

School Year: **2023-24**

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
George Mayne Elementary School	43-69674-6048870	April 25, 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.

The single site plan describes George Mayne Elementary School's school wide programs and additional targeted support and improvement.

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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).

SCCOE Social Emotional Learning (SEL) Survey, 3rd - 5th grade, Winter 2022 - 23. Overall, 60.92% of the students responded very high to moderate. 34.21% of the students responded very high to moderate to the Self Awareness - Learning (I like it when schoolwork is challenging, I am good at learning new things, Even if the work in my classes is hard, I can learn it) competency and 48.35% of the students responded very high to moderate to the Social Awareness- Classroom Setting (I actively participate in class discussions, I feel comfortable asking questions, I am comfortable asking my teacher(s) for help) competency.

Classroom Observations

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

Classroom observations occurred throughout the school year. Kindergarten - 3rd grade teachers continue to use the SEAL (Sobrato Early Academic Language) strategies in the Social Studies and Science units that they developed to strengthen academic language and to teach the standards in Science and Social Studies.

Kindergarten through 5th grade teachers have implemented integrated and designated English Language Development, they are using the NGSS curriculum.

Students are engaged in learning and classroom disruptions are minimal.

Small group and individual interventions are in place both during the school day and after school.

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 analyzed by teachers and administrators to monitor student learning and improve instruction. Due to school closures, CAASPP was not administered in 2019-2020. CAASPP will be administered in 2022-23. Kindergarten - 5th grade students participated in the iReady diagnostic, 3 times in 2022 - 2023.

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 transition to and implement 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, department chairpersons, 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)

Designated time for teacher collaboration occurs on a regular basis.

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)

Underperforming students are offered a range of supports including (for example) differentiated instruction, inclusion, intervention specialists, tutoring, homework clubs, and core support classes. Supports are based on individual student needs.

Evidence-based educational practices to raise student achievement

The district's teachers consistently use research-based educational practices to raise student achievement, including (for example) Reading/Writing Workshop, Reading Recovery, RIS, Balanced Literacy (shared and guided reading/writing), leveled readers/reading materials, direct instruction (including spelling, phonics and vocabulary development), Total Physical Response (TPR), oral language development, SDAIE, ALEKS, READ 180, target meetings, assessment walls, Marzano's Effective Strategies, Understanding by Design (UbD), and Gradual Release of Responsibility.

Parental Engagement

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

Programs that support at-risk students include PIP, support classes, SOAR after school intervention, clubs, mentoring programs, tutoring, counseling, LIT, Reading Recovery, Extended Day, State Preschool, Before and After School Programs sports, library, Healthy Play, 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

SSC members, ELAC members, school community, and the George Mayne Staff are consulted throughout the year for input.

Resource Inequities

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	40	35
Grade 1	72	35	41
Grade 2	69	43	42
Grade3	81	69	45
Grade 4	60	64	70
Grade 5	76	54	67
Total Enrollment	420	305	300

Conclusions based on this data:

1. Mayne has a decreasing enrollment.
2. In school year 2023 - 2024, it is projected that we'll have between 20 - 30 students less students enrolled. Total of 13 classes - two classes per grade less excluding 5th grade. In 5th grade, we'll have 3 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	133	117	89	31.70%	38.4%	29.7%
Fluent English Proficient (FEP)	60	41	63	14.30%	13.4%	21.0%
Reclassified Fluent English Proficient (RFEP)	14			10.5%		

Conclusions based on this data:

1. Significant decrease in the number of English Learners enrolled in '22 - '23. An 8.7% (28 students) decrease between 21-22 and 22-23.
2. A significant increase in the number of Fluent English Proficient enrolled in '22 - '23. A 7.6% (22 students) increase between 21-22 and 22-23.
3. In 2016-17 and 2017-18 approximately 10% of the student population was Reclassified during each school year. In 2018-19, 4% was reclassified. In 19-20, nearly 15% was reclassified.

Dashboard: Overall Performance

In 2019, No data available for English Learner progress.

No Reclassification data available for '21 - '22 and '22-'23.

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	77	66		0	66		0	66		0.0	100.0	
Grade 4	57	67		0	65		0	65		0.0	97.0	
Grade 5	77	48		0	48		0	48		0.0	100.0	
All Grades	211	181		0	179		0	179		0.0	98.9	

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		2446.			28.79			33.33			18.18			19.70	
Grade 4		2487.			30.77			29.23			26.15			13.85	
Grade 5		2518.			29.17			22.92			31.25			16.67	
All Grades	N/A	N/A	N/A		29.61			29.05			24.58			16.76	

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		24.24			68.18			7.58		
Grade 4		16.92			72.31			10.77		
Grade 5		22.92			68.75			8.33		
All Grades		21.23			69.83			8.94		

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		28.79			53.03			18.18	
Grade 4		24.62			61.54			13.85	
Grade 5		14.58			60.42			25.00	
All Grades		23.46			58.10			18.44	

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		22.73			63.64			13.64	
Grade 4		7.69			78.46			13.85	
Grade 5		18.75			75.00			6.25	
All Grades		16.20			72.07			11.73	

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		22.73			62.12			15.15	
Grade 4		13.85			78.46			7.69	
Grade 5		27.08			60.42			12.50	
All Grades		20.67			67.60			11.73	

Conclusions based on this data:

1. ELA by Cohort
 - 20 point cohort gain since 3rd grade in percent proficient as '17 - '18 4th graders and 5.13 point cohort loss in percent proficient as '18 - '19 5th graders.
 - 2.37 point cohort gain since 3rd grade in percent proficient as '18 - '19 4th graders.
 - 2.8 point cohort gain since 4th grade in percent proficient as '17 - '18 5th graders.

Students show gains as cohorts move from 3rd grade to 4th grade students.
Gain or loss as cohorts move from 4th to 5th grade is inconclusive.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. No cohort comparison available.

2. ELA Year to Year ('16 - '17, '17 - '18, '18 - '19)
 - 3rd grade - 7.5 point increase in percent proficient from '16 - '17 to '17 - '18, and a 2.94 point increase in percent proficient from '17 - '18 to '18 - '19, steady increase over the past 3 years.
 - 4th grade - 18.61 point increase in percent proficient from '16 - '17 to '17 - '18, and a 10.14 point loss in percent proficient from '17 - '18 to '18 - '19, need more data to conclude the reason for the drop.
 - 5th grade - .33 point decrease in percent proficient from '16 - '17 to '17 - '18, a slight decrease over the past 2 years. 10.68 point increase in percent proficient from '17 - '18 to '18 - '19, a significant increase.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. A year to year ELA comparison is unavailable.

3. It's too soon to draw conclusions based on the available 3 year data. We see ...
The '16 - '17 3rd grade cohort had a significant 20 point gain in '17 - '18 and then a 5.13 point decrease in '18 - '19. Yet, cohorts showing a steady increase continue to steadily increase over the years.

Dashboard: Overall Performance

In 2018, students made adequate progress in English Language Arts.
In 2019, students continue to make progress (green) in English Language Arts.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. Insufficient data to draw conclusions solely based on '21 - '22 ELA data.

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	77	66		0	66		0	66		0.0	100.0	
Grade 4	57	67		0	65		0	65		0.0	97.0	
Grade 5	77	48		0	48		0	48		0.0	100.0	
All Grades	211	181		0	179		0	179		0.0	98.9	

* 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		2459.			30.30			34.85			15.15			19.70	
Grade 4		2475.			24.62			24.62			27.69			23.08	
Grade 5		2476.			12.50			12.50			35.42			39.58	
All Grades	N/A	N/A	N/A		23.46			25.14			25.14			26.26	

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		36.36			46.97			16.67	
Grade 4		26.15			44.62			29.23	
Grade 5		14.58			39.58			45.83	
All Grades		26.82			44.13			29.05	

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		39.39			45.45			15.15	
Grade 4		26.15			49.23			24.62	
Grade 5		10.42			60.42			29.17	
All Grades		26.82			50.84			22.35	

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		31.82			54.55			13.64	
Grade 4		23.08			56.92			20.00	
Grade 5		8.33			62.50			29.17	
All Grades		22.35			57.54			20.11	

Conclusions based on this data:

1. Math by Cohort
 - 4 point cohort drop since 3rd grade in percent proficient for '17 - '18 5th graders. However, the gap between Mayne and the district closed by 7 percentage points.
 - 21 point cohort gain since 3rd grade in percent proficient for '17 - '18 4th graders. The gap between Mayne and the district closed and Mayne exceeds the district by 4 percentage points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. No cohort comparison available.

2. Math Year to Year (16 - '17, '17 - '18)
 - 3rd grade - 5 point increase in percent proficient from '16 - '17 to '17 - '18, steady increase over the past 2 years.
 - 4th grade - 28 point increase in percent proficient from '16 - '17 to '17 - '18, closing the achievement gap between Mayne and the district.
 - 5th grade - 1 point increase in percent proficient from '16 - '17 to '17 - '18.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. A year to year math comparison is unavailable.

3. Economically Disadvantaged Subgroup
 - Increased the percent proficient by 6 to 26 percentage points between '16 - '17 and '17 - '18, in all grades.

Dashboard: Overall Performance
 In 2018, students made adequate progress in Mathematics.
 In 2019, students continue to make progress (green) in Mathematics.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

'21 - '22, 1st year of testing data following the COVID-19 pandemic. Insufficient data to draw conclusions solely based on '21 - '22 Math data.

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	1432.4	1456.5		1439.9	1450.7		1414.6	1469.6		28	15	
1	1483.8	1428.1		1496.2	1431.3		1470.8	1424.2		35	18	
2	1522.3	1492.3		1534.4	1504.5		1509.7	1479.4		23	17	
3	1501.0	1477.8		1507.0	1486.6		1494.6	1468.4		25	14	
4	1514.5	1505.7		1515.5	1502.6		1513.0	1508.3		21	14	
5	1527.5	1535.0		1534.1	1540.6		1520.6	1528.8		18	13	
All Grades										150	91	

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	17.86	33.33		46.43	46.67		21.43	20.00		14.29	0.00		28	15	
1	23.53	5.56		58.82	38.89		14.71	22.22		2.94	33.33		34	18	
2	52.17	11.76		21.74	58.82		17.39	17.65		8.70	11.76		23	17	
3	32.00	7.14		24.00	35.71		32.00	21.43		12.00	35.71		25	14	
4	25.00	7.14		35.00	64.29		35.00	21.43		5.00	7.14		20	14	
5	11.76	30.77		52.94	46.15		35.29	15.38		0.00	7.69		17	13	
All Grades	27.21	15.38		40.82	48.35		24.49	19.78		7.48	16.48		147	91	

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	26.67		50.00	33.33		10.71	40.00		14.29	0.00		28	15	
1	61.76	27.78		26.47	11.11		11.76	27.78		0.00	33.33		34	18	
2	65.22	47.06		26.09	35.29		4.35	11.76		4.35	5.88		23	17	
3	40.00	21.43		40.00	35.71		12.00	35.71		8.00	7.14		25	14	
4	45.00	57.14		30.00	21.43		20.00	14.29		5.00	7.14		20	14	
5	47.06	61.54		47.06	30.77		5.88	0.00		0.00	7.69		17	13	
All Grades	47.62	39.56		36.05	27.47		10.88	21.98		5.44	10.99		147	91	

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	10.71	20.00		17.86	46.67		64.29	26.67		7.14	6.67		28	15	
1	8.82	5.56		58.82	22.22		17.65	27.78		14.71	44.44		34	18	
2	30.43	5.88		39.13	52.94		8.70	17.65		21.74	23.53		23	17	
3	16.00	0.00		20.00	21.43		36.00	28.57		28.00	50.00		25	14	
4	0.00	0.00		45.00	35.71		25.00	50.00		30.00	14.29		20	14	
5	5.88	7.69		5.88	23.08		70.59	61.54		17.65	7.69		17	13	
All Grades	12.24	6.59		33.33	34.07		35.37	34.07		19.05	25.27		147	91	

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	17.86	46.67		64.29	46.67		17.86	6.67		28	15	
1	61.76	33.33		38.24	38.89		0.00	27.78		34	18	
2	52.17	41.18		47.83	52.94		0.00	5.88		23	17	
3	44.00	28.57		52.00	35.71		4.00	35.71		25	14	
4	50.00	50.00		40.00	42.86		10.00	7.14		20	14	
5	50.00	38.46		43.75	53.85		6.25	7.69		16	13	
All Grades	45.89	39.56		47.95	45.05		6.16	15.38		146	91	

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	35.71	26.67		50.00	60.00		14.29	13.33		28	15	
1	50.00	11.11		50.00	44.44		0.00	44.44		34	18	
2	73.91	29.41		21.74	58.82		4.35	11.76		23	17	
3	48.00	50.00		44.00	35.71		8.00	14.29		25	14	
4	45.00	28.57		40.00	64.29		15.00	7.14		20	14	
5	64.71	76.92		35.29	15.38		0.00	7.69		17	13	
All Grades	51.70	35.16		41.50	47.25		6.80	17.58		147	91	

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	10.71	20.00		71.43	80.00		17.86	0.00		28	15	
1	26.47	11.11		55.88	38.89		17.65	50.00		34	18	
2	47.83	5.88		39.13	70.59		13.04	23.53		23	17	
3	16.00	7.14		52.00	35.71		32.00	57.14		25	14	
4	15.00	7.14		65.00	71.43		20.00	21.43		20	14	
5	5.88	15.38		82.35	38.46		11.76	46.15		17	13	
All Grades	21.09	10.99		59.86	56.04		19.05	32.97		147	91	

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	35.71	60.00		46.43	33.33		17.86	6.67		28	15	
1	20.59	5.56		67.65	61.11		11.76	33.33		34	18	
2	26.09	35.29		52.17	52.94		21.74	11.76		23	17	
3	20.00	0.00		60.00	78.57		20.00	21.43		25	14	
4	5.00	7.14		80.00	85.71		15.00	7.14		20	14	
5	5.88	23.08		76.47	69.23		17.65	7.69		17	13	
All Grades	20.41	21.98		62.59	62.64		17.01	15.38		147	91	

Conclusions based on this data:

- Overall, in '21 - '22, 63.73% of the students tested scored a 3 or a 4 in overall language, 67.03% in oral language and 40.66% in written language. Of the students tested, students performed better on the oral language portion of the test than on the written language portion of the test.
- In '21-'22, in the Listening Domain, 39.56% of the students tested scored in the well developed range, 45.05% scored in the Somewhat/Moderately range, and 15.38% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '21-'22, in the Speaking Domain, 35.16% of the students tested scored in the well developed range, 47.25% scored in the Somewhat/Moderately range, and 17.58% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.
- In '21-'22, in the Reading Domain, 10.99% of the students tested scored in the well developed range, 56.04% scored in the Somewhat/Moderately range, and 32.97% in the Beginning range. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '21-'22, in the Writing Domain, 21.98% of the students tested scored in the well developed range, 62.64% scored in the Somewhat/Moderately range, and 15.38% in the Beginning range. Unable to draw conclusions based on the

limited comparison data available. However, based on the available information, we can assume that students need more practice in this domain.

In '21 - '22, 84.62% of the students tested scored in the Well developed and Somewhat/Moderately range in the Writing Domain compared to 67.03% of the students tested scored in the Well developed and Somewhat/Moderately range in the Reading Domain. We can deduce that Mayne students have stronger developed skills in writing compared to their skills in 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
305	52.8	38.4	0.7
Total Number of Students enrolled in George Mayne 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	117	38.4
Foster Youth	2	0.7
Homeless	1	0.3
Socioeconomically Disadvantaged	161	52.8
Students with Disabilities	27	8.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	2.0
American Indian	1	0.3
Asian	57	18.7
Filipino	13	4.3
Hispanic	180	59.0
Two or More Races	21	6.9
Pacific Islander	2	0.7
White	25	8.2

Conclusions based on this data:

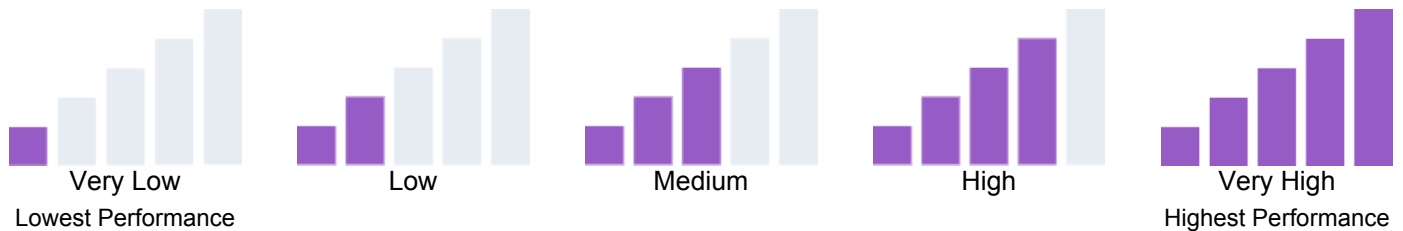
1. In '21 - '22, Hispanic students continue to represent our largest Race/Ethnicity subgroup, 59% (180 students). Socioeconomically Disadvantaged students represent our largest student subgroup, 52.8% (161 students). English Learner students represent our second largest student subgroup, 38.4% (117 students).
2. Strong likelihood that 6.2% of the Hispanic/Latino student population also falls in the Socioeconomically Disadvantaged subgroup.
3. Strong likelihood that a percentage of the Hispanic/Latino student population also falls in the English Learners subgroup.

School and Student Performance Data

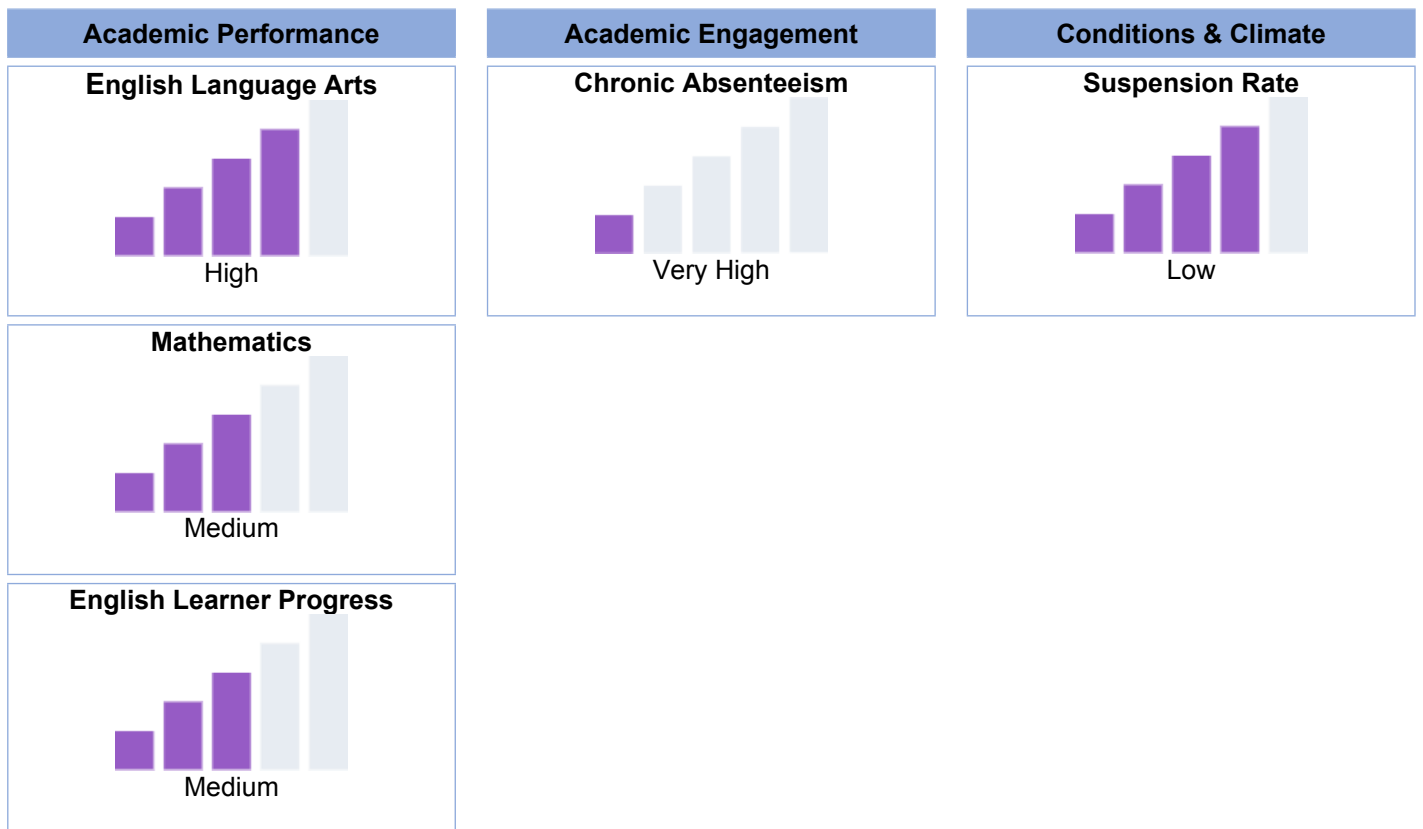
Overall Performance

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:

- Academic Performance:**
 In 2018, students made adequate progress in English Language Arts and in Mathematics.
 In 2019, students continue to make progress (green) in English Language Arts and in Mathematics. No data available for English Learner progress.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

The 2022 academic status in English Language Arts is High. The academic status in Mathematics and English Language Progress is Medium. Unable to draw conclusions based on the limited comparison data available. However, based on the available information, we can assume that students need more practice in Mathematics and need to continue making progress in English Language Development.

2. Academic Engagement:

(2018), we need to increase student daily attendance and decrease the number of students suspended.

(2019), we need to continue to focus on decreasing chronic absenteeism (yellow).

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, the Chronic Absenteeism status is very High. The very high Chronic Absenteeism status for students with disabilities identified this cohort for ATSI in 2022-23.

3. Conditions and Climate:

(2018) We need to decrease the number of students suspended.

(2019) We need to decrease the number of students suspended (orange) by addressing the root cause of the behavior.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

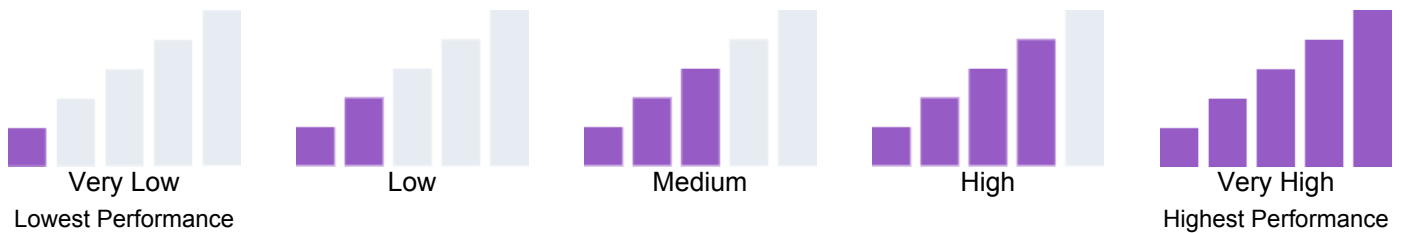
In 2022, the Suspension Rate status is low.

School and Student Performance Data

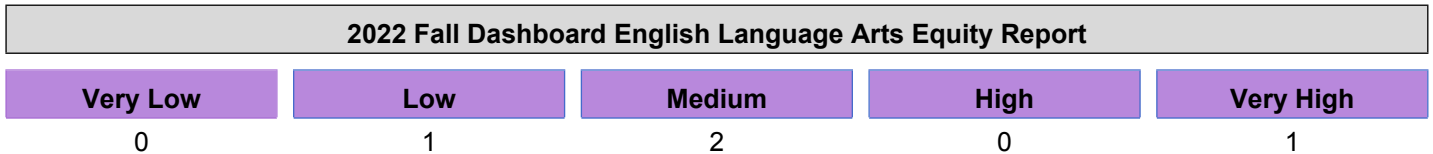
Academic Performance English Language Arts

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](#).

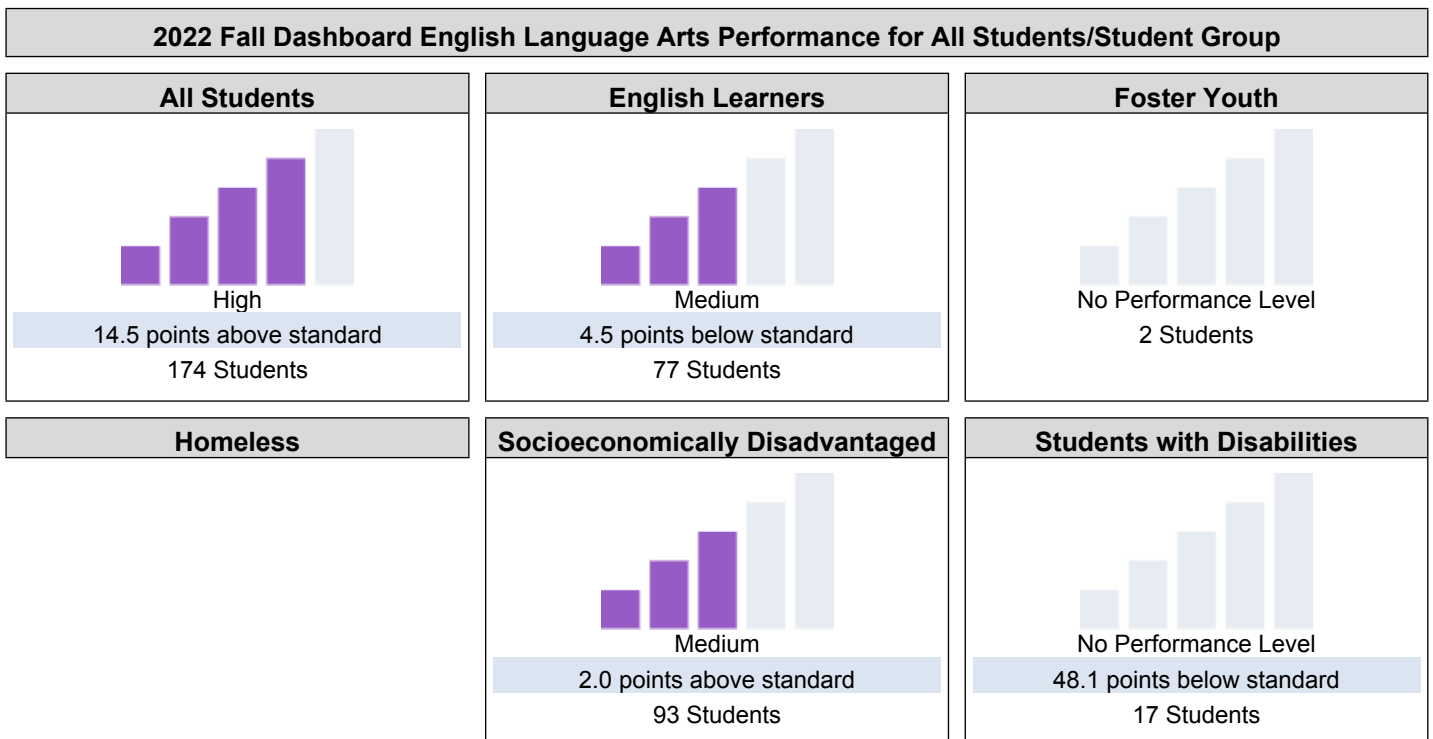
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



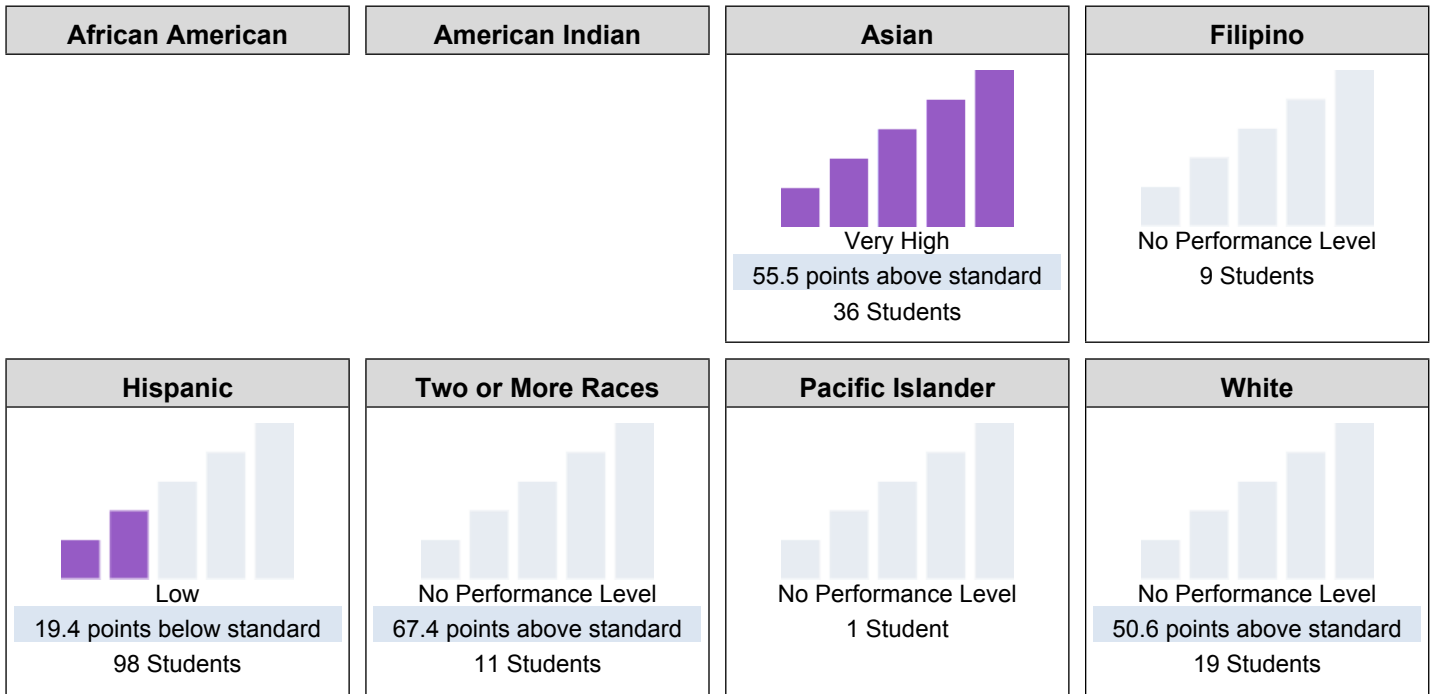
This section provides number of student groups in each level.



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
68.0 points below standard	43.0 points above standard	29.4 points above standard
33 Students	44 Students	80 Students

Conclusions based on this data:

- (2018) Overall, zero student groups fell in the red or orange performance level. Students with Disabilities gained the most points followed by the Socioeconomically Disadvantaged group.

(2019) Overall, zero student groups fell in the red, orange, or yellow performance level. The English Learner group and the Socioeconomically Disadvantaged group are in the yellow performance level. The Student with Disabilities group was not assigned a performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in English Language Arts, the status is high (14.5 points above standard). The status for the Socioeconomically Disadvantaged group and the English Learners group is Medium. The Socioeconomically Disadvantaged group status is 2.0 points above standard and the status for the English Learners group is 4.5 points below standard.

- (2018) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. However, by ethnicity, the Hispanic group is demonstrating growth but are 32.1 points below standard. Whereas, the Asian group is 36.4 points above standard but declined by 10.5 points.

(2019) Overall, all students and student groups are demonstrating progress towards meeting grade-level standards on the English Language Arts assessment. By ethnicity, the Hispanic group is demonstrating growth, 7.9 points

growth, but continues to be 24.2 points below standard. The Asian group increased significantly (26.1 points) and 62.5 above standard. The White and Two or more races have maintained their performance.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in English Language Arts performance by race/ethnicity, the Asian subgroup, status Very High (55.5 points above standard), outperformed the Hispanic subgroup, status low (19.4 points below standard).

3. (2019) The current English Learners group has increased 6.8 points but performed 48.8 points below standard. The current Reclassified group has significantly increased 15.7 points and are performing 64.3 points above standard. The current English Only group has declined 8 points but performed 8.2 points above standard. Students are moving from EL to RFEP identification. RFEP students are performing significantly well on the SBAC test.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

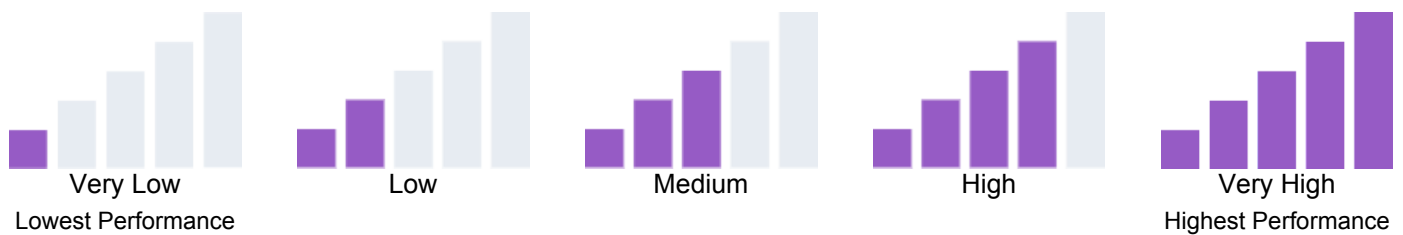
In 2022, the Current English Learner group is 68.0 points below standard. The Reclassified English Learners group and the English Only group are exceeding standard. The Reclassified English Learners group is 43.0 points above standard. The English Only group is 29.4 points above standard. The Reclassified English Learners group exceeded the English Only in points above standard. The English Learner group will need to continue to be the focus in 2023-24.

School and Student Performance Data

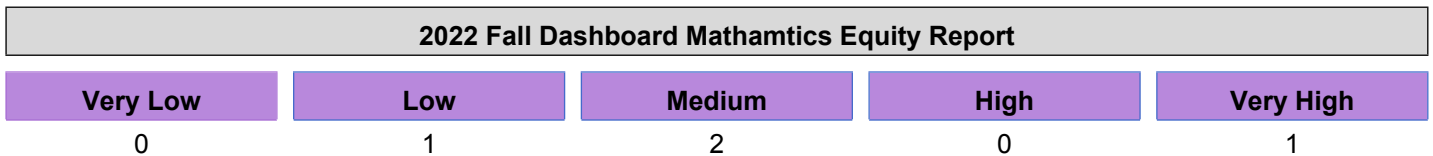
Academic Performance Mathematics

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](#).

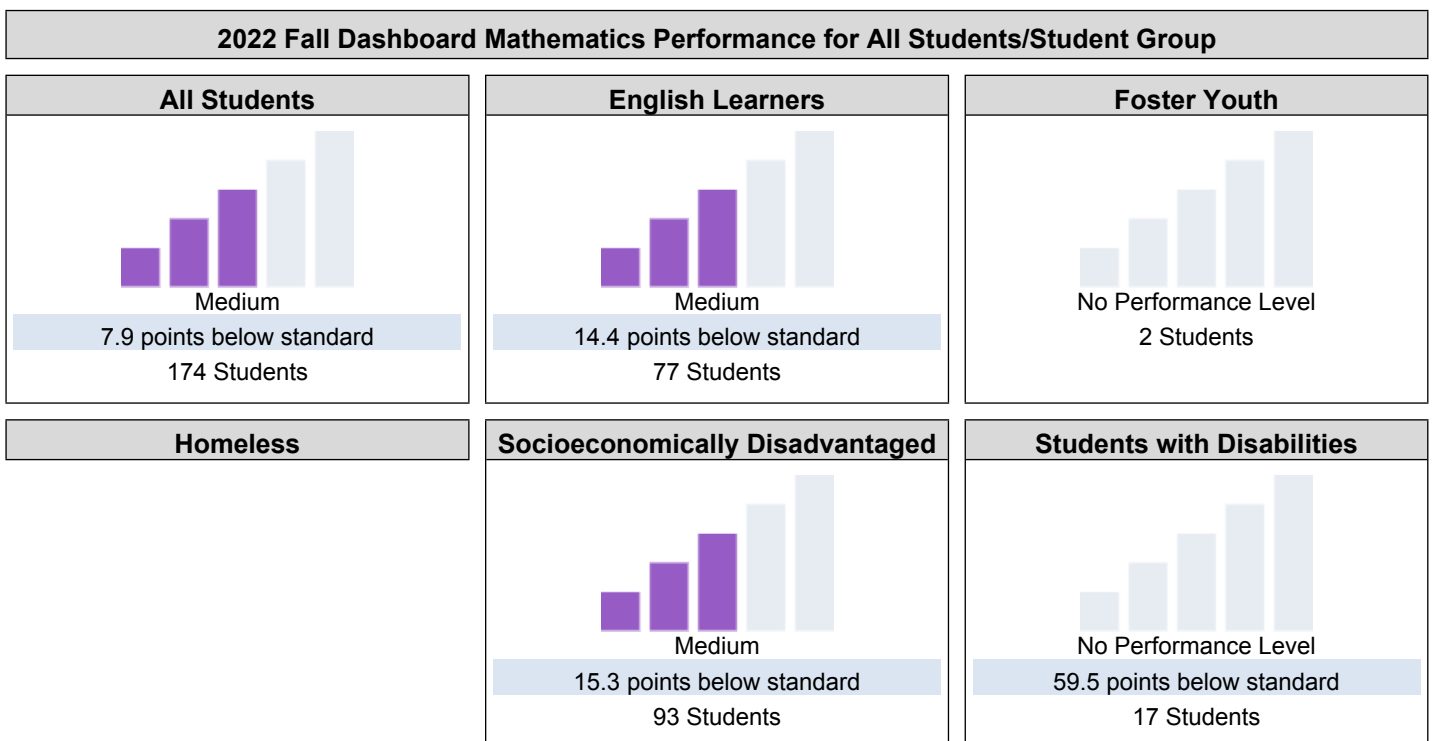
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



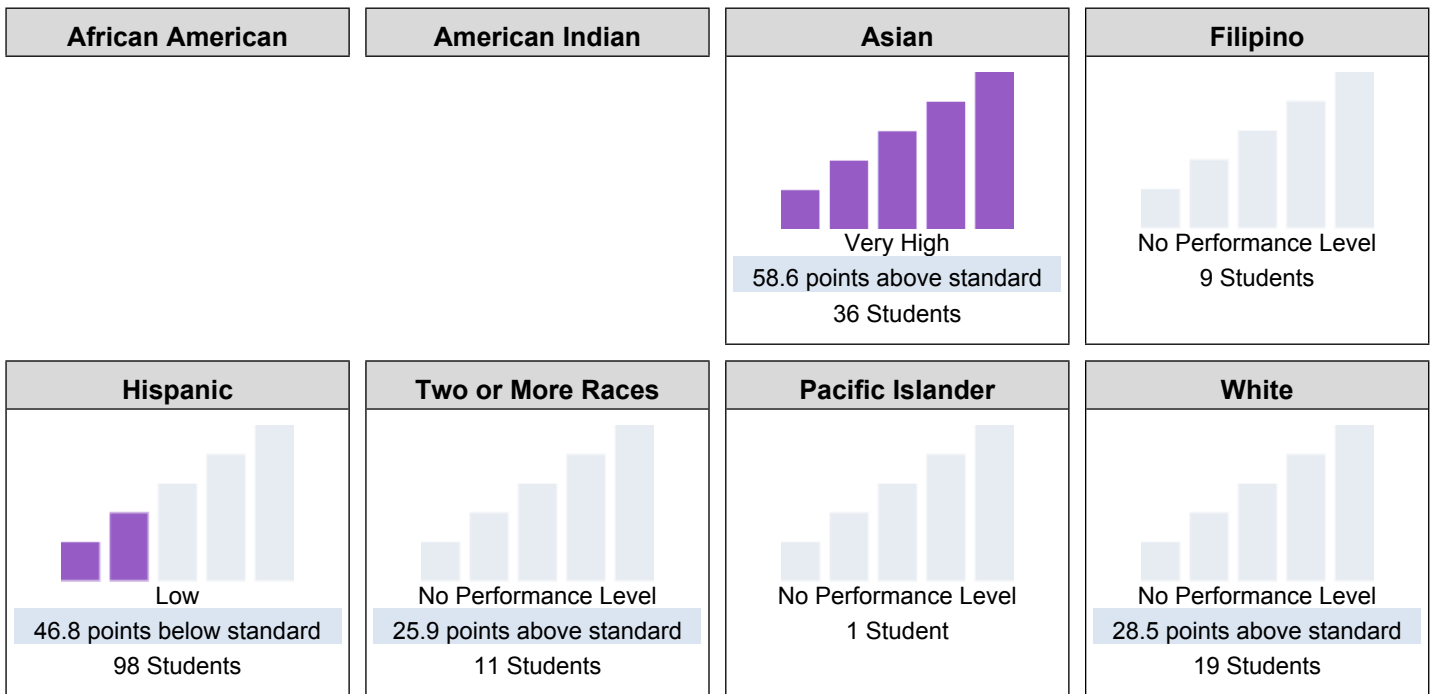
This section provides number of student groups in each level.



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>69.5 points below standard</p> <p>33 Students</p>	<p>27.0 points above standard</p> <p>44 Students</p>	<p>6.9 points below standard</p> <p>80 Students</p>

Conclusions based on this data:

1. Overall, zero student groups fall in the red or orange performance level.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math, the All Students group, and the English Learners subgroup and Socioeconomically Disadvantaged subgroups scored a status level of medium and scored points below standard. The All Students group is 7.9 points below standard, and the English Learners subgroup is 14.4 points below standard and Socioeconomically Disadvantaged subgroup is 15.3 points below standard. It is very likely that the students identified as English Learners are also Socioeconomically disadvantaged.
2. All students and student groups increased by points. The students with Disabilities increased by most points (70.4 points) followed by the socioeconomically disadvantaged group (24.9 points). Overall, all students/student groups are performing below standards. The all students group is 7.1 points below standards. The English Learner group is 25.6 points below standards. The socioeconomic group is 22.9 points below standards. The students with disabilities group is 49.2 points below standards. By race and ethnicity classification, the Asian student population is 42 points above standard and the White student population is 16.2 points above standard. The Hispanic student population is 32.6 points below standard. All race and ethnic groups increased points and the Hispanic group increased the most points.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall, in math by Race/Ethnicity, the Asian subgroup's status is Very High and the Hispanic subgroup's status is Low. the Asian subgroup is 58.6 points above standard and the Hispanic subgroup is 46.8 points below standard. The Asian subgroup outperformed the Hispanic group.

3. English Learners and English only students increased by points. The reclassified English Learners are 38.2 points above standard and the English only group is 11.9 points above standard. The current English Learner group is 51.7 points below standard.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, in math for English Learners, the Current English Learner group and the English Only group scored below standard. The Reclassified English Learners scored above standard, 27 points above standard. The Current English Learner group is 69.5 points below standard and the English Only group is 6.9 points below standard. The Reclassified English Learners outperformed their counterparts.

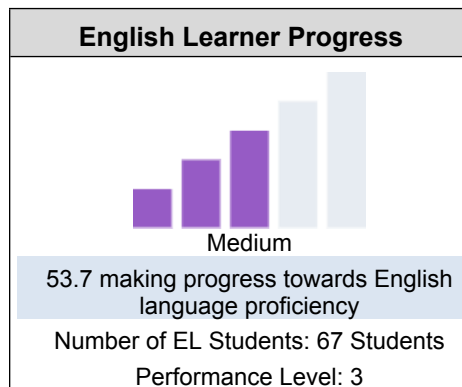
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
22.4%	23.9%	0.0%	53.7%

Conclusions based on this data:

- Overall, 72% of English Learners performed at Moderately Developed and Well Developed.
In 2022, overall, 53.7 of 67 English Learners are making progress towards English Language Proficiency.
- Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.
In 2022, 53.7% progressed at least one ELPI level. 46.3% either decreased one ELPI level (22.4%) or maintained 23.9%.

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

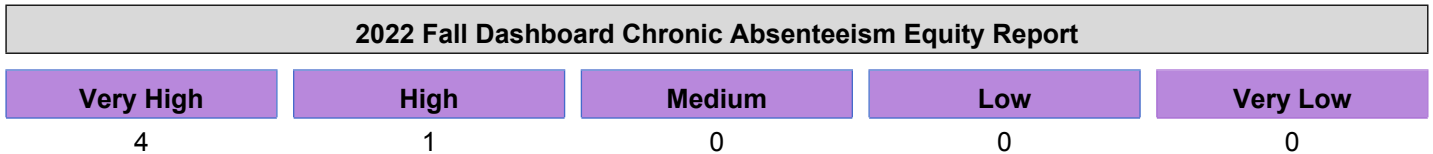
Academic Engagement Chronic Absenteeism

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](#).

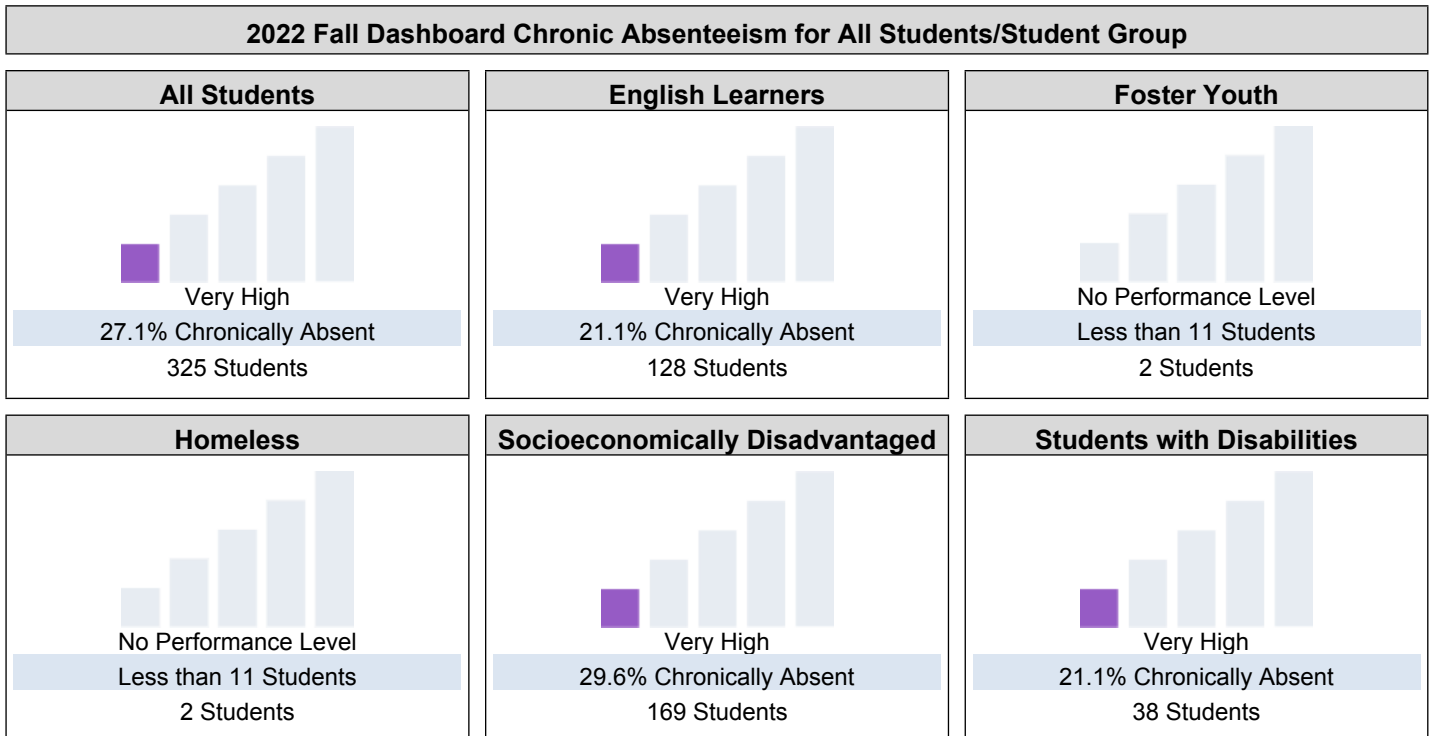
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



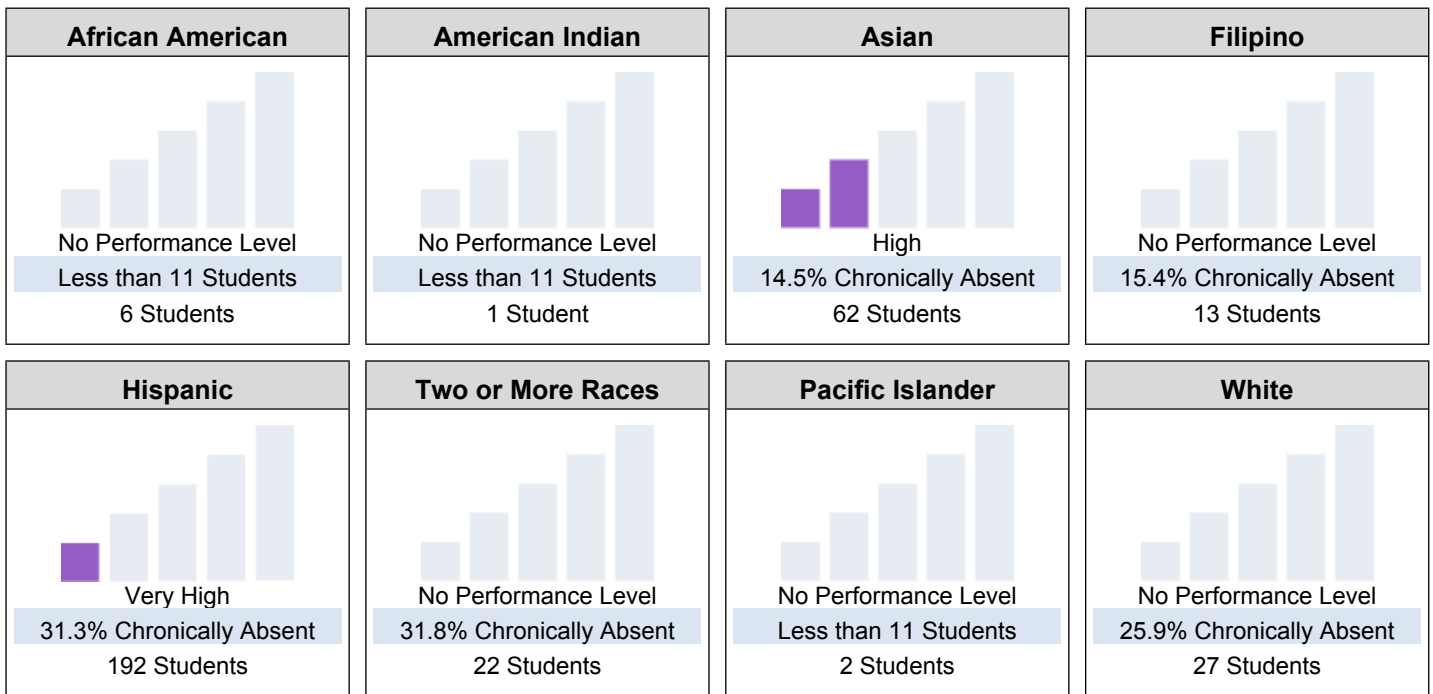
This section provides number of student groups in each level.



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:

- In 2022, overall, 27.1% out of 325 students were Chronically Absent. The Socioeconomically Disadvantaged subgroup (29.6% out of 169 students), English Learners subgroup (21.1% out of 128 students), and Students with Disabilities subgroup (21.1% out of 38 students), represent our largest subgroups with a Very High performance level (status) of chronically absent students.
- In 2019, Chronic absenteeism by Race/Ethnicity: The White and Hispanic groups represent our largest subgroup of students with over 10% chronically absent.

In 2022, the Hispanic subgroup (31.3% out of 192 students) and the Asian subgroup (14.5% out of 62 students), represent Mayne's largest Chronic Absenteeism by Race/Ethnicity subgroups with a Very High and High performance level (status) of chronically absent students.
- In 2022, the very high chronic absenteeism status for students with disabilities identified this student group for ATSI in 2022-23.

School and Student Performance Data

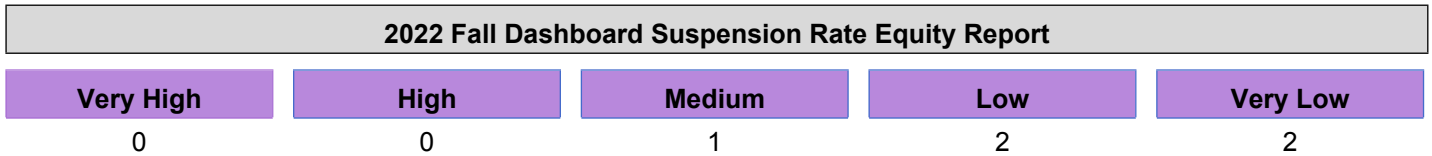
Conditions & Climate Suspension Rate

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](#).

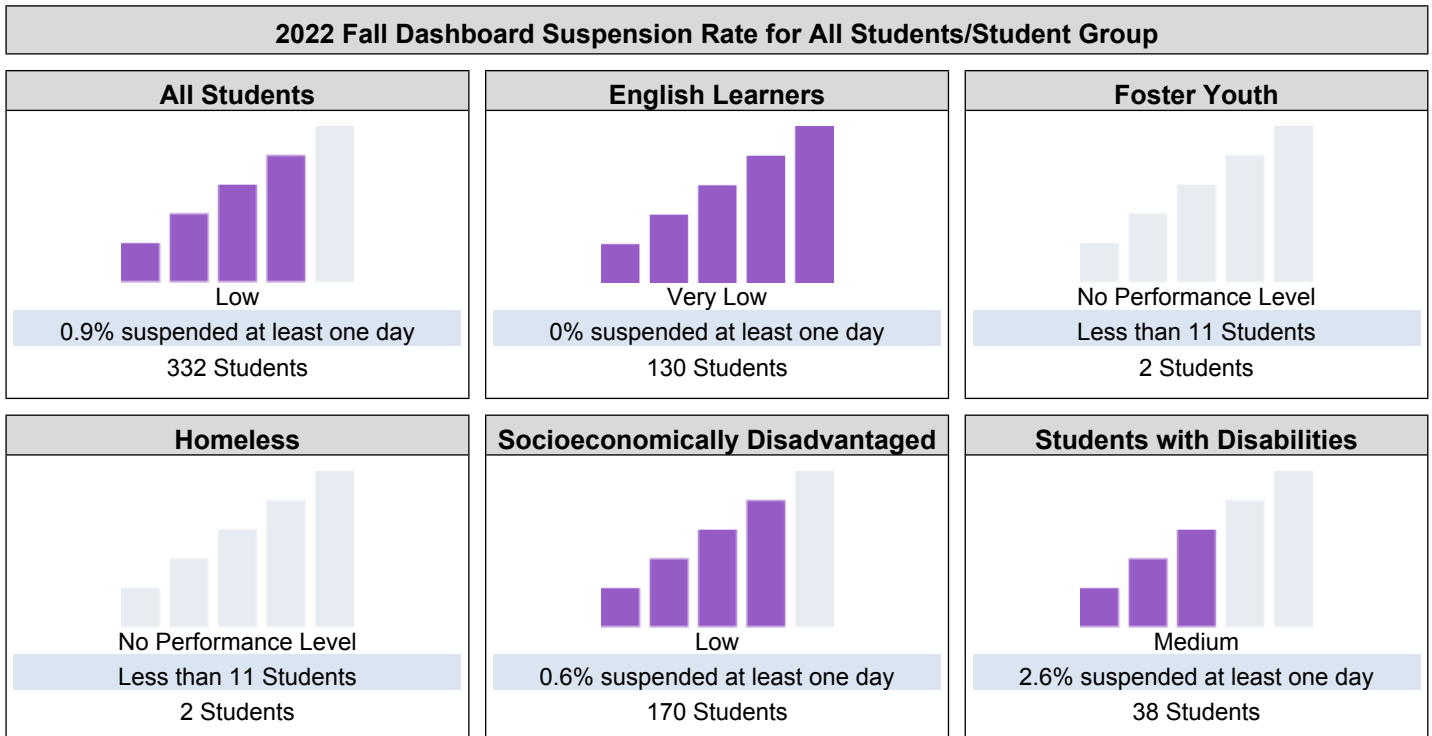
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



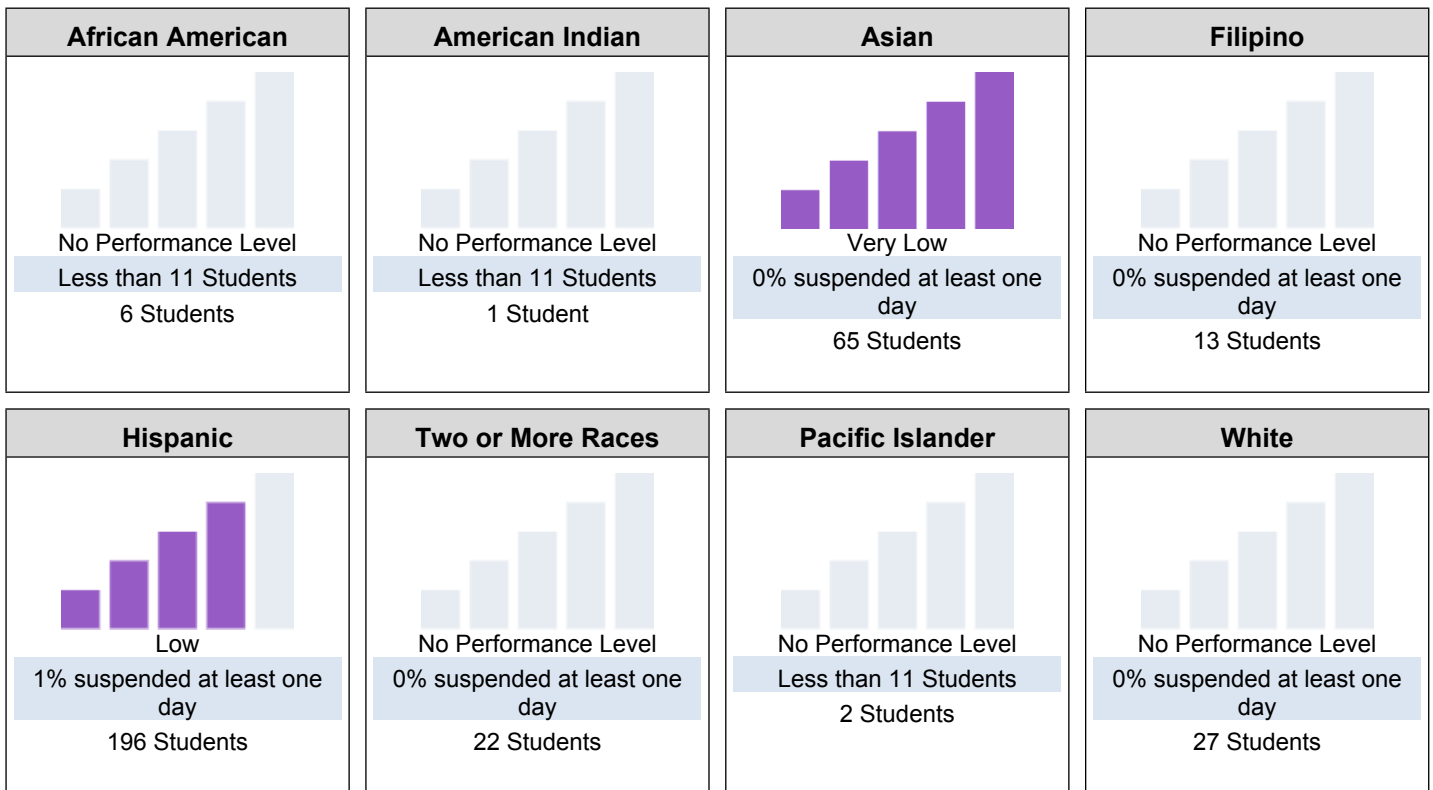
This section provides number of student groups in each level.



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:

- In 2019, there was a total of 7 suspensions.

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard.

In 2022, overall 0.9% out of 322 students were suspended identifying this group as a Low status. 0.6% out of 170 Socioeconomically Disadvantaged students and 2.6% out of 38 Students with Disabilities were suspended representing < 3 students.
- In 2022, 1% out of 196 Hispanic students were suspended representing < 2 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

Reading/Language Arts

District Priorities/LCAP Goals/District Focus Areas Alignment

1. All students will make measurable annual progress toward mastering California Standards and toward graduation.
2. We will raise student achievement overall and reduce the achievement gap between student groups.
3. 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 growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5), i-Ready Reading Diagnostic, and Fountas & Pinnell (K-5)

Identified Need

CAASPP/ELA assessment results show a need for students overall to increase academic performance on the test. Student group results show that the English Learner group needs to continue to be a focus for George Mayne.

Mid-year i-Ready (K-5) results show that the focus on English learners significantly increased achievement (18% mid 2022 to 55% mid year 2023). Results show a need to continue to focus on students with IEPs and Hispanic / LatinX students to close the gap between these groups and all students.

Mid-Year F&P results show higher achievement overall and for all groups with the exception of English Learners compared to i-Ready results and gaps between groups are not as large. However, the need to focus support and intervention on students with IEPs is also supported by F&P results.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/ELA (3-5)	(Fall, 2022) 61.48% Overall meeting/exceeding 36% English learner meeting/exceeding 58.91% Low-Income meeting/exceeding 48.44%Hispanic/Latinx meeting/exceeding	(Set in Fall, 2023 based baseline) ___% Overall meeting/exceeding ___% English learner meeting/exceeding ___% Low-Income meeting/exceeding ___%Hispanic/Latinx meeting/exceeding

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>54.54% Students with IEP's meeting/exceeding</p> <p>(Fall, 2023)</p> <p>63% Overall meeting/exceeding</p> <p>40% English learner meeting/exceeding</p> <p>62% Low-Income meeting/exceeding</p> <p>51%Hispanic/Latinx meeting/exceeding</p> <p>56% Students with IEP's meeting/exceeding</p>	<p>___% Students with IEP's meeting/exceeding</p>
i-Ready Reading (K-5)	<p>(Based on mid-year, 2022) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>48% Overall</p> <p>18% English learner</p> <p>45% Low-Income</p> <p>32%Hispanic/Latinx</p> <p>16% Students with IEP's</p> <p>(Based on mid-year, 2023) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>48% Overall</p> <p>55% English Learner</p> <p>53% Low-Income</p>	<p>(Based on mid-year, 2024) Percent of students acheiving mid, early on, or above grade level (meeting/exceeding)</p> <p>61% Overall</p> <p>58% English Learner</p> <p>56% Low-Income</p> <p>54%Hispanic/Latinx</p> <p>34% Students with IEP's</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	37%Hispanic/Latinx 19.41% Students with IEP's	
F&P Reading	Based on mid-year, 2022) 60% Overall meeting/exceeding 41% English learner meeting/exceeding 60% Low-Income meeting/exceeding 51%Hispanic/Latinx meeting/exceediing 37% Students with IEP's meeting/exceeding (based on mid-year, 2023) 63.60% Overall meeting/exceeding 41.75% English learner meeting/exceeding 59.96% Low-Income meeting/exceeding 54.56% Hispanic/Latinx meeting/exceediing 32.14% Students with IEP's meeting/exceeding	(based on mid-year, 2024) 70% Overall meeting/exceeding 45% English learner meeting/exceeding 63% Low-Income meeting/exceeding 58% Hispanic/Latinx meeting/exceediing 35% Students with IEP's 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 furthest from grade level proficiency in reading, including low-income, English learner and students with IEP's

Strategy/Activity

Provide school day Literacy Intervention through targeted 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)
	Classroom "push-in" instructional support provider(MA) ESSER Funds
	Classroom "push-in" instructional support provider (MR) ESSER Funds
81,316	Title I .4 FTE Literacy Intervention (DT)
	1.0 FTE Literacy Intervention; Kinder - 5th (Jan. to June) (LH) ESSER Funds
	Classroom "push-in" instructional support provider (MO) & Emotional Support Provider ESSER Funds

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Prioritize students furthest from grade level standard

Strategy/Activity

Provide extended learning opportunities before and after school day, Saturdays, EL Saturdays, intersessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

59,181

Source(s)

Targeted Allocation

Provide extended learning opportunities before and after school day, Saturdays, EL Saturdays, intercessions and during summer. Costs include, but are not limited to staffing, professional learning, supplies, materials and snacks/food for students.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Purchase materials and supplies for supplemental literacy instruction and enrichment, including, but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

30,000

Source(s)

Targeted Allocation

Purchase materials and supplies for supplemental literacy instruction and enrichment, including but not limited to additional library collections, classroom magazines, additional leveled books, trade books, classroom materials, decodable phonics readers, and other literacy intervention materials and supplies

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

Registration, travel, accommodations, materials and substitute costs to support professional development, training and conference attendance. This includes, but is not limited to: California Reading Association Conference, IMSE Orton-Gillingham, CAFE, PLC workshops, peer observations, Professional Books

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)
30,000	Title I Registration, travel, accommodations, materials and substitute costs to support professional development, training and conference attendance. This includes, but is not limited to: California Reading Association Conference, IMSE Orton-Gillingham CAFE, PLC workshops, peer observations.
3,000	Title I Professional Books

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 release time or additional hourly time to staff to support the use of data to inform classroom instruction. Activities include, but are not limited to:

- a. Grade level PLCs
- b. Teacher goal setting conferences
- c. Grade level target meetings
- d. Cross grade level alignment

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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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 motivation, real world experience and enrichment to students related to reading and literacy themes, math, science, visual and performing art through assemblies and field study trips. Costs include but are not limited to fees and transportation.

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)

36,000

Source(s)

Title I

Provide motivation, real world experience and enrichment to students related to reading and literacy themes, math, and science, visual and performing art through assemblies and field study trips. Costs include but are not limited to fees and transportation.

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

Provide support to teachers in completing 1:1 assessments. Costs include, but are not limited to substitute teachers or additional classified support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4,000

Source(s)

Targeted Allocation

Provide support to teachers in completing 1:1 assessments. Costs include but are not limited to substitute teachers or additional classified support.

Strategy/Activity 8

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)

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.

Given the unique circumstances of the return to school and continuing COVID conditions, many of the strategies/activities were not fully implemented during the 22 - 23 school year. For this reason, it is difficult to determine effectiveness. i-Ready mid-year results show that there will continue to be a need to focus on learning recovery in the coming years. Literacy Intervention will continue to be a primary strategy for learning recovery. We expect to be able to fully implement the other strategies, PD, field studies, assemblies, etc. 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.

Some differences occurred due to ongoing COVID restrictions in 22 - 23. In addition, because of an unusually large number of absences during the winter, again due to COVID and the flu, it is inconclusive to determine effectiveness of literacy intervention.

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

Changes to the goal have been updated, and will be updated in the fall (CAASPP) based on most current student results. Changes can be found within this 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

Mathematics

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

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

Each student will demonstrate growth, and we will reduce achievement gaps between higher and lower performing students towards mastering California State Standards as measured by the state assessments (grades 3-5), i-Ready Math diagnostics and any other local math assessments

Identified Need

CAASPP/Math assessment results show a need for students overall to increase meeting or exceeding standards. Student group results show, overall, all groups need to be a focus. Mid-year i-Ready (K-5) results show a need to focus on Hispanic / Latinx (18.62%) and English Learners (17.82%) to continue to close the gap between these groups and all students. Results for students with IEPs shows an increase of 4.7% between mid year 2022 at 20% and mid year 2023 at 24.7%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/Math (3-5)	<p>Fall, 2022</p> <p>59.02% Overall meeting/exceeding</p> <p>28% English learner meeting/exceeding</p> <p>47.95% Low-Income meeting/exceeding</p> <p>39.07% Hispanic/Latinx meeting/exceeding</p>	<p>Set in Fall, 2023 based on baseline</p> <p>Projected:</p> <p>62% Overall meeting/exceeding</p> <p>31% English learner meeting/exceeding</p> <p>51% Low-Income meeting/exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>45.45% Students with IEP's meeting/exceeding</p> <p>TBD Fall, 2023</p> <p>__% Overall meeting/exceeding</p> <p>__% English learner meeting/exceeding</p> <p>__% Low-Income meeting/exceeding</p> <p>__%Hispanic/Latinx meeting/exceediing</p> <p>__% Students with IEP's meeting/exceeding</p>	<p>42% Hispanic/Latinx meeting/exceediing</p> <p>47% Students with IEP's meeting/exceeding</p>
i-Ready Math (K-5)	<p>(Based on mid-year, 2022)</p> <p>35% Overall meeting/exceeding</p> <p>16% English learner meeting/exceeding</p> <p>29% Low-Income meeting/exceeding</p> <p>19%Hispanic/Latinx meeting/exceediing</p> <p>20% Students with IEP's meeting/exceeding</p> <p>(Based on mid-year, 2023)</p> <p>32% Overall meeting/exceeding</p> <p>18.62% English learner meeting/exceeding</p>	<p>(based on mid-year, 2024)</p> <p>Projected:</p> <p>53% Overall meeting/exceeding</p> <p>36% English learner meeting/exceeding</p> <p>50% Low-Income meeting/exceeding</p> <p>42%Hispanic/Latinx meeting/exceediing</p> <p>50% Students with IEP's meeting/exceeding</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27% Low-Income meeting/exceeding 17.82%Hispanic/Latinx meeting/exceediing 24.7% Students with IEP's 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 furthest from grade level standard

Strategy/Activity

Increase targeted math instruction and support through before, during and afterschool 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)

[Empty box for Amount(s)]

Math Intervention Provider (RN) ESSER Funds

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)

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.

Given the unique circumstances of the return to school and continuing COVID conditions, a few of the strategies/activities were not fully implemented during the 22-23 school year. For this reason, it is difficult to determine effectiveness. i-Ready mid-year results show that there will continue to be a need to focus on learning recovery in the coming years. Math Intervention will continue to be a primary strategy for learning recovery as math achievement was significantly impacted.

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 major differences between the intended implementation and the budget expenditures to implement the 22-23 strategies/activities to meet the goal for math improvement.

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

Changes to the goal have been updated, and will be updated in the fall (CAASPP) based on most current student results. Changes can be found within this 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

English Language Development and Reclassification of English learners to Fluent English Proficient (RFEP)

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:

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

English Learners will maintain continued, consistent growth each year in English Language Acquisition (listening, speaking, reading, and writing) as measured by ELPAC. EL and RFEP (Former English Learner) students will maintain or close the achievement gap with their English only counterparts, as measured by CAASPP, i-Ready Reading and Math and Fountas and Pinnell

Identified Need

2022 Summative ELPAC results compared to 20-21 show that there was significant progress of Level 2 students 23.02% (29 students) to Level 3 47.13% (41 students). Furthermore, the percent/number of students at Level 1 increased compared to 20-21. However, it appears that there was little progress of Level 3 students 40.45% (51 students) to Level 4 16.09% (14 students). Based on this comparison, there may be a need to focus strategies/activities especially on students at Levels 3. Given the success with the focus on Level 3 students moving to Level 4 in 20-21, we will continue to improve delivery of designated and integrated ELD and supports to ensure continued progress to prevent students from becoming at risk of being long term English Learners. Based on F&P results for English learners, there is a need to focus on English learners with IEP's (dual-identified) and on English learners who have had poor attendance (chronic absentees) in order to support English learner literacy progress.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC	<p>From DataZone ("All" and "Tested in this school")</p> <p>20-21: Students enrolled at Mayne during ELPAC testing:</p> <p>Level 4: 30% (37)</p> <p>Level 3: 38% (51)</p> <p>Level 2: 24% (29)</p> <p>Level 1: 8% (9)</p>	<p>Based on Spring, 2023 Summative ELPAC results:</p> <p>Increase percentage of students that progress on each level of ELPAC:</p> <p>Level 4: 16% to 40%</p> <p>Level 3: 47% to 54% (10% increase from L3 to L4 AND 10% increase from L2 to L3)</p> <p>Level 2: 21% to 16%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>21-22: Students enrolled at Mayne during ELPAC testing (Fall 2022 "All" and "Tested in this school") Level 4: 16.09% (14) Level 3: 47.13% (41) Level 2: 20.69% (18) Level 1: 16.09% (14)</p> <p>22-23: Students enrolled at Mayne during ELPAC testing (TBD, fall 2023 "All" and "Tested in this school") Level 4: % Level 3: % Level 2: % Level 1: %</p> <p>Percentage of students at each level who are currently (Fall, 2023) enrolled at Mayne Level 4: % () Level 3: %() Level 2: % () Level 1: % ()</p>	<p>Level 1: 16% to 16% Results from 2023 Summative ELPAC</p>
F&P (K-5)	<p>From DataZone</p> <p>Trimester 2 (Winter), 2022</p> <p>Percent EL meeting grade level standard: 37% Percent nearly meeting: 14% Percent not meeting: 49%</p> <p>Trimester 2 (Winter), 2023</p> <p>Percent EL meeting grade level standard: 41.75% Percent nearly meeting: 11.97% Percent not meeting: 46.28%</p>	<p>Trimester 2, 2024</p> <p>Percent EL meeting grade level standard: 55% Percent nearly meeting: 10 % Percent not meeting: 35%</p>
CAASPP ELA	From DataZone Spring, 2022	TBD based on Spring, 2023 results

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Percent EL met or exceeded grade level standard: 61.48% Percent nearly met grade level standard: 22.95% Percent not met: 15.57%</p> <p>From DataZone Spring, 2023 TBD</p> <p>Percent EL met or exceeded grade level standard: % Percent nearly met grade level standard: % Percent not met: %</p>	<p>Percent EL meeting or exceeding grade level standard: % Percent nearly meeting grade level standard: % Percent not meeting: %</p>
CAASPP Math	<p>From DataZone Spring, 2022 TBD</p> <p>Percent EL met or exceeded grade level standard: 59.02% Percent nearly met grade level standard: 22.13% Percent not met: 18.85%</p> <p>From DataZone Spring, 2023 TBD</p> <p>Percent EL met or exceeded grade level standard: % Percent nearly met grade level standard: % Percent not met: %</p>	<p>TBD based on Spring, 2023 results</p> <p>Percent EL meeting or exceeding grade level standard: % Percent nearly meeting grade level standard: % Percent not meeting: %</p>
i-Ready Reading (K-5)	<p>From DataZone Diagnostic 2 (Winter), 2022</p> <p>Percent mid, early on, or above grade level: 18% Percent one grade level below: 48% Percent two grade levels below: 22% Percent three or more grade levels below: 12%</p> <p>From DataZone Diagnostic 2 (Winter), 2023</p>	<p>From DataZone Diagnostic 2 (Winter), 2024</p> <p>Increase percent of English learners achieving mid, early on or above grade level by 10%. Decrease percent of English learners at one or more grade levels below by at least 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Percent mid, early on, or above grade level: 48% Percent one grade level below: 36% Percent two grade levels below: 12% Percent three or more grade levels below: 4.33%	
i-Ready Math (K-5)	From DataZone Diagnostic 2 (Winter), 2022 Percent EL mid, early on, or above grade level: 16% Percent one grade level below: 60% Percent two grade levels below: 14% Percent three or more grade levels below: 10% From DataZone Diagnostic 2 (Winter), 2023 Percent EL mid, early on, or above grade level: 32% Percent one grade level below: 56% Percent two grade levels below: 10% Percent three or more grade levels below: 2.02%	From DataZone Diagnostic 2 (Winter), 2023 Increase percent of English learners acheiving mid, early on or above grade level by 10%. Decrease percent of English learners at one or more grade levels below by at least 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)

English Learners

Strategy/Activity

Provide additional language development support to identified English learners, with a focus on Level 1 students and students who have been at level 3 for 2 or more years.

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)

Language Development Support Provider (2.5 add'l hours per day, Aug. to June) (JN) ESSER Funds

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.

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)

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)

Strategy/Activity 8

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)

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.

Despite the challenges of COVID, we continue to consistently implement additional support for the identified English learners this past year. The data show that this strategy has likely been an effective component of our instructional program.

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

No significant differences between intended implementation and budgeted expenditures.

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

Changes to the goal have been updated, and will be updated in the fall (ELPAC/CAASPP) based on most current student results. Changes can be found within this 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, Parent and Community Engagement

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP Goals:
 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 4

All partners, including staff, students, parents and larger community will maintain positive engagement with the school community.
 80% 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.
 Maintain at least 95% average daily attendance.
 Decrease chronic absenteeism to 10% or below (30 or fewer students) overall and reduce absenteeism of most affected students
 Maintain positive student behavior and pro-social interaction (Wellness and SEL support)

Identified Need

Due to continued challenges of COVID, there is a need to continue a concentrated focus on social-emotional wellness, improving attendance and engagement, as well as ensuring that all students' needs are met through the MTSS process. There is a particular need to focus on students whose siblings/families have a history of chronic absenteeism ("generational absentees")

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<ul style="list-style-type: none"> -Attendance of parents, staff and community at SSC and ELAC tracked by sign-in sheet (actual or virtual) and indicating role of attendees. -Ballots, agendas and minutes of SSC and 	<p>Spring 2023: SSC meetings have had a quorum of elected attendees 100% of meetings this year. ELAC has at least had the attendance of the chairperson and the ELAC representative to DELAC.</p>	<p>Spring 2024: SSC: Continue to have a quorum at 100% of meetings ELAC: Maintain or increase elected representation and attendance.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>ELAC will show that representatives have been elected according to Ed. Code (parents elect parents, classified elects classified, certificated elects certificated and elected ELAC representatives are parents of English learners.</p> <ul style="list-style-type: none"> -Agendas, surveys and minutes of SSC and ELAC will show: <p>ELAC and SSC have advised the principal in the development of the schoolwide needs assessment (identifying what data points will be analyzed for revision of the SPSA)</p> <p>ELAC has advised the principal and staff in the development of the site plan for ELs and submitted the plan to the school site council for consideration for inclusion in the SPSA.</p> <p>ELAC has advised the principal on ways to make parents aware of the importance of regular school attendance.</p>		
California Healthy Kids, Staff and Parent Surveys (CHKS, CSSS, CSPA)	Winter, 2021	Winter, 2022 (informal re-survey)
SCCOE/SEL	Winter, 2022:	Winter, 2023:
Attendance	<p>From DataZone, March, 2022 year-to-date</p> <p>Average Daily Attendance</p> <p>92.85% Overall</p> <p>94.14% English</p> <p>92.38% Low-Income</p>	<p>March, 2024:</p> <p>Continue to increase school attendance for all groups.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>91.91% Hispanic/Latinx</p> <p>94.22% Students with IEP's</p> <p>___% Generational absentees (Student group in DataZone)</p> <p>From DataZone, March, 2023 year-to-date</p> <p>Average Daily Attendance</p> <p>94.26% Overall</p> <p>95.10% English</p> <p>94.37% Low-Income</p> <p>93.80% Hispanic/Latinx</p> <p>93.35% Students with IEP's</p> <p>___% Generational absentees (Student group in DataZone)</p>	
Chronic absenteeism	<p>From DataZone, March, 2022 year-to-date</p> <p>Chronic Absentee rate (moderate % (number of students), severe% (number of students))</p> <p>22.4% Overall (18.39% (55), 4.01% (12))</p> <p>13.41% English (13.41% (11))</p> <p>23.19% Low-Income (19.07% (37), 4.12% (8))</p> <p>27.07% Hispanic/Latinx (21.55% (39), 5.52% (10))</p>	<p>March, 2024:</p> <p>Continue to increase school attendance for all groups. Increase school attendance for Students with Disabilities as identified by ATSI.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>8.34% Students with IEP's (5.56% (2), 2.78% (1))</p> <p>___% Generational absentees (Student group in DataZone)</p> <p>From DataZone, March, 2023 year-to-date</p> <p>Chronic Absentee rate (moderate % (number of students), severe% (number of students))</p> <p>14.11% Overall (13.48% (43), 0.63% (2))</p> <p>6.59% English (6.59% (6))</p> <p>14.21% Low-Income (14.21% (26))</p> <p>15.76% Hispanic/Latinx (15.76% (29))</p> <p>20.41% Students with IEP's (16.33% (8), 4.08% (2))</p> <p>___% Generational absentees (Student group in DataZone)</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

Family Nights, Performances, and Curriculum Celebrations, including EEC Science Night, STEM Night, Fine Arts Night, Literacy Night, Grade Level Science and Social Studies Curriculum Celebrations.

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	Title I Materials and supplies (including some food items related to projects) for Curriculum Celebrations, Parent Education/Family Nights, and other hands-on projects and experiments. Materials, supplies and light refreshments for parent engagement activities. Materials and supplies, including snacks for school 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, with a focus on English learners (ELAC)

Strategy/Activity

Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings) Provide childcare, translation (flyers, newsletters, phone blasts), and interpretation.

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)
2,000	Title I Part A: Parent Involvement Childcare
2,000	Title I Part A: Parent Involvement Translation/Interpreters
1,000	Targeted Allocation Publicize and provide support for attendance at Parent Meetings and school events (including BTSN, SSC, ELAC, Parent-Teacher Conferences, Community Input gatherings)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students with a focus on students who are most struggling either social-emotionally, behaviorally, or academically

Strategy/Activity

Re-establish and improve coordinated process for student reviews (MTSS/SST) Including parent communication, tracking and monitoring both hard copy/folders and in Aeries (Social, behavioral and academic)

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)

Targeted Allocation

Cost of substitutes to release teachers for reviews of student progress (MTSS/SST)

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

Parent Education and Community Involvement programs, examples: PIQE, ESL instruction for parents, Regular Parent Education meetings, Annual Resource Fairs, SeeSaw

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)

6,000

Source(s)

Title I

External provider costs, materials and supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students needing support with anxiety coping skills, SEL Support, attention and impulsivity control skills, organizational and attention skills

Strategy/Activity

Counseling Services

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000	Title I Add an additional Counseling Day

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students with priority given to students furthest from opportunity and most in need of support

Strategy/Activity

Extracurricular Enrichment Programs, including art, music, computer, math, science , and other special interest clubs
Provide interactive guidance, structured sports instruction and supervision during recesses to facilitate positive behaviors and peer interactions.

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)
17,684	Title I Program Cost (Chess, Alera Sports, Arts Connect, Starting Arts. Montalvo Arts Program, Keeping Busy/Healthy Play/Playworks)
	Enrichment and supervision, positive behavior reinforcement and campus safety support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

All students with priority given to students furthest from opportunity and most in need of support

Strategy/Activity

Implement MTSS process and IEP Release Time

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)
	Professional Development/Training for Staff and Yard Duty
4,000	Title I Materials (posters, incentives, etc)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Safety and Emergency Preparedness CPR/1st Aid/Emergency Response Training (Run, Hide, Defend) for staff

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	Title I CPR/First Aid/Emergency Response Training for Staff and Yard Duty
	O/T if outside contract hours
	Materials (communication equipment, replenish consumables, ID's/tags)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Curriculum related field studies and programs in addition to literacy related trips, including Digging Deeper Collaborative K-5 and 5th grade Science Camp.

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)

Science Camp (District Funded)

Field study trips related to other curricular areas (see 1.6)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All

Strategy/Activity

Maintain and update technology and supplies. Examples include, but are not limited to: teacher laptops, classroom computers/notebooks/tablets, document cameras, projectors, (color) printers, digital cameras, and audio equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

14,000

Title I

Technology (Headphones, Digital Camera, copier supplies, Ink for color copies, laminating film, etc.)

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 groups will maintain continued, consistent increase in school attendance as measured by state testing, district testing, attendance data, and surveys. Students with Disabilities will increase school attendance as identified by ATSI.

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

No significant differences between intended implementation and budgeted expenditures.

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

Changes to the goal have been updated, and will be updated in the fall based on most current student results. Changes can be found within this 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

District Priorities/LCAP Goals/District Focus Areas Alignment

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.

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

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 6

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.

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

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 7

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$312,181.00

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	\$212,000.00
Title I Part A: Parent Involvement	\$4,000.00

Subtotal of additional federal funds included for this school: \$216,000.00

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	\$96,181.00

Subtotal of state or local funds included for this school: \$96,181.00

Total of federal, state, and/or local funds for this school: \$312,181.00

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	90,840.00	-5,341.00
Title I	40,000	-172,000.00
Donations		

Expenditures by Funding Source

Funding Source	Amount
Targeted Allocation	96,181.00
Title I	212,000.00
Title I Part A: Parent Involvement	4,000.00

Expenditures by Budget Reference

Budget Reference	Amount
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Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Targeted Allocation	96,181.00
	Title I	212,000.00
	Title I Part A: Parent Involvement	4,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	243,497.00
Goal 4	68,684.00

School Site Council Membership

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

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

Name of Members	Role
Socorro Olmos	Principal
Mona Mitchell	Other School Staff
Kiki Korakis	Classroom Teacher
Breanna Van Gastel	Classroom Teacher
Lia Hernandez-Garcia	Other School Staff
Stefanie Blanco Wills	Parent or Community Member
Tara Kaverman Fernandez	Parent or Community Member
Maria de la Torre	Parent or Community Member
Nicole Richard Puri	Parent or Community Member
Rabia Farooquee	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 4/25/23.

Attested:



Principal, Socorro Olmos on 4/25/23



SSC Chairperson, Stefanie Blanco on 4/25/23