

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 |
|------------------------------|-----------------------------------|--|---------------------------|
| Scott Lane Elementary School | 43-69674-6049019 | May 10, 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.

Scott Lane has a few main components to its approach to meeting the needs of its students. Approximately 80% of our students are on free or reduced lunch and about 70% are language learners. The key elements we utilize to meet students needs are by delivering highly effective instruction through our SEAL and Dual Language Immersion programs, PBIS, effective collaboration (PLCs), a tiered response to intervention system focused on literacy. In response to our ATSI chronic absenteeism identification Scott Lane is meeting with families and providing supports to ensure students attend school by providing home visits and ongoing meeting with families, led by the Assistant Principal, Social worker, Attendance Clerk and Wellness coordinator.

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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).

Surveys utilized were Healthy Kids Survey (analysis of students' outlook and experiences), Teacher feedback (via Union representative, team meetings or individuals), Leadership Team/SLT feedback, SSC feedback (as representatives of constituents), PTA/ELAC feedback via meetings.

Our goals for the 2023-24 Academic year take into account the feedback from these surveys. In essence, our focus will be to support highly effective instruction, provide the time and support for teacher teams to effectively collaborate, revise our RTI system so that instruction is targeted, continue working on creating a positive and safe environment for all learners, continue to facilitate communication among all stakeholders and address needs of our unique population.

In the winter of 2022-2023, an SEL Survey was administered to 3rd-5th Grade students. N= ~135. students self-reported on the following competencies: Relationship skills, Responsible decision-making, Self-Awareness- Learning, Self-Management-School, Social Awareness-classroom, Social - Awareness school.

The competencies students reported very high/high were (50.75%/19.40%) in Self-Awareness-Future and (30.83%/18.80%) Social-Awareness-School.

The competencies students reported Low / very Low were (13.64%/40.17%) Self-Management-School and (17.91%/26.87%) Self-Awareness-Learning.

Overall SEL Results

Very High- 11.11%

High - 18.52%

Moderate - 32.59%

Low - 25.93%

Very Low - 11.85%

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 were conducted on a regular basis. The goal was to assure the PLC, SEAL, and Dual Language Immersion collaboration agreements were being implemented with fidelity.

Findings:

Collaboration on unit pacing and curriculum including vertical alignment continue to be fine tuned. All teacher teams need further support with the PLC process (unwrapping, goal setting, pacing, creating CFA's, and data analysis).

Need for more specific ELD/ELA training through SEAL and other venues.

Better defined newcomer program and better defined during school intervention.

Combine PLC components with SEAL UDD Days (create CFA's of essential ELA standards)
Need for PLC components with DLI collaboration days (create vertical alignment K-4th grade)
Extend our RTI system to provide support to all grades, K-5, and ensure that instruction is targeted.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

All students are assessed using state-mandated and district-adopted assessments. Data is regularly analyzed by teachers and administrators to monitor student learning and improve instruction. A review of the 2021-22 CAASPP assessment results shows that students with disabilities are lagging behind other students groups at Scott Lane in regards to Math performance, with just 7% meeting and exceeding standard. This group was also identified for ATSI under the Math Academic Indicator.

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 of the California Standards and 21st century teaching and learning practices.

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

Teachers receive support with instruction through ongoing professional development, coaching and collaboration. Instructional leadership providers include TOSAs, administrators, grade level colleagues, 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 and 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 Site Learning Team provide recommendations to the SSC/ELAC 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

Surveys were utilized such as the county's Social Emotional Learning (SEL) Survey (analysis of students' outlook and experiences), Teacher feedback (via Union representative, team meetings or individuals), SSC feedback (as representatives of constituents), PTA and/or ELAC feedback via morning and evening meetings. Our Leadership Team collaboratively analyzed multiple sources of data to identify strengths and weaknesses, identified problem statements, and used a root cause analysis tool to identify strategies for addressing our weaknesses or gaps.

Resource Inequities

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

At 37% of students chronically absent on the CA School Dashboard, Chronic Absenteeism at Scott Lane is a problem school wide. 75% of our school identify as Hispanic/Latino/a/x. Under our current structure we focus first on addressing chronic absenteeism amongst our neediest students. Scott Lane's current enrollment is 8% Asian, 6% White and 13% SWD. Due to these relatively low enrollment percentages, it is possible that students within these ATSI identified student groups are not receiving services as frequently as other students.

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 | 82 | 56 | 88 |
| Grade 1 | 66 | 64 | 46 |
| Grade 2 | 63 | 64 | 69 |
| Grade3 | 55 | 64 | 67 |
| Grade 4 | 55 | 53 | 72 |
| Grade 5 | 48 | 59 | 54 |
| Total Enrollment | 369 | 360 | 396 |

Conclusions based on this data:

1. Scott Lane's enrollment has been relatively stable for the past three years.
2. Scott Lane has seen an increase in enrollment, whereas district wide we have seen a reduction in enrollment.
3. Kindergarten is our largest grade level. We experienced a 57% increase in Kinder enrollment from the prior year.

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 | 185 | 209 | 215 | 50.10% | 58.1% | 54.3% |
| Fluent English Proficient (FEP) | 47 | 39 | 57 | 12.70% | 10.8% | 14.4% |
| Reclassified Fluent English Proficient (RFEP) | 7 | | | 3.8% | | |

Conclusions based on this data:

1. Over half of Scott Lane's enrollment are English Learners. Although our 2022-23 rates were 4 percentage points higher than 2020-21, we saw a drop in the percent of EL students from 2021-22.
2. The percent of students testing as Initially fluent in English is at a three year high (14%)

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 | 56 | 68 | | 0 | 65 | | 0 | 65 | | 0.0 | 95.6 | |
| Grade 4 | 54 | 56 | | 0 | 54 | | 0 | 54 | | 0.0 | 96.4 | |
| Grade 5 | 51 | 58 | | 0 | 55 | | 0 | 55 | | 0.0 | 94.8 | |
| All Grades | 161 | 182 | | 0 | 174 | | 0 | 174 | | 0.0 | 95.6 | |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2359. | | | 7.69 | | | 12.31 | | | 27.69 | | | 52.31 | |
| Grade 4 | | 2426. | | | 3.70 | | | 24.07 | | | 38.89 | | | 33.33 | |
| Grade 5 | | 2450. | | | 9.09 | | | 20.00 | | | 21.82 | | | 49.09 | |
| All Grades | N/A | N/A | N/A | | 6.90 | | | 18.39 | | | 29.31 | | | 45.40 | |

| 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 | | 7.69 | | | 56.92 | | | 35.38 | | | | |
| Grade 4 | | 5.56 | | | 81.48 | | | 12.96 | | | | |
| Grade 5 | | 9.09 | | | 69.09 | | | 21.82 | | | | |
| All Grades | | 7.47 | | | 68.39 | | | 24.14 | | | | |

| 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 | | 1.54 | | | 43.08 | | | 55.38 | |
| Grade 4 | | 0.00 | | | 67.92 | | | 32.08 | |
| Grade 5 | | 5.45 | | | 58.18 | | | 36.36 | |
| All Grades | | 2.31 | | | 55.49 | | | 42.20 | |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.15 | | | 67.69 | | | 26.15 | |
| Grade 4 | | 3.77 | | | 81.13 | | | 15.09 | |
| Grade 5 | | 5.45 | | | 81.82 | | | 12.73 | |
| All Grades | | 5.20 | | | 76.30 | | | 18.50 | |

| 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 | | 7.69 | | | 58.46 | | | 33.85 | |
| Grade 4 | | 5.56 | | | 66.67 | | | 27.78 | |
| Grade 5 | | 7.27 | | | 60.00 | | | 32.73 | |
| All Grades | | 6.90 | | | 61.49 | | | 31.61 | |

Conclusions based on this data:

1. 5th grade students had the highest percent of students meeting and exceeding ELA standards (29%)
2. 3rd grade students had the lowest percent of students meeting and exceeding ELA standards (20%)
3. An area of relative need was within the Writing claim where only 57.8% of tested students school wide scored "At or Near Standard" or "Above Standard".

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 | 56 | 68 | | 0 | 65 | | 0 | 64 | | 0.0 | 95.6 | |
| Grade 4 | 54 | 57 | | 0 | 54 | | 0 | 54 | | 0.0 | 94.7 | |
| Grade 5 | 51 | 59 | | 0 | 57 | | 0 | 57 | | 0.0 | 96.6 | |
| All Grades | 161 | 184 | | 0 | 176 | | 0 | 175 | | 0.0 | 95.7 | |

* 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 | | 2382. | | | 4.69 | | | 20.31 | | | 28.13 | | | 46.88 | |
| Grade 4 | | 2425. | | | 0.00 | | | 24.07 | | | 33.33 | | | 42.59 | |
| Grade 5 | | 2430. | | | 3.51 | | | 5.26 | | | 24.56 | | | 66.67 | |
| All Grades | N/A | N/A | N/A | | 2.86 | | | 16.57 | | | 28.57 | | | 52.00 | |

| 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 | | 9.38 | | | 48.44 | | | 42.19 | |
| Grade 4 | | 5.56 | | | 50.00 | | | 44.44 | |
| Grade 5 | | 3.51 | | | 31.58 | | | 64.91 | |
| All Grades | | 6.29 | | | 43.43 | | | 50.29 | |

| 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 | | 9.38 | | | 42.19 | | | 48.44 | |
| Grade 4 | | 7.41 | | | 44.44 | | | 48.15 | |
| Grade 5 | | 1.75 | | | 42.11 | | | 56.14 | |
| All Grades | | 6.29 | | | 42.86 | | | 50.86 | |

| 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 | | 10.94 | | | 64.06 | | | 25.00 | |
| Grade 4 | | 5.56 | | | 53.70 | | | 40.74 | |
| Grade 5 | | 5.26 | | | 47.37 | | | 47.37 | |
| All Grades | | 7.43 | | | 55.43 | | | 37.14 | |

Conclusions based on this data:

1. 3rd grade students had the highest percent of students meeting and exceeding Math standards (25%)
2. 5th grade students had the lowest percent of students meeting and exceeding Math standards (9%)
3. An area of relative need was within the Problem Solving and Modeling & Data Analysis claim where only 49.15% of tested students school wide scored "At or Near Standard" or "Above Standard".

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 | 1398.0 | 1421.1 | | 1414.3 | 1434.4 | | 1359.6 | 1390.1 | | 47 | 28 | |
| 1 | 1419.9 | 1418.2 | | 1448.3 | 1429.8 | | 1390.9 | 1405.9 | | 34 | 37 | |
| 2 | 1483.0 | 1450.4 | | 1485.2 | 1461.3 | | 1480.2 | 1439.0 | | 45 | 32 | |
| 3 | 1472.8 | 1474.0 | | 1475.5 | 1473.7 | | 1469.5 | 1473.8 | | 41 | 42 | |
| 4 | 1513.9 | 1496.6 | | 1509.7 | 1497.1 | | 1517.7 | 1495.4 | | 34 | 36 | |
| 5 | 1538.5 | 1504.2 | | 1539.1 | 1497.2 | | 1537.4 | 1510.7 | | 25 | 30 | |
| All Grades | | | | | | | | | | 226 | 205 | |

| 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 | 19.15 | 10.71 | | 23.40 | 39.29 | | 23.40 | 39.29 | | 34.04 | 10.71 | | 47 | 28 | |
| 1 | 2.94 | 2.70 | | 14.71 | 18.92 | | 52.94 | 40.54 | | 29.41 | 37.84 | | 34 | 37 | |
| 2 | 17.78 | 3.13 | | 42.22 | 37.50 | | 26.67 | 46.88 | | 13.33 | 12.50 | | 45 | 32 | |
| 3 | 2.44 | 4.76 | | 39.02 | 33.33 | | 19.51 | 38.10 | | 39.02 | 23.81 | | 41 | 42 | |
| 4 | 11.76 | 8.33 | | 52.94 | 44.44 | | 35.29 | 25.00 | | 0.00 | 22.22 | | 34 | 36 | |
| 5 | 32.00 | 6.67 | | 24.00 | 50.00 | | 24.00 | 36.67 | | 20.00 | 6.67 | | 25 | 30 | |
| All Grades | 13.72 | 5.85 | | 33.19 | 36.59 | | 29.65 | 37.56 | | 23.45 | 20.00 | | 226 | 205 | |

| 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 | 17.02 | 17.86 | | 29.79 | 39.29 | | 19.15 | 32.14 | | 34.04 | 10.71 | | 47 | 28 | |
| 1 | 11.76 | 16.22 | | 41.18 | 21.62 | | 35.29 | 37.84 | | 11.76 | 24.32 | | 34 | 37 | |
| 2 | 37.78 | 21.88 | | 37.78 | 46.88 | | 11.11 | 15.63 | | 13.33 | 15.63 | | 45 | 32 | |
| 3 | 31.71 | 14.29 | | 24.39 | 45.24 | | 26.83 | 19.05 | | 17.07 | 21.43 | | 41 | 42 | |
| 4 | 29.41 | 30.56 | | 61.76 | 44.44 | | 8.82 | 19.44 | | 0.00 | 5.56 | | 34 | 36 | |
| 5 | 52.00 | 20.00 | | 32.00 | 66.67 | | 4.00 | 6.67 | | 12.00 | 6.67 | | 25 | 30 | |
| All Grades | 28.76 | 20.00 | | 37.17 | 43.41 | | 18.14 | 21.95 | | 15.93 | 14.63 | | 226 | 205 | |

| 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 | 17.02 | 3.57 | | 6.38 | 32.14 | | 31.91 | 42.86 | | 44.68 | 21.43 | | 47 | 28 | |
| 1 | 0.00 | 0.00 | | 11.76 | 13.51 | | 29.41 | 29.73 | | 58.82 | 56.76 | | 34 | 37 | |
| 2 | 13.33 | 0.00 | | 35.56 | 21.88 | | 17.78 | 43.75 | | 33.33 | 34.38 | | 45 | 32 | |
| 3 | 2.44 | 0.00 | | 17.07 | 16.67 | | 31.71 | 50.00 | | 48.78 | 33.33 | | 41 | 42 | |
| 4 | 8.82 | 5.56 | | 29.41 | 19.44 | | 44.12 | 36.11 | | 17.65 | 38.89 | | 34 | 36 | |
| 5 | 20.00 | 3.33 | | 16.00 | 30.00 | | 32.00 | 46.67 | | 32.00 | 20.00 | | 25 | 30 | |
| All Grades | 10.18 | 1.95 | | 19.47 | 21.46 | | 30.53 | 41.46 | | 39.82 | 35.12 | | 226 | 205 | |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 19.15 | 32.14 | | 55.32 | 57.14 | | 25.53 | 10.71 | | 47 | 28 | |
| 1 | 8.82 | 24.32 | | 79.41 | 62.16 | | 11.76 | 13.51 | | 34 | 37 | |
| 2 | 11.11 | 28.13 | | 80.00 | 62.50 | | 8.89 | 9.38 | | 45 | 32 | |
| 3 | 26.83 | 38.10 | | 48.78 | 45.24 | | 24.39 | 16.67 | | 41 | 42 | |
| 4 | 47.06 | 63.89 | | 47.06 | 30.56 | | 5.88 | 5.56 | | 34 | 36 | |
| 5 | 48.00 | 26.67 | | 40.00 | 66.67 | | 12.00 | 6.67 | | 25 | 30 | |
| All Grades | 24.78 | 36.10 | | 59.73 | 53.17 | | 15.49 | 10.73 | | 226 | 205 | |

| 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 | 27.66 | 10.71 | | 36.17 | 71.43 | | 36.17 | 17.86 | | 47 | 28 | |
| 1 | 32.35 | 8.11 | | 44.12 | 51.35 | | 23.53 | 40.54 | | 34 | 37 | |
| 2 | 48.89 | 21.88 | | 40.00 | 65.63 | | 11.11 | 12.50 | | 45 | 32 | |
| 3 | 24.39 | 26.19 | | 53.66 | 47.62 | | 21.95 | 26.19 | | 41 | 42 | |
| 4 | 35.29 | 8.33 | | 64.71 | 77.78 | | 0.00 | 13.89 | | 34 | 36 | |
| 5 | 64.00 | 36.67 | | 24.00 | 50.00 | | 12.00 | 13.33 | | 25 | 30 | |
| All Grades | 37.17 | 18.54 | | 44.25 | 60.00 | | 18.58 | 21.46 | | 226 | 205 | |

| 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 | 8.51 | 10.71 | | 40.43 | 75.00 | | 51.06 | 14.29 | | 47 | 28 | |
| 1 | 2.94 | 8.11 | | 35.29 | 27.03 | | 61.76 | 64.86 | | 34 | 37 | |
| 2 | 35.56 | 0.00 | | 37.78 | 68.75 | | 26.67 | 31.25 | | 45 | 32 | |
| 3 | 2.44 | 0.00 | | 46.34 | 47.62 | | 51.22 | 52.38 | | 41 | 42 | |
| 4 | 14.71 | 2.78 | | 73.53 | 50.00 | | 11.76 | 47.22 | | 34 | 36 | |
| 5 | 16.00 | 6.67 | | 56.00 | 63.33 | | 28.00 | 30.00 | | 25 | 30 | |
| All Grades | 13.72 | 4.39 | | 46.90 | 53.66 | | 39.38 | 41.95 | | 226 | 205 | |

| 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 | 19.15 | 14.29 | | 29.79 | 60.71 | | 51.06 | 25.00 | | 47 | 28 | |
| 1 | 0.00 | 0.00 | | 44.12 | 59.46 | | 55.88 | 40.54 | | 34 | 37 | |
| 2 | 8.89 | 9.38 | | 48.89 | 53.13 | | 42.22 | 37.50 | | 45 | 32 | |
| 3 | 7.32 | 4.76 | | 51.22 | 78.57 | | 41.46 | 16.67 | | 41 | 42 | |
| 4 | 11.76 | 8.33 | | 67.65 | 72.22 | | 20.59 | 19.44 | | 34 | 36 | |
| 5 | 20.00 | 20.00 | | 56.00 | 70.00 | | 24.00 | 10.00 | | 25 | 30 | |
| All Grades | 11.06 | 8.78 | | 48.23 | 66.34 | | 40.71 | 24.88 | | 226 | 205 | |

Conclusions based on this data:

1. Identify most effective SEAL strategies and align coaches to support teachers with these strategies
2. Define and clarify coaching system that incorporates modeling, observing, and feedback. Coaches should push into classrooms to support teachers.
3. Support teachers with SEAL strategies that increase student talk. Integrate PLC process with SEAL.

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 |
| 360 | 60.3 | 58.1 | 0.6 |
| Total Number of Students enrolled in Scott Lane 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 | 209 | 58.1 |
| Foster Youth | 2 | 0.6 |
| Homeless | 8 | 2.2 |
| Socioeconomically Disadvantaged | 217 | 60.3 |
| Students with Disabilities | 41 | 11.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 9 | 2.5 |
| American Indian | 1 | 0.3 |
| Asian | 28 | 7.8 |
| Filipino | 4 | 1.1 |
| Hispanic | 279 | 77.5 |
| Two or More Races | 9 | 2.5 |
| Pacific Islander | 3 | 0.8 |
| White | 26 | 7.2 |

Conclusions based on this data:

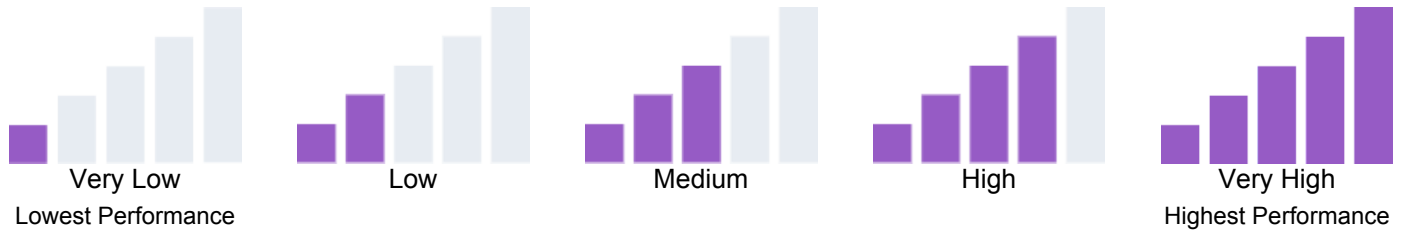
1. Make sure that classrooms and school library materials and books reflect our population
2. Augment school and classroom libraries with books in Spanish to support our DLI students.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

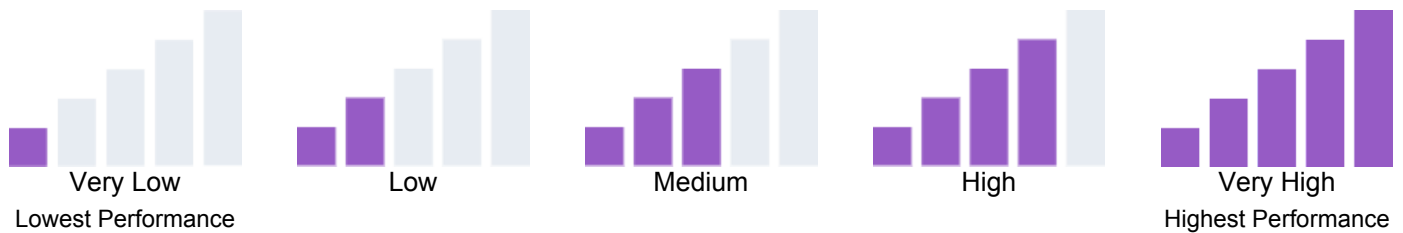
1. none

School and Student Performance Data

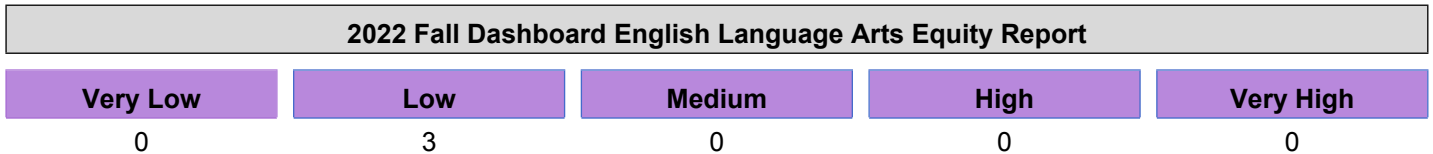
Academic Performance English Language Arts

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](#).

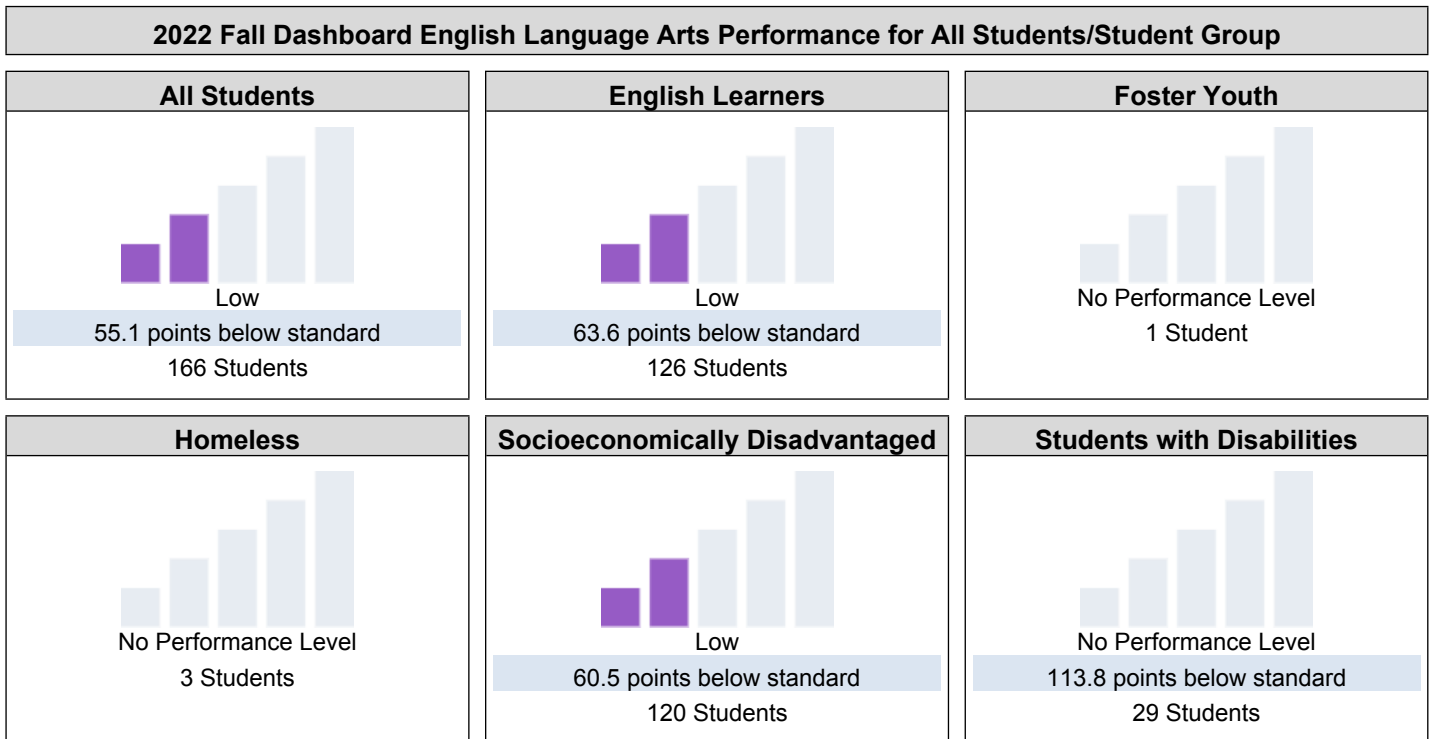
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



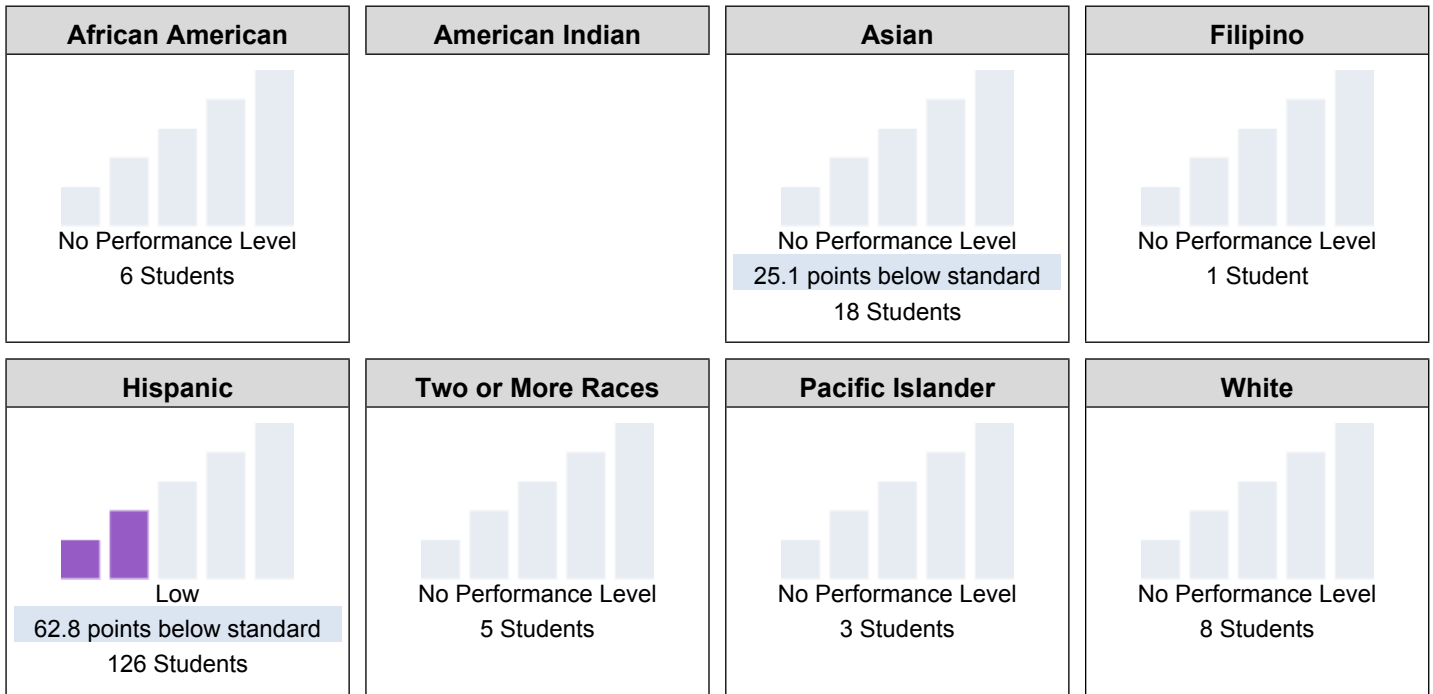
This section provides number of student groups in each level.



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 |
|---|--|---|
| 83.7 points below standard 94 Students | 4.3 points below standard 32 Students | 21.2 points below standard 35 Students |

Conclusions based on this data:

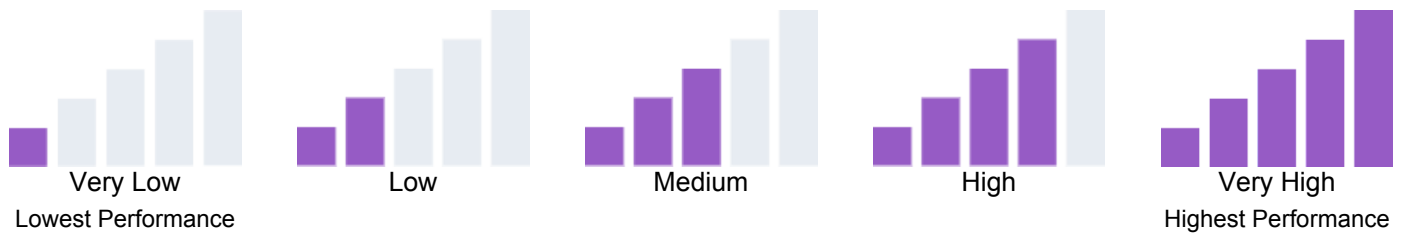
- Over half of Scott Lane's enrollment are English Learners. Although our 2022-23 rates were 4 percentage points higher than 2020-21, we saw a drop in the percent of EL students from 2021-22.
- The percent of students testing as Initially fluent in English is at a three year high (14%)

School and Student Performance Data

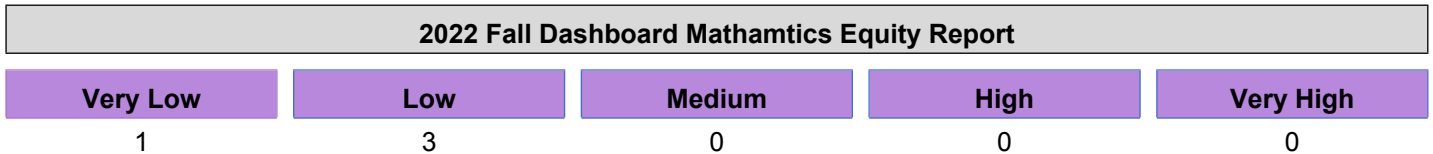
Academic Performance Mathematics

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

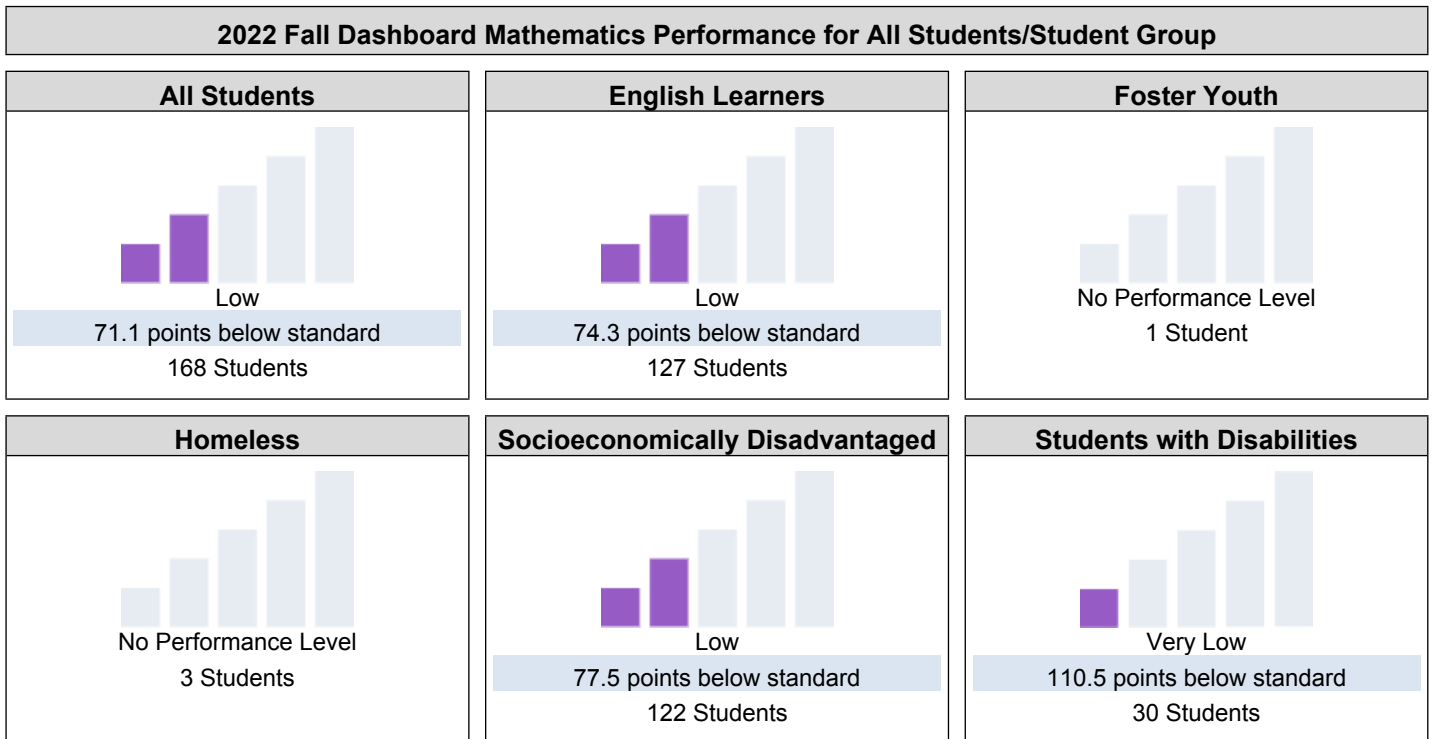
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



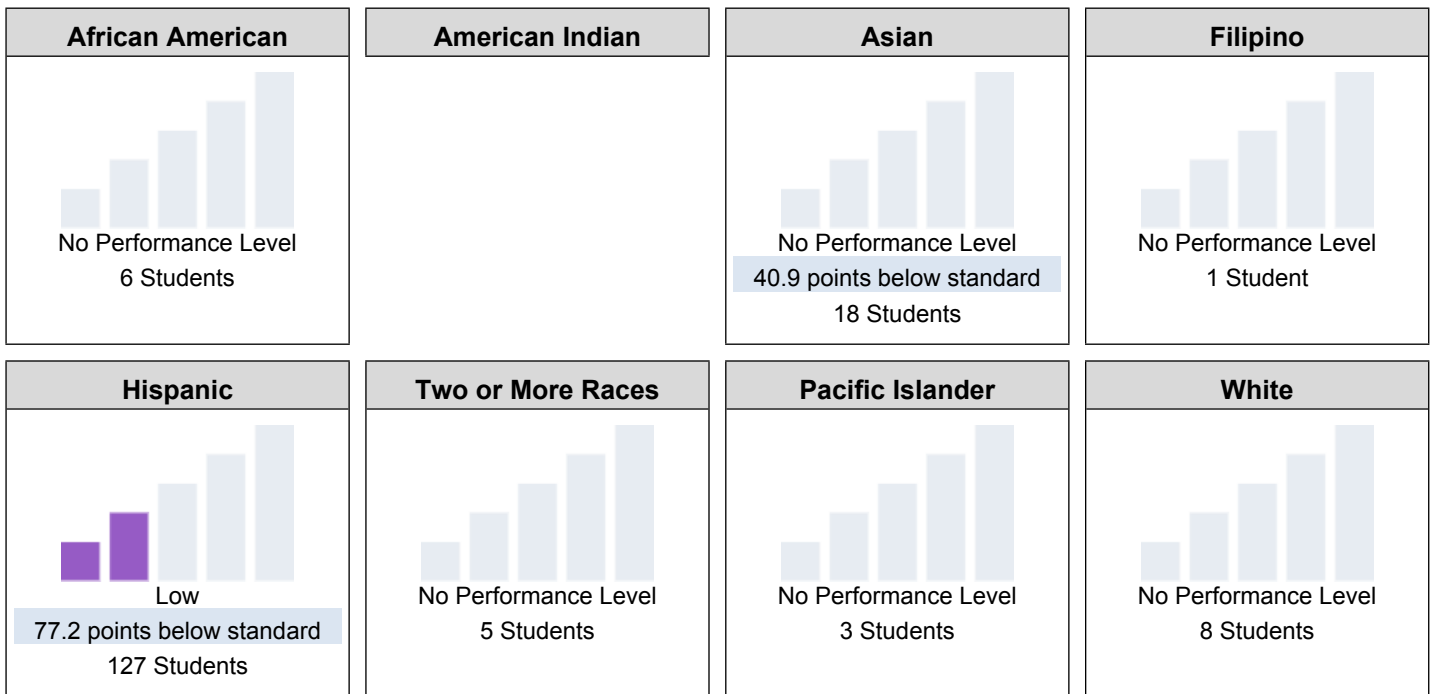
This section provides number of student groups in each level.



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



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| <p style="background-color: #e6f2ff;">84.7 points below standard</p> <p>95 Students</p> | <p style="background-color: #e6f2ff;">43.4 points below standard</p> <p>32 Students</p> | <p style="background-color: #e6f2ff;">57.0 points below standard</p> <p>36 Students</p> |

Conclusions based on this data:

1. Need to invest in PD that gets teachers to teach math in ways that develops students conceptual understanding
2. We also need to improve how we collaborate - grade level teams identify essential learning outcomes, unwrap, develop formative assessments, and learn to use the data to target reteaching and identify which strategies are most effective.

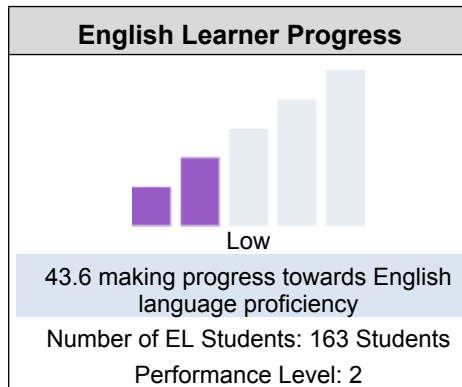
School and Student Performance Data

Academic Performance English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 19.6% | 36.8% | 0.0% | 43.6% |

Conclusions based on this data:

- EL's have shown growth over time in ELA, and we have done well at reclassifying students

School and Student Performance Data

Academic Performance College/Career Report

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

Conclusions based on this data:

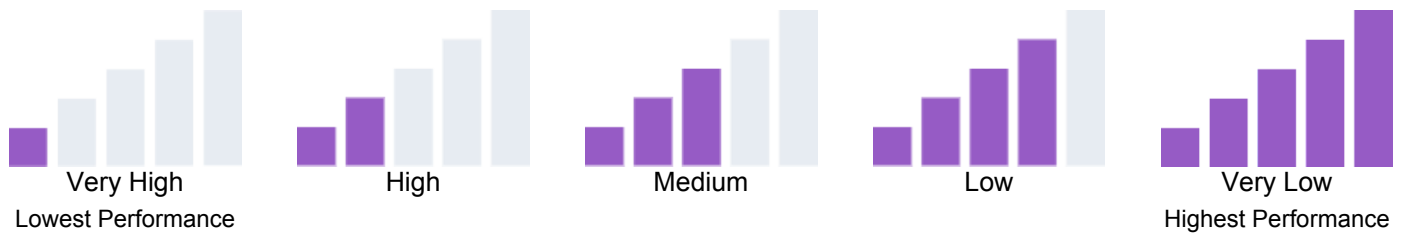
1. NA

School and Student Performance Data

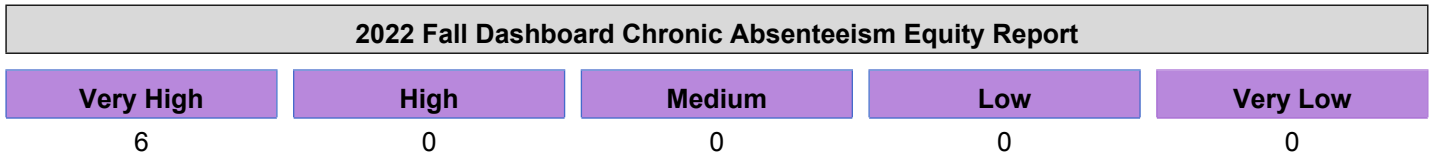
Academic Engagement Chronic Absenteeism

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

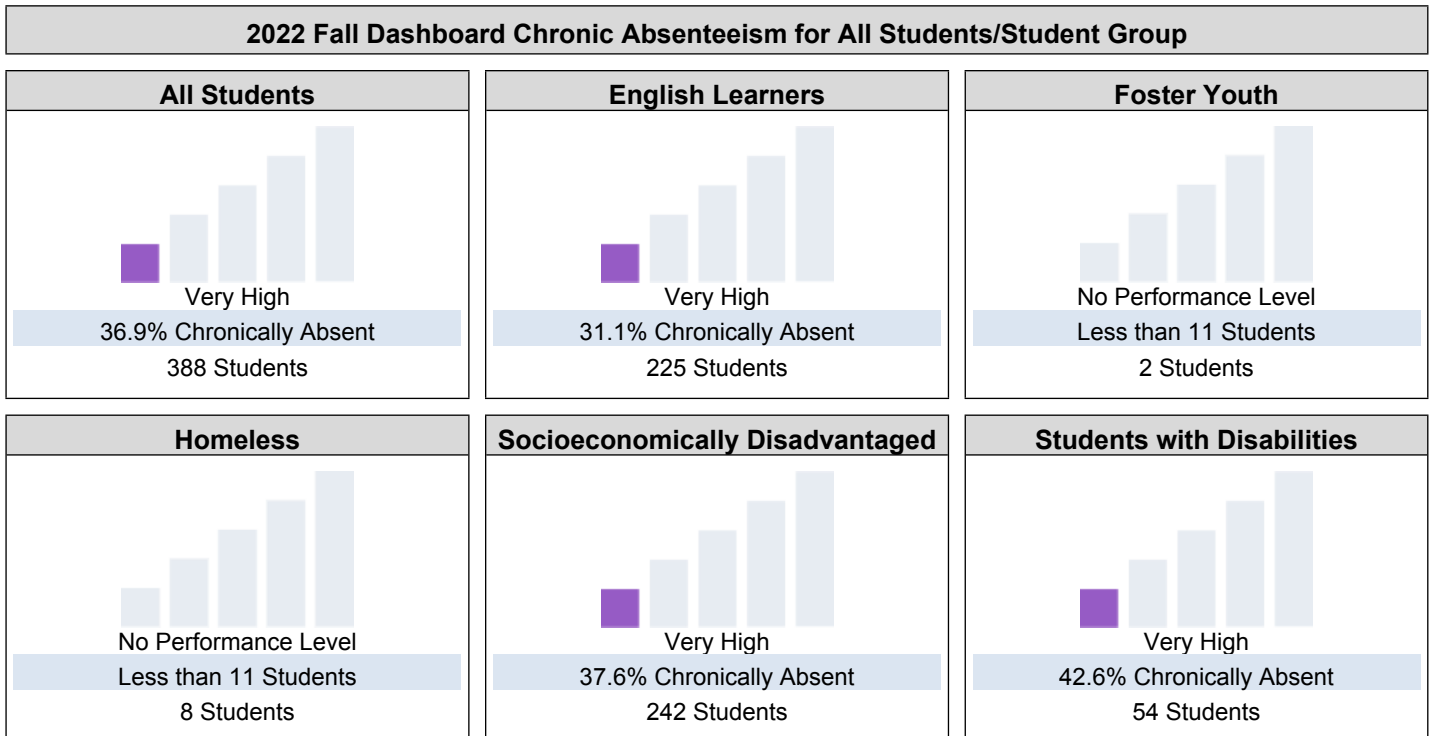
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



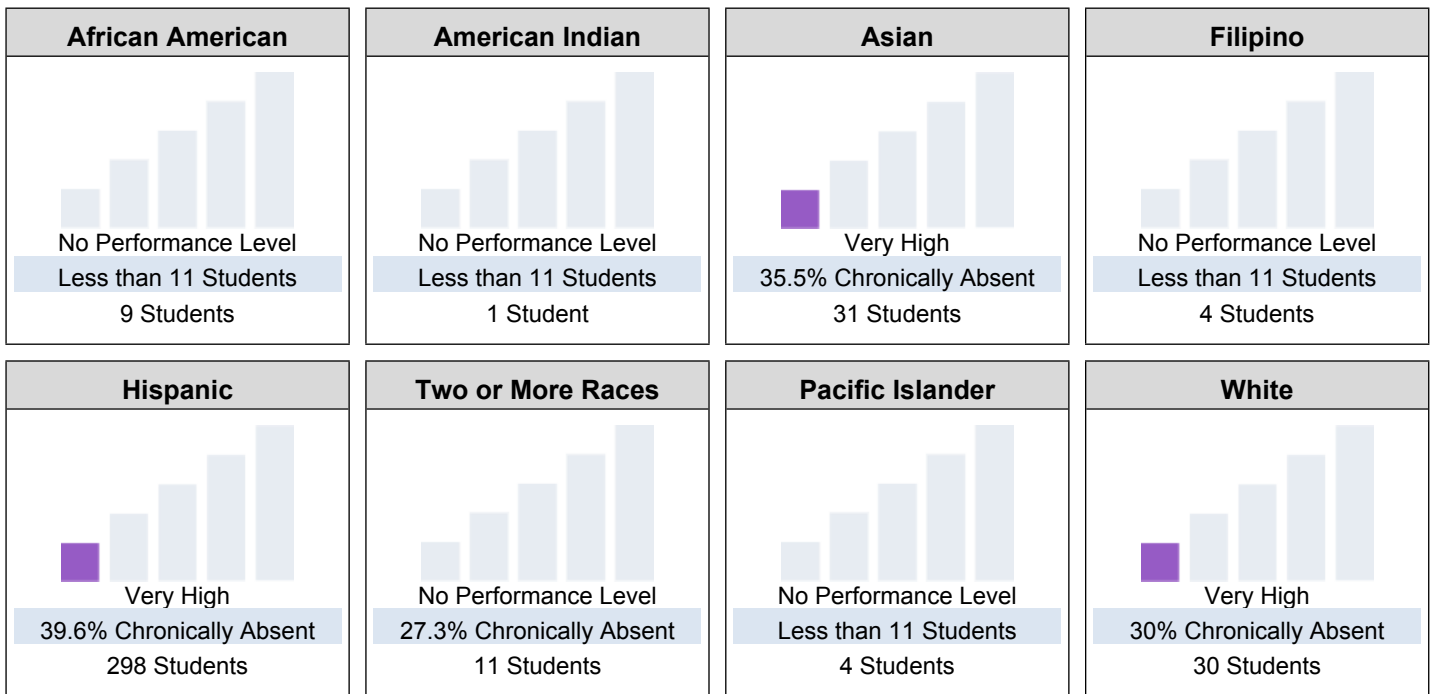
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

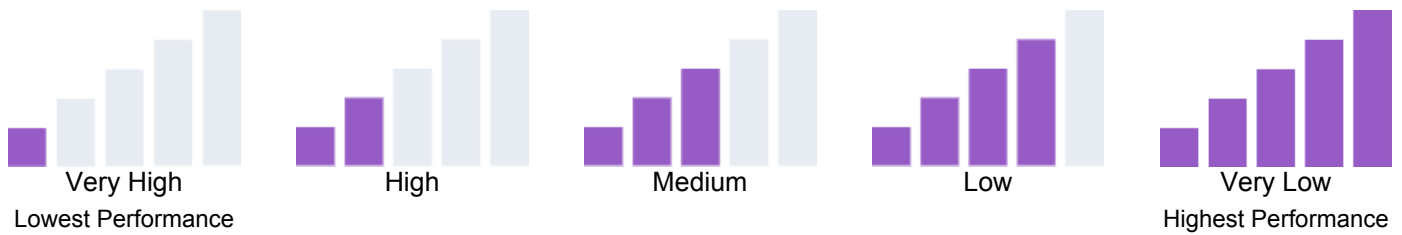
1. Chronic absenteeism is "Very High" school wide and across all measurable student groups.
2. Set goals with office staff and create systems that holds students and families to high expectations, hold families accountable, and does not let anyone fall through the cracks
3. Attendance rate is 97.79, and chronic absenteeism is down to 3.48.

School and Student Performance Data

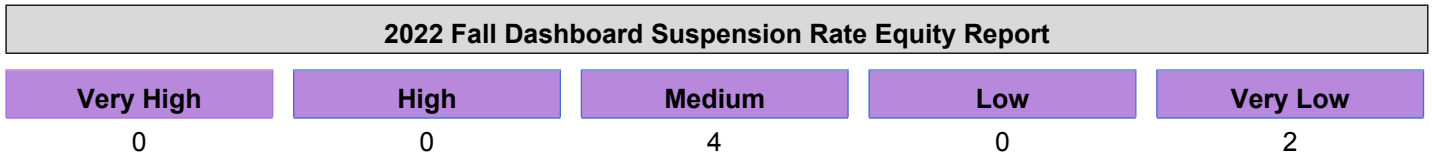
Conditions & Climate Suspension Rate

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

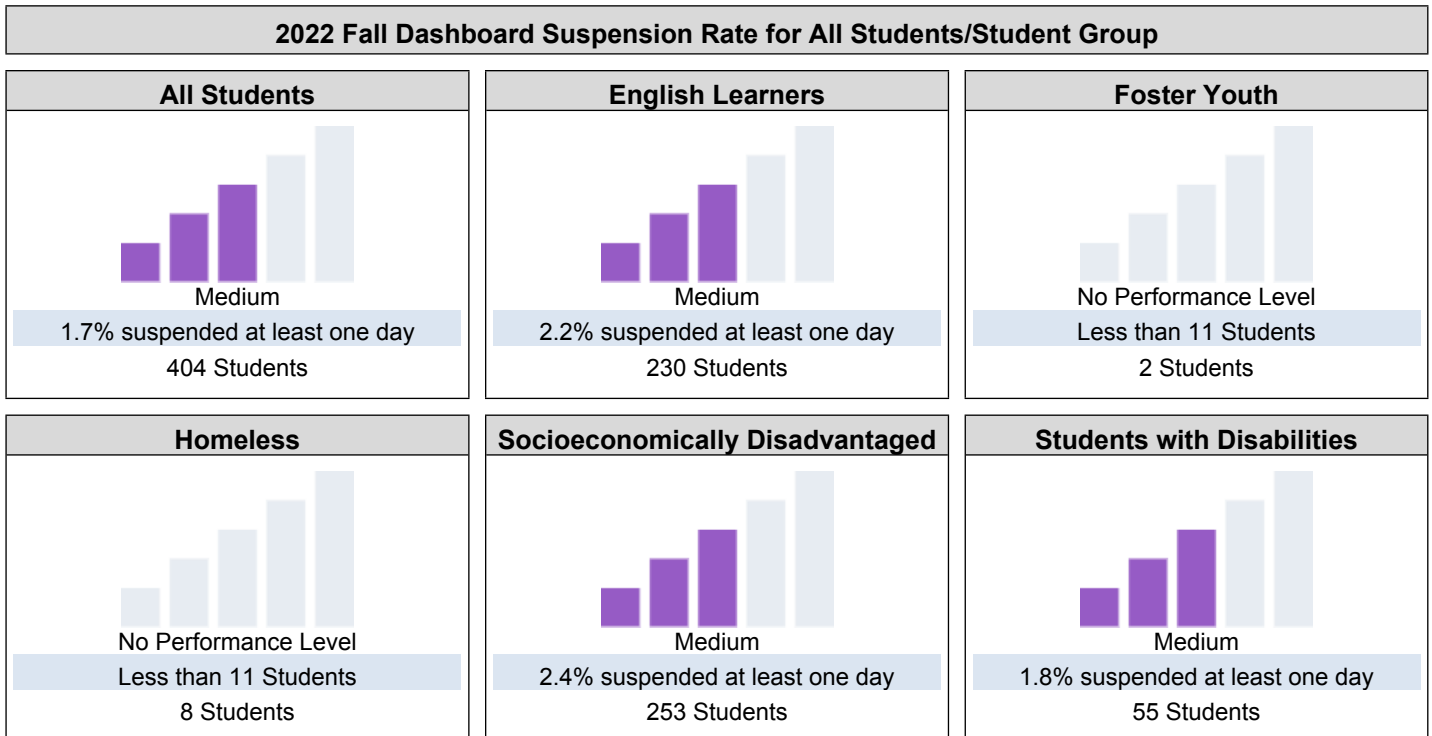
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



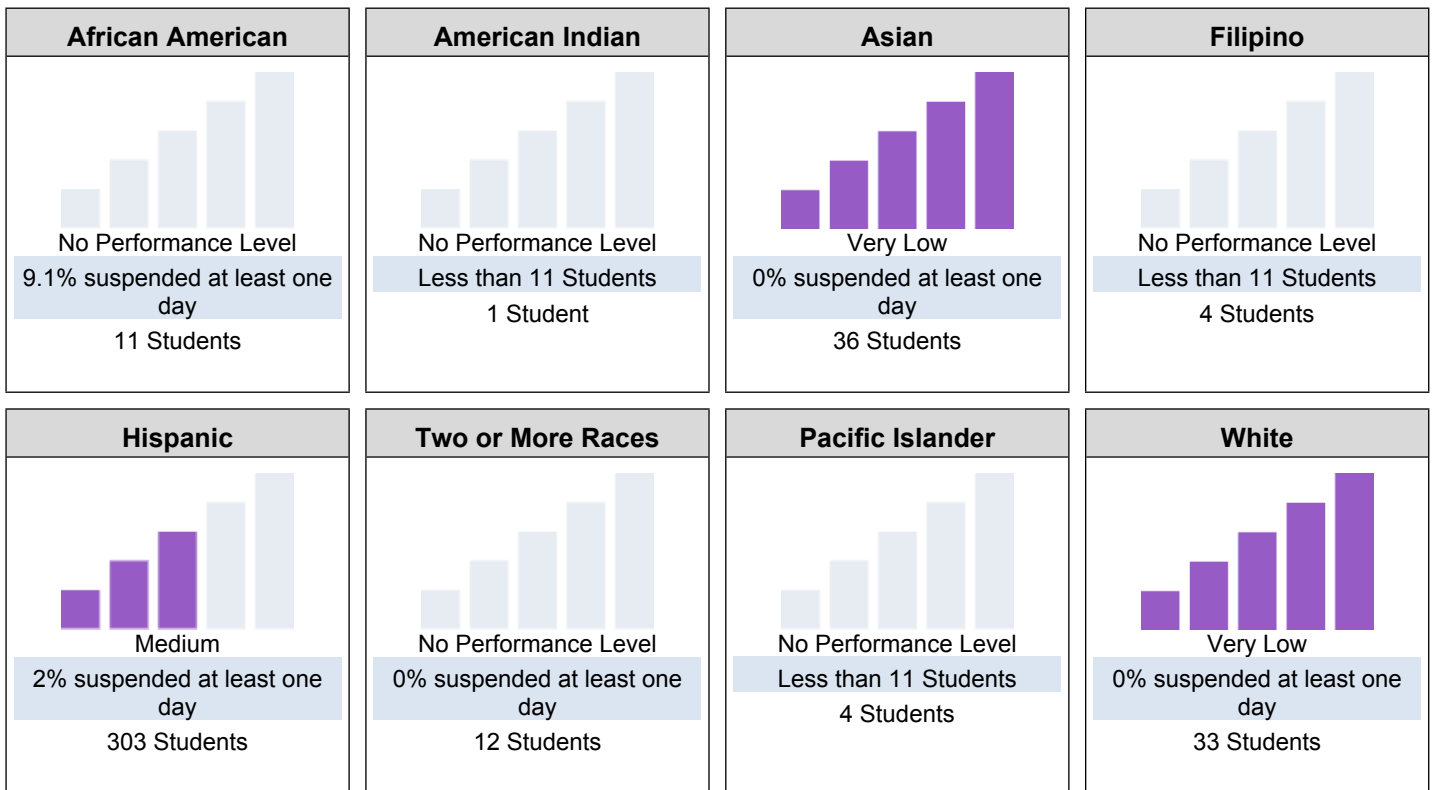
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

1. Continue with PBIS implementation
2. Develop plan that provides Tier 3 behavioral support to students
3. Behaviors that disrupt classroom instruction are way down.

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, Literacy

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 1

School Goal : Reading and Writing Achievement

Scott Lane will improve the percentage of students who meet or exceed SCUSD Reading and Writing standards as measured by an increase in Fountas & Pinnell (F&P) Performance Based Assessment (PBA), Writing Performance Based Assessment (PBA), CAASPP, iReady and other standardized measures appropriate for the grade level and specific target groups by 5% from Spring 2023 to Spring 2024.

Identified Need

ELA and Math assessment results show students need to increase their proficiency levels. SBAC data reveal a 26% achievement gap between Emergent Bilinguals and EO, IFEP and RFEP students.

iReady Diagnostic 3 results show a 35% gap in performance between Emergent Bilingual students and English Only students scoring overall meeting/exceeding grade level in reading and a 27% gap in math.

Trimester 2 F&P assessment results show a 29% gap in performance between Emergent Bilinguals and English Only students scoring standard met grade-level reading expectations.

Emergent Bilinguals, Socioeconomically Disadvantaged, and Students with Disabilities need additional support to improve their reading and math scores in iReady assessments and CAASPP.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|---|---|
| iReady Reading Diagnostic 1-5th Grade | Baseline Diagnostic 3 (March 2023) 32% Overall meeting/exceeding 18% Emergent Bilingual meeting/exceeding | By Diagnostic 3 2024 37% Overall meeting/exceeding 23% Emergent Bilingual meeting/exceeding 31% Low-Income meeting/exceeding |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|---|--|
| | 26% Low-Income meeting/exceeding 46%Hispanic/Latinx meeting/exceeding 11% Students with IEP's meeting/exceeding | 51%Hispanic/Latinx meeting/exceeding 26% Students with IEP's meeting/exceeding |
| Fountas and Pinnell | Baseline Trimester 2 2023 35.46% Benchmark Met 24.46% Emergent Bilingual Benchmark Met 33.15% Low-Income Benchmark Met 32.86%Hispanic/Latinx meeting/exceeding 7.33% Students with IEP's meeting/exceeding | June of 2024 40% Overall meeting/exceeding 29% Emergent Bilingual meeting/exceeding 38% Low-Income meeting/exceeding 37%Hispanic/Latinx meeting/exceeding 12% Students with IEP's meeting/exceeding |
| ELA CAASPP | Baseline Spring of 2022 Overall 6.90% Standard Exceeded 18.39% Standard Met 29.31% Standard Nearly Met 45.40% Standard Not Met 13.46% Emergent Bilinguals meeting/exceeding 23.14% Low-Income meeting/exceeding 22.56%.Hispanic/Latinx meeting/exceeding 10.71% Students with IEPs meeting/exceeding | By June of 2024 Overall 10% Standard Exceeded 23% Standard Met 37% Standard Nearly Met 39% Standard Not Met 19% Emergent Bilinguals meeting/exceeding 24% Low-Income meeting/exceeding 26% Hispanic/Latinx meeting/exceeding 5% Students with IEPs meeting/exceeding |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners and all student groups below grade levels in iReady and F&P assessments

Strategy/Activity

1. Teachers, Specialists, TOSAs and paraprofessionals and/or teacher assistants will collaborate in K-5 learning teams to study Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in Reading and Writing.
2. K-5 teachers will analyze grade level standards, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration (PLC work). Implement PLC Process - identify essential ELA standards, unwrap, and create CFA's to determine teacher effectiveness, identify effective strategies, and to target reteaching. Integrate SEAL UDD days with PLC process.
3. Teachers will implement daily guided reading in K-2 and 3-5 for students who are reading below grade level
4. Pre K-5 Teachers will implement strategies learned in SEAL model training to support all students, especially ELs and Migrant students, in literacy development. This will include the purchase of paper.
5. Teachers will implement whole group and small group instruction and one-on-one conferring in all curricular areas to address the needs of students
6. Teachers, LIT, ELD TOSA and Paras will use leveled non-fiction and fiction books in Spanish and English for small group reading instruction
7. Site will provide intervention system to provide targeted Tier 2 support that will include certificated and classified staff
8. Certificated subs to provide teacher teams with time to collaborate and learn together.
9. Professional learning opportunities that support collaboration and teacher learning (this includes conferences and consulting - Solution Tree and Partners and School Innovation).
10. Certificated staff will participate in professional development opportunities in the areas of Reading and Writing
11. Hourly rate of pay for certificated staff to engage in professional learning beyond contractual day
12. PD to support leadership, leadership team, and collaborative systems (Partners in School Innovation/Solution Tree)
13. Purchase materials to provide PD to support SCUSD ELA, SLA and Writing programs in English and in Spanish(Reading/Writing Workshop, Benchmark, SEAL units, etc.)
14. Provide all teachers with training and support with F & P assessment, and come to consensus around how this assessment is to be used, and how it connects to standards and CAASPP.
15. Technology, materials and supplies for classroom and teachers .
16. Purchase materials and supplies to support teachers and students in ELD/SEAL/DLI 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)

87,277

Source(s)

Title I
1000-1999: Certificated Personnel Salaries

| | |
|---------|---|
| | .40 Certificated TOSA for Literacy Intervention |
| 63,973 | Title I 2000-2999: Classified Personnel Salaries 6 hr. Instructional Para for Intervention |
| 113,516 | Title I 2000-2999: Classified Personnel Salaries Two 5 hr. Instructional Paras for Intervention |
| 125,241 | Title I 2000-2999: Classified Personnel Salaries Three 3.6 hour Instructional Paras for Intervention |
| 10,000 | Title I 4000-4999: Books And Supplies Materials and supplies to support ELD /SEAL/DLI instruction |
| 20,000 | Targeted Allocation None Specified Certificated Hourly Pay to be used for collaboration, professional development and SEAL UDD days out of the instructional day (PLC) |
| 50,000 | Targeted Allocation None Specified Conferences, professional learning to support collaboration, intervention, and instruction (Conferences, professional learning to support collaboration, intervention, and instruction DLI/SEI = 10,000/PLC/DLI Institute = \$10,000/Partners in School Innovation = \$35,000) |
| 3,000 | Targeted Allocation hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Parent Workshops will be provided for K-5 families
2. Childcare services will be provided to families attending workshops and/or classes.
3. Translation/Interpretation services for conferences, documents, school business, etc. will be provided for parents who require translation assistance

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 1,090 | Title I Part A: Parent Involvement Parent workshop, materials including food/snacks |
| 500.00 | Title I Part A: Parent Involvement Translation Services for Parent Engagement, Workshops and/or SST meetings |
| 500.00 | Title I Part A: Parent Involvement Childcare services for parents attending parent worksop |

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

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 24,653 | Targeted Allocation 4000-4999: Books And Supplies |

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.

Our strategies this year are much more specific, and there are systems that will be created to provide all staff with continuous support, and also systems of accountability. For example, in our plan it has been written that grade level teams will implement PLC teams, and it has not been clear what that means. As a result, implementation of PLC's has been minimal. Strategies listed in this plan provide greater detail.

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

The intended implementation and budgeted expenditures were implemented as planned

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

School Goal : Mathematics Achievement

From Spring 2023 to Spring 2024 Scott Lane will show an increase of 5% of students who meet or exceed SCUSD Mathematics standards as measured by an increase in Origo Based Quarterly Assessments, CAASPP, iReady, and grade level standardized measures appropriate for the specific target groups.

Identified Need

Math assessment results show students need to increase their proficiency levels. SBAC data reveal a 6% achievement gap between Emergent Bilinguals and EO, IFEP and RFEP students.

iReady Diagnostic 3 results show a 27% gap in performance between Emergent Bilingual students and English Only students scoring overall meeting/exceeding grade level in math.

Emergent Bilinguals, Socioeconomically Disadvantaged, and Students with Disabilities need additional support to improve their math scores in iReady assessments and CAASPP.

(ATSI) Students with Disabilities - 6.90% meeting/exceeding

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| iReady Math Diagnostic Grades 1-5 grade | Baseline Diagnostic 3 (March 2023) 25% Overall meeting/exceeding 13% Emergent Bilingual meeting/exceeding 18% Low-Income meeting/exceeding 25% Hispanic/Latinx meeting/exceeding | By Diagnostic 3 2024 30% Overall meeting/exceeding 18% Emergent Bilingual meeting/exceeding 23% Low-Income meeting/exceeding 30% Hispanic/Latinx meeting/exceeding 21% Students with IEP's meeting/exceeding |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | 19% Students with IEP's meeting/exceeding | |
| Math CAASPP | Baseline June 2022 Overall 2.86% Standard Exceeded 16.57% Standard Met 28.57% Standard Nearly Met 52.00% Standard Not Met 13.46% Emergent Bilinguals meeting/exceeding 17.36% Low-Income meeting/exceeding 17.29% Hispanic/Latinx meeting/exceeding 6.90% Students with IEPs meeting/exceeding | By June 2024 Overall 7% Standard Exceeded 26% Standard Met 35% Standard Nearly Met 50% Standard Not Met 18% Emergent Bilinguals meeting/exceeding 22% Low-Income meeting/exceeding 22% Hispanic/Latinx meeting/exceeding 11% Students with IEPs meeting/exceeding |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. K-5 teachers will collaborate to develop and refine year-long Math plans based on Common Core Standards, curriculum maps and pacing guides and to refine and improve instructional strategies in the area of Math
2. K-5 grade level learning teams will collaborate to create common assessments based on Year-Long Plan and essential understandings for grade level and units
3. Teachers will implement whole group and small group instruction and one-on-one conferring within Math workshop
4. K-5 teachers will participate in data meetings to analyze student Math assessment data, inform instruction and determine interventions
5. Teachers will implement strategies to support differentiated instruction in Math
6. Certificated and Classified staff will implement whole group and small group instruction and one-on-one conferring in the area of Math
7. Teachers will implement strategies learned in SEAL training to support all students, especially ELs, in developing and mastering math concept understanding
8. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and technology
9. Instructional materials for teachers/classroom student and teacher supplies/technology
10. Site will provide intervention system to provide targeted Tier 2 support that will include certificated and classified staff
11. Certificated subs to provide teacher teams with time to collaborate and learn together.

- 12. Professional learning opportunities that support collaboration and teacher learning this includes conferences and consulting
- 13. Teachers will implement strategies to support differentiated instruction in Math
- 14. Certificated and Classified staff will implement whole group and small group instruction and one-on-one conferring in the area of Math
- 15. Teachers will implement strategies learned in SEAL training to support all students, especially ELs, in developing and mastering math concept understanding
- 16. When necessary, purchase materials to increase student fluency, accuracy, and understanding of Math concepts and operations

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)]

Certificated Hourly Pay to be used for collaboration, professional development and SEAL UDD days out of the instructional day (PLC) allocated Goal 1

[Empty box for Amount(s)]

Conferences, professional learning to support collaboration, intervention, and instruction (Conferences, professional learning to support collaboration, intervention, and instruction = 10,000/PLC Institute = \$10,000/Partners in School Innovation = \$35,000) allocated in Goal 1

Strategy/Activity 2

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 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)

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.

Teachers will be provided with the time and support to effectively collaborate. They will pace essential standards, and create and use common, formative assessments to plan for their reteaching, and to identify highly effective instructional strategies.

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

The intended implementation and budgeted expenditures were implemented as planned

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

English Language Development

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

School Goal : English Learner Achievement

Scott Lane students who are identified English Learners will increase proficiency by 5% from Spring 2023 to Spring 2024 in English language acquisition (listening, speaking, reading, writing) to meet the English Language Development standards, as measured by English Language Proficiency Assessments of California (ELPAC)

Identified Need

Our EL students need support in acquiring English, including academic vocabulary, to increase achievement on ELPAC, ELA & Math CAASPP, and F & P assessments.
ELPAC assessment data show: 43.6% of students had growth

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------------|---|--|
| ELPAC | Data Zone Current 2022 ELPAC Summative Levels Level 1= 23.78% Level 2= 37.20% Level 3 = 33.54% Level 4 = 5.49% Total 164 students | Increase percentage of students that progress 1 level 2023-2024 ELPAC Summative Levels Level 1= 18% (goal to decrease) Level 2= 42% Level 3 = 38% Level 4 = 10% |
| CAASPP/ELA (3-5) EL sub group | Baseline Spring of 2022 0% Emergent Bilinguals meeting/exceeding | June of 2024 5% Emergent Bilinguals meeting/exceeding |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|--|---|
| CAASPP/Math (3-5) EL sub group | Baseline Spring of 2022 0% Emergent Bilinguals meeting/exceeding | June of 2024 5% Emergent Bilinguals meeting/exceeding |
| iReady (Subgroup) Reading Math | Baseline Spring of 2022 13% Emergent Bilinguals meeting/exceeding | June of 2024 18% Emergent Bilinguals meeting/exceeding |
| F & P Assessment (EL Subgroup) | Baseline Trimester 2 24.46% Emergent Bilingual Benchmark Met | Baseline Trimester 2 (2024) 29% Emergent Bilingual Benchmark Met |

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)

Language Learners and newcomers in particular, but all students benefit from strategies.

Strategy/Activity

1. K-5 grade level teams will implement a daily 30 minute block (or weekly adding up to 150 minutes) of designated ELD instruction
2. Teachers will implement whole group and targeted small group instruction and one-on-one conferring with EL students to build academic language during ELD time (and at other times in other curricular areas)
3. Classroom Teachers, LIT, ELD TOSA, and paras will implement daily guided reading in K-2 and 3-5 for EL students who are reading below grade level
4. Staff will implement adopted core, supplemental SCUSD ELD curriculum, and the SEAL model
5. K-5 ELs will take the ELPAC assessment to inform instruction
6. Principal, Vice-Principal, LIT, ELD TOSA and K-5 teachers will collaborate to analyze student assessment data to inform instruction and determine interventions for EL students
7. Teachers will integrate instruction across the curricular areas including Social Studies, Science, PE, Music, Art and technology
8. Staff will identify highest leverage SEAL strategies and use coaches to build each teachers capacity. Coaches will push into classrooms to model, observe and provide feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Language Learners and newcomers in particular, but all students benefit from strategies

Strategy/Activity

1. High-leverage researched-based teaching strategies will be used to support differentiated instruction for EL students during ELD instruction and during instruction in other curricular areas
2. Whole group and small group instruction and one-on-one conferring will be implemented in all classrooms to scaffold language and build English language capacity in students
3. Leveled non-fiction and fiction books will be used in small group instruction
5. SEAL Coach/Facilitator, K-5 LIT, K-5 ELD Teacher and paraprofessionals will support teachers to refine and improve instruction and increase student achievement
7. Purchase materials and supplies to support ELD instruction and SEAL units of study to accelerate English Language proficiency.
8. Paraeducators provide in-classroom small group support to increase language development during ELD and reading

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) |
|-----------|--|
| | SEAL coaches funded through district funds |
| | K-5 ELD TOSA budgeted under Goal 1 |
| | Title1 and Targeted: Materials and supplies to support ELD instruction and SEAL allocated under Goal 1 |
| | Classified and certificated interventionists allocated under Goal 1 |
| | None Specified |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Certificated and Classified staff will support K-5 target or at-risk students (especially EL, Hispanic, SPED and Migrant) in extended day intervention programs
2. Students will complete evening homework that supports daily instruction, for select students may be provided at the YMCA
3. K-5 students will have the opportunity for at-home access to on-line academic programs that support ELD (RAZ, F2B)

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)

Extended day intervention programs for EL Students (district funded through SOAR funds)

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

1. Teachers and support staff will provide in-class support of EL students to increase academic achievement and English Language Development
2. K-5 teachers will provide leveled, flexible grouping ELD instruction to students 4 to 5 times per week
3. Purchase materials and supplies to increase student motivation, engagement and achievement in ELD
4. Purchase technology to support student learning in the classroom
5. Field trips and visiting programs will be provided to K-5 students to increase English language, vocabulary and background knowledge
6. Fifth grade EL students participate in SCPD's DARE program and Science Camp to increase academic vocabulary and background knowledge
7. SST meetings provided for EL students who are at-risk
8. Provide enrichment programs (music, drama, art, movement) to support oral language development and academic vocabulary
9. Provide opportunities for Bilingual program students to increase English language proficiency, resulting in full English proficiency and reclassification

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)

| | |
|--|---|
| | Enrichment program materials costs (funded through donations) |
| | 5th Grade Science Camp (District to cover up to costs for all students) |
| | hotspots, apple tvs, and headphones to use during learning or assessments on computer in the classroom (iReady, Lexia, CAASPP, etc.) allocated under Goal 2 |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Language Learners and newcomers in particular, but all students benefit from strategies.

Strategy/Activity

1. K-5 teachers will collaborate to create SEAL units, create common assessments, analyze student work and assessment data to inform instruction and to work on curriculum integration
2. Pre K-5 teachers will participate in SEAL model training to increase knowledge of research-based strategies that best support EL students in accessing the curriculum
3. Pre K-5 teachers will participate in peer observations in the area of English Language Development
4. Teachers will be provided professional development opportunities in the area of ELD
5. Pre K-5 teachers will implement the strategies learned during SEAL model training
6. TK-5 teachers will collaborate with LIT, SEAL coaches and ELD TOSA to refine ELD instruction
8. Certificated and classified staff will participate in research-based PD
9. All teachers will receive continued training in F & P assessment, will build consensus around how this assessment is to be used, and will connect this assessment to standards and CAASPP assessment.

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)

PD provided by district; outside PD/conferences covered allocated under Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Language Learners and newcomers

Strategy/Activity

Bilingual personnel will be present in the office to assist parents and students who only speak Spanish or it is their primary language

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)

7,200.00

Source(s)

Targeted Allocation
Salary for Bilingual Attendance Clerk

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with SEL needs based on staff observation, BTT, and SWISS data

Strategy/Activity

1. PIP and Counseling programs will be provided for at-risk EL students
2. Include State Preschool staff and students in school events
3. K-5 teachers will maintain evidence folders and send them each year to the next grade level
4. LIT, SEAL Coaches and ELSAT will provide parents of EL and Migrant program students learning opportunities which will support increased student achievement
5. Students and families will participate in SEAL implementation lessons and activities to increase oral language development and academic vocabulary

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)

Salaries for PIP/Counseling Services (Budgeted under Goal 4 - School Climate)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

Language Learners and newcomers

Strategy/Activity

1. School Site Council meets throughout the school year to monitor the ELD portion of the School Plan and to address issues connected to ELD achievement
2. Staff will participate in analysis of EPLAC data during embedded collaboration meetings
3. Principal, Vice-Principal and staff will meet and collaborate with educational consultants to analyze assessment data and ELD instruction during Professional Development meetings
4. ELAC parents and staff representatives meet throughout the school year to address EL issues and discuss the ELPAC and reclassification processes
5. K-5 teachers will collaborate with parents to create goals for students on AAP Goal Setting Agreement forms
6. K-5 teachers will work with parents throughout the year to monitor goals on AAP Goal Setting Agreement forms
7. Principal, staff and parents will participate in initial and follow-up SST meetings
8. School office staff will track interventions in Aeries
9. ELSAT will monitor ELPAC assessment and manage English Learner paperwork and parent communication

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)]

ELSAT funded through district funds

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.

Our English Learners will greatly benefit from effective instruction (that includes SEAL strategies), teacher collaboration, and our intervention system.

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

The intended implementation and budgeted expenditures were implemented as planned

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate

District Priorities/LCAP Goals/District Focus Areas Alignment

LCAP 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

School Goal : School Climate

The staff, students, families and communities will focus on a safe, supportive, positive and inclusive school climate at Scott Lane School. A positive school climate will serve to improve social-emotional well-being, morale, emphasize school pride, involve the school community and offer students chances to excel in both academic and non-academic areas. Parent and community involvement in the school will increase. Ultimately, this will have a positive effect on behavior, student achievement, and citizenship at our school, as well as attendance. Vice Principal, Social worker/Counselor/Student and Family Family Engagement Liaison will meet with students and families with chronic absentees with a focus on our White, Asian, and student with disabilities (ATSI) to provide support to increase attendance.

Identified Need

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

- Relationship skills
- Self Awareness (Future) students self reported the highest at 50.75% (Very High) and 19.40% (High)
- Self Management (School Setting) students reported 40.91% (Very Low) and 13.64 (Low)
- Self Awareness (Learning)
- Social Awareness (Classroom Setting)
- Social Awareness (School Setting)
- Responsible Decision Making

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

There have been eight disciplinary incidents at Scott Lane that have resulted in suspension. The eight suspensions are comprised of six students. Two of the six students has been suspended twice. Suspension data shows a need for additional TIER II and Tier III support for students. We have started to track behavior infractions via Behavior Tracking Tools. We see infractions in physical aggression in and outside of the classroom. There is a need for comprehensive SEL instruction and a full time counselor/wellness/social worker provider.

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

We need at least 5-6, noon-duty supervisors to ensure a safe recess environment. Noon duty supervisors are challenging to retain, so we continually hire and re-hire staff and training. Based on our surveys and Behavior Tracking Tool BTT, we need more comprehensive SEL instruction in our classroom, and to continue to strengthen our Tier 1 and Tier 2 PBIS interventions.

ATSI reports we have a high Chronic Absenteeism rate with the following subgroups:

Asian - 35.5% (Very High)

White - 30% (Very High)

Students with Disabilities - 42.6% (Very High)

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---|
| Data Zone SEL Survey | Baseline 2022-2023 Overall SEL Results Very High- 11.19% High - 18.66% Moderate - 32.84% Low - 25.37% Very Low - 11.94% | Spring of 2024 Overall SEL Results Very High- 16% High - 23% Moderate - 37% Low - 20% Very Low - 6% |
| Chronic Absenteeism Rate | Baseline 2022-2023 (Fall 2022 Dashboard) Overall - 36.9% (Very High) Hispanic/Latino/a/x - 39.6% (Very High) English Learners - 31.1% (Very High) Economically Disadvantaged - 37.6% (Very High) Asian - 35.5% (Very High) White - 30% (Very High) Students with Disabilities - 42.6% (Very High) | Fall 2024 Dashboard Overall - 32% Hispanic/Latino/a/x - 35% English Learners - 27% Economically Disadvantaged - 33% Asian - 30% White - 25% Students with Disabilities - 38% |

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

1. Teachers will build positive school and classroom community through PBIS (now incorporates Beary Good Citizen, adopted school wide values and the 3 Agreements instruction and activities)
2. DARE will be implemented in 5th grade classrooms

3. Teachers and staff will infuse character and Mindset education in to curricular areas
4. Implement Bear Paw store to support PBIS and student wellness
5. Classified staff to help supervise gates
6. Certificated subs to provide PBIS Team Lead time to monitor and collect data in partnership/collaboration with the MTSS District Behavior Coach to prepare Professional Development for the staff
7. Parent Workshops to support with positive school, home, community connection, and improve social-emotional well-being, morale, and emphasize school pride and attendance.

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) |
|-----------|--|
| | Mindset Materials (funded through donations) |
| | PBIS coach funded through district funds |
| | Targeted Allocation None Specified Certificated subs to be used for partnership/collaboration and professional development (allocated under Goal 1) |
| | Title I Part A: Parent Involvement Parent workshops/capacity building/monitoring students performance, and parent skills (allocated under Goal 1) |
| | Title I Part A: Parent Involvement Food and child care for family meetings and workshops (allocated under Goal 1) |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Purchase materials that support school wide PBIS program including signage for school improvement/safety, as well as to support SEL materials
2. Purchase books, videos, resources/presentations from organizations for library and classrooms to support interest of reading titles, PBIS program, social emotional learning and bully prevention
3. Assign staff to implement in-house detention and/or in-house suspension options.

4. Staff will implement lessons that focus on character education, citizenship and SEL
5. 1st-5th grade students will have the opportunity to participate in the Prop 49/YMCA program
6. Books and lessons on character and citizenship will be used in K-5 classrooms

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

1. Students participate in extended day programs that support the school wide PBIS program
2. When possible, students participate in extended day Fine Arts programs
3. When available, academically advanced students have the opportunity to participate in extended day programs
4. 5th grade students have the opportunity to participate in Safety Patrol
5. 1st-5th grade students have the opportunity to participate in Prop 49/YMCA extended day program
6. Student supervision during recess and in classrooms to help with PBIS implementation
7. Students will participate in structured play, sporting events during recess. In addition to learning through play, students will learn about conflict resolution and teamwork.
8. Equipment/materials/incentives for recess and the Bear store hat support PBIS and SEL of 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)

Source(s)

| | |
|--------|--|
| | Safety Patrol supplies funded through donations and/or PTA funds |
| 28,993 | Title I 2000-2999: Classified Personnel Salaries Student Supervision before and during school (extended day) and lunch/noon supervision, STLA staff, this includes PBIS support at recess and in classrooms. This will include hourly rate |

| | |
|--------|---|
| | of pay for yard duties to engage in professional learning. |
| 32,100 | Title I Organization to support with Positive Behavior Intervention and school climate during class and recess times with structured play, teach and reinforce conflict resolution, teamwork and sporting events during recess. |
| 2,000 | Targeted Allocation Positive Behavior Intervention and support equipment/materials/incentives to support with PBIS and SEL of students in and outside the classroom as well as attendance |
| 21,217 | Targeted Allocation 2000-2999: Classified Personnel Salaries Student Supervision before and during school (extended day) and lunch/noon supervision, STLA staff, this includes PBIS support at recess and in classrooms. This will include hourly rate of pay for yard duties to engage in professional learning. |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Scott Lane students will participate in field trips, assemblies, guest speakers and authors and visiting programs
2. Motivational speakers will visit site to introduce students to professional opportunities and the connection of doing your best in school with being successful in life
3. TK-5 students and staff will participate in school wide PBIS program
4. Students, staff and families will participate in school wide day and evening events
5. 3rd, 4th and 5th grade students will have the opportunity to participate in Student Council, and other leadership groups
6. 5th grade students will have the opportunity to participate in Safety Patrol
7. 5th grade students will have the opportunity to participate in Science Camp
8. 5th grade students will participate in DARE
9. K-5 students receive exposure to higher education institutions through lessons, activities, guest speakers, visiting programs and field trips
10. Students will participate in motivational programs to encourage students to attend higher education institutions
11. Focus students will be supported by staff psychologist, District Wellness Coordinator, PIP counselor and site counselors to gain strategies to improve behavior
12. When possible and available, students, staff and families will be offered free or reduced cost transportation to and from off-campus events

13. Play equipment, T-shirts and incentives will be purchased to support positive playground and classroom behavior

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

Play equipment and incentives for PBIS

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

1. Professional development opportunities will be provided to staff to support positive school climate, motivating students, student safety, etc.
2. Staff will collaborate to promote a positive and supportive school climate in connection with student achievement
3. Staff will participate in PBIS training with district coach as well as classroom visit to collect data
4. SST meetings (roving sub to release teachers)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000

Source(s)

Targeted Allocation

Sub pay to release teachers for MTSS (walks/planning/review school wide data needs, SST meetings)

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

1. School will provide annual community events to promote positive school and community climate, parent participation and student achievement

2. Translation will be provided for parents for conferences, documents, day to day school business
3. School will offer parent education nights on topics of interest (gang prevention, nutrition, health/wellness, how to help my child with homework, how to support my child so that he/she will do well in school, SEAL topics, etc.)
4. Parents incentives will be offered to increase attendance and participation during events
5. Communication between home and school will take place throughout the school year(website, texts, emails, phone blasts, phone calls, flyers, home visits, etc.)
6. PTA sponsored events will occur throughout the year
7. School will invite and encourage partnership programs with community organizations, colleges and companies (Intel, Santa Clara Masons, Santa Clara University, Rotary, etc.)
8. School facilities will be well-kept to promote school pride and positive school climate
9. Staff provide training for parents to learn how to support teachers and students in the classroom
10. Parents will be invited to attend special events in the classroom
11. Childcare will be provided for afternoon and evening events
12. Migrant families will be encouraged to attend District Migrant Program events (Latino Parent Conference, Migrant Mothers Day, etc.)
13. CCSS and curriculum workshops will be provided to parents several times throughout the school year
14. Purchase materials to promote positive school climate, school cleanliness, safety, etc.
15. When available, support services will be provided for students with behavioral, emotional and other special needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|--|--|
| | Title I Part A: Parent Involvement Parent Involvement Services Translations (allocated Goal 1) |
| | Title I Part A: Parent Involvement Childcare (allocated Goal 1) |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students with SEL needs based on staff observation, BTT, and SWISS data

Strategy/Activity

1. At-risk students participate in counseling services. These services will include work with our Wellness Coordinator, as well as the PIP Counselor.
2. At-risk students will be provided with additional support through a grade-level paraprofessionals and/or classroom assistants
3. All Scott Lane students will have or be provided student uniforms that are within uniform guidelines

4. Provide parents with opportunities to get to know each other, support each other, connect as a community
5. Provide on-going written and verbal communication to ensure families stay connected and informed
6. Maintain Scott Lane's school website to serve as a communication tool for parents
7. Preschool and K teachers work together each Spring to ensure a smooth transition for preschool students entering kindergarten
8. Preschool students and parents visit K classrooms at the end of every school year in order to support the transition from preschool to kindergarten
9. Middle School staff come to Scott Lane each Spring to present information about Middle School to 5th grade students and parents to ensure a smooth transition for 5th grade students entering Middle School
10. 5th grade students visit Buchser Middle School each Spring and are provided an informational presentation and a tour of the school to ensure a smooth transition from 5th grade to Middle School

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

15,000

Source(s)

Targeted Allocation
None Specified
PIP counselor

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

1. Students, parents and staff participate in an annual survey to ensure school climate goals are being met
2. 1st-5th grade students participate in a schoolwide school climate survey to inform future goals and specific areas of focus
3. School Site Council and staff participate in on-going evaluations of current programs
4. Stakeholders (certificated, hourly and classified school staff, SSC members, and other parents who express interest) are offered the opportunity to give input on the School Plan each year through a 'poster' process (goals, actions and expenditures list are posted in a public area, stakeholders are invited to review the School Plan and write down input on the posters)
5. Principal implements a yearly needs assessment survey of staff, students and groups [SSC, ELAC, School PLC, Student Council, Site Learning Team (SLT), etc.] to determine changes for the following school year
6. Principal and YMCA leaders collaborate to ensure that that after school program supports the regular school day (discussion of grade level year-long plans, students adhere to the expectations of the PBIS program, parents feel comfortable participating both during and after school, etc.)
7. Site Learning Team meets 5-6 times per year to collaborate and advise on school improvement implementation

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students and students with SEL needs based on staff observation, BTT, and SWISS data and chronic absentees

Strategy/Activity

1. Hire a full time Para educator/Social worker/counselor (Student and Community Engagement Liaison)- to support school-wide daily with SEL in grades Tk-5, deliver SEL Lessons, support teachers in arranging a calming/deescalating corner, support students with high social and emotional needs, support classrooms with high need students (de escalate students), support student groups and at recess, and support students (White, Asias, Student with disabilities) and families with chronic absentees.
2. Hire a full time SEL/PBIS Para educator to support students in classrooms, groups and recess, check ins throughout the day with students
3. Purchase SEL curriculum and materials to support student learning. (Learning materials/calming corner, tools, and supplemental materials including but not limited to: Second Step and Kimochis
4. Professional development/training for Paraeducators and Yard duty on SEL/PBIS materials and curriculum and supplemental curriculum

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)

| | |
|--|---|
| | ESSR Funds: Hire a full time Para Educator/Social worker/counselor (Student and Community Engagement Liaison) |
| | ESSR Funds: Calming corner materials for each classroom |
| | ESSR Funds: SEL/PBIS Para Educator |
| | |

ESSR Funds: SEL supplemental curriculum not limited to additional Second Step materials and Kimochis.

ESSR Funds: professional development/training on SEL materials and supplemental curriculum

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Hire a certificated staff and/or substitute to provide STEAM education to students K-5. This will include lesson planning and lesson delivery 2x a month. This will provide teachers with embedded collaboration and will be released from the classroom. Teachers will collaborate to analyze student work, common formative assessment and use this data to drive 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)

ESSR Funds

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

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

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

Recess and noon time structured play were implemented. All grade levels went on at least one field trip. We hosted several community engagement activities events.

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

We hope to provide students with a full time counselor/wellness/social worker /Student and Community Engagement Liaison and a sub or a certificated sub to teach STEAM lessons once a month to each class. Lessons will support the SEAL units. We will also continue to provide recess structured play for students to engage in activities during all recess. We hope to also support more noon clubs.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

District Priorities/LCAP Goals/District Focus Areas Alignment

Goal 5

Identified Need

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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.

NA

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

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

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 |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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 |
|------------------|-------------------------|------------------|
|------------------|-------------------------|------------------|

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 | \$613,260.00 |

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 | \$461,100.00 |
| Title I Part A: Parent Involvement | \$2,090.00 |

Subtotal of additional federal funds included for this school: \$463,190.00

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 | \$150,070.00 |

Subtotal of state or local funds included for this school: \$150,070.00

Total of federal, state, and/or local funds for this school: \$613,260.00

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 |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|------------------------------------|------------|
| Targeted Allocation | 150,070.00 |
| Title I | 461,100.00 |
| Title I Part A: Parent Involvement | 2,090.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 41,690.00 |
| 1000-1999: Certificated Personnel Salaries | 87,277.00 |
| 2000-2999: Classified Personnel Salaries | 352,940.00 |
| 4000-4999: Books And Supplies | 34,653.00 |
| None Specified | 85,000.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| | Targeted Allocation | 11,200.00 |
| | Targeted Allocation | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | Targeted Allocation | 21,217.00 |
| 4000-4999: Books And Supplies | Targeted Allocation | 24,653.00 |
| None Specified | Targeted Allocation | 85,000.00 |
| | Title I | 32,100.00 |

| | | |
|--|------------------------------------|------------|
| 1000-1999: Certificated Personnel Salaries | Title I | 87,277.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 331,723.00 |
| 4000-4999: Books And Supplies | Title I | 10,000.00 |
| | Title I Part A: Parent Involvement | 500.00 |
| | Title I Part A: Parent Involvement | 1,590.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 499,750.00 |
| Goal 3 | 7,200.00 |
| Goal 4 | 106,310.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|------------------------|----------------------------|
| Claudia Corpus | Principal |
| Raquel Dominguez | Other School Staff |
| Vince Fernandez | Other School Staff |
| Sara Tomasello | Classroom Teacher |
| Marivel Joffre | Classroom Teacher |
| Laurel Villar | Classroom Teacher |
| Jucelia Alvarez | Parent or Community Member |
| Myrna Zendejas | Parent or Community Member |
| Grisel Chavez | Parent or Community Member |
| Hilda Gonzalez Alvarez | 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



Other: School Leadership

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 05/4/2023.

Attested:



Principal, Claudia Corpus on 05/4/2023



SSC Chairperson, Myrna Zendejas on 05/4/2023