



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
Whitney Avenue Elementary School	34-67447-6034961	May 23rd, 2023	August 8, 2023

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

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

The School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes two goals:

Goal 1: Improve and support student learning to close achievement gaps and ensure all students graduate college-career ready. .

Goal 2: Foster respectful, equitable, collaborative, and reflective school and district cultures that ensure academic success and social-emotional well-being for each student.

Site goals include actions, services and expenditures:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]).

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Whitney Avenue Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. Hispanics
4. Homeless
5. Socio-Economically Disadvantaged
6. Students with Disabilities
7. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions and observations. The analysis reflects data gathered to gain clarity and understanding to accurately support the needs of our students and families, which has informed our actions moving forward. Furthermore, due to the suspension of Smarter Balanced Assessment Consortium (SBAC), California State testing did not occur during the 2019-2020 and 2020-2021 school years, resulting in a lack of available data to compare previous years results. With the return to in person learning for the 2021-2022 school year, SBAC data will be analyzed as a stand alone cut point to determine student needs and relevant SPSA actions once testing results and data becomes available.

On account of the continued impact of the COVID-19 Pandemic through the 2020-2022 school years, the 2023-2024 SPSA aims to target actions to accelerate academic learning, strengthen social-emotional supports and provide enrichment opportunities for students. This plan also prioritizes family and community engagement opportunities.

In the fall of 2022, Whitney Avenue completed a site-specific survey that was sent to families and students in grades K-5 to gain an understanding of the areas they felt were most valuable in support of social emotional and academic learning needs for the 2022-2023 school year. Results were used to align site resources. Questions were framed around the four District LCAP goals called out in this plan. 32 family responses and 42 student responses (Grades 4-5) are detailed below:

Goal 1 - Connected to School Communities: In the fall of 2022, families were asked to share their preferred method(s) in the available delivery options currently used by the school to share relevant communication and involvement opportunities. Of the 32 responses, 37.9% preferred receiving information through our school-wide Blackboard platform, 59.3% preferred phone/text messages, and 12.8 % preferred email communication.

62.3% of the families reported great value in the current school-wide communication system accessible through digital newsletters and the use of other social media platforms. 32 family members expressed interest in family events and 30 family members reported value in extra-curricular activities such as music, art, clubs and school spirit days for an average of 59.3% of the families surveyed. Approximately 72% of those surveyed identified value in school-wide assemblies, 10.3% would like to participate in parent involvement groups, while 36.2% valued opportunities for student voice and involvement.

91.2% of students surveyed desire field trips, 76.2% want enrichment opportunities such as clubs, 65.7% expressed an interest in assemblies, 64.7% are seeking family events such as the school carnival and talent shows. Also worth noting, 82.4% would like to engage in grade-level activities to learn with peers in other classes, 47.3% appreciate school-wide news and announcements.

Goal 2 - Healthy Environments for Social Emotional Learning (SEL): In the fall, 88.3% of the families asked for curriculum that aligned to social-emotional growth, including self-regulation, personal growth, bullying and social justice curriculum, compared to 74.3% in the spring. 91.7% of families shared value in providing individual interventions, such as restorative practices, problem solving and positive behavior support in the fall, compared to 89.9% in the spring. The fall survey results indicated that 91.3% of families felt that extra-curricular, such as gardening and assemblies aimed to support SEL development would be a benefit to their students, compared to 74.9% of families in the spring. In the fall,

93% wanted to see counseling services and social group support maintain a top priority, and 89.2% of families in the spring shared this priority.

Goal 3 - Engaging Academic Programs: In the fall of 2022, 78.6% of families surveyed express a desire to have creative programs, such as art, music, PE, garden, STEM to be infused into the academic program, compared to 75% in the spring. An average of 89.7.3% reported that school tutoring, and instructional support in reading, math and writing would be of benefit, compared to 85% in the spring results. Those surveyed also saw the value in staff professional development to support academic programs, particularly in times of uncertainty with potential school models as reported in both the fall and spring surveys.

Under this goal, students were asked what they needed at school to feel successful in their learning. Of the 42 students surveyed, (74%) identified the need for reading and math interventions or academic support. 82% shared the need for more clubs to promote social-emotional well being, 53% of students appreciate extra time to think and process new information and (35%) value the option to move around when learning, along with (29%) reporting a need to sit near the teacher. 76% mentioned the value (again) of the quiet calm-down spaces within the classroom setting and an average of 37% of students were seeking tutoring and extra help in reading, math and writing, with math being at the highest percentage identified at 65%.

Goal 4 - Clear Pathways to Bright Futures: 68.9% of families surveyed in the fall reported the benefit of field trips and creative programs as a way to expose students to future endeavors, compared to 44.2% in the spring. An average of 79.7% shared interest in parent workshops and family nights in the fall, compared to 52.5% in the spring. In further support of this goal, 74.5% of families in the spring reported interest in various student leadership opportunities, plus character education and social justice lessons, which is comparable to the spring results of 51.8%.

District Climate Survey

Caring Relationships

School has a climate that is caring

Parent 87.5%

Student 59.5%

Staff 88.4%

Family & Staff Engagement

School offers families opportunities to be involved in school

Parent 84.1%

Staff 59.2%

School Decision Making

School Seeks Input when making important decisions

Parent 84.4%

Student 40.4%

Staff 88.8%

Safety

My school is a safe space for all students

Parent 87.2%

Student 60.9%

Staff 53.8%

Sense of Belonging

School Staff Respects Diversity

Parent 92.3%

Student 82.5%

Staff 96.1%

Academic

Adults at my school believe all students can be successful

Parent 89.6%

Student 73.8%

Staff 80.7%

High Expectations

Students are challenged academically at school

Parent 67.4%

Student 78.5%

Staff 76.9%

iReady

i-Ready Diagnostic Assessment Results

The i-Ready Diagnostic Assessment is a tool used by San Juan Unified School District two times per year to analyze and report comparative student growth indicators within several domains through Reading (phonemic awareness, phonics, high-frequency words, vocabulary, literature fluency, informational text) and Mathematics (numbers and operations, algebraic thinking, measurement, geometry). Students receive scale scores representing growth along a continuum and teachers receive reports to drill deeper into students' needs through data cut-points to determine target goals and differentiated instruction.

Site-wide (Grades 1-5) iReady Data Results:

Overall Comparative Reading Results Window 1 (August 2022) to Window 2 (March 2023):

Grade 1 Fall to Winter

Students Performing Below Grade Level 84% to 63%

Students Performing At or Above Grade Level 6.7% to 13.6%

Grade 2 Fall to Winter

Students Performing Below Grade Level 83.6% to 64.4%

Grade 3 Fall to Winter

Students Performing Below Grade Level 59.2% to 40.8%

Students Performing At or Above Grade Level 21.1% to 44.8%

Grade 4 Fall to Winter

Students Performing Below Grade Level 67.7% to 46.8%

Students Performing At or Above Grade Level 29.1% to 51.6%

Grade 5 Fall to Winter

Students performing Below Grade Level 66.1% to 59.7%

Students Performing At or Above Grade Level 20.9% to 29.1%

Grade K Winter

Students Performing Below Grade Level 59.5%

Students Performing At or Above Grade Level 21.6%

Overall Comparative Math Results Window 1 (August 2022) to Window 2 (March 2023):

Grade 1 Fall to Winter

Students Performing Below Grade Level 89.3% to 85.2%

Students Performing At or Above Grade Level 1.3% to 1.7%

Grade 2 Fall to Winter

Students Performing Below Grade Level 89.6% to 87.7%

Students At or Above Grade Level 1.5% to 1.4%

Grade 3 Fall to Winter

Students Performing Below Grade Level 56.6% to 44.7%

Students Performing At or Above Grade Level 23.7% to 42.1%

Grade 4 Fall to Winter

Students Performing Below Grade Level 74.2% to 51.6%

Students Performing At or Above Grade Level 22.6% to 46.8%

Grade 5 Fall to Winter

Students performing Below Grade Level 65.6% to 43.5%

Students Performing At or Above Grade Level 23% to 48.4%

Grade K Winter

Students Performing Below Grade Level 2.7%

Students Performing At or Above Grade Level 0%

CAASPP Spring 2022

English Language Arts Performance Data

Overall Performance Level

Grade 3: 12.5% of students met or exceeded performance level overall

Grade 4: 25% of students met or exceeded performance level overall

Grade 5: 26.23% of students met or exceeded performance level overall

Math Performance Data

Overall Performance Level

Grade 3: 8% of students met or exceeded performance level overall
Grade 4: 10.42% of students met or exceeded performance level overall
Grade 5: 8.96% of students met or exceeded performance level overall

Overall Performance Level by Subgroup

English Language Arts Performance Data

Overall Performance Level

ELL: 12.96% of students met or exceeded performance level overall
Low SES: 19.39% of students met or exceeded performance level overall
African American: 17.95% of students met or exceeded performance level overall
Students with Disabilities: 6.67% of students met or exceeded performance level overall
Hispanic/Latino: 12.2% of students met or exceeded performance level overall
Homeless: 5.26% of students met or exceeded performance level overall

Math Performance Data

Overall Performance Level

ELL: 5.33% of students met or exceeded performance level overall
Low SES: 9.24% of students met or exceeded performance level overall
African American: 17.95% of students met or exceeded performance level overall
Students with Disabilities: 4.44% of students met or exceeded performance level overall
Hispanic/Latino: 2.38% of students met or exceeded performance level overall
Homeless: 5.26% of students met or exceeded performance level overall

ELPAC Scores

2022

Overall Scores 101 ELL Students

Level 1 41.6%

Level 2 33.7%

Level 3 24.8%

Listening Level

Beginning 37%

Somewhat/Moderate 49%

Well Developed 14%

Speaking Level

Beginning 38%

Somewhat/Moderate 35%

Well Developed 27%

Reading Level

Beginning 57%

Somewhat/Moderate 41%

Well Developed 2%

Writing Level

Beginning 43%

Somewhat/Moderate 54%

Well Developed 3%

Overall Growth by Grade Level

Kindergarten 1% growth

1st Grade 18.6% growth

2nd Grade 17.6% growth

3rd Grade 21.6% growth

4th Grade 19.6% growth

5th Grade 19.6% growth

EL Relative Placement

27% 1 Level Below

73% 2 or more Levels Below

8/11/2022 through 1/9/2023

Overall Chronic Absenteeism Rate: 45.4%

Overall Attendance Rate for Regular Attendance: 87.9%

Black/African American Student Group Attendance Rate: 85.8% (21-22) 85.6% (22-23)

Hispanic/Latino Student Group Attendance Rate: 86.6% (21-22) 87.2% (22-23)

English Language Learners Student Group Attendance Rate: 90.7% (21-22) 90.5% (22-23)

Student with Disabilities Student Group Attendance Rate: 87.5% (21-22) 85.7% (22-23)

Homeless Student Group Attendance Rate: 79.8% (21-22) 83.3% (22-23)

Socioeconomically Disadvantaged Student Group Attendance Rate 88.4 % (22-23)

Asian American Student Group Attendance Rate: 90.3% (21-22) 93.3% (22-23)

Black/African American Student Group Chronically Absent Attendance Rate: 53.8% (21-22) 49.5% (22-23)

Hispanic/Latino Student Group Chronically Absent Attendance Rate: 53.4% (21-22) 52.6% (22-23)

English Language Learners Student Group Chronically Absent Attendance Rate: 33.1% (21-22) 36.5% (22-23)

Students with Disabilities Student Group Chronically Absent Attendance Rate: 51.6% (21-22) 46.9% (22-23)

Homeless Student Group Chronically Absent Attendance Rate: 62.1% (21-22) 47.8% (22-23)

Socioeconomically Disadvantaged Student Group Chronically Absent Attendance Rate: 46.4 % (21-22) 42.1% (22-23)

Asian American Student Group Chronically Absent Attendance Rate: 42.6% (21-22) 26.5% (22-23)

Attendance results dropped during the time frame indicated above, although it is worth mentioning that data reporting measures had multiple factors as a result of COVID-19, which directly impacted rates, such as exposures, contacting tracing, and the issuance and completion of independent study contracts throughout the reported time period.

Suspension Rate Reporting Period 8/11/22-4/27/23

Overall Suspension Rate: 1.08% (Home) 0.87% (PASS or In-Class)

Black/African American Students: 0.99% (Home) 1.98% (PASS or In-Class)

Hispanic/Latino Students: 0% (Home) 1.00% (PASS or In-Class)

Students with Disabilities: 2.22% (Home) 1.11% (PASS or In-Class)

ELL Suspension Rate: 0.0% (Home) 0% (PASS or In-Class)

Low SES Suspension Rate: 0.95% (Home) 0.63% (PASS or In-Class)

McKinney-Vento-Homeless Suspension Rate: 0% (Home) 0% (PASS or In-Class)

In recent years, the suspension rate at Whitney Avenue has declined. There were no suspensions during the 2020-2021 school year, in part due to the distance and hybrid learning models in place at that time. Data reported from the 2022-2023 school year during the months of August-April (1.08 % overall home suspension rate) to illustrate a slight increase in data. The current district target cut-point is <4.7%. During the 2019-2020 school year, suspension data results revealed an overall significant decrease in home suspensions to 1.92% from 2.42%. All subgroups showed a decline, with the exception of SpEd students reporting an increase. It was noted by the team that contributing indicators associated with the decrease in suspensions could be tied to several factors. For the 2019/2020 school year, all teachers on campus created "calm down corners" within the classroom to offer de-escalation and sensory break spaces. This has been maintained through the 2020-2021, 2021-2022, and 2022-2023 school years. A site-wide focus on SEL, Mindfulness, and Community Circles daily for staff and students, plus an emphasis on restorative practices and conflict resolution circles, guided by staff remains a priority. Finally, in efforts to address student needs within the classroom, support staff and administration have been committed to pushing into classrooms rather than pulling students from the learning environment during times of disruption whenever possible.

SAEBRS and My-SAEBRS Screener - Fall & Winter

SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) is a brief, norm-referenced tool for screening all students to identify those who are at risk for social-emotional behavior and in need of various tiered supports. Classroom (TK-5) teachers at Whitney Avenue completed the SAEBRS screener and students in grade 5 completed the My-SAEBRS screener in the fall and Winter of 2021. Screener results were shared with the Tier 2 academic and behavioral intervention teams to inform action steps. Based on the data, our social workers provided intervention systems to support the need.

SAEBRS Results Fall & Winter:

Overall Risk as reported by Teachers (TK-5):

High Risk: 3.7% of student population in the fall, 5.1% of the student population in the winter

Some Risk: 16.7 % of student population in the fall, 16.2 % of the student population in the winter

Low Risk: 79.6% of student population in the fall, 78.6% of the student population in the winter

Social Risk as reported by Teachers (TK-5):

High Risk: 7.1% of student population in the fall, 8.3% of the student population in the winter
 Some Risk: 16.1% of student population in the fall, 21.7% of the student population in the winter
 Low Risk: 76.7% of student population in the fall, 70.1% of the student population in the winter

Academic Risk as reported by Teachers (TK-5):

High Risk: 11.1% of student population in the fall, 10.8% of the student population in the winter
 Some Risk: 15.6% of student population in the fall, 13.4% of the student population in the winter
 Low Risk: 73.3% of student population in the fall, 75.8% of the student population in the winter

Emotional Risk as reported by Teachers (TK-5):

High Risk: 4.8% of student population in the fall, 8.0% of the student population in the winter
 Some Risk: 9.0% of student population in the fall, 12.0% of the student population in the winter
 Low Risk: 86.2% of student population in the fall, 80.1% of the student population in the winter

My-SAEBRS Results:

Overall Risk as reported by Students (Grade 5):

High Risk: 4.5% (fall), 6.8% (winter)
 Some Risk: 29.5% (fall), 34.1% (winter)
 Low Risk: 65.9% (fall), 59.1% (winter)

Social Risk as reported by Students (Grade 5):

High Risk: 6.8% (fall), 9.1% (winter)
 Some Risk: 47.7% (fall), 34.1% (winter)
 Low Risk: 45.5% (fall), 56.8% (winter)

Academic Risk as reported by Students (Grade 5):

High Risk: 6.8% (fall), 13.6% (winter)
 Some Risk: 13.6% (fall), 11.4% (winter)
 Low Risk: 79.5% (fall), 75.0% (winter)

Emotional Risk as reported by Students (Grade 5):

High Risk: 11.4% (fall), 9.1% (winter)
 Some Risk: 20.5% (fall), 20.5% (winter)
 Low Risk: 68.2% (fall), 70.5% (winter)

Staff reviewed the results from the above findings and recorded potential barriers in the areas of English Language Arts, Mathematics, Chronic Absenteeism and Engagement. In English Language Arts, a consistent noticing was tied to lack of foundational skills in reading. In mathematics, staff noted the need to increase students' understanding of number sense and motivation. In Chronic Absenteeism and Suspension data, staff noted how levels of trauma, connection to school, and social-emotional skills could be an indicating factor. It was further noted the transient school population and increase in EL population and refugees may contribute to the overall school results.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

School Site Leadership including; administration, elected leadership team members, School Site Council, Whitney Avenue staff and the English Learner Advisory Committee (ELAC) participated in data analysis throughout the 2022-2023 school year to develop a deeper understanding of the data sources identified above and created recommendations based on identification of the root causes. Specifically, staff participated in collaborative discussions to identify problem areas,

determine causality and develop a comprehensive plan for improvement related to various models of targeted instruction, student attendance and engagement. A need for ongoing data analysis using multiple measures throughout the school year was noted.

Whitney Avenue met the criteria for the following student groups and indicators:

- African American
- Asian American
- Hispanic
- Homeless
- Socioeconomically Disadvantaged
- Students with Disabilities
- Two or More Races

Based on an analysis of state and local data, the following root causes contributing to the results are identified: Chronic Absenteeism, and Academic Status for ELA and Math

Attendance:

There is a discrepancy between attendance tracking and health guidelines around student symptoms that would lead to a positive COVID test which resulted in families keeping students at home.

8/11/2022 through 1/9/2023

Overall Chronic Absenteeism Rate: 45.4%

Overall Attendance Rate for Regular Attendance: 87.9%

Black/African American Student Group Attendance Rate: 85.8% (21-22) 85.6% (22-23)

Hispanic/Latino Student Group Attendance Rate: 86.6% (21-22) 87.2% (22-23)

English Language Learners Student Group Attendance Rate: 90.7% (21-22) 90.5% (22-23)

Student with Disabilities Student Group Attendance Rate: 87.5% (21-22) 85.7% (22-23)

Homeless Student Group Attendance Rate: 79.8% (21-22) 83.3% (22-23)

Socioeconomically Disadvantaged Student Group Attendance Rate 88.4 % (22-23)

Asian American Student Group Attendance Rate: 90.3% (21-22) 93.3% (22-23)

Black/African American Student Group Chronically Absent Attendance Rate: 53.8% (21-22) 49.5% (22-23)

Hispanic/Latino Student Group Chronically Absent Attendance Rate: 53.4% (21-22) 52.6% (22-23)

English Language Learners Student Group Chronically Absent Attendance Rate: 33.1% (21-22) 36.5% (22-23)

Students with Disabilities Student Group Chronically Absent Attendance Rate: 51.6% (21-22) 46.9% (22-23)

Homeless Student Group Chronically Absent Attendance Rate: 62.1% (21-22) 47.8% (22-23)

Socioeconomically Disadvantaged Student Group Chronically Absent Attendance Rate: 46.4 % (21-22) 42.1% (22-23)

Asian American Student Group Chronically Absent Attendance Rate: 42.6% (21-22) 26.5% (22-23)

Attendance results dropped during the time frame indicated above, although it is worth mentioning that data reporting measures had multiple factors as a result of COVID-19, which directly impacted rates, such as exposures, contacting tracing, and the issuance and completion of independent study contracts throughout the reported time period.

Although students returned to in-person learning for the 2021-2022 school year, significant factors outside the control of the school resulted in a decrease in regular attendance averages for the 2022-2023 school year. As Whitney Avenue moves towards lower COVID-19 rates across the site and Sacramento Region as a whole, the goal is to regain higher attendance rates leading into and through through the 2023-2024 school year, which will directly impact student learning. As noted in current attendance metrics, students struggled to attend due to the impacts of COVID-19 and COVID-19 Protocols and Guidelines, which prevented students and/or families from regularly participating in consistent learning, directly impacting attendance rates, due to student exposures, contacting tracing, student/staff positivity rates.

Academic Achievement for ELA and Math:

Disrupted learning resulted in disengagement as evidenced by students not attending school regularly due to difficulties from 22-23 COVID-19 guidelines.

Overall, the lack of engagement and mastery of grade-level standards from our students during the 2022-2023 school year can be attributed to the following factors:

- Unstable housing for our homeless and low-income students
- Lack of access and support for our English Language Learners and their families

- Underlying at-home stressors due to the impact on families in post pandemic
- School attendance due to COVID-19 exposures, positivity rates, quarantining protocols
- Struggles related to the management of academic and social emotional variables related to skill deficit and emotional regulation
- Lack of appropriate social interaction with school aged peers during unstructured times such as recess
- Decrease in foundational skill knowledge and levels of mastery upon entering each grade level
- High levels of transiency rates
- Increase in number of English language learners and refugee students

Furthermore, this has impacted our students ability to consistently attend and engage, as multiple factors to the learning process and flow have been disrupted. In addition, families continue to struggle at home with food, clothing and shelter, shifting academics and consistent attendance to a lower priority. This has impacted our Low Income and McKinney-Vento (homeless) families the hardest, and because the families of our English Language Learners are not able to access resources with instruction, and due to limited supports, learning loss is anticipated to be greater among our English Language Learners, low-income and McKinney-Vento, and Socioeconomically Disadvantaged populations.

School Community:

With the implementation of our community outreach and support plan, such as digital online newsletters, family and community engagement events, and our online social media presence, we have seen a continued level of engagement in the way parents and students feel connected to our school community. It has also been noted that parents and students report a decrease in feelings of school culture and sense of belonging, which is in part, due to the unintended consequences of unstable attendance rates and inconsistent learning blocks. There is a common desire to provide a culture that consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment the academic and social emotional success for each student can flourish.

When analyzing current District Survey data and the Student Information System, the team noted the connection between school attendance, suspension data, and overall school culture percentages as it relates to academic success. We noted that our chronic absenteeism is potentially linked to families needing support at home to empower and help them feel a stronger connection to our school community, as well as the consequences of post pandemic effects on consistent and stable learning environments.

Whitney Avenue Elementary School additionally noted that there is a need to promote school culture and connectedness amongst students in order to decrease chronic absenteeism and bolster student engagement. The continuance of our PBIS system, Responsive Classroom, Restorative Practices, along with the our full time Social Worker, School Community Intervention Specialist, and Intervention teachers has shown an overall decrease in suspension rates. Additionally, funding has been spent on academic initiatives such as teacher professional development, social-emotional learning programs, as well as staff engagement and ongoing development around Equity and the Social Justice practices. To further support social-emotional well-being of students the site contracted with Amazing Athletes and Sports for Learning, two structured lunch-time programs, aimed to, “empower children by using sports as a catalyst to engage their inner strength and ability so they can confidently pursue an active lifestyle” on a weekly basis. These programs promote the importance of patience, teamwork and self confidence allowing for increase in school connectedness and academic achievement.

It was also noted that there is a lack of understanding and access to resources regarding students' pathways from elementary, middle, high school and beyond based on District Survey Data.

Educational Partners Engagement:

The development of the School Plan began in the winter of the 2022-2023 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met six times during the 2022-2023 school year, four of which during the development of this plan in the winter/spring of the 2022-2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in funding curriculum and materials for students that were intended to promote academic growth as well as cultivate a variety perspectives for students. School Site Council also expressed an interest to continue to fund an 1.0 FTE intervention teaching position for the 2023-2024 school year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support low income families and English Learner families. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC. The ELD Teacher conducted a needs assessment for parents to complete, shared the current EL

programs (Lexia, iReady, GLAD strategies, etc.), and shared data with parents. Parents recommended more emphasis on reading and writing supports for EL students. One member expressed appreciation for the diversity emphasis by updating school and classroom libraries with books that represent all cultures. A concern was voiced for families of English Learners who are struggling during distance and hybrid learning. All groups appreciated voice from the students as recorded through empathy gathering sessions.

The Site Leadership Team met regularly during the 2022-2023 school year and continued to meet bi-monthly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. The team discussed resources needed to support purposeful learning and ways to embed structures to optimize student growth potential in targeted foundational skills. They also voiced concerns about the lack of engagement and consistent attendance from students during extended periods of time due to COVID-19 factors. Staff expressed ongoing challenges connecting with families and a deep concern for all students' well-being was noted. In response to this need, the office staff and school staff began using a school-wide app, Talking Points, as a way to contact families who are hard to reach with traditional methods (phone and email). Incorporating this additional site communication has increased parent engagement and communication has grown.

Site Leadership is in support of staff alignment to grow capacity and accelerate intentional learning. The team worked to leverage staff leadership through the development of intentional collaboration blocks and professional development offerings high-lighted through site data. The team asked staff to share the areas of professional development they needed to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development. Site Leadership also supports professional learning opportunities as it applies to well-being, academic rigor, and how to infuse the use of social justice/anti-bias instruction throughout the curriculum.

ELAC (English Language Advisory Council) met four times during the 2022-2023 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs, to include parent education. ELAC examined data related to the progress of English Learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the structure of ELD supports both in and out of the classroom, and expressed a desire to learn more and return to in person meetings in the during the 2023-2024 school year. They shared praise for the efforts of the school and ELD teacher to meet the needs of the students during these challenging times. ELAC had similar concerns as SSC with a greater concern for English Learners and programs to help English learners reclassify before leaving middle school and high school. ELAC expressed approval for the overall plan and school culture during the past few challenging years.

In accordance with state and local guidelines, community partnerships involvement was done virtually with discussions on how to support students and families in the upcoming school year. Community groups shared a desire to accelerate learning over the summer and into the fall. Further discussion focused on ways to mitigate learning loss, which remains a priority in addition to social-emotional well-being.

A digital site-based survey was created to gain feedback from parents about their priorities around the 4 LCAP Goals.

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Results from the survey are detailed in the Comprehensive Needs Assessment.

Teachers and support staff participated in development of the SPSA through surveys, written documents, staff meetings, the Site Leadership Team and School Site Council. In December of 2022, teachers shared their priorities for funding in a survey to guide expenditures for the coming year. These priorities were shared with partnership groups and addressed in the development of this School Plan.

Additionally, in the past funding has not been spent on social emotional development school wide. With changes in staff and significant changes in student population, the team determined the need for continued focus on social emotional strategies as a means to strengthen a cohesive site-wide approach for all staff and students in grade K-5.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities due to the uncertainty of students' academic progress and social-emotional well-being due to a combination of factors affecting consistent attendance throughout the 2022-2023 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

- Attendance Guidelines/Protocols
- Lack of cultural understanding for the diverse and ever changing population
- Limited opportunities for families to connect to school functions, events, and parent volunteers
- Decrease in student engagement due to consistent attendance.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

- Lack of coping skills in
- Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
- Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.
- Increase in social emotional referrals for family and student supports.
- Lack of current and relevant resources and training around trauma effects as related to post pandemic needs for students and families

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

- An increase in refugee and newcomer English learners has increased the percentage of students needing targeted designated supports in the development of language acquisition
- There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.
- Limited equal access to small group instruction based on a variety of factors, across campus.
- Limited Professional Development toward effective and engaging ELA and Mathematics instructional strategies has been a challenge due to the increase in the lack of student readiness and levels of mastery in foundational skills

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

- Decrease in the number of students participating in intervention support due to difficulties of mastery connected to ELA and Math standards
- Limited field trips and hands-on experiences due access and time constraints due to protocols and guidelines
- Lack of enrichment activities due to the limitation of funding and transportation/space
- Lack of knowledge presented to students around college and career ready opportunities

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

Priorities

1. Provide additional hours for our Parent/Neighborhood Liaison to spend time on family outreach.
2. Provide incentives for improved student attendance and engagement.
3. Provide PBIS recognition to promote positive school culture.
4. Provide materials and resources to support differentiation for grades TK-5.
5. Provide hands-on academic materials for students to use at home, as needed.

6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture and represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.
11. Provide an opportunity for Restorative/PBIS/SEL support with repairing harm created with one another and with staff by students and adults on campus
12. Provide opportunities around college and career pathways to all students

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

The development of the School Plan began in the winter of the 2022/2023 school year. The Site Leadership team, School Site Council, school staff and our English Learner Advisory Committee (ELAC) evaluated the current SPSA to determine if actions had been effective. Each group noted the need to accelerate learning, deepen SEL support and provide enrichment opportunities for students, as well as family and community engagement experiences.

School Site Council met six times during the 2022/2023 school year, three of which during the development of this plan in the spring of the 2022/2023 school year. Site Council reviewed relevant site data, site budgets, and survey results. School Site Council expressed interest in funding ongoing technology purchases to replace old and outdated hardware. It was shared that maintaining and updating technology will support all students. School Site Council also expressed an interest to continue to fund two 1.0 FTE intervention teaching positions for the 2023/2024 school year to mitigate learning loss, as well as invest in social-emotional and enrichment opportunities for students and fund 1.0 FTE Social Worker. Parents on the Council expressed concerns about the social-emotional needs of the students, gaps in learning loss and how to best support low income families and English Learner families with the technological divide, which came to light during the transition from distance learning to hybrid; as well as those who remained in distance learning after the hybrid model began in March 2021. A desire to continue family and community engagement connections remains a priority for the Council, as well as the ELAC. A concern was voiced for families of English Learners who are struggling during distance and hybrid learning. All groups appreciated voice from the students as recorded through empathy gathering sessions.

The Site Leadership Team met bi-monthly during the 2022-2023 school year and continued to meet weekly during the development of this plan. Site Leadership reviewed relevant site data, site budgets, and survey results. The team discussed resources needed to support in the fall of 2022. They also voiced concerns about the lack of engagement from students during distance learning and hybrid learning, and challenges connecting with families due to instructional gap during COVID. A deep concern for all students' well-being was noted. Site Leadership is in support of staff alignment to grow capacity to accelerate intentional learning this coming school year. The team asked staff to share the areas of professional development they needed to strengthen skills when looking at data, refining differentiation and strengthening instructional practices both academically and through SEL development. Site Leadership also supports professional learning opportunities as it applies to well-

being, academic rigor, and how to infuse the use of social justice/anti-bias instruction throughout the curriculum.

ELAC met four times during the 2022-2023 school year. ELAC reviewed relevant site data, site budget proposed expenditures, and survey results. They reflected on specific needs due to distance and hybrid learning, to include parent education. ELAC examined data related to the progress of English learners and noted the increase in the number of Newcomers to our school site and ELL students as a whole. They asked questions about the hybrid model and expressed how this could impact ELL students. They shared praise for the efforts of the school and ELD teacher to meet the needs of the students during these challenging times. ELAC had similar concerns as SSC with a greater concern for English Learners and programs to help English learners reclassify before leaving high school. ELAC expressed approval for the overall plan and school culture during this challenging year.

In accordance with state and local guidelines, stakeholder involvement was done virtually with discussions on how to support students and families in the upcoming school year. Stakeholders shared a desire to accelerate learning over the summer and into the fall. Further discussion focused on ways to mitigate learning loss, which remains a priority in addition to social-emotional well-being.

A digital site-based survey was created to gain feedback from parents about their priorities around the 4 LCAP Goals.

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Results from the survey are detailed in the Comprehensive Needs Assessment.

Teachers and support staff participated in development of the SPSA through surveys, whole site discussions, staff meetings, the Site Leadership Team and School Site Council. In January of 2022, teachers shared their priorities for funding in a survey and refined their priorities in April of 2022 through a focused staff survey. These priorities were shared with educational partners and addressed in the development of this School Plan.

Teachers noted a desire to continue the work started in the previous year by increasing opportunities for students to build numeracy foundational skills such as number sense, basic computation, and setting mastery goals. Teachers also noted the need to continue site work in guided reading and literacy foundational skills. They would like to strengthen small group targeted instruction in all grades, as well as increase funding for technology and necessary resources to support needs within the classroom setting. Additionally, teachers prioritized social-emotional resources, and ways to re-energize family and community engagement opportunities. The purchase of materials and supplies to support these priorities was noted in the plan.

The draft SPSA was shared with the Site Leadership Team and School Site Council. School Site Council (SSC) participated in the Comprehensive Needs Assessment (CNA) and the development of the SPSA. The Council, consisting of parents, teachers, classified staff and the principal met ten times to review the data and identify priority areas and actions. Parents on the council expressed concern about the lack of available after school tutoring at every grade level. The Council talked about looking into other ideas for recruiting more tutors, possibly through the local universities. Additionally, parents requested training about how to assist their students with iReady (math intervention lessons) at home as well as homework. The Council agreed with most of the current actions but requested additional funding for intervention support materials for students and

training for teachers, as well as funding for parent involvement. They also would like to look into programs that support extra curricular and outdoor classrooms.

The English Learner Advisory Committee (ELAC) had similar concerns as the SSC with a greater concern for English learners and programs to help English learners and programs to help English learners reclassify. The ELAC also wanted to provide resources for teachers to continue to support struggling students and continue to support with chronic absenteeism. The ELAC expressed praise for the current plan and school.

Teachers and staff participated in development of the plan through Site Leadership Team and SSC. Teachers would like to continue with current actions but increase funding for professional learning in ELA, math, SS and Science and intervention resources. Teachers stated they want to work on how to best support students through assessment and small group instruction in ELA, math, SS and Science as well as technology.

The draft was shared, through the site website, so that all educational partners could read it and provide input. We discussed the plan at Back-to-School night, Title 1 Parent Meeting, Mugs and Muffins event with parents, and the principal meetings in September and October.

Resource Inequities

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

Through the Comprehensive Needs Assessment process, the focus of this plan is to address resource inequities due to the uncertainty of students' academic progress and social-emotional well-being due to a combination of factors affecting consistent attendance throughout the 2022-2023 school year. This plan identifies actions to promote academic success and engagement, social-emotional support, targeted instruction, interventions, enrichment experiences, and family and community engagement.

Based on data analysis, root cause analysis, review of budgets and the review of empathy gathering sessions, the following resource inequities were identified in Goal Area 1: (Connected School Communities):

- Attendance Guidelines/Protocols
- Lack of cultural understanding for the diverse and ever changing population
- Limited opportunities for families to connect to school functions, events, and parent volunteers
- Decrease in student engagement due to consistent attendance.

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 2: (Healthy Environments for SEL):

- Lack of coping skills in
- Lack of consistency and availability to onboard new families and students to our campus to promote safe and welcoming practices.
- Level of parent capacity within populations is a contributing factor to the decrease in student engagement and attendance.
- Increase in social emotional referrals for family and student supports.

- Lack of current and relevant resources and training around trauma effects as related to post pandemic needs for students and families

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal Area 3: (Engaging Academic Programs)

- An increase in refugee and newcomer English learners has increased the percentage of students needing targeted designated supports in the development of language acquisition
- There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps.
- Limited equal access to small group instruction based on a variety of factors, across campus.
- Limited Professional Development toward effective and engaging ELA and Mathematics instructional strategies has been a challenge due to the increase in the lack of student readiness and levels of mastery in foundational skills

Based on data analysis, root cause analysis, review of budgets and review of empathy gathering sessions, the following resource inequities were identified in Goal 4: (Clear Pathways)

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- Limited field trips and hands-on experiences due access and time constraints due to protocols and guidelines
- Lack of enrichment activities due to the limitation of funding and transportation/space
- Lack of knowledge presented to students around college and career ready opportunities

As our site continues to grow capacity to accelerate intentional learning this coming school year, staff will engage in ongoing professional development that focuses on data analysis, refinement of differentiation strategies and tools to strengthen instructional practices both academically and through SEL development.

Priorities

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4. Provide materials and resources to support differentiation for grades TK-5.
5. Provide hands-on academic materials for students to use at home, as needed.
6. Provide enrichment opportunities through academic and/or extra curricular activities for students to expand learning experiences.
7. Provide culturally responsive resources to support school culture and represent our diverse populations.
8. Provide opportunities for staff to grow their capacity as educators through a variety of professional development options.
9. Provide a bridge between home and school to promote students' academic and social success.
10. Provide staff, families, students and community representatives voice in the planning and implementation of school-wide events.

11. Provide an opportunity for Restorative/PBIS/SEL support with repairing harm created with one another and with staff by students and adults on campus
12. Provide opportunities around college and career pathways to all students

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	0.26%	0.25%	1	1	1
African American	20.9%	17.99%	18.25%	82	70	73
Asian	16.1%	18.25%	21.75%	63	71	87
Filipino	0.5%	0.77%	1%	2	3	4
Hispanic/Latino	24.0%	24.42%	20.75%	94	95	83
Pacific Islander	0.8%	1.03%	1.5%	3	4	6
White	29.6%	29.56%	28%	116	115	112
Multiple/No Response	7.9%	7.46%	8.5%	31	29	34
Total Enrollment				392	389	400

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	62	64	65
Grade 1	68	64	76
Grade 2	78	70	64
Grade3	54	72	73
Grade 4	65	50	61
Grade 5	65	69	61
Total Enrollment	392	389	400

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	115	138	157	29.30%	35.5%	39.3%
Fluent English Proficient (FEP)	12	19	24	3.10%	4.9%	6.0%
Reclassified Fluent English Proficient (RFEP)	6			5.2%		

Whitney Avenue - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

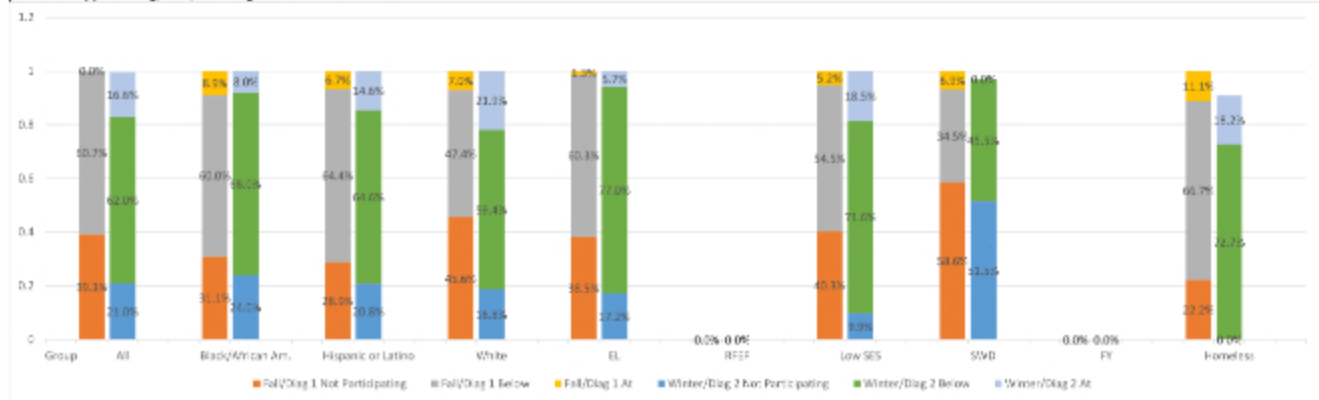
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	228	77	119	0	48	142	38			
Black/African Am.	50	14	27	4	12	34	4			
Hispanic or Latino	48	13	29	3	10	31	7			
White	64	26	27	4	12	38	14			
EL	87	30	47	1	15	67	5			
RFP	3	0	0	2	0	1	1			
Low SES	162	62	84	8	16	115	30			
SWD	33	17	10	2	17	15	0			
FY	1	1	0	0	0	0	1			
Homeless	11	2	6	1	0	8	2			

Whitney Avenue - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	228	33.8%	60.7%	0.0%	21.0%	62.0%	16.6%			
Black/African Am.	50	28.0%	60.0%	8.0%	24.0%	68.0%	8.0%			
Hispanic or Latino	48	27.1%	64.6%	6.3%	20.8%	64.6%	14.6%			
White	64	40.6%	47.4%	7.0%	18.8%	59.4%	21.9%			
EL	87	34.5%	60.3%	1.3%	17.2%	77.0%	5.7%			
RFP	3	0.0%	0.0%	100.0%	0.0%	33.3%	33.3%			
Low SES	162	38.3%	54.3%	5.2%	9.9%	71.6%	18.5%			
SWD	33	51.5%	34.5%	6.9%	51.5%	45.5%	0.0%			
FY	1	100.0%	0.0%	0.0%	0.0%	0.0%	100.0%			
Homeless	11	18.2%	66.7%	11.1%	0.0%	72.7%	18.2%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Whitney Avenue - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	74	64	0	1	14	44	16			
1	81	7	63	5	19	51	11			
2	73	6	56	5	15	47	11			

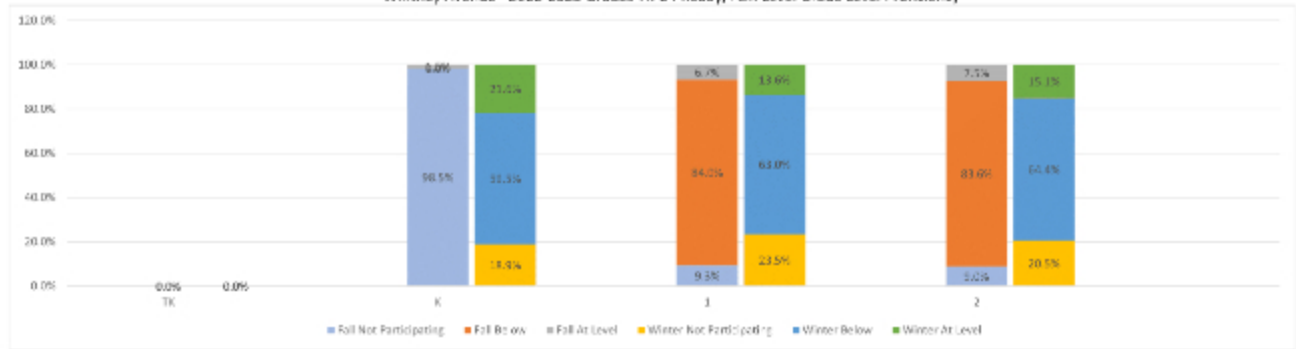
Whitney Avenue -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	74	98.5%	0.0%	1.5%	18.9%	59.5%	21.6%			
1	81	9.3%	84.0%	6.7%	23.5%	63.0%	13.6%			
2	73	9.0%	83.6%	7.5%	20.5%	64.4%	15.1%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Whitney Avenue - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Whitney Avenue - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

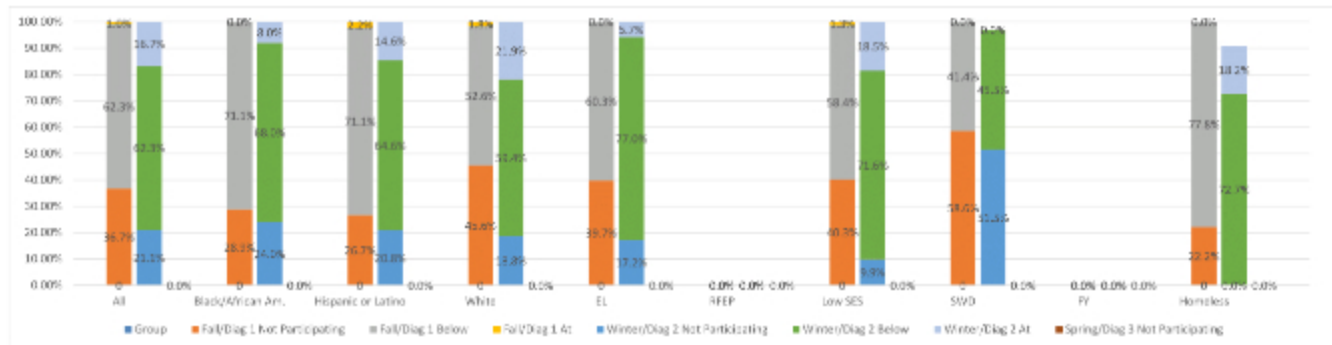
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	228	76	129	2	91	135	2			
Black/African Am.	50	13	32	0	18	32	0			
Hispanic or Latino	48	12	32	1	13	34	1			
White	64	26	30	1	30	33	1			
EL	87	31	47	0	36	51	0			
RFP	3	0	1	1	0	1	1			
Low SES	162	62	90	2	66	94	2			
SWD	33	17	12	0	19	13	0			
FY	1	1	0	0	1	0	0			
Homeless	11	2	7	0	3	7	0			

Whitney Avenue - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	229	36.7%	62.3%	1.0%	39.7%	59.0%	0.9%			
Black/African Am.	50	28.9%	71.1%	0.0%	36.0%	64.0%	0.0%			
Hispanic or Latino	48	26.7%	71.1%	2.2%	27.1%	70.8%	2.1%			
White	64	45.6%	52.6%	1.8%	46.9%	51.6%	1.6%			
EL	87	35.7%	60.3%	0.0%	41.4%	58.6%	0.0%			
RFP	3	0.0%	50.0%	50.0%	0.0%	33.3%	33.3%			
Low SES	162	40.3%	58.4%	1.3%	40.7%	58.0%	1.2%			
SWD	33	58.6%	41.4%	0.0%	57.6%	39.4%	0.0%			
FY	1	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	11	22.2%	77.8%	0.0%	27.3%	63.6%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Whitney Avenue - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0	0	0	0
K	74	63	2	0	72	2	0			
1	81	7	67	1	11	68	1			
2	73	6	60	1	8	64	1			

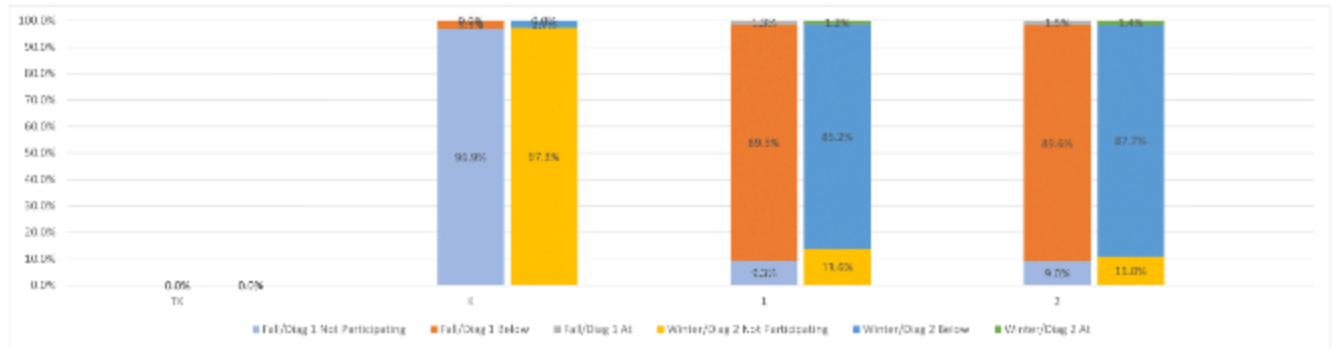
Whitney Avenue - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	74	96.9%	3.1%	0.0%	97.3%	2.7%	0.0%			
1	81	9.3%	89.3%	1.3%	13.6%	85.2%	1.2%			
2	73	9.0%	89.6%	1.5%	11.0%	87.7%	1.4%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Whitney Avenue - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency



Conclusions based on this data:

1. In ELA Reading, 38.1% of students in grades 3-5 met or exceeded growth targets.
In ELA Reading, 23.4% of students in grades 3-5 were at or exceeding standards.

In Math, 43.9% of students in grades 3-5 met or exceeded growth targets.
In Math, 13.8% of students in grades 3-5 were at or exceeding standards.

Based on this data, there is a correlation with its outcomes and CAASSP results. There is also the acknowledgement of students making or not making growth towards proficiency. Throughout the year staff will be examining data to monitor growth towards proficiency.



**Spring 2023
District Climate Survey Results by School**

Whitney

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
A) School has a climate that is caring.	192	87.50%	42	59.52%	26	88.46%
B) There are students and staff on campus who listen to students when they have something to say.	189	82.54%	42	69.05%	26	92.31%
C) There is an adult from the school who checks on how students are doing.	191	82.72%	42	61.90%	25	100.00%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	189	83.07%	42	69.05%	26	50.00%
E) Staff feels supported to do their job well in meeting the needs of all students.					26	53.85%
F) Staff feels part of an effective team.					26	84.62%
Family and Staff Engagement						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	190	87.89%			27	96.30%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	184	87.50%			27	85.19%
C) The school offers families opportunities to be involved in school and classroom activities.	189	84.13%			27	59.26%
D) The school keeps families well-informed about school activities.	188	87.77%			27	88.89%
E) The staff at our school listens to family concerns about issues.	186	86.02%			27	74.07%
F) The staff at school are helpful and welcoming when families come to school or call.	181	93.92%			27	92.59%
G) The school and families are partners in promoting positive behavior for my student.	185	91.35%			27	85.19%
H) Families who speak a language other than English receive general information about our school in their home language.	180	92.22%			27	96.30%
I) Staff receive information about upcoming events and important information about the school.					27	96.30%
School Decision Making						
A) School seeks input when making important decisions.	187	84.49%	42	40.48%	27	88.89%
B) Important school decisions reflect diverse input.	180	78.89%	42	45.24%	27	77.78%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	184	86.41%				
D) The principal and staff listen to concerns of other staff members about issues.					26	73.08%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					26	80.77%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					26	84.62%
G) Our school uses data from this survey to inform site decision making.					26	57.69%
H) Staff voice matters in decision making.					26	73.08%
Safety						
A) Concerns about student safety are taken seriously.	180	86.67%	41	65.85%	26	61.54%
B) Concerns about student safety are addressed in a timely manner at my school.	179	88.83%	41	51.22%	26	65.38%
C) My school is a safe place for all students.	180	87.22%	41	60.98%	26	53.85%
D) My school is a safe place for all staff.					26	53.85%
E) Students know what staff member to go to if they have a safety concern.	181	85.64%	41	78.05%	26	84.62%
F) Students know school safety protocols.	179	80.43%	42	85.71%	26	80.77%
G) I feel safe sharing different viewpoints and perspectives at my school.	183	82.51%	41	48.78%	26	76.92%
Sense of Belonging						
A) School staff respects student diversity.	182	92.31%	40	82.50%	26	96.15%
B) Adults at my school treat students respectfully.	183	90.16%	41	68.29%	26	92.31%
C) Students are respectful to each other at school.	180	73.33%	41	29.27%	26	46.15%
D) Students have opportunities to socialize with other students often at school.	179	88.83%	42	71.43%	26	96.15%
E) Students have an adult on campus they trust.	183	84.15%	42	71.43%	26	88.46%
F) Students trust other students at school.	169	71.60%	40	65.00%	26	61.54%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	181	74.59%	42	80.95%	26	46.15%
H) School staff reflects student diversity.	179	84.92%	40	75.00%	26	50.00%
Academic Progress						
A) Families and students understand how assignments and tests are graded.	183	80.33%	42	83.33%	25	48.00%
B) Questions and concerns about schoolwork are addressed.	183	84.15%	41	75.61%	26	73.08%
C) Student grades reflect their knowledge of the material.	178	80.34%	42	54.76%	25	64.00%
D) Adults at my school believe all students can be successful.	184	89.67%	42	73.81%	26	80.77%
E) Students feel comfortable and unjudged to ask their teacher for help.	184	81.52%	41	60.98%	26	84.62%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	183	87.43%	42	90.48%	26	88.46%
G) Teachers at my school go out of their way to help all students.	184	84.24%	42	69.05%	26	84.62%
H) Students receive timely and regular feedback on their learning.	185	82.16%	42	90.48%	26	88.46%
I) Staff at my school provides resources or ideas that help families support their students at home.	182	80.77%			26	73.08%
High Expectations						
A) Students are challenged academically at school.	181	67.40%	42	78.57%	26	76.92%
B) School recognizes and celebrates the academic success of all students.	179	86.59%	40	77.50%	26	84.62%
C) Adults on campus motivate students to do their best.	182	85.71%	41	85.37%	26	92.31%
D) School provides additional academic support when students are struggling.	182	84.07%	42	80.95%	26	92.31%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	184	84.24%	42	69.05%	25	68.00%
B) Students have access to classes and activities that meet their interests and talents.	182	84.62%	42	59.52%	25	52.00%
C) Students understand how to complete their schoolwork.	188	86.17%	42	71.43%	25	84.00%
D) Students complete assignments on time.	182	81.87%	42	57.14%	25	48.00%
E) Students are motivated to do their schoolwork.	184	80.98%	42	71.43%	25	60.00%

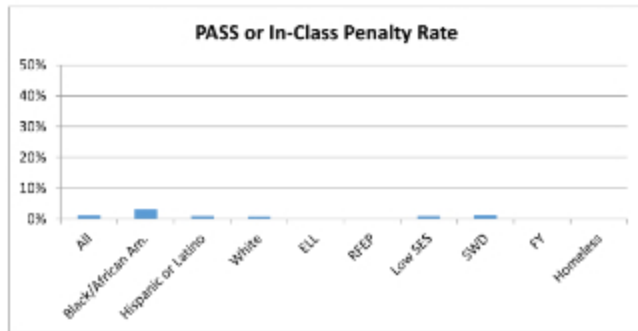
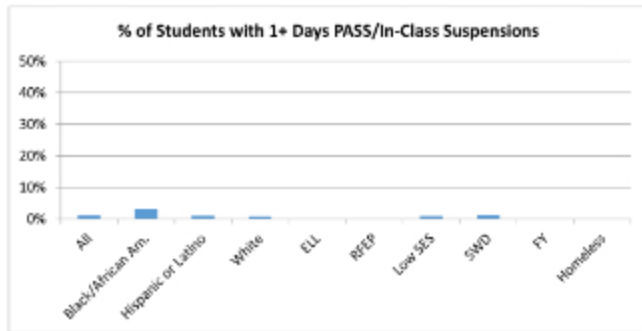
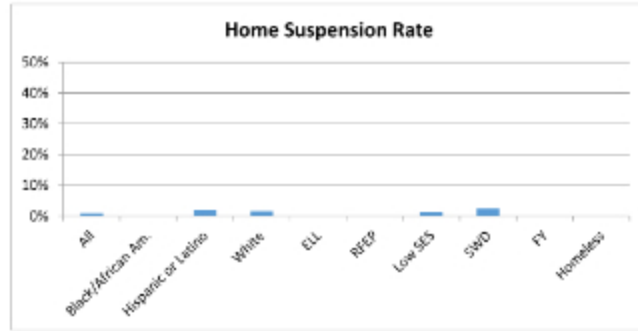
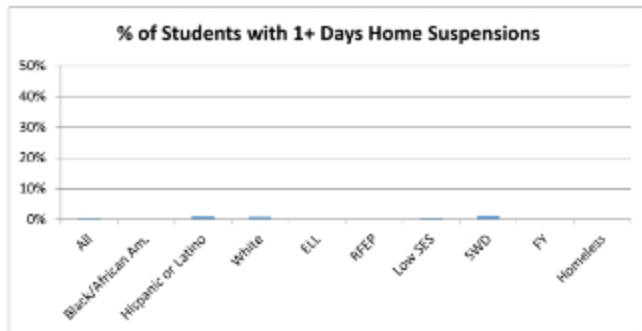
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	172	65.12%	41	58.54%	23	26.69%
B) Students and families know what classes they will have to take and pass to graduate from high school.	171	64.33%	42	30.95%	23	17.39%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	170	68.24%	41	51.22%	23	30.43%
D) School offers college and career programs.	169	46.15%	41	14.63%	23	17.39%
E) Students participate in programs to learn about different jobs, careers, and colleges.	171	46.78%	40	22.50%	23	26.69%
F) Students are prepared for the next step of their educational experience.	166	71.08%	42	59.52%	25	48.00%
G) Staff are optimistic about the future of their career in San Juan Unified.					25	68.00%
H) There are equitable opportunities for advancement in the district.					25	68.00%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Customer Satisfaction						
A) I would recommend my school to other families.	181	80.11%	42	66.67%	26	69.23%
B) San Juan Unified School District is a district that I would recommend to other families.	180	86.11%	42	66.67%	26	84.62%

Whitney Avenue 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	438	2	0.46%	4	4	0.91%	5	1.14%	5	1.14%
Black/African Am.	97	-	0.00%	-	-	0.00%	3	3.09%	3	3.09%
Hispanic or Latino	96	1	1.04%	2	2	2.08%	1	1.04%	1	1.04%
White	132	1	0.76%	2	2	1.52%	1	0.76%	1	0.76%
ELL	166	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	20	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	310	2	0.65%	4	4	1.29%	3	0.97%	3	0.97%
SWD	80	1	1.25%	2	2	2.50%	1	1.25%	1	1.25%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	23	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Whitney Avenue - I-Ready Diagnostic 2 ELA Proficiency Level by Group

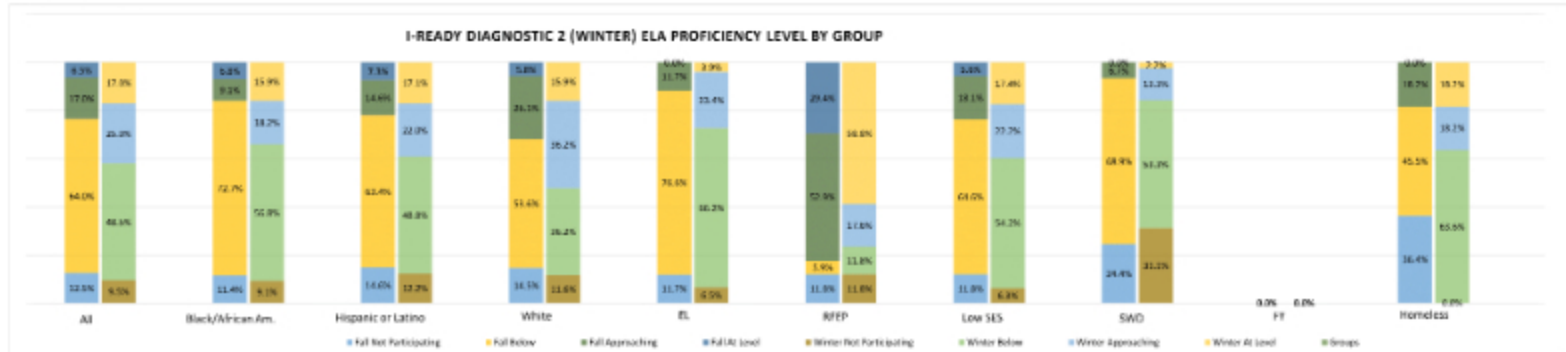
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	200	25	128	34	13	19	97	50	34				
Black/African Am.	44	5	32	4	3	4	25	8	7				
Hispanic or Latina	41	6	25	6	3	5	20	3	7				
White	89	20	37	18	4	8	25	25	11				
EL	77	9	59	9	0	5	51	18	3				
FFEP	17	2	1	9	5	2	2	3	10				
Low SES	144	17	93	26	8	9	78	32	25				
SWD	45	11	31	3	0	14	24	6	1				
FY	0	0	0	0	0	0	0	0	0				
Homeless	11	4	5	2	0	0	7	2	2				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	200	12.5%	64.0%	17.0%	6.5%	9.5%	48.5%	25.0%	17.0%				
Black/African Am.	44	11.4%	72.7%	9.1%	6.8%	9.1%	56.8%	18.2%	15.9%				
Hispanic or Latina	41	14.6%	61.4%	14.6%	7.8%	12.2%	48.8%	22.0%	17.1%				
White	89	22.5%	41.6%	20.1%	5.8%	11.8%	36.2%	36.2%	15.9%				
EL	77	11.7%	76.6%	11.7%	0.0%	6.5%	66.2%	23.4%	3.9%				
FFEP	17	11.8%	5.9%	52.9%	29.4%	11.8%	11.8%	17.6%	58.8%				
Low SES	144	11.8%	64.6%	18.1%	5.6%	6.3%	54.2%	22.2%	17.4%				
SWD	45	24.4%	68.9%	6.7%	0.0%	31.1%	53.3%	13.3%	2.2%				
FY	0												
Homeless	11	36.4%	45.5%	18.2%	0.0%	0.0%	63.6%	18.2%	18.2%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Whitney Avenue - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

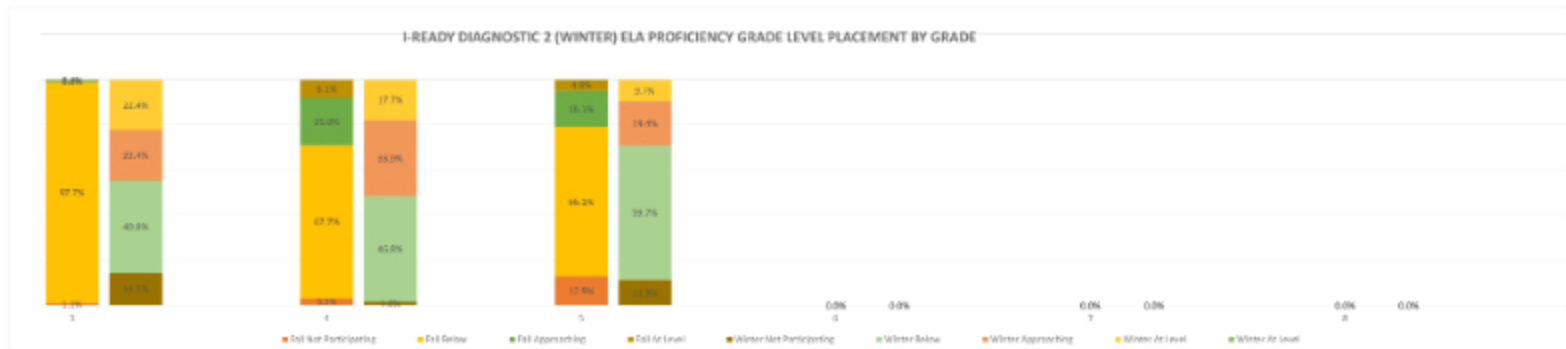
Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	76	25	45	11	5	11	31	17	17				
4	82	2	42	13	5	1	29	21	11				
5	82	8	41	10	3	7	37	12	6				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	76	15.7%	59.2%	14.5%	6.0%	14.5%	40.8%	22.4%	22.4%				
4	82	1.2%	67.7%	21.0%	8.1%	1.6%	46.8%	33.9%	17.7%				
5	82	12.5%	66.1%	16.1%	4.8%	11.3%	50.7%	20.4%	9.7%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Whitney Avenue - I-Ready Diagnostic 2 Math Proficiency Level by Group

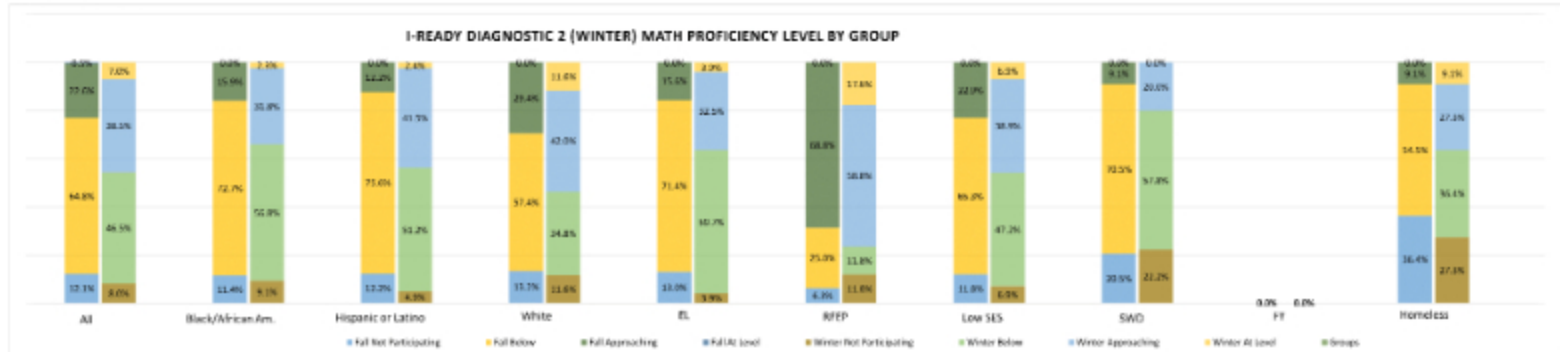
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	200	24	129	45	1	16	91	77	14				
Black/African Am.	44	5	32	7	0	4	25	14	1				
Hispanic or Latina	41	5	31	5	0	2	21	17	1				
White	89	9	39	20	0	8	24	29	8				
EL	77	20	55	12	0	3	46	25	3				
FFEP	17	1	4	11	0	2	2	10	3				
Low SES	144	17	94	33	0	10	68	56	10				
SWD	45	9	31	4	0	10	26	4	0				
FY	0	0	0	0	0	0	0	0	0				
Homeless	11	4	6	1	0	3	4	3	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	200	12.2%	64.8%	22.6%	0.5%	8.0%	46.5%	38.5%	7.0%				
Black/African Am.	44	11.4%	72.7%	15.9%	0.0%	9.1%	56.8%	33.8%	2.3%				
Hispanic or Latina	41	12.2%	75.6%	12.2%	0.0%	4.9%	51.2%	41.5%	2.4%				
White	89	10.2%	57.4%	29.4%	0.0%	11.8%	34.8%	42.0%	11.8%				
EL	77	15.0%	71.4%	15.4%	0.0%	3.9%	59.7%	32.5%	3.9%				
FFEP	17	6.3%	25.0%	68.8%	0.0%	11.8%	11.8%	58.8%	17.6%				
Low SES	144	11.8%	65.9%	22.9%	0.0%	6.9%	47.3%	38.9%	6.9%				
SWD	45	20.0%	70.5%	9.1%	0.0%	22.2%	57.8%	20.0%	0.0%				
FY	0												
Homeless	11	36.4%	54.5%	9.1%	0.0%	27.3%	36.4%	27.3%	9.1%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Whitney Avenue - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

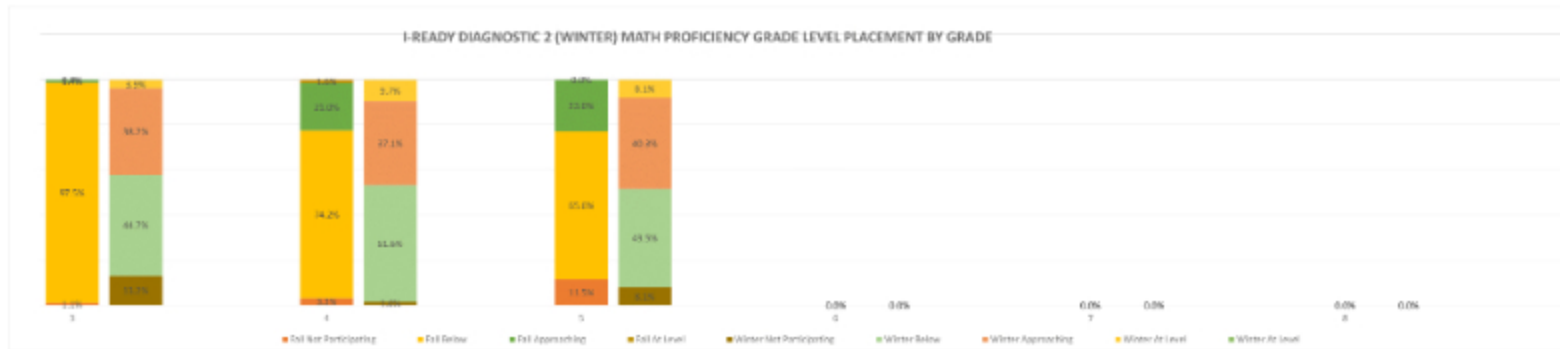
Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	76	25	43	18	0	10	34	29	3				
4	82	2	48	13	1	1	32	23	6				
5	82	7	43	14	0	5	27	25	5				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Fall/Diagnostic 1 i-Ready Grade Level Placement					Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	76	15.7%	56.6%	23.7%	0.0%	13.2%	44.7%	38.2%	3.9%				
4	82	1.2%	74.2%	21.0%	1.6%	1.6%	51.6%	37.1%	9.7%				
5	82	11.5%	65.6%	23.0%	0.0%	8.1%	43.5%	40.3%	8.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on this iReady data:

We found that 49.1% of all students in grades K-2 were at or above grade level proficiency.

We found that 48.6% of Low Socio-Economic students in grades K-2 were at or above grade level proficiency.

We found that 28.6% of English Language Learners in grades K-2 were at or above grade level proficiency.

Based on this data, we have seen continual improvement in most sub groups over the past couple of years with a 2% increase overall, a 3.6% increase in Low Socio-Economic and a 4% increase in African American which is our highest proficiency subgroup at 61.8%. Last, our EL subgroup has fluctuated over the years, as a team we are continually looking at new groupings and pedagogy to address foundational reading skills for this population.

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

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities our school has to offer.

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

What data did you use to monitor progress and how often?

During the course of the 22-23 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring.

What worked and didn't work? Why? (monitoring)

With the ongoing implementation of our community outreach and supports, such as digital online newsletters, family and community engagement events, and online social media; parents, students and staff felt a strong sense of communication; however, there was a decrease in percentages felt amongst school culture and sense of belonging.

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide a sense of belonging was disrupted.

What modification(s) did you make based on the data? (evaluation)

Site resources were used to bring some outdoor engagement activities in lieu of indoor whole school events. To aid in school-wide connectedness, a shift to online assemblies was implemented in efforts to bring a stronger sense of belonging amongst students, families and staff.

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data point.

2022-23

Identified Need

Connected School Communities

Welcoming and school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive. There is a need to rebuild a sense of school community, culture, relationships, and school connectedness that suffered due to the pandemic.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - Overall rating of questions in the parent involvement section.	22/23 District Survey Parent Response 84.13% Percent strongly agree/agree.	Maintain or Increase by 2 % to return to prior expected trends
School Survey - Overall rating of questions in the School Decision Making section.	22/23 District Survey Parent Response 84.49% Percent strongly agree/agree.	Maintain or Increase by 2% to return to prior expected trends
School Chronic Absenteeism Rate	22/23 Chronic Absenteeism 45.4 % to maintain or decrease by 2 % to return to prior expected trends	Maintain or decrease by 2 % to return to prior expected trends

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
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1.1	School Connection: Partner with Project Optimism to promote academic success coaching 1:1 with students and small group mentor program to build confidence and academic structure with 4th-5th grade students	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	7500	
1.2	Home-School Connection: Provide support to families with Virtual/In-person meetings that support attendance, academic success and social emotional behavior (Home visits & meetings)	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	4505	School year 2023 - 2024

1.3	Parent Liaison: Support and coordinate parent outreach activities and communication in conjunction with Parent/Community Engagement committee.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Parent Liaison	Title I Part A Parent Involvement 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies	2891 1500	School year 2023 - 2024
1.4	Communication : Implement online systems and at home learning materials to increase communication to new and returning families regarding school culture and policies	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	742	School year 2023 - 2024
1.5	Family Engagement: Fund site-based, student and family needs to increase	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Parent Involvement 4000-4999: Books And Supplies	742	School year 2023 - 2024

	Community Engagement (i.e. Family Engagement events & Culturally Inclusive Activities)					
1.6	Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff/ICT	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	4,468 1,951	School year 2023 - 2024
1.7	Interpreters: Provide primary language support to EL students, and/or the targeted student population, at beginning and	All Students X English Learners X Low-Income Students Foster Youth Other	Principal Staff/ELD/BIA	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental English	1500 983	School year 2023 - 2024

	early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA)			Learner Central		
1.8	Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams that promotes academic success and provides cross-age collaboration.	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	2500	School year 2023 - 2024

1.9	Partner with Amazing Athletes to focus on student academics and provide push-in support for all students K-5.	All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	54,000	School year 2023 - 2024
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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

Healthy Environments for Socio-Emotional Health

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

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

What data did you use to monitor progress and how often?

During the course of the 2022-2023 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring. Through informal discussions with families and students about this safety and healthy environments, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around school climate and safety. The use of SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) was implemented in the Fall and Winter to determine additional support for students with the increase in social emotional needs.

What worked and didn't work? Why? (monitoring)

In response to site needs based on state and county health and safety guidelines, support staff was utilized to implement safety measures across campus. With an increase in student social-emotional needs, the full-time social worker on site improved and helped to impact access to student needs in a timely manner.

What modification(s) did you make based on the data? (evaluation).

Site resources were used to purchase SEL support materials and increase Fly Five learning modules across campus, which included classroom and common area spaces to build consistency in problem solving methods and communication strategies. Attendance incentives were bolstered in a variety of ways to help meet the increase in chronic absenteeism. To aid in school-wide connectedness, staff regularly sent positive messages home to families and support staff continued to welcome new students and families into our learning community.

In support of culturally responsive practices, staff participated in professional development to promote social justice and equity in the classroom and materials were purchased for staff and students to learn and develop anti-bias and anti-racist work on site.

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data point.

2022-23

Identified Need

Healthy Environments

Welcoming and school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey - School Culture Staff	22/23 District Survey Staff Response 88.46%strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends
District Survey - School Culture Parent	22/23 District Survey Parent Response 87.5% strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends
District Survey - School Culture Student	22/23 District Survey Student Response 59.52% strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends
School Home Suspension Rate	22/23 Suspension Rate 1.08% strongly agree/agree overall.	Maintain or Decrease to return to prior expected trends
District Survey - Safety Staff	22/23 District Survey Staff Response 53.85% strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District Survey - Safety Parent	22/23 District Survey Parent Response 87.22% strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends
District Survey - Safety Student	22/23 District Survey Parent Response 60.98% strongly agree/agree overall.	Maintain or Increase by 2 % to return to prior expected trends

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Safety: Safety equipment and materials to support students, parents, and staff	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1576	School year 2023 - 2024
2.2	SEL Materials and Supplies: Provide materials needed to support Social-Emotional learning in all grades ensuring students have access to the instructional environment	All Students English Learners Low-Income Students Foster Youth X Other Students with Two or More Races	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023 - 2024

	which supports well-being, and provide funding for classroom, including materials and supplies to support safe and healthy environment across campus for all students					
2.3	School Safety: Utilize playground Recreational Aides to increase structured play and reduce incidences of negative behavior on the playground	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	31,405 4,604	School year 2023 - 2024

2.4	Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	741	School year 2023 - 2024
2.5	School Community Intervention Specialist (1.0 FTE-Classified) Student support for intervention in the classroom and common areas to promote positive academic strategies to promote	X All Students English Learners Low-Income Students Foster Youth X Other Two or More Races	Principal Staff	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	50127	School year 2023 - 2024

	academic success.					
2.6	Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions. Parents can impart values and rules that help their children grow and thrive	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023 - 2024
2.7	Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion and social justice standards on campus (ABAR	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	6000	School year 2023 - 2024

	training/book study)					
2.8	Social Emotional Support: Social Worker (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs and support	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries Other 0000: Unrestricted	12,419 4,400	School year 2023 - 2024
2.9	School Community/SEL Support/Safety: Provide push in support with FLY Five SEL Curriculum and Responsive Classroom for struggling students behaviorally; Use of Morning	All Students English Learners Low-Income Students Foster Youth X Other Two or Races	Principal/Staff			School year 2023-2024

	Meeting Daily to create a healthy environment and reduce suspensions					
2.10	SEL Materials/Support: Provide additional supports, materials, and resources to assist students with social and emotional development towards peers and adults/SEL Student Kits: SEL Kits/Materials and supplies for home to support students and adaptive PE supplies for at home	X All Students English Learners Low-Income Students Foster Youth Other	Principal Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	School year 2023 - 2024
2.11	Professional Learning: Provide professional development and release	X All Students English Learners Low-Income Students Foster Youth Other	Principal Teachers	Title I Part A Site Allocation 1000-1999: Certificated	10302	School year 2023 - 2024

	time opportunities for staff, students, and parents to help support positive behavioral and academic development			Personnel Salaries		
2.12		All Students English Learners Low-Income Students Foster Youth Other				

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

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

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

What data did you use to monitor progress and how often?

During the course of the 2022-2023 school year, the use of ongoing iReady, Benchmark, Envision, and SIPPS as well as regular formative and summative evaluation measures were utilized to guide differentiation models, determine staff professional development and inform student outcomes and goals through various intervention models.

What worked and didn't work? Why? (monitoring)

In response to site needs based on various academic data points, differentiation models shifted throughout the year to meet students' needs. As the site worked towards accelerating learning initiatives students demonstrated growth in several areas; however, the amount of learning loss is still apparent across all grade levels. The site investment in intervention teachers continued to provide push in and pull out support models for all grade levels. Limitations to in-person collaboration and lack of time presented a barrier to timely ongoing staff development.

What modification(s) did you make based on the data? (evaluation)

Site resources were used to purchase targeted instructional materials and increase support in intervention, differentiation and engagement. Curriculum was used to provide focused direct reading intervention (SIPPS) for all students and to support the academic gaps throughout all grade-levels. The additional funding of intervention teachers and instructional assistants allowed the site to identify the specific needs of students and appropriate actions to address those needs; collaborate on lesson design and delivery; analyze formative and summative data collection, and set goals for the site.

2022-23

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
District School Survey 2022-23 Academic Progress: Adults at my school believe all students can be successful	89.67% % of families surveyed Strongly Agree/Agree	22/23 District Survey Response 85% Maintain or Increase by 2 % to return to prior expected trends
CAASPP ELA Performance (Met or Exceeding) Spring 2022 Grade 3 Grade 4 Grade 5	Grade 3: 12.5% of students met or exceeded performance level overall Grade 4: 25% of students met or exceeded performance level overall Grade 5: 26.23% of students met or exceeded performance level overall	Maintain or Increase by 5% to return to expected trends
CAASPP Math Performance (Met or Exceeding) Spring 2022 Grade 3 Grade 4 Grade 5	Grade 3: 8% of students met or exceeded performance level overall Grade 4: 10.42% of students met or exceeded performance level overall Grade 5: 8.96% of students met or exceeded performance level overall	Maintain or Increase by 5% to return to expected trends
iReady K-2 Reading Annual Typical Growth EOY	41.2% of students met typical growth goal	Maintain or Increase by 5% to return to expected trends

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
iReady K-2 Math Annual Typical Growth EOY	42.8 % of students met typical growth goal	Maintain or Increase by 5% to return to expected trends
District School Survey 2022-2023 Academic Progress: Students are challenged academically at school	67.4% of families surveyed Strongly Agree/Agree	22/23 District Survey Response 85% Maintain or Increase by 2 % to return to prior expected trends

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Supplemental Instructional Materials: Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Site Principal	Title I Part A Site Allocation 4000-4999: Books And Supplies	15000	School year 2023 - 2024

	during the school day.					
3.2	Technology, equipment, student materials, web-enabled programs and classroom library materials: Support and expand student growth and experiences with instruction in ELA/ELD Purchase of instructional technology for teachers to be able to deliver high quality first instruction to EL students. This may include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum,	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 4000-4999: Books And Supplies	15,000	School year 2023 - 2024

	apps, toner, ink, paper, and accessories.					
3.3	Professional Learning/Development: Substitute services for classroom teachers to engage in peer observation and professional development, focused on ELA/ELD. Provide additional teacher collaboration release time to analyze assessment results and plan aligned instruction in ELA and ELD for teachers	All Students English Learners Low-Income Students Foster Youth X Other Students with Disabilities	Site Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	10000	School year 2023 - 2024
3.4	Academic Support: Support and nurture improved	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 1000-1999: Certificated Personnel Salaries	130,268	School year 2023 - 2024

	<p>instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).</p> <p>1.0 FTE Intervention Teacher</p>					
3.5	<p>Family Engagement: Provide opportunities for families and students to engage in family literacy events on campus or</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	Principal Staff	Title I Part A Site Allocation 4000-4999: Books And Supplies	3000	School year 2023 - 2024

	virtually that supports early and developing reading; provide activities and supports to families for at home usage to support student literacy					
3.6	ELD: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	132,061	School year 2023 - 2024
3.7		All Students English Learners Low-Income Students Foster Youth Other				
3.8	Academic Support: Provide support to staff in developing,	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services	135,256	School year 2023 - 2024

	<p>monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE Intervention Teacher</p>			(District Only) 1000-1999: Certificated Personnel Salaries		
3.9	<p>Academic Support: Utilize a Title 1 Intervention support teacher,</p>	<p>All Students English Learners X Low-Income Students Foster Youth Other</p>	Principal	<p>Title I Part A Site Allocation 1000-1999: Certificated</p>	<p>104,604 27,062</p>	School year 2023 - 2024

	Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting) 1.0 FTE			Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.10	Technology Maintenance: Technology maintenance and upgrades; Purchase of instructional technology for teachers to be able to deliver	X All Students English Learners Low-Income Students Foster Youth Other	Site Leadership	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2000	School year 2023 - 2024

	high quality first instruction to all students.					
3.11	Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation and engagement.	All Students X English Learners X Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1000	School year 2023 - 2024
3.12	Academic Support: Provide site based tutoring after school for struggling students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	14,500	School year 2023 - 2024

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

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

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

What data did you use to monitor progress and how often?

During the course of the 22-23 school year, empathy gathering sessions, site surveys and family surveys were completed in the fall, winter and spring.

What worked and didn't work? Why? (monitoring)

Families, students and staff were limited in the amount of school engagement activities due to the county and state restrictions in place through much of the school year; and therefore, the amount of opportunities to connect and provide enrichment was disrupted. Through informal discussions with families and students about providing opportunities for school community engagement, several shared the amount of stressors associated with mask mandates and overall health concerns as being a key factor in their feelings around providing family involvement and student enrichment.

What modification(s) did you make based on the data? (evaluation)

Resources were re-allocated to support SEL and academic needs determined through site assessment and survey data points.

2022-23

Identified Need

Elementary is the beginning pathway to building college and career readiness. College and career readiness means more than just graduating from high school. Every student should graduate from high school with as many options as possible. Our school provides pathways that foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
School Survey - College and Career - Students know what classes to pass to graduate high school	64.33% Parent Percentage Agree/Strongly Agree 30.95% Student Percentage Agree/Strongly Agree	Increase by 3%
School Survey - College and Career - Parents are informed about the kinds of courses they need to pass to be prepared for college	65.12 % Parent Percentage Agree/Strongly Agree	Increase by 3%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Family & Student Engagement: Provide opportunities for families and students to engage in	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	540	School year 2023 - 2024

	<p>math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy</p>					
4.2	<p>Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during,</p>	<p>X All Students English Learners Low-Income Students Foster Youth Other</p>	<p>Principal Staff</p>	<p>Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries</p>	<p>20000</p>	<p>School year 2023 - 2024</p>

	and after school intervention programs.					
4.3	Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	25,500	School year 2023 - 2024

4.4	Middle School Info Nights: Provide virtual enrichment opportunities through field trips and assemblies to increase academic language and engagement in content standard and provide opportunities for choice in Middle School Programs.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other		School year 2023 - 2024
4.5	Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation	25,000	School year 2023 - 2024

for the future of
their choosing
in academics
(Mad Science
Academy, Phil
Tulga, etc.)

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$867,147.00

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 (\$)
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Subtotal of additional federal funds included for this school: \$

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 (\$)
LCFF Supplemental Centralized Services (District Only)	\$139,860.00
LCFF Supplemental English Learner Central	\$133,044.00
LCFF Supplemental Site Allocation	\$57,600.00
Other	\$134,668.00
Title I Part A Parent Involvement	\$4,375.00
Title I Part A Site Allocation	\$397,600.00

Subtotal of state or local funds included for this school: \$867,147.00

Total of federal, state, and/or local funds for this school: \$867,147.00

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
LCFF Supplemental Site Allocation	57,600	0.00
LCFF Supplemental English Learner Central	133,044	0.00
LCFF Supplemental Centralized Services (District Only)	139,860	0.00
Title I Part A Site Allocation	397,600	0.00
Title I Part A Parent Involvement	4,375	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Centralized Services (District Only)	139,860.00
LCFF Supplemental English Learner Central	133,044.00
LCFF Supplemental Site Allocation	57,600.00
Other	134,668.00
Title I Part A Parent Involvement	4,375.00
Title I Part A Site Allocation	397,600.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,988.00
0000: Unrestricted	4,400.00
1000-1999: Certificated Personnel Salaries	549,410.00
2000-2999: Classified Personnel Salaries	114,995.00
3000-3999: Employee Benefits	29,013.00
4000-4999: Books And Supplies	51,841.00
5000-5999: Services And Other Operating Expenditures	79,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	135,256.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	4,604.00
	LCFF Supplemental English Learner Central	983.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	132,061.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	12,419.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,873.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	1,951.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	7,357.00
0000: Unrestricted	Other	4,400.00
1000-1999: Certificated Personnel Salaries	Other	130,268.00
2000-2999: Classified Personnel Salaries	Title I Part A Parent Involvement	2,891.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	1,484.00
	Title I Part A Site Allocation	25,000.00
	Title I Part A Site Allocation	12,005.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	139,406.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	71,627.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	27,062.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	43,000.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	79,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	83,282.00
Goal 2	123,074.00

Goal 3

589,751.00

Goal 4

71,040.00

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
Shemika Jones	Parent or Community Member
Ralf Bennett	Parent or Community Member
Jasmine Putmon	Parent or Community Member
Nicole Santillan	Parent or Community Member
Kelvyna Cantara	Parent or Community Member
Emily Baker	Classroom Teacher
Anna Gaona Botello	Classroom Teacher Other School Staff
Elizabeth Mozjis	Classroom Teacher
Cassandra Robles	Other School Staff
Christina Allison	Principal

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

on file



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/23/23.

Attested:

Principal, Christina Allison on 5/23/23

SSC Chairperson, Nicole Santillan on 5/23/23

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

Whitney Avenue Elementary School

Funding Source: LCFF Supplemental Centralized Services (District Only) \$139,860.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$4,604.00	Healthy Environments for Socio-Emotional Health	
Academic Support: Provide support to staff in developing, monitoring, and evaluating comprehensive school reform in accord with the "High Poverty, High Performance (HPHP)" readiness model for improving student achievement (Turnaround Challenge: Mass Insight 2007). Specific focus on three readiness areas: readiness to teach, readiness to learn, and readiness to act. 1.0 FTE Intervention Teacher	1000-1999: Certificated Personnel Salaries	\$135,256.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$139,860.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental English Learner Central \$133,044.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
ELD: Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 1.5 FTE ELD Teacher	1000-1999: Certificated Personnel Salaries	\$132,061.00	Engaging Academic Programs	
		\$983.00	Connected School Communities	

Whitney Avenue Elementary School

LCFF Supplemental English Learner Central Total Expenditures: \$133,044.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$57,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Safety: Safety equipment and materials to support students, parents, and staff	4000-4999: Books And Supplies	\$1,576.00	Healthy Environments for Socio-Emotional Health	
SEL Materials and Supplies: Provide materials needed to support Social -Emotional learning in all grades ensuring students have access to the instructional environment which supports well-being, and provide funding for classroom, including materials and supplies to support safe and healthy environment across campus for all students	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Health	
School Safety: Utilize playground Recreational Aides to increase structured play and reduce incidences of negative behavior on the playground	2000-2999: Classified Personnel Salaries	\$31,405.00	Healthy Environments for Socio-Emotional Health	
Positive Behavior and Support: Support student positive engagement and behaviors through positive recognition programs and support of clubs and activities; support for PBIS and rewards for academic achievement	4000-4999: Books And Supplies	\$741.00	Healthy Environments for Socio-Emotional Health	
Family Resources: Provide additional resources to families that may be in need or at risk to increase family awareness of behavioral and academic interventions. Parents can impart values and rules that help their children grow and thrive	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Health	

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<p>Social Emotional Support: Social Worker (1.0 FTE) Student support for social emotional skills as well as academic support to promote student success in social emotional and academic needs and support</p>	1000-1999: Certificated Personnel Salaries	\$12,419.00	Healthy Environments for Socio-Emotional Health
<p>SEL Materials/Support: Provide additional supports, materials, and resources to assist students with social and emotional development towards peers and adults/SEL Student Kits: SEL Kits/Materials and supplies for home to support students and adaptive PE supplies for at home</p>	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Health
<p>Extra Clerical Hours: Fund extra office clerical hours to connect with families, triage technology/attendance needs, support student and family engagement.</p>	2000-2999: Classified Personnel Salaries	\$4,468.00	Connected School Communities
	3000-3999: Employee Benefits	\$1,951.00	Connected School Communities
<p>Technology Maintenance: Technology maintenance and upgrades; Purchase of instructional technology for teachers to be able to deliver high quality first instruction to all students.</p>	4000-4999: Books And Supplies	\$2,000.00	Engaging Academic Programs
<p>Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation and engagement.</p>	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
<p>Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy</p>	4000-4999: Books And Supplies	\$540.00	Clear Pathways to Bright Futures

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LCFF Supplemental Site Allocation Total Expenditures: \$57,600.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Academic Support: Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).	1000-1999: Certificated Personnel Salaries	\$130,268.00	Engaging Academic Programs	
1.0 FTE Intervention Teacher	0000: Unrestricted	\$4,400.00	Healthy Environments for Socio-Emotional Health	

Other Total Expenditures: \$134,668.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$4,375.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Parent Liaison: Support and coordinate parent outreach activities and communication in conjunction with Parent/Community Engagement committee.	2000-2999: Classified Personnel Salaries	\$2,891.00	Connected School Communities	

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Communication: Implement online systems and at home learning materials to increase communication to new and returning families regarding school culture and policies	4000-4999: Books And Supplies	\$742.00	Connected School Communities
Family Engagement: Fund site-based, student and family needs to increase Community Engagement (i.e. Family Engagement events & Culturally Inclusive Activities)	4000-4999: Books And Supplies	\$742.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$4,375.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation

\$397,600.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
School Connection: Partner with Project Optimism to promote academic success coaching 1:1 with students and small group mentor program to build confidence and academic structure with 4th-5th grade students		\$7,500.00	Connected School Communities	
Home-School Connection: Provide support to families with Virtual/In-person meetings that support attendance, academic success and social emotional behavior (Home visits & meetings)		\$4,505.00	Connected School Communities	
Interpreters: Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher (BIA/IA)	2000-2999: Classified Personnel Salaries	\$1,500.00	Connected School Communities	

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<p>Student Leadership: Provide funding to support student leadership opportunities across campus to include student led assemblies and student leadership teams that promotes academic success and provides cross-age collaboration.</p>	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities
<p>Partner with Amazing Athletes to focus on student academics and provide push-in support for all students K-5.</p>	5000-5999: Services And Other Operating Expenditures	\$54,000.00	Connected School Communities
	4000-4999: Books And Supplies	\$1,500.00	Connected School Communities
<p>Professional Learning: Provide professional development and release time opportunities for staff, students, and parents to help support positive behavioral and academic development</p>	1000-1999: Certificated Personnel Salaries	\$10,302.00	Healthy Environments for Socio-Emotional Health
<p>Professional Learning: Fund training of staff and purchase materials and supplies to promote self-reflection and critical thinking to advance inclusion and social justice standards on campus (ABAR training/book study)</p>	4000-4999: Books And Supplies	\$6,000.00	Healthy Environments for Socio-Emotional Health
<p>School Community Intervention Specialist (1.0 FTE-Classified) Student support for intervention in the classroom and common areas to promote positive academic strategies to promote academic success.</p>	2000-2999: Classified Personnel Salaries	\$50,127.00	Healthy Environments for Socio-Emotional Health
<p>Supplemental Instructional Materials: Provide materials and supplies needed to support literacy and math concepts in all grades ensuring all students have access to the instructional environment which supports differentiated, independent, practice centers and small group guided instruction during the school day.</p>	4000-4999: Books And Supplies	\$15,000.00	Engaging Academic Programs

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<p>Technology, equipment, student materials, web-enabled programs and classroom library materials: Support and expand student growth and experiences with instruction in ELA/ELD Purchase of instructional technology for teachers to be able to deliver high quality first instruction to EL students. This may include but is not limited to; iPads, TV, monitors, mounting materials, projectors, printer/copiers, curriculum, apps, toner, ink, paper, and accessories.</p>	4000-4999: Books And Supplies	\$15,000.00	Engaging Academic Programs
<p>Professional Learning/Development: Substitute services for classroom teachers to engage in peer observation and professional development, focused on ELA/ELD. Provide additional teacher collaboration release time to analyze assessment results and plan aligned instruction in ELA and ELD for teachers</p>	1000-1999: Certificated Personnel Salaries	\$10,000.00	Engaging Academic Programs
<p>Family Engagement: Provide opportunities for families and students to engage in family literacy events on campus or virtually that supports early and developing reading; provide activities and supports to families for at home usage to support student literacy</p>	4000-4999: Books And Supplies	\$3,000.00	Engaging Academic Programs
<p>Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school intervention programs.</p>	2000-2999: Classified Personnel Salaries	\$20,000.00	Clear Pathways to Bright Futures

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Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)	5000-5999: Services And Other Operating Expenditures	\$25,500.00	Clear Pathways to Bright Futures
Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing in academics (Mad Science Academy, Phil Tulga, etc.)		\$25,000.00	Clear Pathways to Bright Futures
Academic Support: Provide site based tutoring after school for struggling students.	1000-1999: Certificated Personnel Salaries	\$14,500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$27,062.00	Engaging Academic Programs
Academic Support: Utilize a Title 1 Intervention support teacher, Support and nurture improved instructional processes resulting in improved student achievement. (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting) 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$104,604.00	Engaging Academic Programs
Title I Part A Site Allocation Total Expenditures:		\$397,600.00	
Title I Part A Site Allocation Allocation Balance:		\$0.00	

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Whitney Avenue Elementary School Total Expenditures: \$867,147.00