arts

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

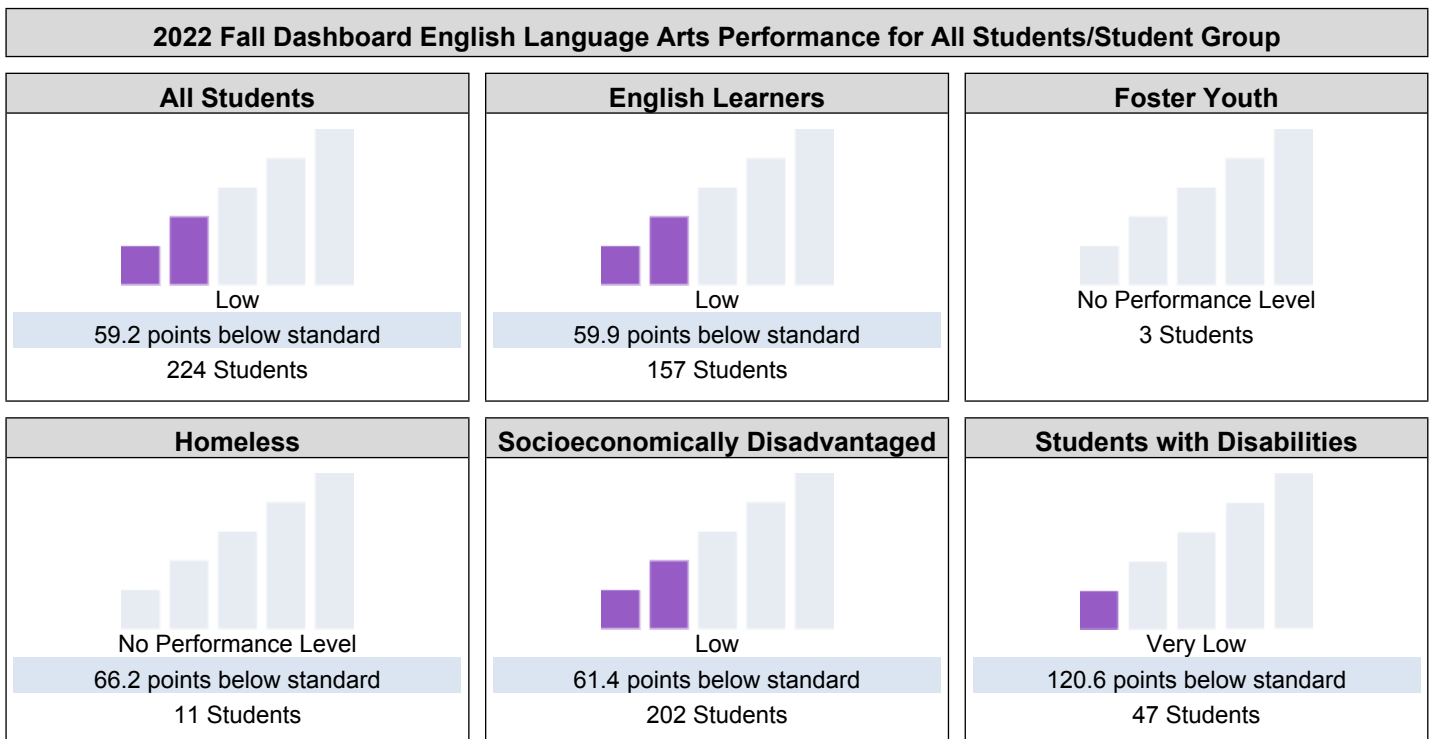
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



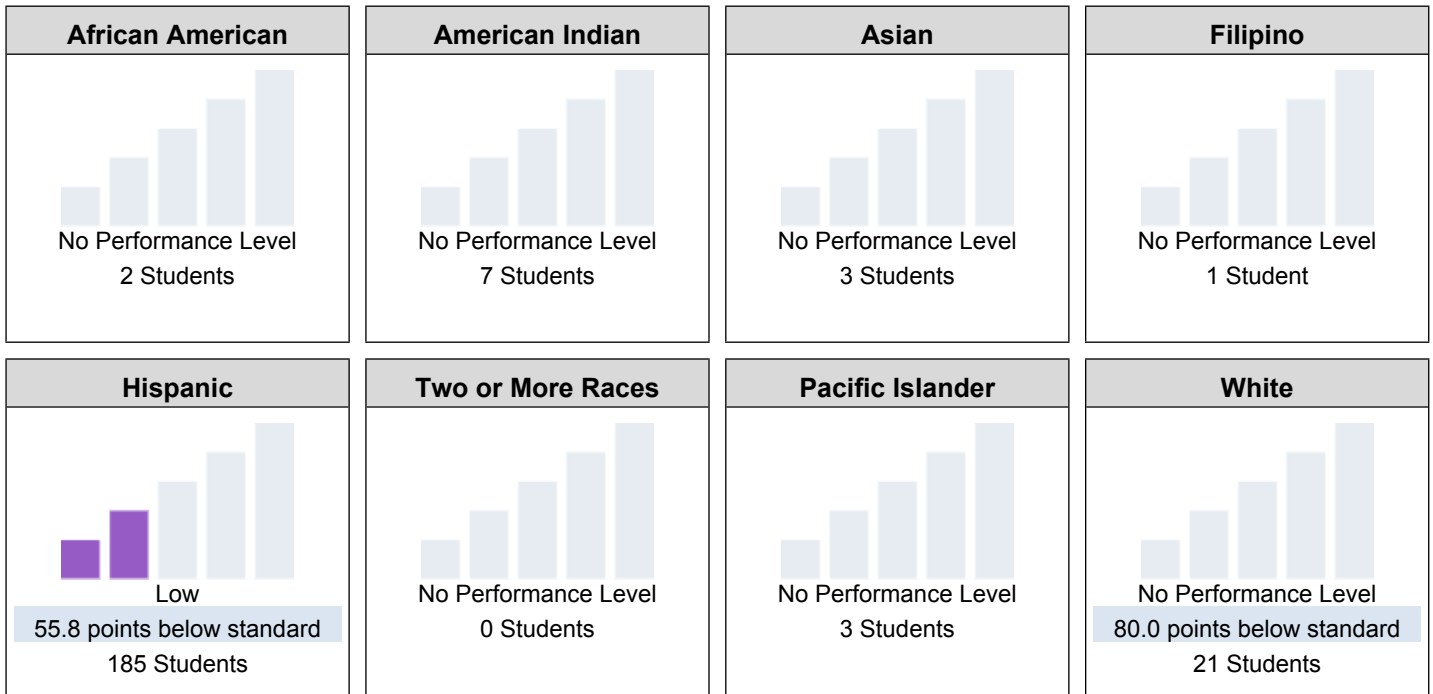
This section provides number of student groups in each level.



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



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101.8 points below standard	1.0 points above standard	68.2 points below standard
93 Students	64 Students	59 Students

Conclusions based on this data:

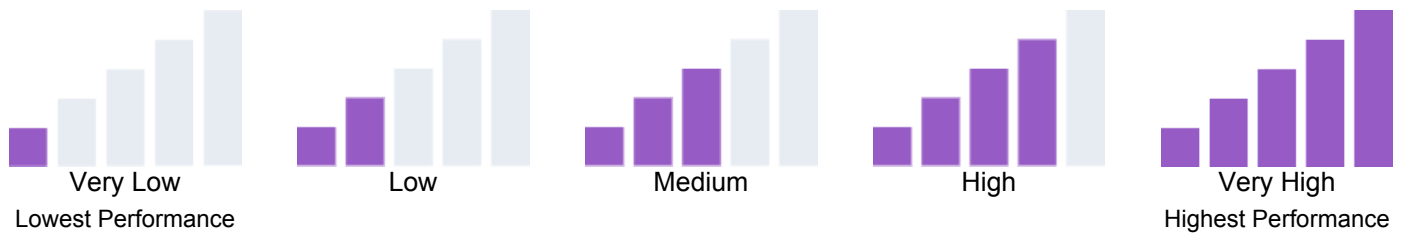
1. Reclassified English learner sub group is demonstrating more progress compared to the English Learner group.

School and Student Performance Data

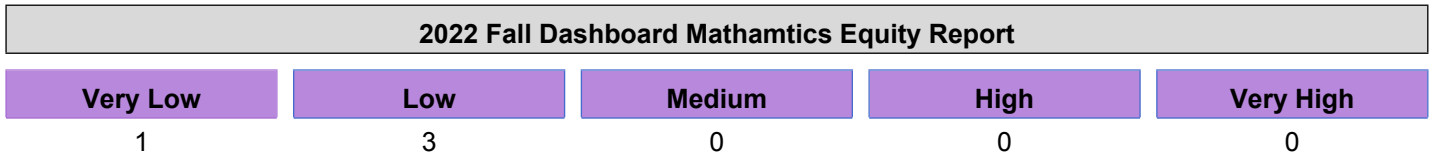
Academic Performance Mathematics

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

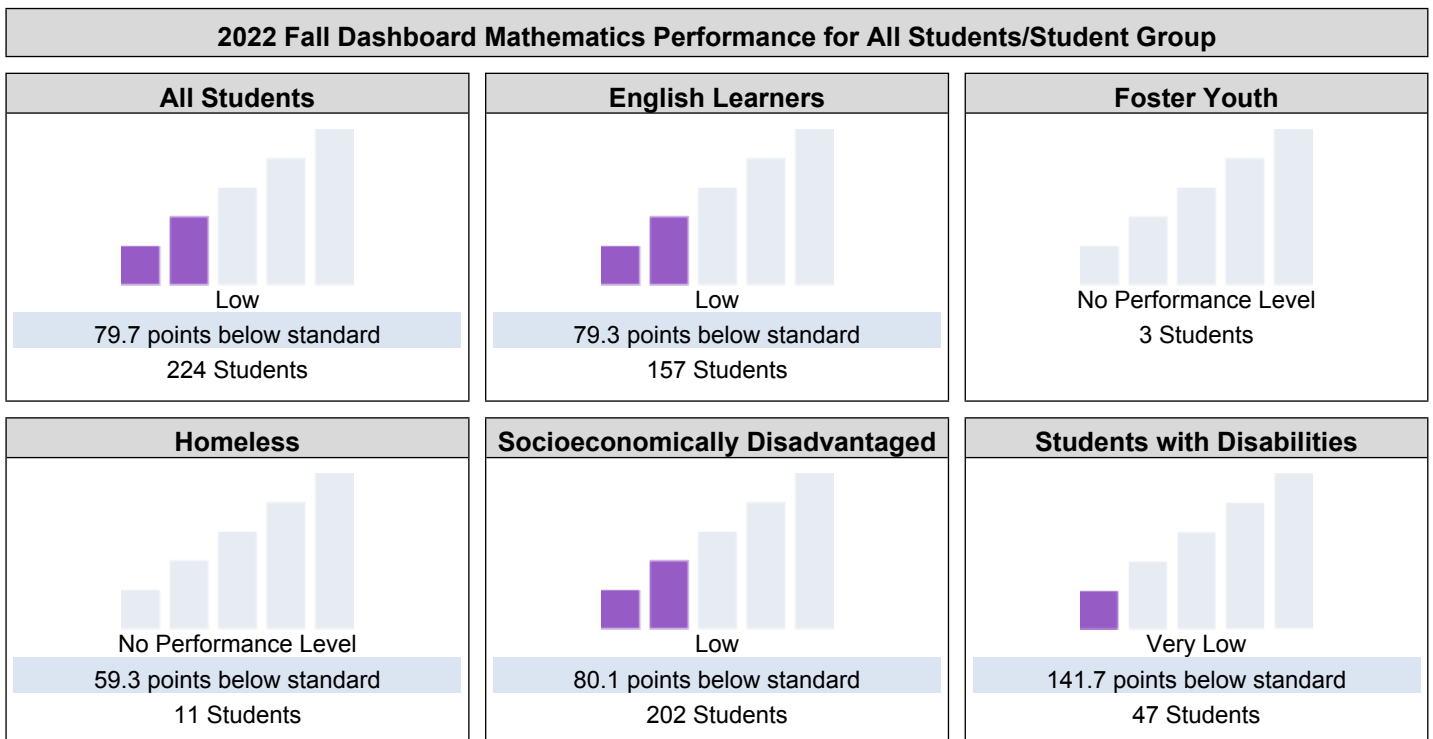
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



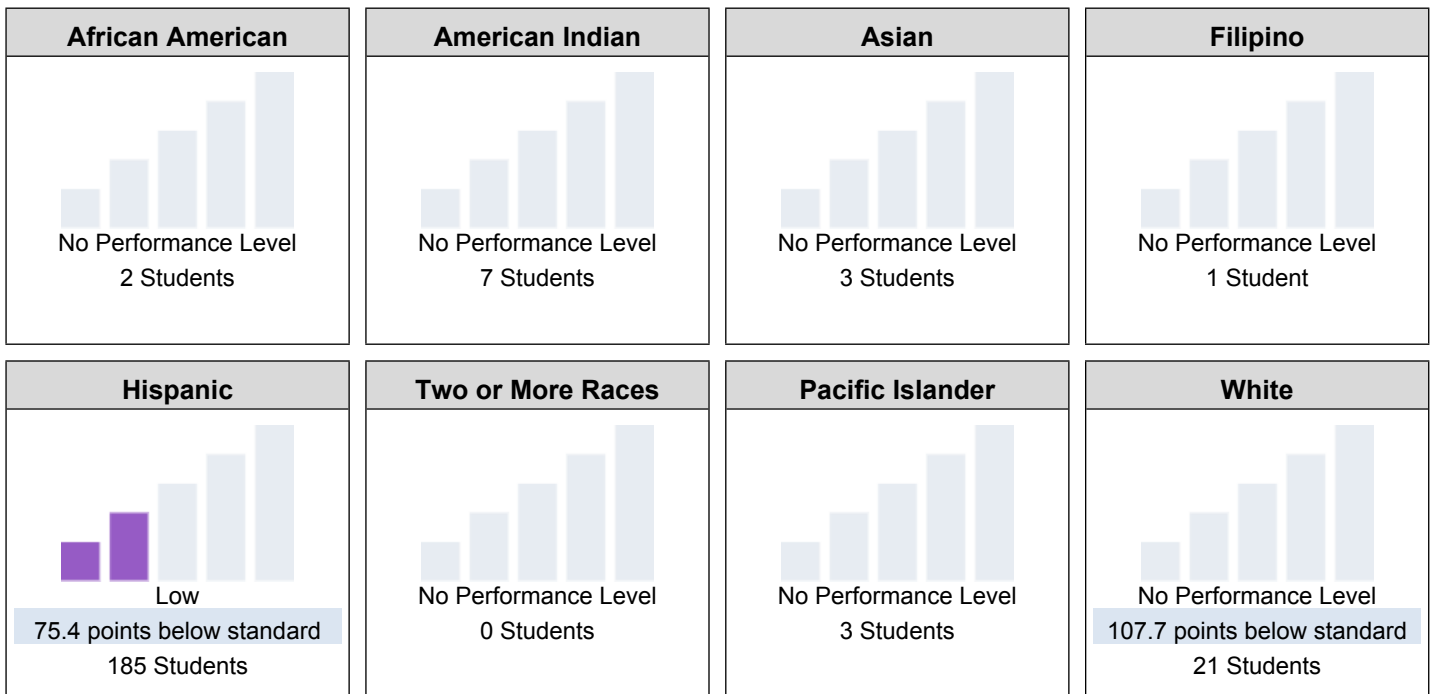
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">107.4 points below standard</p> <p>93 Students</p>	<p style="background-color: #e6f2ff;">38.5 points below standard</p> <p>64 Students</p>	<p style="background-color: #e6f2ff;">92.8 points below standard</p> <p>59 Students</p>

Conclusions based on this data:

1. All sub groups are scoring below standard as demonstrated on the Math Equity Report.

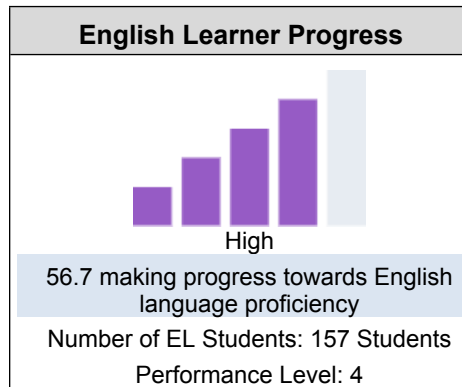
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.3%	28.0%	6.4%	50.3%

Conclusions based on this data:

1. Over half of our English Learners are making progress towards English language proficiency.

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

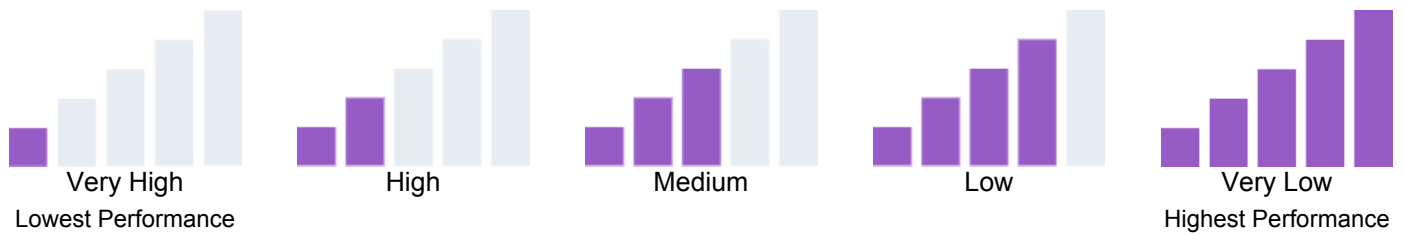
- 1.

School and Student Performance Data

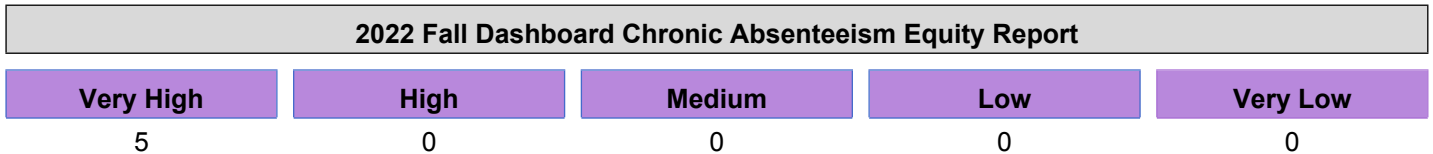
Academic Engagement Chronic Absenteeism

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

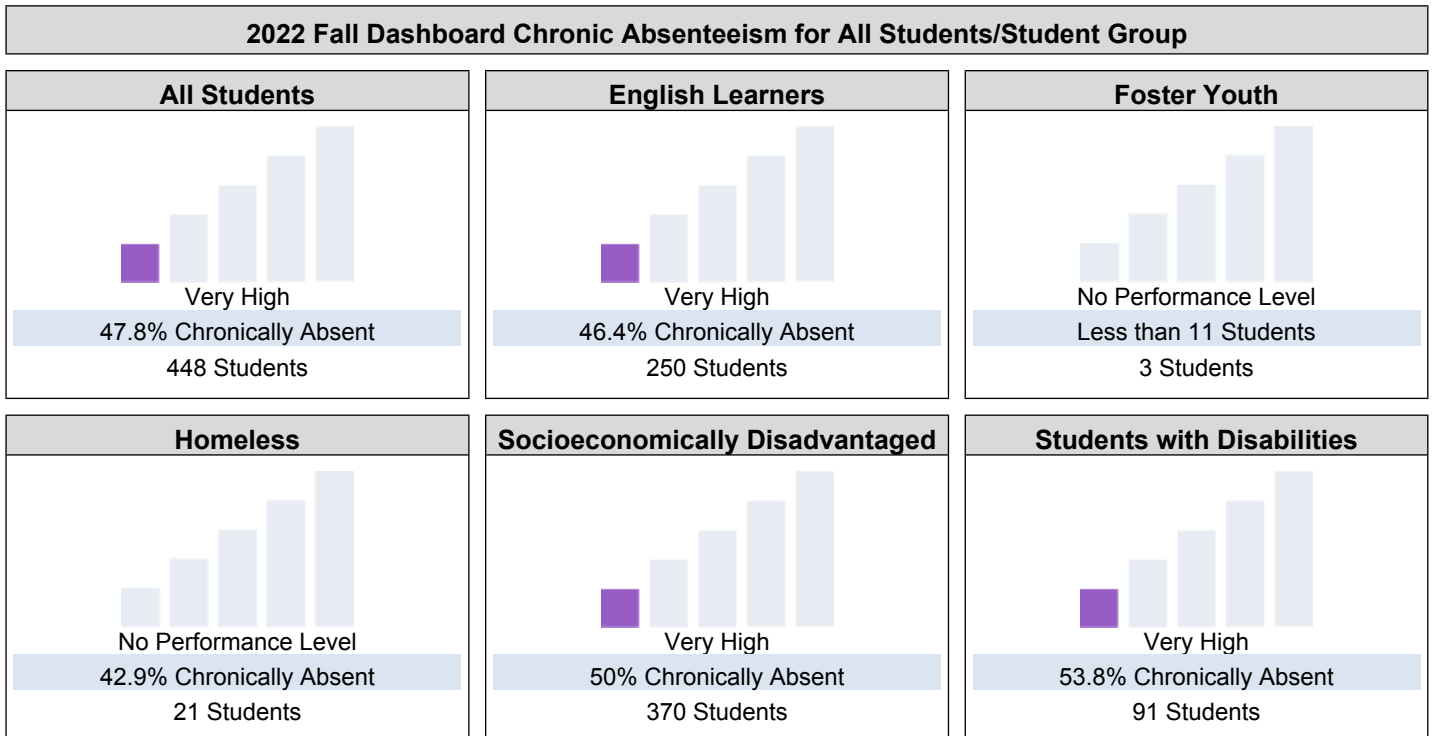
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



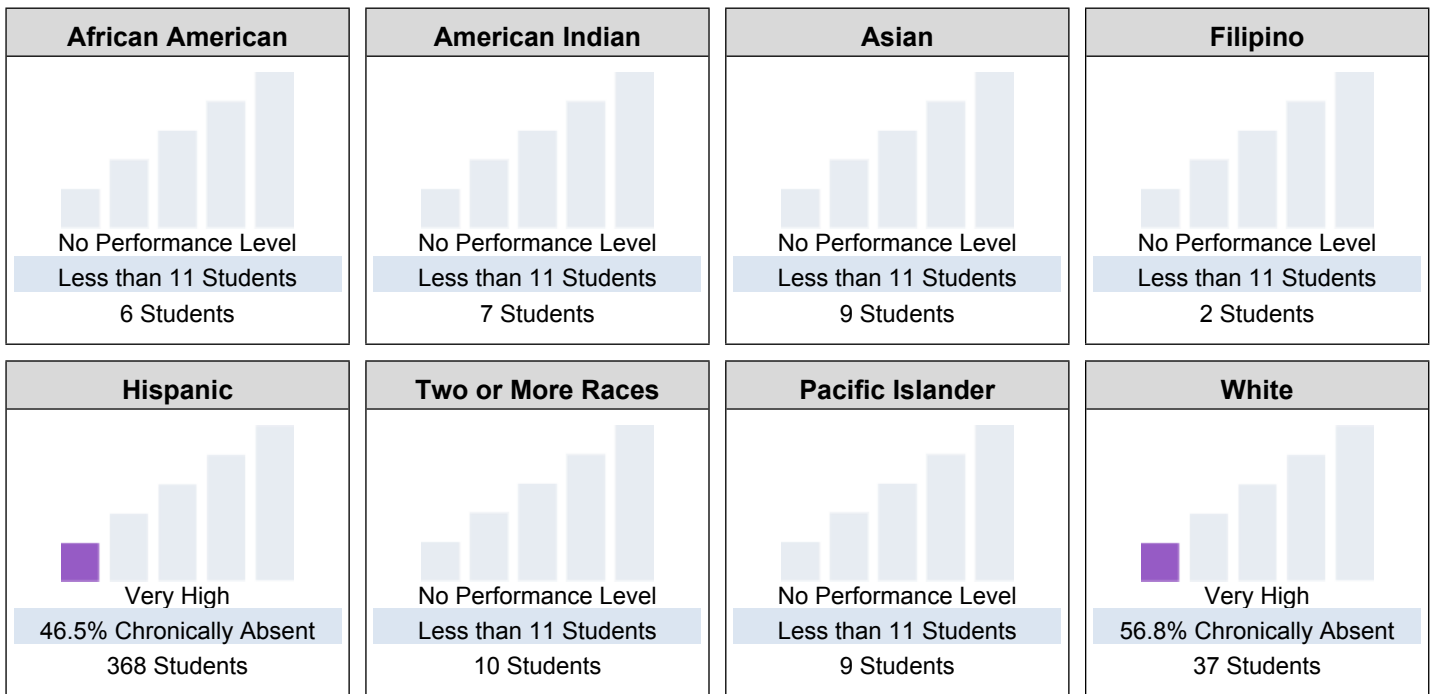
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

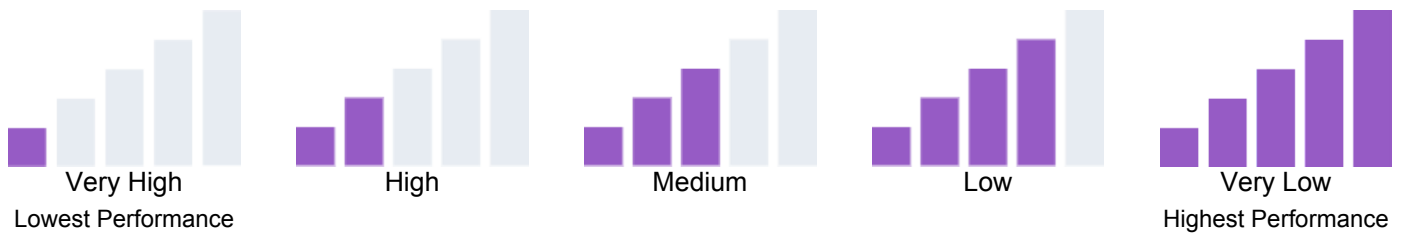
1. Chronic absenteeism is very high among all sub groups.

School and Student Performance Data

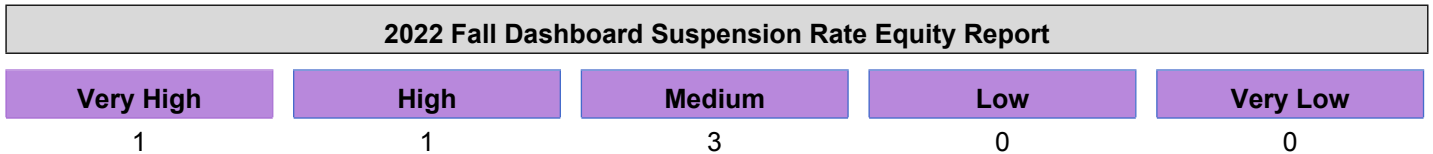
Conditions & Climate Suspension Rate

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

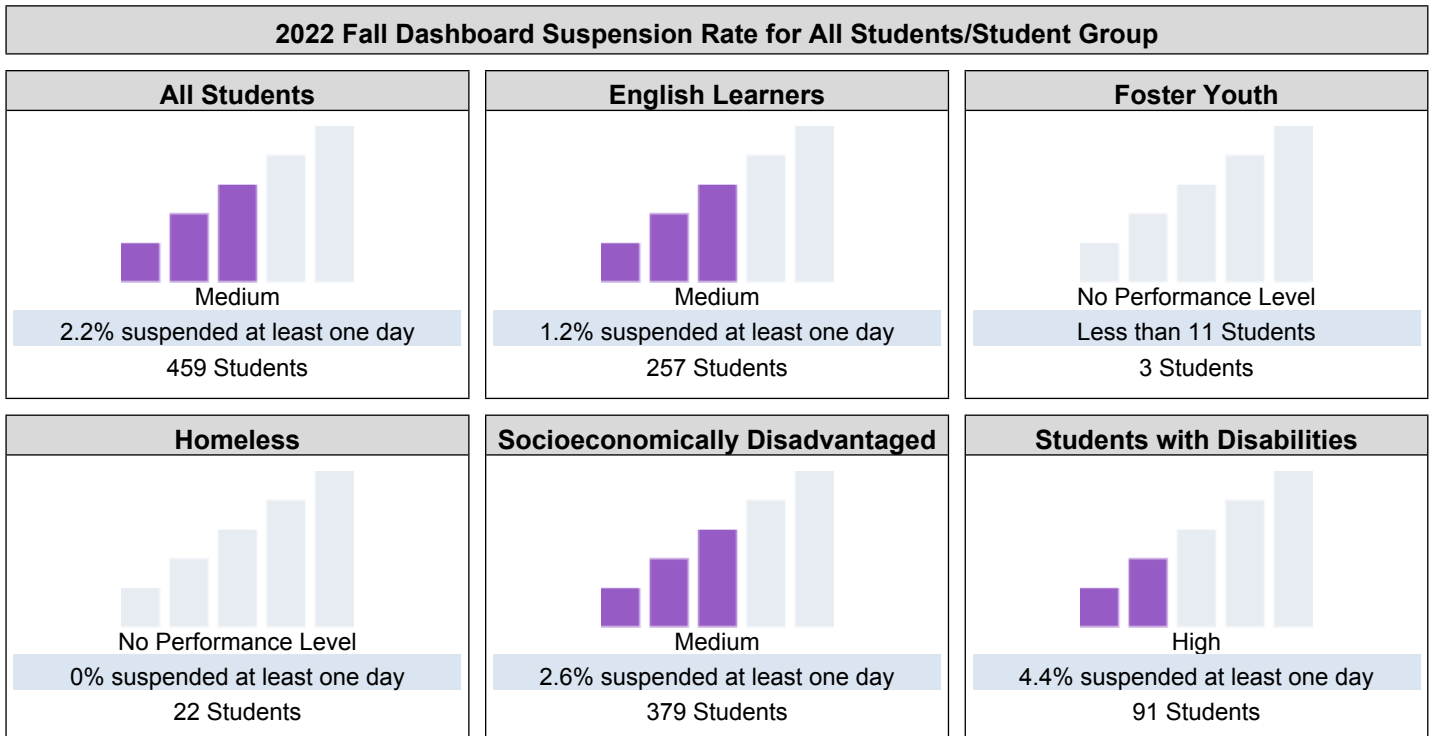
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



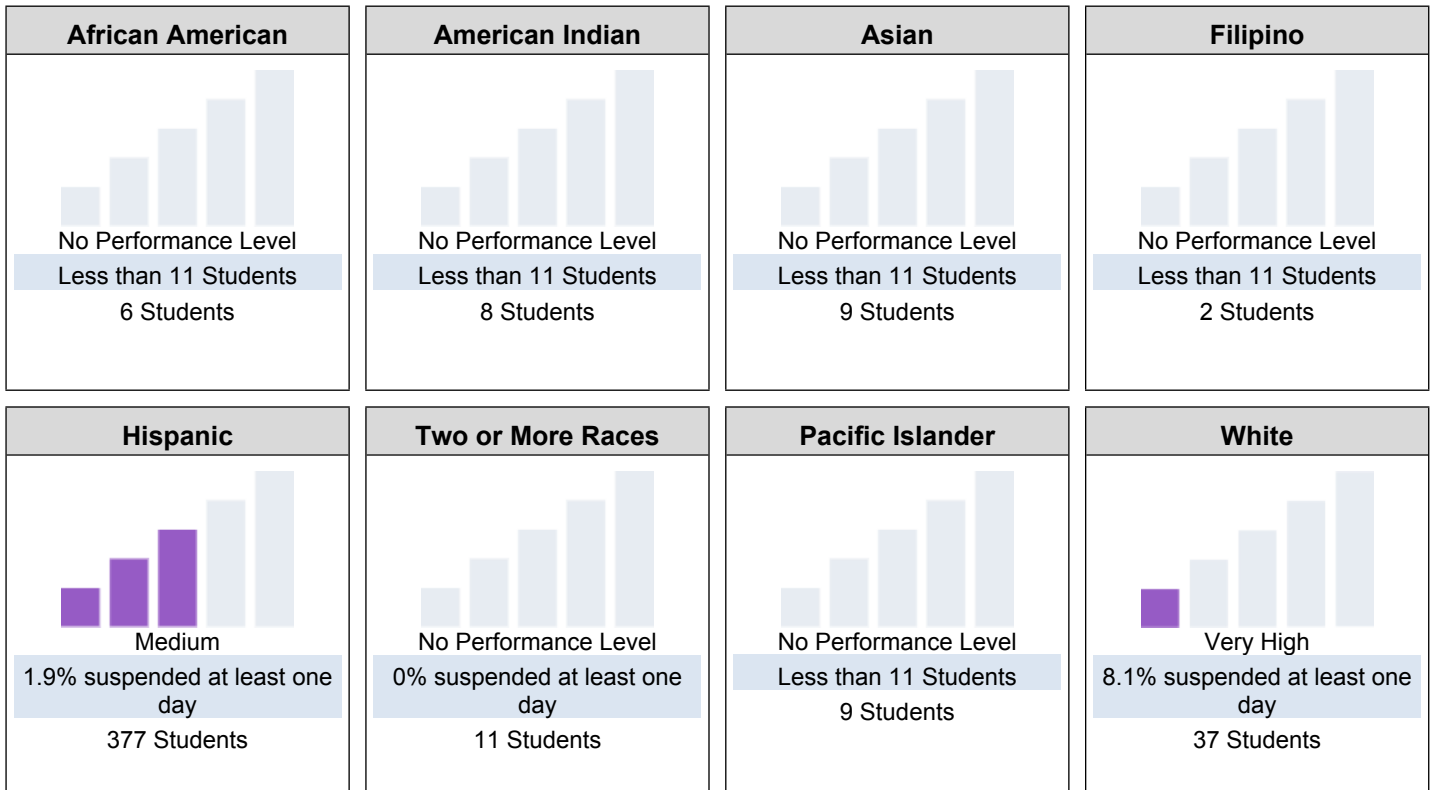
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Suspension rate for Students with Disabilities is the highest rate among all sub groups.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Arts

LEA/LCAP Goal

Increase student success and support student learning.

Goal 1

Increase overall student growth in English Language Arts

Identified Need

Our STAR Reading Assessment scores indicate that many of our students in grades 1-6 are reading below the district benchmark for reading proficiency.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District STAR Assessment	% of each grade that met or exceeded standard (40 percentile Rank) on the 2023 District Spring STAR/Early STAR Reading Assessment : 1st grade: 50% 2nd grade: 44% 3rd grade: 51% 4th grade: 60% 5th grade: 26% 6th grade: 36%	70% of students at all grade levels will meet or exceed the standard (40 percentile rank) on the end-of-year STAR/Early STAR Reading Assessment.
CAASPP Assessment	27% students met or exceeded standard on the 2021-22 CAASPP ELA.	ELA results will increase by 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Provide intervention support via Literacy Paraprofessionals using district-adopted intervention materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

80898

Title I
None Specified
Provide intervention support via Literacy Paraprofessionals and Instructional Assistants.

0

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Continue to provide professional development for instructional staff, including the site TOSA, to implement CCSS in ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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)

15144

Title II Part A: Improving Teacher Quality
None Specified
Professional Development for Instructional Staff.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Continue to reprioritize the standards in ELA , develop common assessments, learning targets, and pacing guides through grade level collaboration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title II Part A: Improving Teacher Quality
None Specified
District Grade Level Achievement Teams (14 Days of Instructional Time Release / Substitutes). Cost Included in Strategy / Activity 2 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

ALL

Strategy/Activity

Support classroom instruction by providing instructional assistant support in TK and Kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title I
None Specified
Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Provide student incentives for growth-based goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

The strategies positively impacted overall progress towards our goals. Not all grade levels met the stated goal for the current year. However, with continued focus on the strategies and actions, we expect growth to continue at all grade levels and expect more grade levels to exceed the goal in the coming year.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The metrics, strategies, and activities to achieve this goal will remain similar. But because multiple grade levels reached the intended outcome, the outcome percentage will be increased from 60 to 70%.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

LEA/LCAP Goal

Ensure quality learning for each and every student to reach their potential.

Goal 2

English learners will improve their acquisition of the English language as measured by the ELPAC summative assessment and ELA CAASPP scores.

Identified Need

English Learners have been identified through the CA Dashboard for additional targeted assistance to demonstrate proficiency on ELPAC summative assessment and ELA CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Percentage of EL students being reclassified	15% of students reclassified in 2021-22 13% of students reclassified in 2022-23	Increase the percentage of students scoring an Overall ELPAC Score of 4 and reclassification rate of 3%.
Percentage of EL students meeting or exceeding standards on the ELA CAASPP	7% of EL students are meeting or exceeding the standard on the 2021-22 ELA CAASPP.	Increase 10% in ELA proficiency.

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 English Language Learners

Strategy/Activity

Train staff on ELD framework and GLAD strategies to fully implement integrated and designated ELD instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

23335

Source(s)

Title III Part A: Language Instruction for LEP Students
None Specified
3 Days of ELD Training for TOSA's + GLAD Training (Timesheets) + Registration Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Using data from ELlevation student information system to monitor EL and reclassified students bi annually or as needed to determine if additional support is required.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III Part A: Language Instruction for LEP Students
None Specified
Software (Ellevation). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Utilize district intervention materials during after school tutoring rotations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III Part A: Language Instruction for LEP Students

None Specified
Rosetta Stone, Board Games (via Suzanne Anderson). Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Provide Newcomer program and tutor groups to support foundational English acquisition skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5846

Source(s)

Title III Immigrant Education Program
None Specified
Certificated and Classified Afterschool
Timesheet Hours.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All English Language Learners

Strategy/Activity

Provide after school tutor groups to support foundational English acquisition skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9113

Source(s)

Title IV Part A: Student Support and Academic
Enrichment
None Specified
Certificated and Classified Afterschool
Timesheet Hours.

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

All strategies were implemented as intended. Data has indicated that additional focus on Tier 1 instructional strategies to support EL learners is needed. There was minimal growth was achieved in reclassification and more work is required to support our English Language Learners.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

Additional metrics including CAASPP scores have been added to this goal. The site will utilize the ELlevation with continued fidelity to provide additional information regarding interventions.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Culture and Climate as related to Chronic Absenteeism

LEA/LCAP Goal

Increase student success and support student learning.

Goal 3

Decrease the chronic absenteeism rate by facilitating positive relationships in our school based on engagement, respect, care, and approachability.

Identified Need

The site has been identified as requiring additional targeted intervention and support for chronic absenteeism as identified on the CA Dashboard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absentee Rate	48% of students were chronically absent in the 2021-22 school year.	The chronic absentee rate will decrease by 15%.

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

Staff will implement engaging and rigorous curriculum to increase student belonging and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Title IV Part A: Student Support and Academic Enrichment
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Site will offer family engagement activities to build a sense of community among students, staff, and families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide monthly Parent Coffee Events to discuss importance of attendance and student 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)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Recognize student achievements through monthly perfect attendance and school-wide awards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Continue Implementation of Safe School ambassadors to create a safe campus and increase student connectedness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title IV Part A: Student Support and Academic Enrichment
None Specified
Cost Included in Strategy / Activity 1 Above.

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

Engage families and community members and enrich the home-school connection by supporting a robust volunteer program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Increase student engagement through diverse and varied experiential 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)

0

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide student incentives for progress in improving attendance and overall student 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)

0

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

We successfully implemented our strategies and nearly met our goal of increasing the positive response rate on the Relationships section of the Youth Truth Family Survey.

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

There were no substantive categorical differences between the intended implementation and/or budgeted expenditures to implement the strategies and activities.

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

The metric to measure engagement will be changed to address the chronic absentee rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Math

LEA/LCAP Goal

Increase student success and support student learning

Goal 4

Increase overall student proficiency in mathematics.

Identified Need

Students in all grades have not been making adequate growth according to STAR Math and CAASPP data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Math	Students meeting or exceeding district benchmark of 40% on the 2023 STAR Assessment. 1st grade: 60% 2nd grade: 51% 3rd grade: 50% 4th grade: 62% 5th grade: 24% 6th grade: 53%	70% of students will meet or exceed district benchmark of 40% on the 2024 Math STAR Assessment.
CAASPP Mathematics	18.18% students met or exceeded standard on the 2021-22 CAASPP Math	Math results will increase by 10%

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

Engage in math instruction discussions in professional learning communities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Collaborate with the CA Education Partners to create a coherent system to support mathematics instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide after school tutoring to support student achievement in math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$165729.50
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$134,336.00

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	\$80,898.00
Title II Part A: Improving Teacher Quality	\$15,144.00
Title III Immigrant Education Program	\$5,846.00
Title III Part A: Language Instruction for LEP Students	\$23,335.00
Title IV Part A: Student Support and Academic Enrichment	\$9,113.00

Subtotal of additional federal funds included for this school: \$134,336.00

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

State or Local Programs	Allocation (\$)
	\$0.00

Subtotal of state or local funds included for this school: \$0.00

Total of federal, state, and/or local funds for this school: \$134,336.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	80898	80,898.00
Title II Part A: Improving Teacher Quality	15144	0.00
Title III Immigrant Education Program	5846	0.00
Title III Part A: Language Instruction for LEP Students	23335	0.00
Title IV Part A: Student Support and Academic Enrichment	9113	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Title I	80,898.00
Title II Part A: Improving Teacher Quality	15,144.00
Title III Immigrant Education Program	5,846.00
Title III Part A: Language Instruction for LEP Students	23,335.00
Title IV Part A: Student Support and Academic Enrichment	9,113.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
None Specified	134,336.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00

None Specified	Title I	80,898.00
None Specified	Title II Part A: Improving Teacher Quality	15,144.00
None Specified	Title III Immigrant Education Program	5,846.00
None Specified	Title III Part A: Language Instruction for LEP Students	23,335.00
None Specified	Title IV Part A: Student Support and Academic Enrichment	9,113.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	96,042.00
Goal 2	38,294.00
Goal 3	0.00

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
Margaret Jacobson	Principal
Julie McMurtrie	Classroom Teacher
Amber Solbakken	Classroom Teacher
Elida Guerrero	Other School Staff
Blanca Orozco	Parent or Community Member
Karina Valencia Herrera	Parent or Community Member
Maria Juarez	Parent or Community Member
Laura Gomez	Parent or Community Member
Shana Mendoza	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 8, 2023.

Attested:



Principal, Margaret Jacobson on 5-8-23



SSC Chairperson, Shana Mendoza on 5-8-23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019