

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
Bowers Elementary School	43-69674-6048797	May 3, 2023	June 8, 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

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.

Bowers' school goals are developed with input from multiple stakeholders, based on data analysis, and aligned with the district's LCAP goals in order to meet the needs of all students in a systematic way. This plan is also being to meet ATSI planning requirements for the following student groups: White and Students with Disabilities.

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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).

In the winter of 2022-2023, an SEL Survey was administered to 3rd-5th Grade students. N= ~122. students self-reported on the following competencies: Relationship skills, Responsible decision-making, Self-Awareness- Learning, Self-Management-School, Social Awareness-classroom, Social - Awareness school.

The competencies students reported very high/high were (47.83%/19.13%) in Self-Awareness-future and (36.84%/15.79%) Social-Awareness-School.

The competencies students reported Low / very Low were (34.71%/27.27%) Self-Awareness learning and (32.71%/18.69%) Self-Management school

Overall SEL Results

Very High- 8.70%

High - 20.00%

Moderate - 27.83%

Low - 28.70%

Very Low - 14.78%

Classroom Observations

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

Classrooms are visited by various people multiple times throughout the school year. The Superintendent, Assistant Superintendent(s), and District Coordinators make visits to the school at least annually. Feedback is that Bowers has a positive atmosphere and a welcoming environment. Classrooms are rich with language and student work and resources

The principal conducts both formal and informal observations throughout the year. Informal observations are conducted weekly, and formal observations are conducted in various classrooms once or twice yearly. Bowers has a culture of teachers opening doors to administrators, colleagues, and visitors to share their practice and learn from one another. SEAL coaches also visit classrooms frequently during professional development days, and teachers visit each other's classrooms on these days as well. Feedback from coaches and trainers helps classroom teachers refine their instruction and increase student involvement and achievement.

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)

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. Bowers was identified for Additional Targeted Support and Improvement (ATSI) under ESSA in the 2019-2020 school year because of the high chronic absenteeism rate and the suspension rate of students with disabilities during that school year.

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

All students are assessed using multiple measures including site-based, classroom and curriculum-embedded assessments. Data is frequently analyzed by teachers and administrators to monitor student learning and improve instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of our teachers are highly qualified.

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

Teachers of core academic subjects possess the appropriate credential, authorization or intern credential and demonstrate subject matter knowledge and competence. The school/district provides professional development for teachers in all subject areas, grade levels, special education, ELD and technology that focus on full implementation of district-adopted curriculum, pacing guides, and California Standards.

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

All professional development is designed to support implement of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, grade level leads, teacher leaders, and outside consultants.

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

Teachers in K-5 receive 30-50 minute time for embedded collaboration during the school day twice a month. SAI PreK and TK teachers have designated collaboration time 1x a month and as needed.

Teaching and Learning

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

All instructional materials are aligned, or in the process of becoming aligned, to the California Standards (e.g., Common Core, Next Generation Science Standards, CTE Model Curriculum Standards, and ELA/ELD Framework).

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

The school complies with and monitors the daily implementation of recommended and required instructional time for all content areas including English Language Development, Language Arts, Mathematics and Physical Education.

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

Supporting struggling students is a priority across our TK-12 programs. In Elementary, teachers collaborate with specialists, SAI teachers and administrative staff to determine intervention schedules. In Secondary, building the master schedule is centered upon prioritization of Intervention courses.

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

Every student has access to standards-based instructional materials as required by the Williams Act.

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 teachers use instructional materials aligned to the California standards, including intervention materials to help differentiate instruction.

Opportunity and Equal Educational Access

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

Students farthest from the achievement gap are given a range of supports, including differentiated small-group instruction with the classroom teacher, small-group instruction with intervention specialists, and online apps such as RAZ-Kids, iReady, and Lexia English. Supports are based on individual student needs. Students can also participate in leadership opportunities: Classroom buddies, Ball Cart Equipment Managers, Green Team, student council, and 5th-grade students can participate in Safety Patrol. Students in grades 3-5 participate in a district-wide music program. Students in grades K-5 participate in Starting Arts with access to classes in art (dependent on funding each year).

Evidence-based educational practices to raise student achievement

Bowers is a Sobrato Early Academic Language SEAL School. The research-based SEAL Model is designed to provide high-quality education to all English Learners, from preschool through elementary school, and prevent the development of Long-Term English Learners. Bowers Elementary Teachers undergo extensive training in high-leverage pedagogical practices and develop Science and Social studies curriculum units in tandem with California ELA and ELD standards. Bowers teachers also utilize Reading/Writing Workshops, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, and direct instruction (including spelling, phonics, and vocabulary development). Students in grades K-5 participate in Starting Arts with access to visual arts. Teachers integrate visual arts throughout the year.

Parental Engagement

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

Programs that support at-risk students across the district include support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, State Preschool, After School Programs, sports, library, summer school, alternative and opportunities programs, and educational options.

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)

The School Site Council (SSC) and English Learner Advisory Committee (ELAC) annually determine the activities and services that will be implemented to support all students' academic achievement. Throughout the year, the SSC, ELAC and advisory committees monitor the school's SPSA.

Funding

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

The School Site Council (SSC) allocates funds towards activities, materials, staffing and other services that accelerate learning for underperforming students. The English Learner Advisor Committee (ELAC) and Site Leadership Team provide recommendations to the SSC on the particular needs of at risk student groups.

Fiscal support (EPC)

The school's/district's general and categorical funds are coordinated, prioritized and allocated to align with the district's LCAP goals and the school's SPSA goals.

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

Throughout the school year, the Principal and staff work with the Site Leadership Team (SLT), the School Site Council (SSC), the English Learner Advisory Committee (ELAC), and the Parent-Teacher Association (PTA) to determine site priorities and needs. School achievement, climate data, and school-wide goals are discussed, and the annual budget is reviewed. A plan is developed for how to utilize best Targeted and Title 1 funds provided to the site, and the consensus is reached with input from all stakeholders.

Resource Inequities

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

Bowers conducted an evaluation of resource inequities and did not find any inequities. We will continue to evaluate during the upcoming school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	38	31	34
Grade 1	41	41	38
Grade 2	44	38	41
Grade3	47	40	35
Grade 4	41	46	42
Grade 5	46	34	42
Total Enrollment	257	230	232

Conclusions based on this data:

1. Bowers enrollment is declining.
2. Our enrollment in various subgroups has declined over the years as well.
3. In addition to K-5 enrollment listed here, Bowers hosts two state preschool classrooms and three SAI Preschool classrooms which support approximately 27 additional students. We also opened a TK classroom in January 2023 with 10 students enrolled.

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	92	101	90	35.80%	43.9%	38.8%
Fluent English Proficient (FEP)	38	29	36	14.80%	12.6%	15.5%
Reclassified Fluent English Proficient (RFEP)	3			3.3%		

Conclusions based on this data:

1. Our EL population took a slight increase in 2022-2023. Our Emergent Bilingual population is currently at 42.3%
2. A slight decrease of IFEP students from 2021-2022. In the 2021-2022 School year 6.2% of students were classified as IFEP and in 2022-23 5.9% of students were classified as IFEP.
3. The percentage of students reclassifying has remained steady at 7.5%

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	46	42		0	41		0	41		0.0	97.6	
Grade 4	40	44		0	42		0	42		0.0	95.5	
Grade 5	45	38		0	34		0	34		0.0	89.5	
All Grades	131	124		0	117		0	117		0.0	94.4	

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		2405.			17.07			19.51			34.15			29.27	
Grade 4		2436.			14.29			21.43			21.43			42.86	
Grade 5		2504.			23.53			35.29			14.71			26.47	
All Grades	N/A	N/A	N/A		17.95			24.79			23.93			33.33	

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		14.63			68.29			17.07		
Grade 4		7.14			69.05			23.81		
Grade 5		17.65			64.71			17.65		
All Grades		12.82			67.52			19.66		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.88			60.98			34.15	
Grade 4		9.52			54.76			35.71	
Grade 5		17.65			55.88			26.47	
All Grades		10.26			57.26			32.48	

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		7.32			73.17			19.51	
Grade 4		9.52			66.67			23.81	
Grade 5		14.71			73.53			11.76	
All Grades		10.26			70.94			18.80	

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		19.51			60.98			19.51	
Grade 4		11.90			64.29			23.81	
Grade 5		20.59			64.71			14.71	
All Grades		17.09			63.25			19.66	

Conclusions based on this data:

1. None of our Emergent bilingual students met standard on the ELA state assessment. In Math only one of our Emergent Bilingual students met standard in math.
2. Our RFEP students performed better on state assessments. 71.43% of reclassified students met or exceeded state standards in ELA . In Math, 57.14% of reclassified students performed at standard met or standard exceeded.
3. 40.63% of EO students met or exceeded state standards in ELA . In math, 53.13 of EO students met or exceeded state 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	46	42		0	42		0	42		0.0	100.0	
Grade 4	40	44		0	43		0	43		0.0	97.7	
Grade 5	45	38		0	36		0	36		0.0	94.7	
All Grades	131	124		0	121		0	121		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		2427.			19.05			26.19			28.57			26.19	
Grade 4		2458.			11.63			27.91			23.26			37.21	
Grade 5		2511.			25.00			27.78			22.22			25.00	
All Grades	N/A	N/A	N/A		18.18			27.27			24.79			29.75	

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		16.67			54.76			28.57		
Grade 4		18.60			44.19			37.21		
Grade 5		19.44			52.78			27.78		
All Grades		18.18			50.41			31.40		

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		21.43			54.76			23.81	
Grade 4		11.63			58.14			30.23	
Grade 5		22.22			55.56			22.22	
All Grades		18.18			56.20			25.62	

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		19.05			57.14			23.81	
Grade 4		18.60			58.14			23.26	
Grade 5		22.22			61.11			16.67	
All Grades		19.83			58.68			21.49	

Conclusions based on this data:

1. In math, 53.13 of EO students met or exceeded state standards.
2. In Math, 57.14% of reclassified students performed at standard met or standard exceeded.
3. In Math only one of our Emergent Bilingual students met standard in math.

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	1447.2	1452.0		1459.6	1444.6		1418.4	1469.2		16	17	
1	1464.6	1441.1		1485.3	1450.8		1443.4	1430.8		18	21	
2	1501.2	1450.1		1512.3	1465.7		1489.5	1434.1		19	15	
3	1478.7	1492.2		1486.9	1490.4		1470.1	1493.5		19	17	
4	*	1488.4		*	1492.7		*	1483.4		10	19	
5	1520.5	1487.1		1525.1	1479.4		1515.5	1494.0		20	12	
All Grades										102	101	

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	18.75	35.29		50.00	29.41		25.00	29.41		6.25	5.88		16	17	
1	16.67	0.00		50.00	33.33		22.22	47.62		11.11	19.05		18	21	
2	26.32	0.00		52.63	53.33		15.79	26.67		5.26	20.00		19	15	
3	5.26	17.65		42.11	41.18		26.32	35.29		26.32	5.88		19	17	
4	*	10.53		*	36.84		*	36.84		*	15.79		*	19	
5	10.00	16.67		45.00	25.00		40.00	33.33		5.00	25.00		20	12	
All Grades	15.69	12.87		45.10	36.63		26.47	35.64		12.75	14.85		102	101	

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	25.00	17.65		56.25	47.06		12.50	29.41		6.25	5.88		16	17	
1	55.56	28.57		11.11	14.29		22.22	42.86		11.11	14.29		18	21	
2	52.63	40.00		31.58	26.67		15.79	13.33		0.00	20.00		19	15	
3	31.58	29.41		36.84	47.06		15.79	11.76		15.79	11.76		19	17	
4	*	26.32		*	47.37		*	15.79		*	10.53		*	19	
5	55.00	33.33		35.00	33.33		5.00	8.33		5.00	25.00		20	12	
All Grades	44.12	28.71		32.35	35.64		14.71	21.78		8.82	13.86		102	101	

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	18.75	23.53		18.75	29.41		56.25	35.29		6.25	11.76		16	17	
1	16.67	0.00		33.33	19.05		22.22	57.14		27.78	23.81		18	21	
2	0.00	0.00		68.42	13.33		15.79	60.00		15.79	26.67		19	15	
3	0.00	11.76		21.05	29.41		36.84	41.18		42.11	17.65		19	17	
4	*	0.00		*	26.32		*	31.58		*	42.11		*	19	
5	5.00	8.33		10.00	25.00		55.00	8.33		30.00	58.33		20	12	
All Grades	6.86	6.93		30.39	23.76		35.29	40.59		27.45	28.71		102	101	

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	25.00	35.29		56.25	64.71		18.75	0.00		16	17	
1	44.44	33.33		50.00	47.62		5.56	19.05		18	21	
2	36.84	26.67		63.16	53.33		0.00	20.00		19	15	
3	15.79	47.06		68.42	35.29		15.79	17.65		19	17	
4	*	31.58		*	57.89		*	10.53		*	19	
5	20.00	16.67		80.00	50.00		0.00	33.33		20	12	
All Grades	29.41	32.67		59.80	51.49		10.78	15.84		102	101	

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	25.00	11.76		68.75	82.35		6.25	5.88		16	17	
1	61.11	4.76		27.78	71.43		11.11	23.81		18	21	
2	57.89	53.33		42.11	20.00		0.00	26.67		19	15	
3	57.89	47.06		26.32	35.29		15.79	17.65		19	17	
4	*	31.58		*	57.89		*	10.53		*	19	
5	80.00	58.33		15.00	16.67		5.00	25.00		20	12	
All Grades	56.86	31.68		35.29	50.50		7.84	17.82		102	101	

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	6.25	29.41		87.50	64.71		6.25	5.88		16	17	
1	27.78	0.00		38.89	61.90		33.33	38.10		18	21	
2	21.05	0.00		63.16	73.33		15.79	26.67		19	15	
3	0.00	11.76		36.84	52.94		63.16	35.29		19	17	
4	*	0.00		*	42.11		*	57.89		*	19	
5	10.00	8.33		50.00	33.33		40.00	58.33		20	12	
All Grades	11.76	7.92		53.92	55.45		34.31	36.63		102	101	

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	18.75	52.94		68.75	35.29		12.50	11.76		16	17	
1	16.67	4.76		66.67	85.71		16.67	9.52		18	21	
2	5.26	0.00		68.42	66.67		26.32	33.33		19	15	
3	5.26	11.76		73.68	82.35		21.05	5.88		19	17	
4	*	10.53		*	68.42		*	21.05		*	19	
5	5.00	8.33		85.00	50.00		10.00	41.67		20	12	
All Grades	10.78	14.85		70.59	66.34		18.63	18.81		102	101	

Conclusions based on this data:

1. Summative ELPAC 2021-2022 data show the largest group of Emergent Bilinguals are in Level 4 with 40.24%
2. ELPI growth- Some students did not participate in summative ELPAC testing in the Spring of 2021. Of the students who participated in Summative ELPAC testing in the Spring of 2021 and Spring of 2022 data shows the following: 47.22% of students meet ELPI growth 52.22% did not meet ELPI growth
3. ELPAC data shows a need for continued intentional and targeted designated ELD.

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
230	54.8	43.9	0.4
Total Number of Students enrolled in Bowers 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	101	43.9
Foster Youth	1	0.4
Homeless	1	0.4
Socioeconomically Disadvantaged	126	54.8
Students with Disabilities	21	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	1.3
American Indian		
Asian	39	17.0
Filipino	15	6.5
Hispanic	121	52.6
Two or More Races	19	8.3
Pacific Islander		
White	33	14.3

Conclusions based on this data:

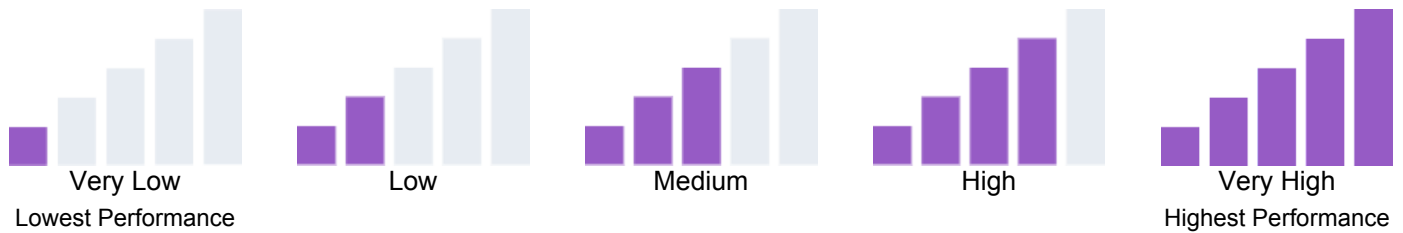
1. Our percentage of Socioeconomically Disadvantaged students has continued to decline. 65.3% in 2020-21 to 52.11% in 2022-2023
2. Hispanic students is our largest sub group and is growing. In 2021-2022 Bowers had 129 Hispanic students, in 2022-2023 Bowers has 149 Hispanic students enrolled.
3. Our second largest subgroups are Asian Indian.

School and Student Performance Data

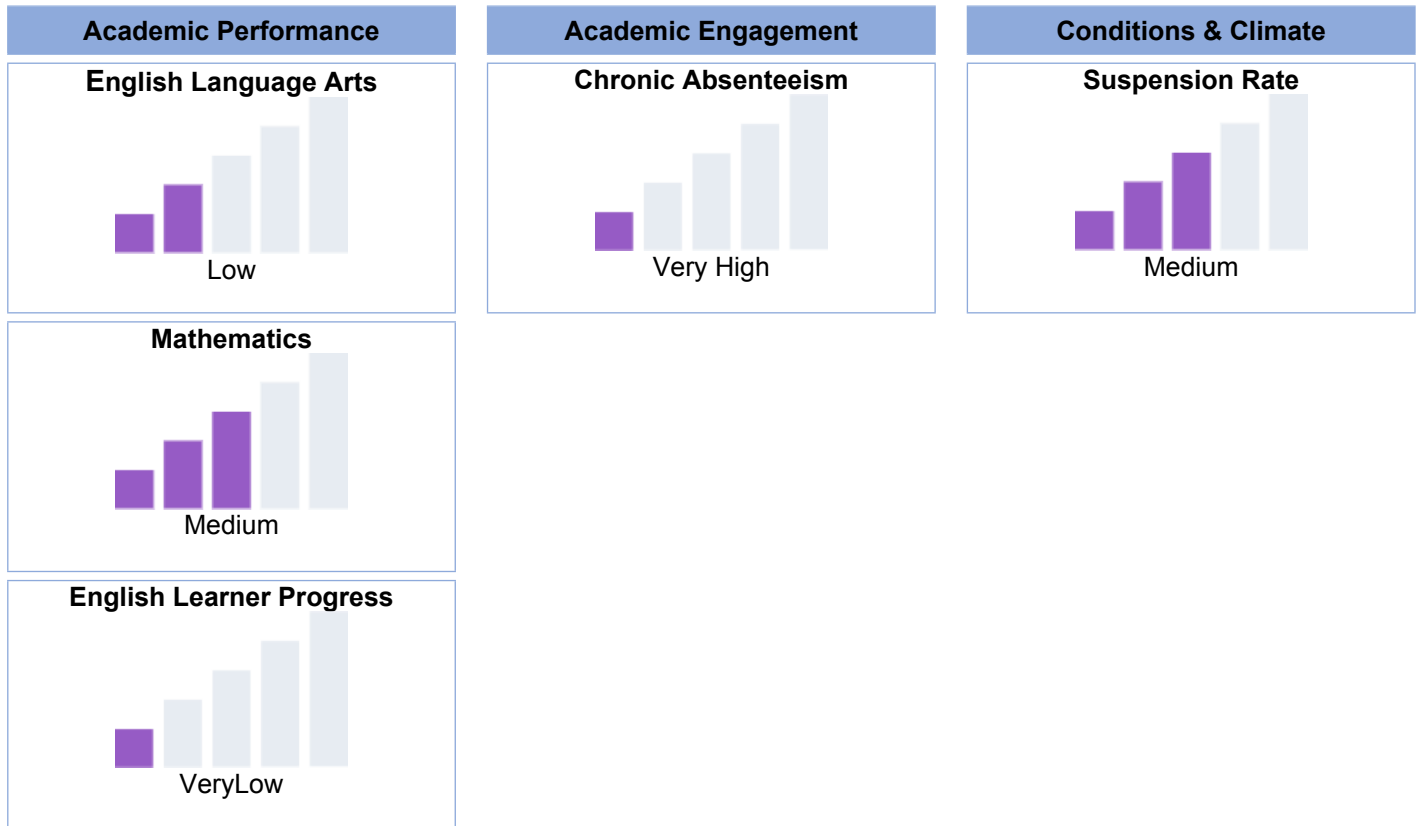
Overall Performance

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. Bowers has been identified as an ATSI school in the area of chronic absenteeism rate among our student with disability
2. Dashboard data shows very low academic progress among our ELL groups.

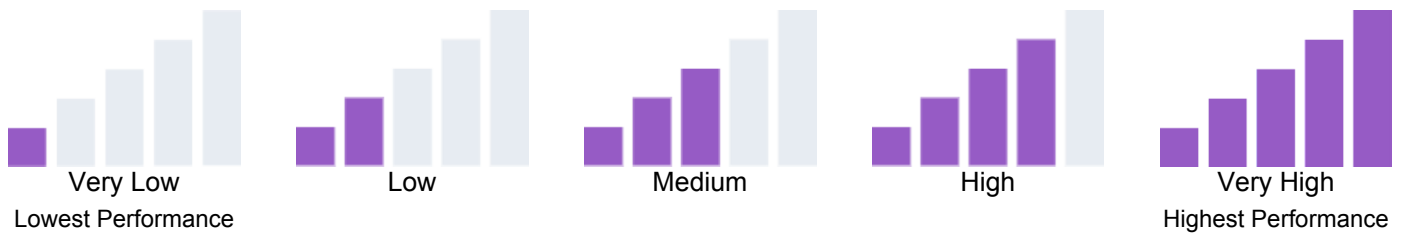
-
-
3. Our suspension rate has decreased from the 2021-2022 school year. Nevertheless, it is always an area we can improve upon.

School and Student Performance Data

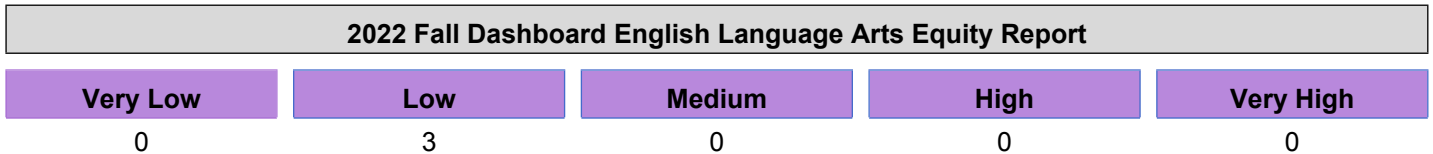
Academic Performance English Language Arts

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](#).

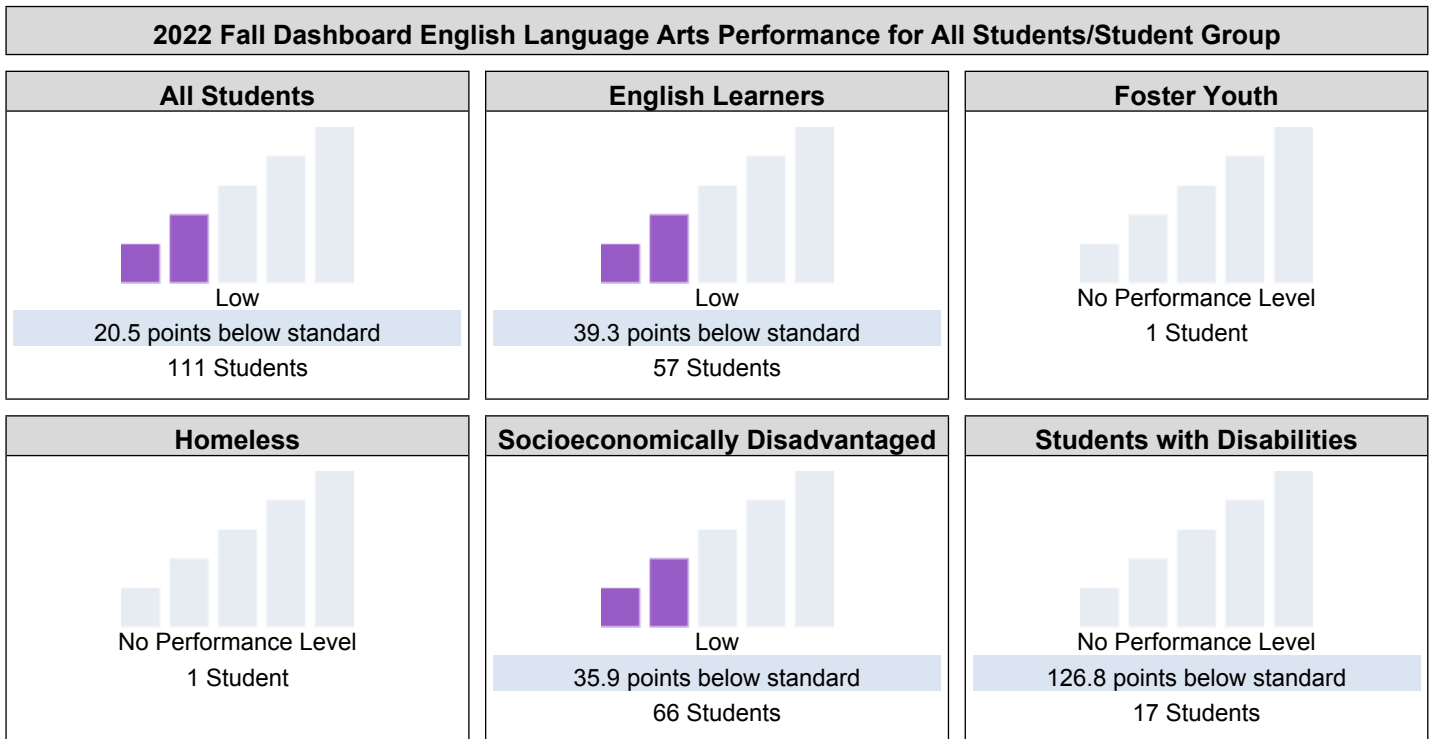
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



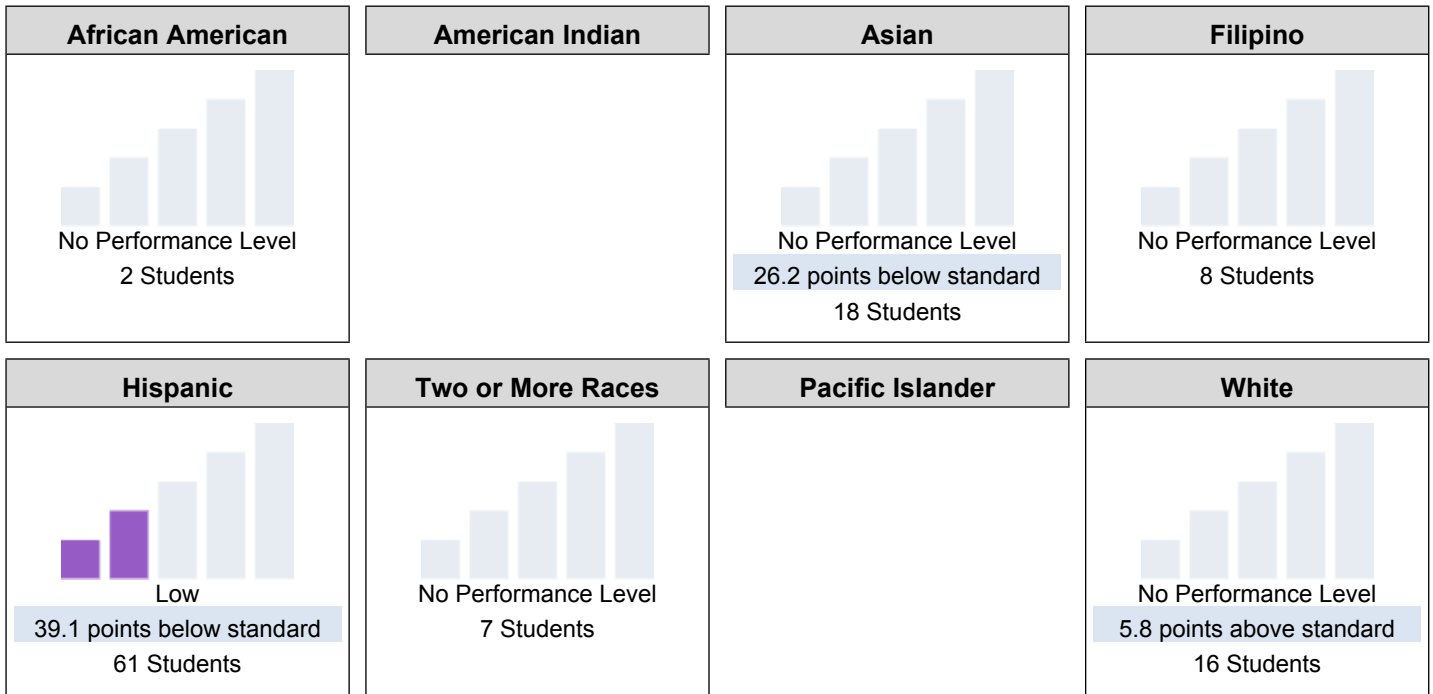
This section provides number of student groups in each level.



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
97.9 points below standard 34 Students	33.8 points above standard 24 Students	4.6 points below standard 46 Students

Conclusions based on this data:

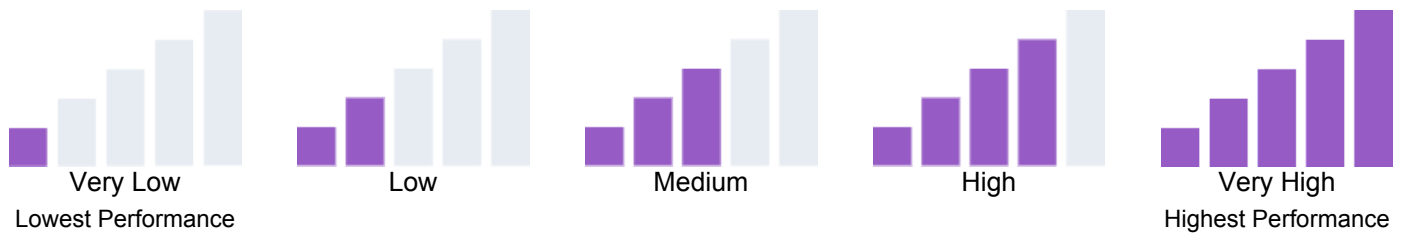
1. Bowers has been identified as an ATSI school due to our very low progress among our ELL population.
2. Our Hispanic students many who are also classified as ELL are performing 39.1 below standard.
3. Despite, being a SEAL school with a strong focus on ELLs, Bowers Emergent Bilingual population is performing significantly below standard. An analysis of data, reveals a need to further address how reading is taught in Tier 1 and Tier 2.

School and Student Performance Data

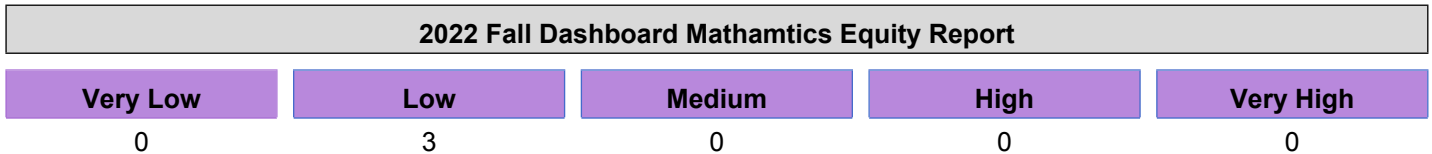
Academic Performance Mathematics

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](#).

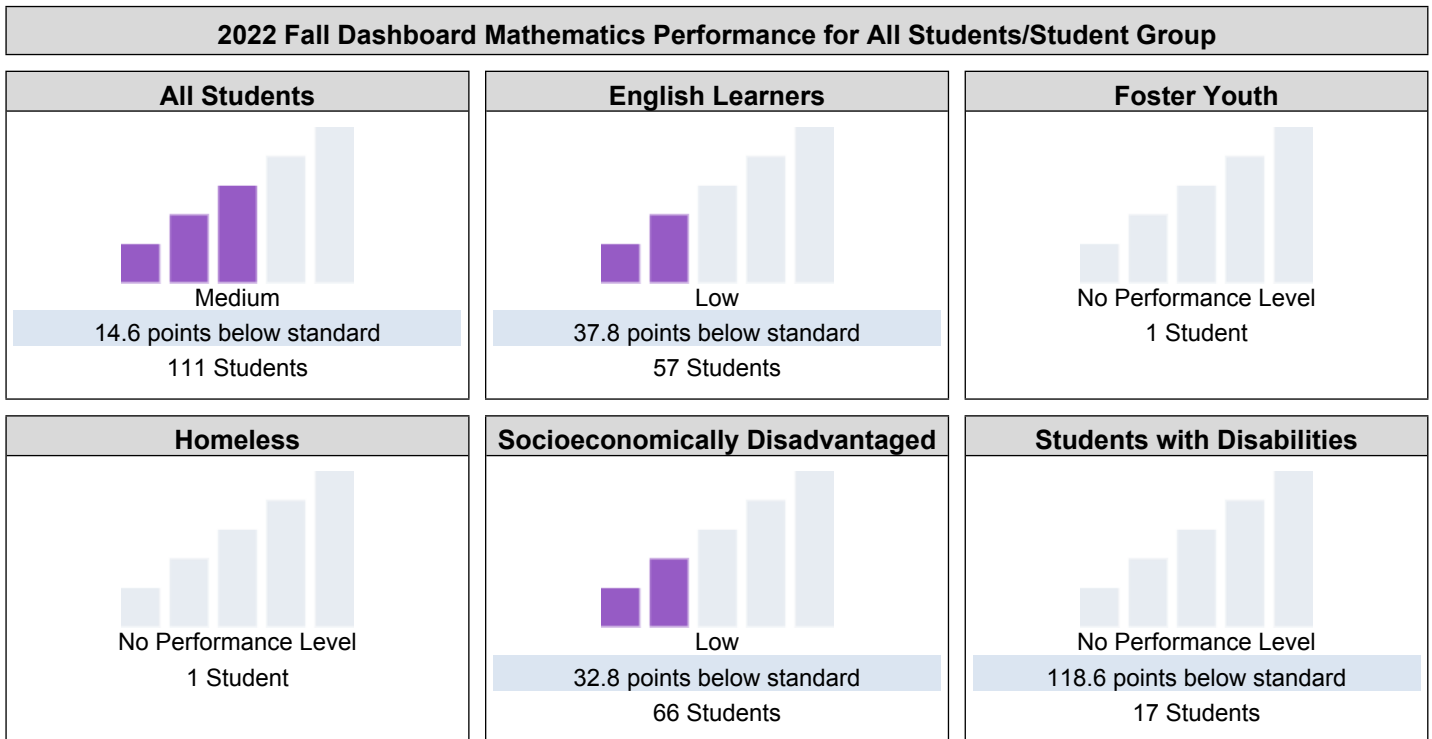
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



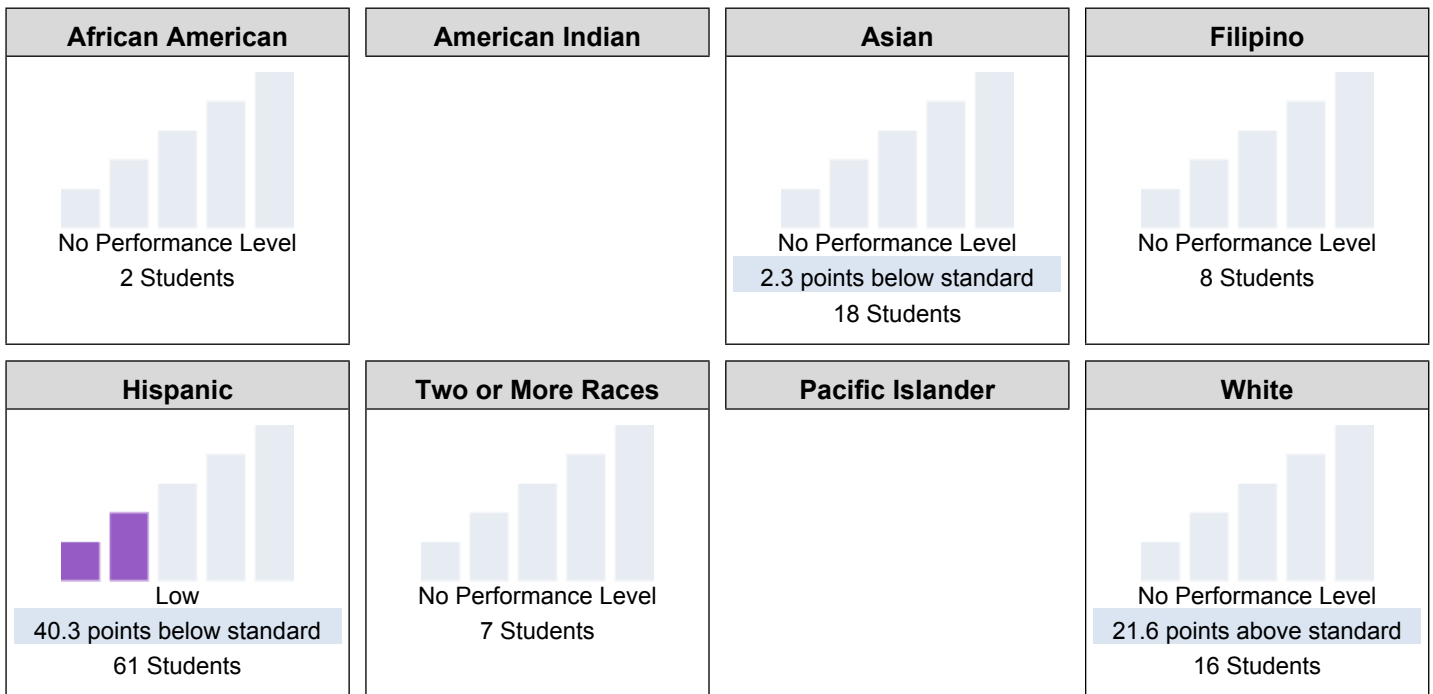
This section provides number of student groups in each level.



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
91.2 points below standard 34 Students	29.3 points above standard 24 Students	9.4 points above standard 46 Students

Conclusions based on this data:

1.

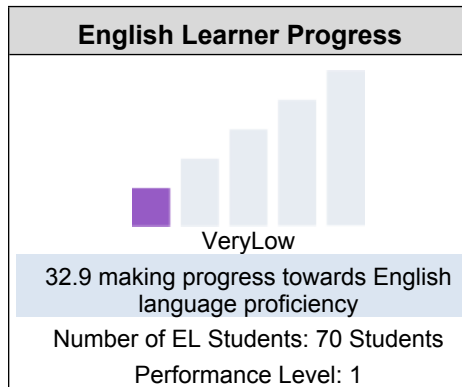
School and Student Performance Data

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
30.0%	37.1%	0.0%	32.9%

Conclusions based on this data:

1. Our largest group of EL students score at a Level 3, Moderately Developed.
2. 32.9% of our EL students are making good progress in the English development, and progressed at least one level.
3. 30.% of students decreased one ELPI level and need continued designated and integrated English Language support. (These are 15 students)

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:

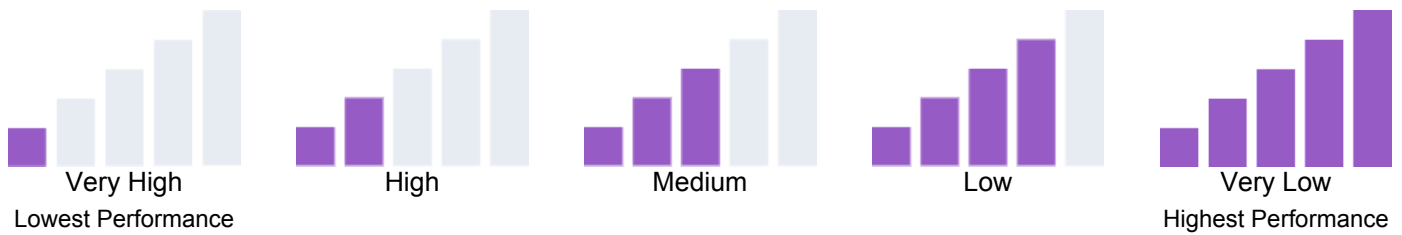
- 1.

School and Student Performance Data

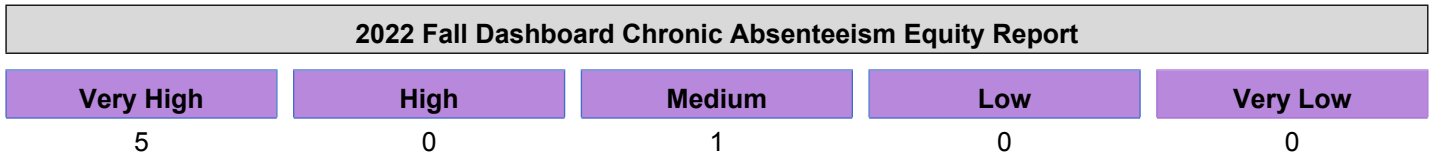
Academic Engagement Chronic Absenteeism

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](#).

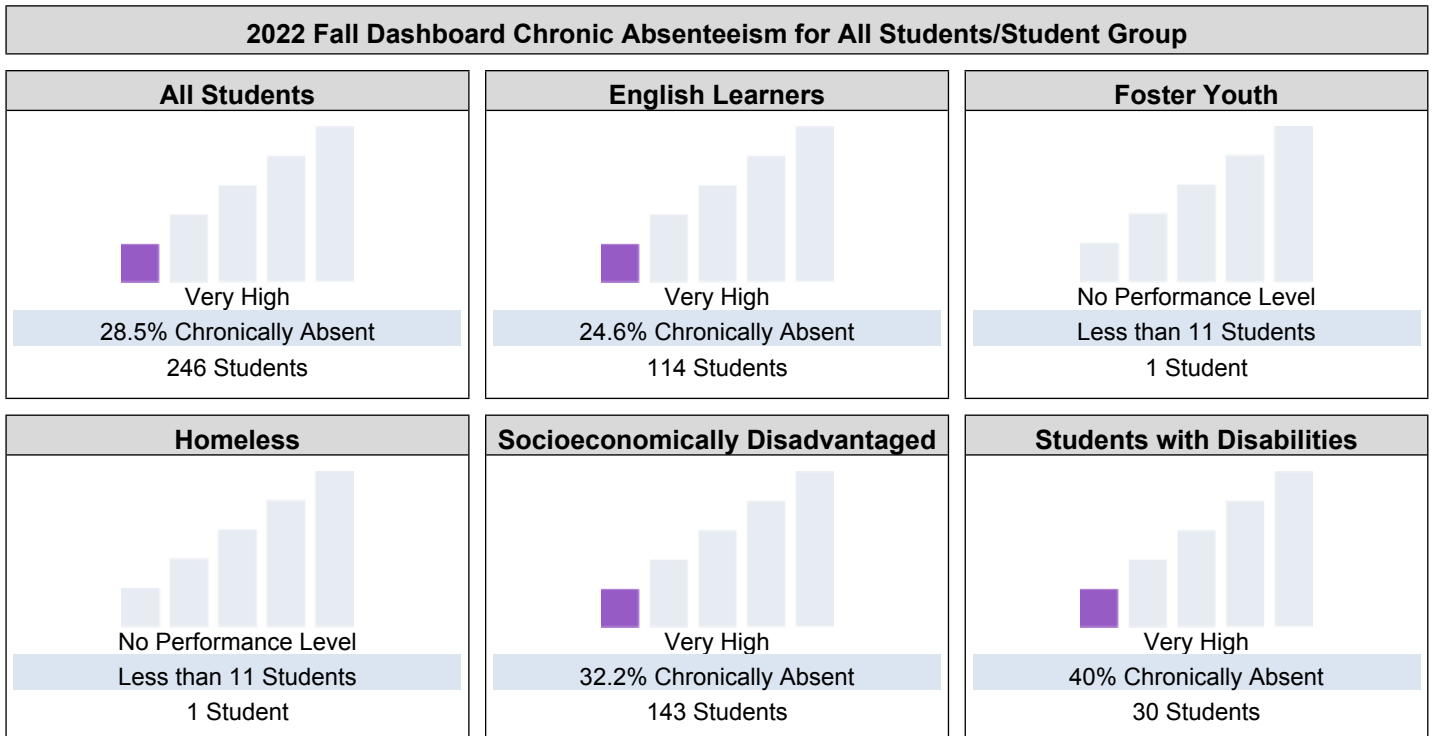
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



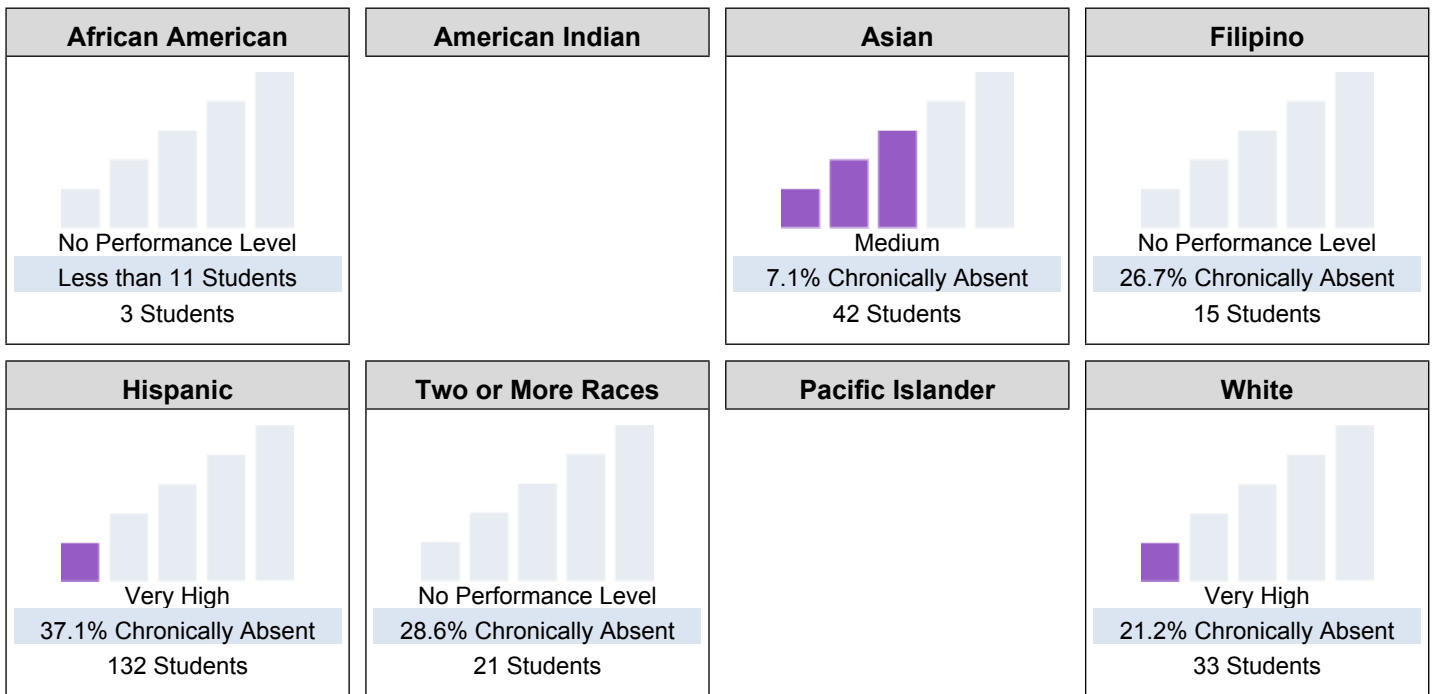
This section provides number of student groups in each level.



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 continues to be a problem at Bowers.
2. Our students with disabilities' chronic absenteeism increased the most and needs to be a focus next year. Students with disabilities and white students had very high rates of Chronic absenteeism and need to be a focus for ATSI purposes.
3. We need to continue to improve the attendance of all students, especially our students with disabilities to get them under 10%.

School and Student Performance Data

Academic Engagement Graduation 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](#).

Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report				
Very Low	Low	Medium	High	Very High

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2022 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2022 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

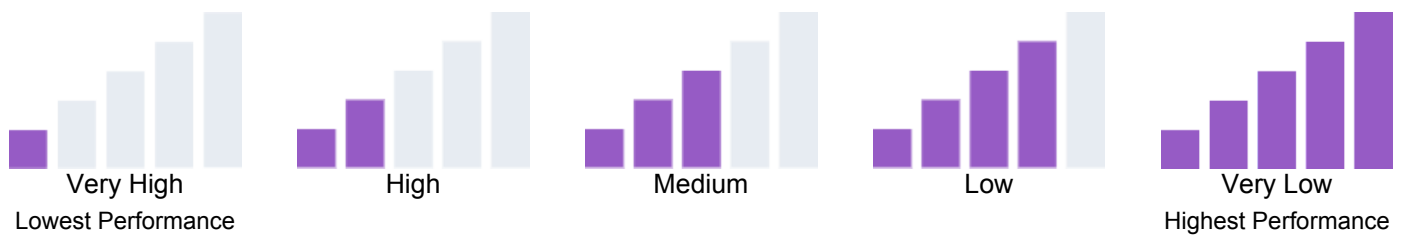
- 1.

School and Student Performance Data

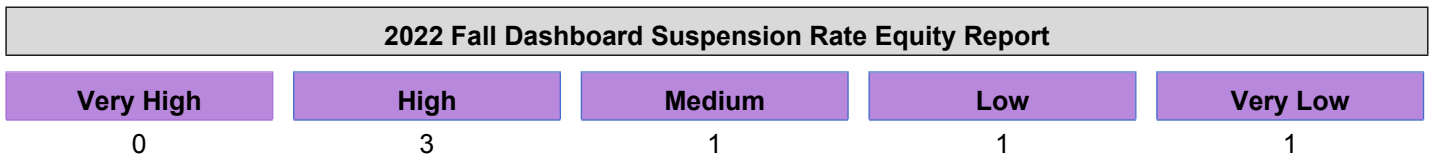
Conditions & Climate Suspension Rate

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](#).

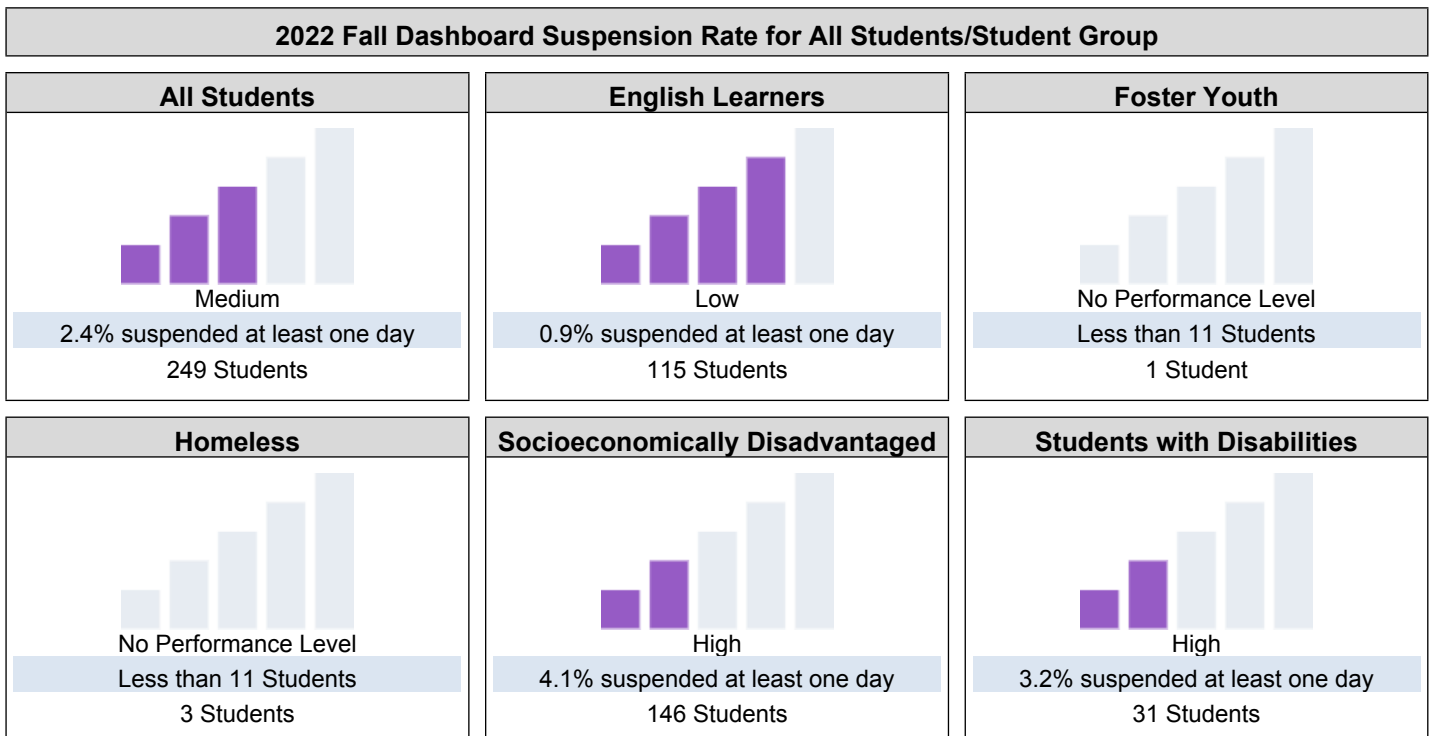
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



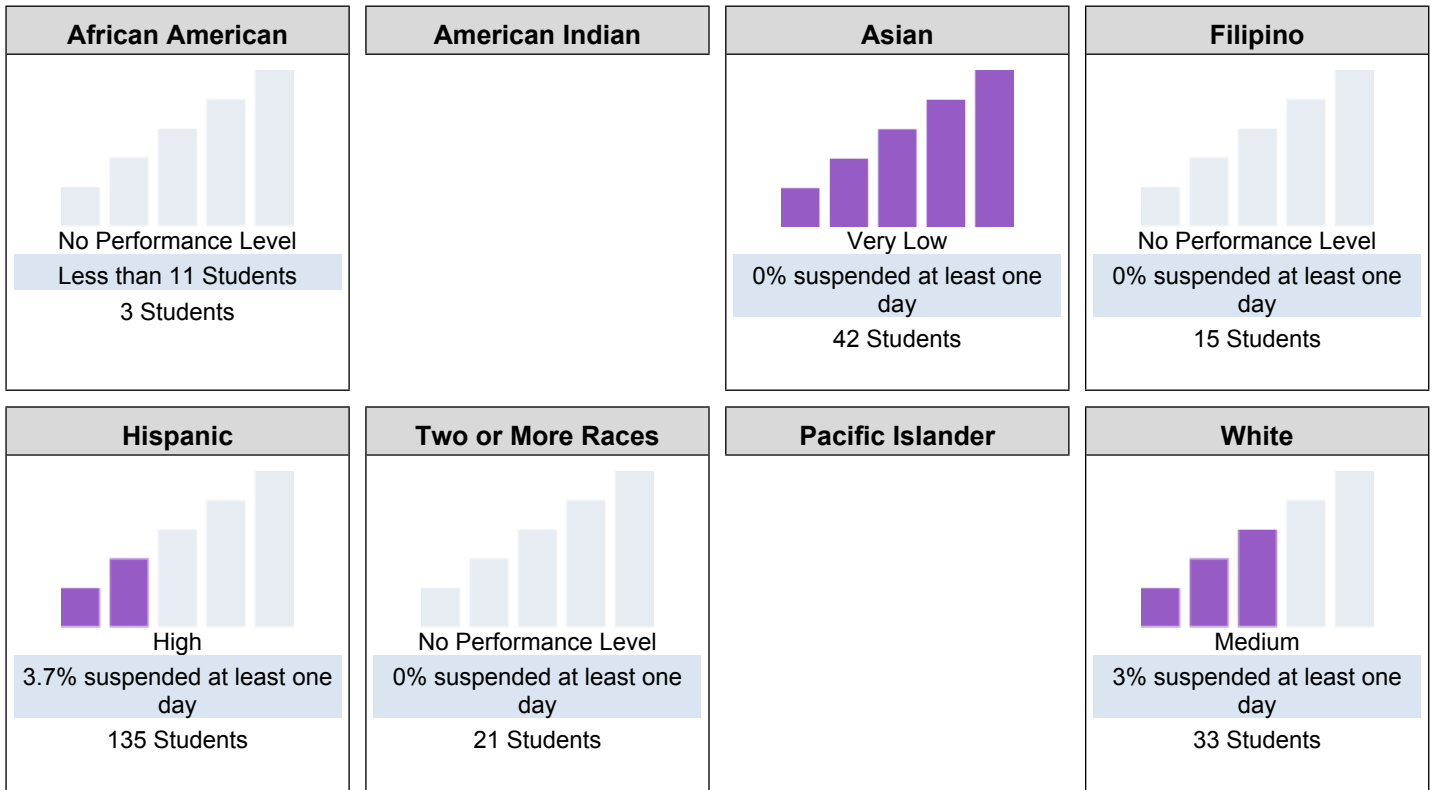
This section provides number of student groups in each level.



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. Suspensions have decreased drastically from 2021-2022 to 2022-2023
2. There have been a total of 9 incidents in 2022-2023 a decrease of 50%.
3. The nine incidents have been concentrated on four students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Curriculum Delivery

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 1

Each student will demonstrate a 4% academic growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (CAASPP ELA and Math grades 3-5), i-Ready Reading and Math Diagnostic, and Fountas & Pinnell (K-5), and Origo pre/post-module assessments(K-5)

Identified Need

ELA and Math assessment results show students need to increase their proficiency levels. SBAC data reveal a 50% achievement gap between Emergent Bilinguals and EO, IFEP and RFEP students.

iReady Diagnostic 3 results show a 45% gap in performance between Emergent Bilingual students and English Only students scoring overall meeting/exceeding grade level in reading and a 32% gap in math.

Trimester 2 F&P assessment results show a 32% gap in performance between Emergent Bilinguals and English Only students scoring standard met grade-level reading expectations. Emergent Bilinguals, Socioeconomically Disadvantaged, and Students with Disabilities need additional support to improve their reading and math scores in iReady assessments and CAASPP.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
iReady Reading Diagnostic 2-5th Grade	<p>Baseline Diagnostic 3 (March 2023)</p> <p>48% Overall meeting/exceeding</p> <p>26% Emergent Bilingual meeting/exceeding</p> <p>12% Low-Income meeting/exceeding</p>	<p>By Diagnostic 3 2024</p> <p>52% Overall meeting/exceeding</p> <p>30% Emergent Bilingual meeting/exceeding</p> <p>16% Low-Income meeting/exceeding</p> <p>44% Hispanic/Latinx meeting/exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>41%Hispanic/Latinx meeting/exceeding</p> <p>21% Students with IEP's meeting/exceeding</p>	<p>25% Students with IEP's meeting/exceeding</p>
iReady Math Diagnostic Grades 2-5	<p>Baseline Diagnostic 3 (March 2023)</p> <p>_40_% Overall meeting/exceeding</p> <p>_12_% Emergent Bilingual meeting/exceeding</p> <p>_16_% Low-Income meeting/exceeding</p> <p>_24_%Hispanic/Latinx meeting/exceeding</p> <p>_10_% Students with IEP's meeting/exceeding</p>	<p>By Diagnostic 3 2024</p> <p>_44_% Overall meeting/exceeding</p> <p>_16_% Emergent Bilingual meeting/exceeding</p> <p>_20_% Low-Income meeting/exceeding</p> <p>_30_%Hispanic/Latinx meeting/exceediing</p> <p>_14_% Students with IEP's meeting/exceeding</p>
Fountas and Pinnell	<p>Baseline Trimester 2 2023</p> <p>45.92% Benchmark Met</p> <p>28.74% Emergent Bilingual Benchmark Met</p> <p>44.39% Low-Income Benchmark Met</p> <p>38.50%Hispanic/Latinx meeting/exceediing</p> <p>16.80% Students with IEP's meeting/exceeding</p>	<p>June of 2024</p> <p>49.92% Overall meeting/exceeding</p> <p>32.74% Emergent Bilingual meeting/exceeding</p> <p>48.39% Low-Income meeting/exceeding</p> <p>42.50%Hispanic/Latinx meeting/exceediing</p> <p>20.80% Students with IEP's meeting/exceeding</p>
ELA CAASPP	<p>Baseline Spring of 2022</p> <p>Overall</p> <p>15.58% Standard Exceeded</p> <p>18.18% Standard Met</p>	<p>By June of 2024</p> <p>Overall</p> <p>19.58% Standard Exceeded</p> <p>22.18% Standard Met</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27.27% Standard Nearly Met 38.96% Standard Not Met 0% Emergent Bilinguals meeting/exceeding 22.22% Low-Income meeting/exceeding 26.19%.Hispanic/Latinx meeting/exceeding 0% Students with IEPs meeting/exceeding	31.27% Standard Nearly Met 26.96% Standard Not Met 4% Emergent Bilinguals meeting/exceeding 26.22% Low-Income meeting/exceeding 30.19% Hispanic/Latinx meeting/exceeding 4% Students with IEPs meeting/exceeding
Math CAASPP	Baseline June 2022 Overall 15.38% Standard Exceeded 23.08% Standard Met 28.21% Standard Nearly Met 33.33% Standard Not Met 3.57% Emergent Bilinguals meeting/exceeding 26.09% Low-Income meeting/exceeding 20.93% Hispanic/Latinx meeting/exceeding 8.33% Students with IEPs meeting/exceeding	By June 2024 Overall 19.38% Standard Exceeded 27.08% Standard Met 32.21% Standard Nearly Met 31.33% Standard Not Met 3.57% Emergent Bilinguals meeting/exceeding 26.09% Low-Income meeting/exceeding 24.93% Hispanic/Latinx meeting/exceeding 12.33% Students with IEPs meeting/exceeding

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)

Students in Grades 3-5, (including students with IEPs) performing below benchmark as measured by F & P, iReady Reading and iReady Math data will have access to intervention support.

Strategy/Activity

Full Time Literacy/ELD /Math Intervention Teacher 1 FTE to provide small-group targeted instruction to 3-5 students below the benchmark as measured by iReady Reading and Math Diagnostics. Targeted groups will be adjusted throughout the year based on needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified
1000-1999: Certificated Personnel Salaries
Utilizing ESSER Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students in grade 1-2

Strategy/Activity

Part-time Literacy/ELD/Math Intervention Teacher .5 FTE to provide small-group targeted instruction to 1-2 students below the benchmark as measured by iReady Reading and Math Diagnostics. Targeted groups will be adjusted throughout the year based on needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

None Specified
1000-1999: Certificated Personnel Salaries
Utilizing ESSER Funds

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in Kinder performing below benchmark as measured by F&P and early literacy screeners will have access to Kinder intervention support and students in grades 3-5 will small group instruction.

Strategy/Activity

Hire certificated instructional support to work with small groups to support instructional time in grades K and 3-5. Provide Certificated staff with time to plan and prep for small group 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)

25,000

Title I
1000-1999: Certificated Personnel Salaries

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

Hire classified instructional support to work with small groups to support instructional time, including short term limited assignment and or a general education para educator. Para professionals will work will provide students with literacy and or math intervention.

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)

30,000

Source(s)

Title I
2000-2999: Classified Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide teachers with embedded collaboration. Hire a substitute 2x a month to release classroom teachers. Teachers will collaborate to analyze student work, common formative assessment and use this data to drive instruction. Roving substitutes will also be utilized for SST, and IEP meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

8,000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries

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

Materials that support all academic content areas will be provided to support student learning. (Learning materials, tools, and supplemental materials including but not limited to: Reading, Writing, Math Workshop Materials/Supplies, Assessment materials, AVMR, Classroom materials for small group guided reading, guided math, guided reading books, classroom leveled reading materials including high interest, supplemental Origo Math Tools, Reading Recovery books, classroom, and school library books, recess/PE equipment, Art, Garden, Makers/STEAM activities, and digital subscriptions)

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)
20,000	Title I 4000-4999: Books And Supplies
9,000	Targeted Allocation 4000-4999: Books And Supplies

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

Teacher professional development on instruction including but not limited to release time with district TOSA's, conferences, workshops, ect.

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)
5,000	Targeted Allocation 5800: Professional/Consulting Services And Operating Expenditures Including after hours with SEAL TOSAS
5,000	Title I 1000-1999: Certificated Personnel Salaries Including after hours with SEALTOSA

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.

Intervention teacher provided small group and 1:1 support in literacy as needed. Classified and certificated support was provided in kindergarten for early intervention.

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

The intended implementation and budgeted expenditures were implemented as planned

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.

In 2023-2024, personnel will be hired to support student intervention, and instructional support. Any carryover funds can also be used to support the above strategies/activities.

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

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 2

All partners, including staff, students, parents, and the larger community will engage in a safe, respectful, responsible, and kind school culture.

90% or more students who are surveyed will respond positively to questions regarding academic motivation, having at least one caring adult on campus, and that they have opportunities to engage in meaningful participation in school.

All students and staff will work in an environment that supports physical and emotional health and safety.

Increase average daily attendance to 95% for all students. Increase daily attendance for subgroups by 5%.

Decrease chronic absenteeism to 10% or below overall and reduce absenteeism of most affected students

Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

Identified Need

This year students in grades 3-5 took an SEL Survey. Survey items were grouped into 7 topics with 3 questions each:

- Relationship skills:
- Self Awareness (Future) students self reported the highest at 47.83% (Very High) and 19.13% (High)
- Self Awareness (Learning) students reported 34.71% (Very Low) and 27.27 (Low)
- Social Awareness (Classroom Setting)
- Social Awareness (School Setting)
- Self Management (School Setting)
- Responsible Decision Making

Based on the data there appears to be a need for students to see themselves as having an active part in their learning, by goal setting and monitoring progress towards those goals.

School wide we surveyed all K-5 students:

87.1% of K-2 students reported they like coming to school

56% of K-2 students reported that others students are kind and respectful

100% of K-2 students reported that their teacher would help them if needed

64% of k-2 students reported knowing what they are learning

61.1% of 3-5 students reported they liked coming to school

52% of 3-5 students reported that other students are kind and respectful

98.9% of 3-5 students reported their teachers would help them if needed

48.9% of 3-5 students reported knowing what they are learning.

There have been ten disciplinary incidents at Bowers that have resulted in suspension. The ten suspensions are comprised of seven students. Two of the seven students have been suspended twice or more times. Suspension data shows a need for additional TIER II and Tier III support for students. We have started to track behavior infractions via Behavior Tracking Tools. We see infractions in physical aggression in and outside of the classroom. There is a need for comprehensive SEL instruction. 52% of infractions have been in Kindergarten. This speaks not only to the increase in problem behaviors in the lower grades but also to some inconsistency in reporting infractions.

All staff (certificated and classified) must be continuously trained in a Multi-Tier System of Support for social and behavioral needs to use the same language, routines, and practices.

We need at least 5-6, noon-duty supervisors to ensure a safe recess environment. Noon duty supervisors are challenging to retain, so we continually hire and re-hire staff and training.

Based on our surveys and Behavior Tracking Tool BTT, we need more comprehensive SEL instruction in our classroom and to continue to strengthen our Tier 1 and Tier 2 PBIS interventions.

Bowers was identified for Additional Targeted Support and Improvement, high chronic absenteeism is an area of need to address, specifically for the following two student groups: Students with Disabilities and White students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	Spring, 2023 (K-5) Average Daily Attendance: Overall: 92.85% English Learners 92.35% Low-Income 92.93% Hispanic/Latinx 92.96% White 93.11% Students with IEP's 90.46%	Spring, 2024 (K-5) Average Daily Attendance: Overall: 97% English Learners 96.35% Low-Income 96.93% Hispanic/Latinx 97% White 98% Students with IEP's 94.0%
Data Zone SEL Survey	Baseline 2022-2023 Overall SEL Results Very High- 8.70%	Spring of 2024 Overall SEL Results Very High- 12.70%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	High - 20.00% Moderate - 27.83% Low - 28.70% Very Low - 14.78%	High - 24% Moderate - 31.83% Low - 24% Very Low - 7.47%
Bowers Student Survey	<p>Winter 2022</p> <p>K-2</p> <p>87.1% of K-2 students reported they like coming to school</p> <p>56% of K-2 students said that other students are kind and respectful</p> <p>81% of K-2 students said they feel safe and happy on the playground</p> <p>100% of K-2 students said that their teacher would help them if needed</p> <p>64% of k-2 students said knowing what they are learning</p> <p>3-5</p> <p>61.1% of 3-5 students said they liked coming to school</p> <p>52% of 3-5 students said that other students are kind and respectful</p> <p>62% of 3-5 students said they feel safe and happy on the playground</p> <p>98.9% of 3-5 students said their teachers would help them if needed</p> <p>48.9% of 3-5 students said knowing what they were learning.</p>	<p>Winter of 2023</p> <p>K-2</p> <p>91.1% of K-2 students reported they like coming to school</p> <p>60% of K-2 students said that other students are kind and respectful</p> <p>85% of K-2 students said they feel safe and happy on the playground</p> <p>100% of K-2 students said that their teacher would help them if needed</p> <p>68% of k-2 students said knowing what they are learning</p> <p>3-5</p> <p>65.1% of 3-5 students said they liked coming to school</p> <p>56% of 3-5 students said that other students are kind and respectful</p> <p>66% of 3-5 students said they feel safe and happy on the playground</p> <p>100% of 3-5 students said their teachers would help them if needed</p> <p>52.9% of 3-5 students said knowing what they were learning.</p>
Monitor parent participation in parent-teacher conferences, attendance to school events.	Baseline Fall Conferences Parent Participation= Garden Day Participation: Workshop on Report Cards: Workshop on Reclassification: Literacy Night Math Night	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absenteeism	2021-22 Overall:28.5% Emergent Bilinguals: 24.6% Low-Income: 32.2% Hispanic/Latinx: 37.1% White: 21.2% Students with IEP's 40.0%	Chronic Absent Overall: 24% Emergent Bilinguals: 21% Low-Income: 28% Hispanic/Latinx: 33% White: 17% Students with IEP's: 36%

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)

TK-5 Students

Strategy/Activity

Hire Garden Education Teacher to teach TK - 5th Grade students garden education lessons. (.2 FTE) Includes prepping and planning.

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)

42,000

Source(s)

Targeted Allocation
1000-1999: Certificated Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

TK-5

Strategy/Activity

Hire a certificated staff to provide STEAM education to students in grades TK-5. This will include lesson planning and lesson delivery.

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)

12,000

Title I
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and in particular students who are chronically absent with a focus on Students with disabilities and White students

Strategy/Activity

Secure enrichment activities to build community and collaboration skills inside and outside the classroom. (Including but not limited to: Project Cornerstone, Lunch Time Sports, Equipment, Arts Education, Music, Assemblies, Character Building literature/programs, community-building events, events to promote student attendance and reduce Chronic Absenteeism, and field trips)

Continue to develop our Multi-Tier System of Support. PBIS professional development. Purchase and utilize materials that will address student behavior, social thinking, and character education, such as but not limited to books, classroom materials, etc.

Purchase materials to support school-wide behavior expectations, procedures, and activities such as but not limited to certificates, awards, books, incentives, etc.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

40,000

Title I
None Specified
SEL Curriculum,

11,204

Targeted Allocation
None Specified
Noon Time Sports Noon Time Sports with Allera Sports

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Families

Strategy/Activity

Provide families with workshops to support their children's education at home this includes but is not limited to childcare, interpretation services, transportation, and food.

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)
1,260	Title I Part A: Parent Involvement None Specified
11,000	Title I 5800: Professional/Consulting Services And Operating Expenditures Love and Logic

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Homeless student population

Strategy/Activity

School supplies including but not limited to backpacks and school uniforms.

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)
1,000	Title I None Specified

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide before school supervision

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)
6,000	Targeted Allocation 2000-2999: Classified Personnel Salaries

Staff member to supervise students who arrive early on the bus and monitor safety patrol students.

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.

During 2022- 2023, school year we continued to develop school-wide behavior expectations, behavior expectation lessons and conducting rotations explicitly teaching these behaviors. We have established an incentive program where students are recognized for following our three school rules. We have seen a decrease in infractions that have resulted in suspensions. Enrichment activities were funded. Students took part in field trips, we also were able to have more parents on campus for volunteer opportunities and evening events. We hosted a very successful Math Night and Literacy Night where students were able to go home with math manipulatives and books.

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

Garden Education, noon time sports, and enrichment activities were implemented. All grade levels went on at least one field trip. We hosted several community engagement activities events.

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.

In addition to garden education, we hope to add a design lab to our school. Students will receive STEAM lesson by a certificated teachers once a month. Lessons will support the SEAL units. We will also continue to provide noon time sports for students to engage in activities during lunch recess. We hope to also support more noon clubs.

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

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goal:

1. All students will make measurable annual progress toward mastering California Standards and toward graduation. We will raise student achievement overall and reduce the achievement gap between student groups.
2. All students will demonstrate progress in elements of the SCUSD Vision 2035 Graduate Portrait.
3. SCUSD will partner with family, business and community stakeholders to ensure that all students make progress in elements of the Graduate Portrait.

Goal 3

All Emergent Bilingual students will show growth on the ELPAC to meet or exceed state expectations.

Identified Need

ELPAC assessment data show:

- 32.9% of students with multiple years of ELPAC data progressed at least one ELPI Level
- 37.1% of students with multiple years of ELPAC data maintained ELPI Level 1, 2L, 2H, 3L, or 3H
- 30.0% of students with multiple years of ELPAC decreased one ELPI level

Bowers is a SEAL School. Our teachers have received extensive training in high-leverage language development strategies. Bowers has been a SEAL school for over five years in grades K-3 and over three years in grades 4-5. Teachers develop thematic Science and Social Students units. Integrated ELD is present throughout the instructional day; however, an area of growth has been developing common formative assessments and consistent and intentionally designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>Current 2022 ELPAC Summative Levels</p> <p>Level 1= 20%</p> <p>Level 2= 60%</p> <p>Level 3= 20%</p> <p>Level 4= 0</p> <p>Total 96 students</p> <p>32.9% of students with multiple years of ELPAC data progressed at least one ELPI Level</p>	<p>2023:(based on 2022 results)</p> <p>Level 1= 15%</p> <p>Level 2= 45%</p> <p>Level 3= 25%</p> <p>Level 4= 15%</p> <p>40.9% of students with multiple years of ELPAC data progressed at least one ELPI Level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	37.1% of students with multiple years of ELPAC data maintained ELPI Level 1, 2L, 2H, 3L, or 3H 30.0% of students with multiple years of ELPAC decreased one ELPI level	33.1% of students with multiple years of ELPAC data maintained ELPI Level 1, 2L, 2H, 3L, or 3H 26.0% of students with multiple years of ELPAC decreased one ELPI level
iReady (Subgroup) Reading Math	Baseline D3 (March) Reading 26% Emergent Bilingual Meeting/Exceeding Standard Math 12% Emergent Bilingual Meeting/Exceeding	Spring Diagnostic Reading 39% Emergent Bilinguals Meeting/Exceeding Standard Math 12% Emergent Bilingual Meeting/Exceeding
F & P Assessment (EL Subgroup)	Baseline Trimester 2 28.74% Emergent Bilingual Benchmark Met	Baseline Trimester 3 32.74% Emergent Bilingual Benchmark Met
ELA CAASPP (EL Subgroup)	Baseline Spring of 2022 0% Emergent Bilinguals meeting/exceeding	June of 2024 4% Emergent Bilinguals meeting/exceeding
Math CAASPP (EL Subgroup)	Baseline Spring of 2022 3.57% Emergent Bilinguals meeting/exceeding	June of 2024 7.57% Emergent Bilinguals meeting/exceeding

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 release days and/or hourly pay for module training, unit design days, and Summer Bridge training through Sobrato Early Academic Language (SEAL) high quality professional development model (District and Site Funded)

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)

2,000

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Cover timesheets, or substitute costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

EL Students and Families

Strategy/Activity

Provide interpretation services for parent meetings, and translation of important documents, for increased EL parent communication and partnership.

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)

500

Source(s)

Title I Part A: Parent Involvement

Light Snacks and or childcare

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Emergent Bilinguals Level 1 and Level 2

Strategy/Activity

Materials to support Emergent Bilingual instruction including but not limited to picture dictionaries, books in primary language, primary language resources, visual cards, newcomer kits

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)

5,000

Source(s)

Title I

4000-4999: Books And Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Newcomers and Pre Long Term English Language Learners

Strategy/Activity

Provide students with additional targeted language development out side of the school day, after school or during an intersession

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)

25,580

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

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.

By the end of the 2022-2023 school year, all K-5 teachers will be fully SEAL trained.

Briefly describe any 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.

We have seen some growth in our Emergent Bilinguals' achievement data, nevertheless, the achievement gap between our Emergent Bilinguals and our English-only students is present and wide. In the 2022-2023 school year we will be scheduling designated ELD in our daily schedule. During SEAL release days, there will be a focus on planning for designated ELD and during our collaboration time, there will be time for teachers to review the ELPAC assessment and plan and prepare learning activities modeled after the ELPAC writing and reading tasks.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$259,544.00

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	\$176,580.00
Title I Part A: Parent Involvement	\$1,760.00

Subtotal of additional federal funds included for this school: \$178,340.00

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 (\$)
Targeted Allocation	\$81,204.00

Subtotal of state or local funds included for this school: \$81,204.00

Total of federal, state, and/or local funds for this school: \$259,544.00

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
Targeted Allocation	75,455	-5,749.00
Title I	102,600	-73,980.00

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	81,204.00
Title I	176,580.00
Title I Part A: Parent Involvement	1,760.00

Expenditures by Budget Reference

Budget Reference	Amount
	500.00
1000-1999: Certificated Personnel Salaries	119,580.00
2000-2999: Classified Personnel Salaries	36,000.00
4000-4999: Books And Supplies	34,000.00
5800: Professional/Consulting Services And Operating Expenditures	16,000.00
None Specified	53,464.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Targeted Allocation	50,000.00
2000-2999: Classified Personnel Salaries	Targeted Allocation	6,000.00
4000-4999: Books And Supplies	Targeted Allocation	9,000.00

5800: Professional/Consulting Services And Operating Expenditures	Targeted Allocation	5,000.00
None Specified	Targeted Allocation	11,204.00
1000-1999: Certificated Personnel Salaries	Title I	69,580.00
2000-2999: Classified Personnel Salaries	Title I	30,000.00
4000-4999: Books And Supplies	Title I	25,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	11,000.00
None Specified	Title I	41,000.00
	Title I Part A: Parent Involvement	500.00
None Specified	Title I Part A: Parent Involvement	1,260.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	102,000.00
Goal 2	124,464.00
Goal 3	33,080.00

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
- 0 Other School Staff
- 4 Parent or Community Members

Name of Members	Role
Roger Mustacich	Parent or Community Member
Alexandra Murillo	Parent or Community Member
Adriana T. Reyes	Principal
Kimiko Kuruma	Classroom Teacher
Ashley Cobb	Classroom Teacher
Rxsann Catuna	Other School Staff Parent or Community Member
Maricela Salas	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on May 3, 2023.

Attested:



Principal, Adriana T. Reyes on May 10, 2022



SSC Chairperson, Roger Mustacich on May 4, 2023