School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ottomon Elementary School	34-67447-6105928	June 9th, 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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable, student outcomes.

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.

This 2023-24 School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four 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

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention in both academics and social-emotional growth, professional development, and supplemental materials.

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

Data reviewed in this assessment includes surveys, local assessments, suspension data, attendance records, empathy gathering sessions, observations, and various academic assessment data including, but not limited to, CAASPP, iReady, and DIBELS. The analysis reflects data gathered to gain clarity and understanding to support the needs of our students and families, which has informed our actions moving forward.

This 2023-24 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.

Suspension: There was only one suspension during 2022-23. However, based on the social-emotional needs of students we have experienced, as evidenced by staff, student, and parent feedback, as well as SAEBRS data taken each trimester, escalated behaviors, a lack of ability to regulate emotions, and the need for behavior intervention and instruction.

Empathy gathering: Informal surveys were sent during the year to gain input from parents, students, and staff. Surveys were linked via the family newsletter called "The Ottomon Times" utilizing the S'more platform.   Each group was asked questions depending on the time of year, and their responses were recorded and shared with staff, leadership team and site council. The questions were as follows: 1. Describe what school staff, programs, and resources have helped your child learn best so far this school year. What else does your child need to learn better? 2. What are some things that have made your child feel connected to school? What would help your child feel more connected, safe, and supported at school? 3. What might be some examples of programs and services that your child would a) benefit from and b) want to engage in to extend learning beyond the school day? 4. What challenges do you need support with in regards to your child?

Parents responses include connections with teachers and friends, after-school learning or tutoring opportunities, socializing opportunities, small group instruction, being able to have more field trips and assemblies. Students shared that they were glad to be at school with their friends, but they also noted that difficulty with peers was something they weren't skilled in dealing with. They felt that small group instruction was helpful as well. Students shared that they were excited to be doing math, science, and art in person. The staff voiced concerns about learning loss due to school closures, but were optimistic that students could make a lot of growth with the return to in-person instruction. Staff and parents noted that mandated quarantines led to high absence rates for students, and teachers missed the interaction with students on a daily basis and worried about those students who were absent.

Teacher observations of Learning Barriers: Over the course of the past year, teachers reported that students faced the following barriers:
1) Lack of academic stamina - Teachers noted that students had difficulty maintaining their energy and stamina in order to successfully work through a normal school day. Teachers noted that several more "brain breaks" or "movement breaks" were utilized compared to previous years.
2) Teachers noted that students were easily distracted by peers and activity of others in the classroom.
3) Teachers also reported other barriers such as attendance, students losing their materials and lacking "executive function" skills, inconsistent student effort, lack of accountability/responsibility

Parent Concerns: Parents expresses concern regarding the social and emotional health of their children and how to produce children with ambition and interest in activities other than video games. They voiced concern with how to solve peer problems and a lack of counseling support for those with high social-emotional risk. Parents were also concerned about mandated quarantine/absences earlier in the year and their child's ability to keep up with the work while being absent for multiple days.

Student Voice: Students were happy to be with their classmates and being in school. Students also said sometimes the work assigned was too much for them to do and was too difficult. They shared that it was hard to focus with other students in the classroom, but they were glad to have a teacher there when they needed help. Students were especially glad to play with their friends at recess. Students indicated respect from peers and sometimes adults were lacking.

Our overall Attendance rate was 90.4% as of 01/09/23 an increase from 89.5% during the 2021-22 School year. Chronic absenteeism was at 42.7%, an improvement from 48.0% in 2021-22. The 2022-23 school year saw a continuance of Covid surges coupled with strict mandatory quarantine policies from state and county. Therefore, attendance data is not disaggregated by subgroups, as our team finds this years data to be an anomaly.

Observational Data shared by teachers:
1) Students need support with executive function skills such as how to organize a desk and binder
2) Students need support with navigating peer relationships, how to use your voice to respond, and how to ask for help/report things to an adult
3) Students need support in building stamina to focus during instruction and completion of classwork
4) The addition of instructional assistants has greatly helped
5) The addition of universal access groups called WIN (What I need) has increased reading achievement significantly

Root Cause Analysis

What did your root causes analysis reveal?

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

In 2022-23, Site leadership including administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

The continued pandemic and resulting mandatory quarantines this year have impacted students differently based on their attendance and experiences. Teachers are reporting that students who consistently attended school and completed the assignments with effort and intention are making progress towards grade level standards. K-2 teachers are concerned about students' ability to decode text and write, but they also indicate the universal access approach is having a significant positive impact. 3-5 teachers are concerned about students' ability to construct an extended piece of writing as well as the lack of understanding in advanced math concepts. All teachers express anxiety about what will happen when ELO funds run out, causing a hardship in funding our full time intervention teacher and our TK-2 instructional assistants. Teachers express successes in delivering SEL curriculum (Second Step) and community building in their classes.

Parent surveys reflect a desire for additional intervention for foundational skills leading to literacy and numeracy grade level standards. Parents also report a desire for their children to engage in enrichment and community building activities.

Empathy gathering clearly showed that students continue to be reeling from the impact of substantial learning loss and trauma as a result of the circumstances surrounding the pandemic and that academic learning recovery and growth in social-emotional learning remain our essential goals of the school in 2023-24.

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 related to mitigating learning gaps and supporting students in classroom instruction. The resources include, but are not limited to:

1. Engage in family outreach through a focus on family events which support a connected school community
2. Provide an intervention teacher to support student learning in small groups
3. Utilizing supplementally funded staff to provide counseling and intervention to students during the regular school day
4. Develop and use assessments to identify and address areas of need
5. Support students with identifying college and career goals
6. Engage in explicit, systematic instruction in word recognition
7. Identify and purchase social-emotional curriculum to aid students in regaining interpersonal skills

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

School Site Council convened four times in 2023, Site Leadership Team convened weekly, ELAC convened once (four meetings were scheduled with attendance only at one) and staff participated monthly in the Comprehensive Needs Assessment and provided input on revisions to the 2023-24 plan. Seeing that ELAC has a huge gap in participation despite personal letters and phone calls, we are committed to seeking support for this endeavor next year from the EL department as well as moving the time of meetings to be more inclusive.

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 with a focus on student academic and social-emotional levels, the focus of this plan is to address resource inequities related to mitigating learning gaps and supporting students in classroom instruction.. The resources include, but are not limited to:

1. Engage in family outreach through a focus on family events which support a connected school community.
2. Provide an intervention teacher to support student learning in small groups.
3. Utilizing supplement funded staff to provide counseling and intervention to students during the regular school day
4. Develop and use assessments to identify and address areas of need

5. Support students with identifying college and career goals
6. Engage in explicit, systematic instruction in word recognition
7. Identify and purchase social-emotional curriculum to aid students in regaining interpersonal skills

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	%	0.39%	0%		1	0
African American	3.0%	5.04%	5.3%	8	13	14
Asian	1.5%	2.71%	3.41%	4	7	9
Filipino	%	0.39%	0.38%		1	1
Hispanic/Latino	31.7%	29.46%	29.92%	86	76	79
Pacific Islander	1.5%	1.16%	0.76%	4	3	2
White	52.8%	52.33%	52.27%	143	135	138
Multiple/No Response	9.6%	8.53%	7.95%	26	22	21
			Total Enrollment	271	258	264

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	33	36	49
Grade 1	38	41	37
Grade 2	45	41	37
Grade3	45	48	43
Grade 4	51	43	50
Grade 5	59	49	48
Total Enrollment	271	258	264

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	22	22	24	8.10%	8.5%	9.1%
Fluent English Proficient (FEP)	11	11	8	4.10%	4.3%	3.0%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Ottomon Way Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency
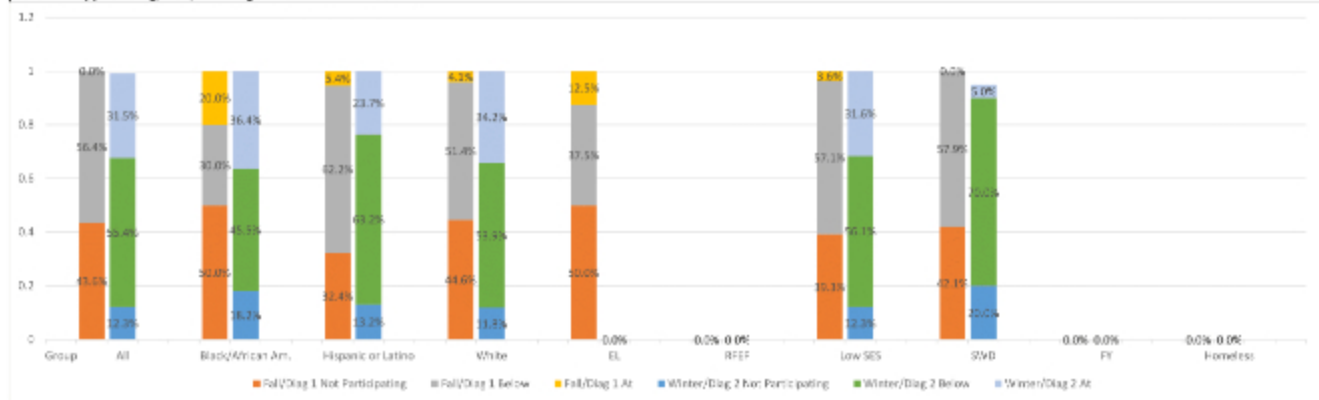
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	129	51	66	0	16	72	41			
Black/African Am.	11	5	3	2	2	5	4			
Hispanic or Latino	38	12	23	2	5	24	9			
White	76	33	38	3	9	41	26			
EL	8	4	3	1	0	6	2			
RFEP	1	0	0	0	0	0	0			
Low SES	57	22	32	2	7	32	18			
SWD	20	8	11	0	4	14	1			
FY	1	0	1	0	0	1	0			
Homeless	4	0	3	0	0	3	0			

Ottomon Way Elementary - 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	130	43.6%	56.4%	0.0%	12.3%	55.4%	31.5%			
Black/African Am.	11	50.0%	30.0%	20.0%	18.2%	45.5%	36.4%			
Hispanic or Latino	38	32.4%	62.2%	5.4%	13.2%	63.2%	23.7%			
White	76	44.6%	51.4%	4.1%	11.8%	53.9%	34.2%			
EL	8	50.0%	37.5%	12.5%	0.0%	75.0%	25.0%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	57	39.3%	57.1%	3.6%	12.3%	56.1%	31.6%			
SWD	20	42.1%	57.9%	0.0%	20.0%	70.0%	5.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	4	0.0%	100.0%	0.0%	0.0%	75.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Ottomon Way Elementary - 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	14	14	0	0	14	0	0			
K	38	35	0	0	1	20	17			
1	39	1	35	2	1	29	9			
2	38	1	31	6	0	23	15			

Ottomon Way Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		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	14	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	38	100.0%	0.0%	0.0%	2.6%	52.6%	44.7%			
1	39	2.6%	92.1%	5.3%	2.6%	74.4%	23.1%			
2	38	2.6%	81.6%	15.8%	0.0%	60.5%	39.5%			

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

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

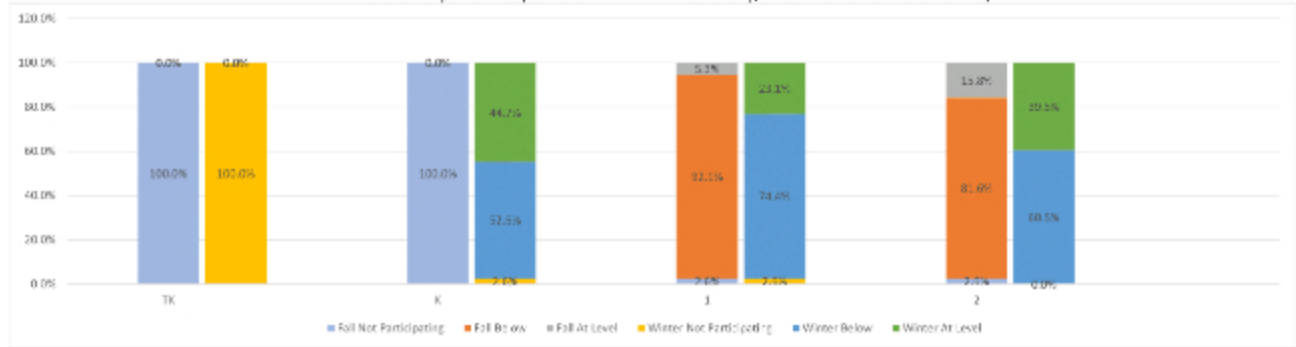Ottomon Way Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

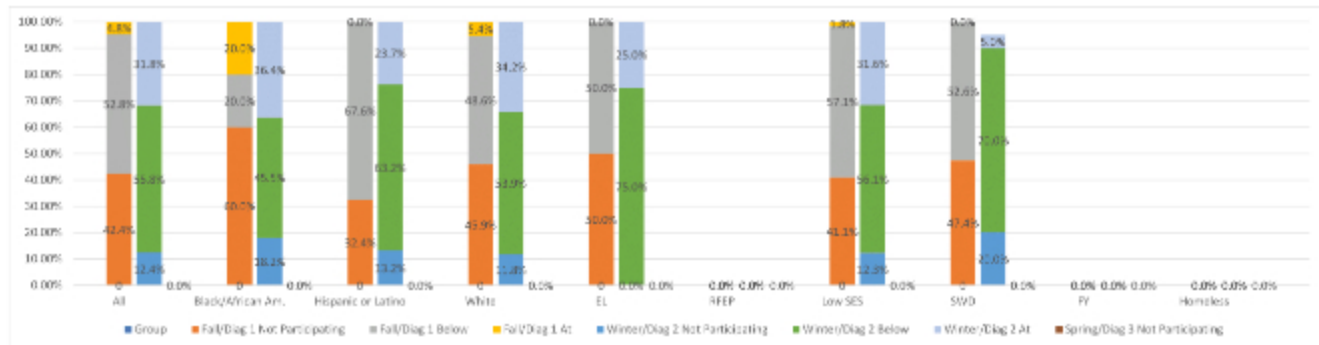Ottomon Way Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

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	129	53	66	6	56	67	6			
Black/African Am.	11	6	2	2	7	2	2			
Hispanic or Latino	38	12	25	0	13	25	0			
White	76	34	36	4	35	37	4			
EL	8	4	4	0	4	4	0			
RFEP	1	0	0	0	0	0	0			
Low SES	57	23	32	1	24	32	1			
SWD	20	9	10	0	9	10	0			
FY	1	0	1	0	0	1	0			
Homeless	4	0	3	0	0	3	0			

Ottomon Way Elementary - 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	130	42.4%	52.8%	4.8%	43.1%	51.5%	4.6%			
Black/African Am.	11	60.0%	20.0%	20.0%	63.6%	18.2%	18.2%			
Hispanic or Latino	38	32.4%	67.6%	0.0%	34.2%	65.8%	0.0%			
White	76	45.9%	48.6%	5.4%	46.1%	48.7%	5.3%			
EL	8	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%			
RFEP	1				0.0%	0.0%	0.0%			
Low SES	57	41.1%	57.1%	1.8%	42.1%	56.1%	1.8%			
SWD	20	47.4%	52.6%	0.0%	45.0%	50.0%	0.0%			
FY	1	0.0%	100.0%	0.0%	0.0%	100.0%	0.0%			
Homeless	4	0.0%	100.0%	0.0%	0.0%	75.0%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Ottomon Way Elementary - 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	14	14	0	0	14	0	0			
K	38	35	0	0	38	0	0			
1	39	1	32	5	2	32	5			
2	38	3	34	1	2	35	1			

Ottomon Way Elementary -2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group		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	14	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	38	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	39	2.6%	84.2%	13.2%	5.1%	82.1%	12.8%			
2	38	7.9%	89.5%	2.6%	5.3%	92.1%	2.5%			

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

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

Ottomon Way Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency
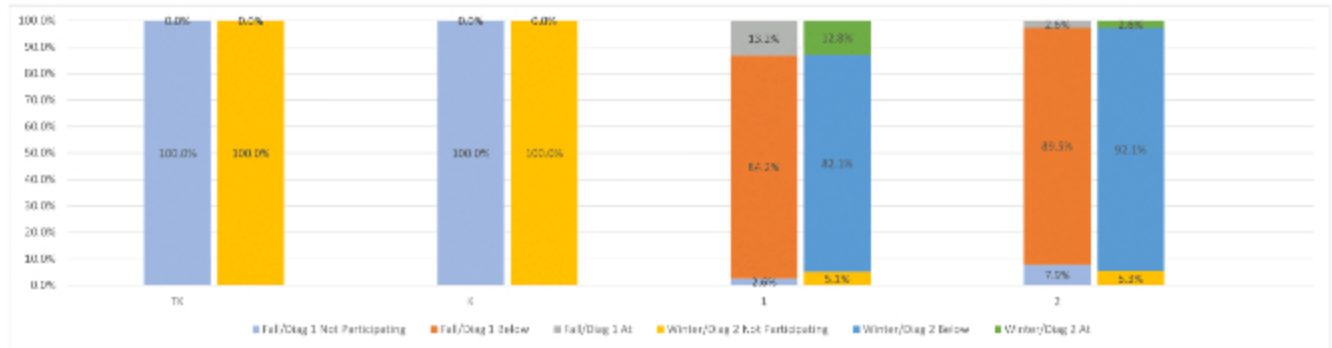
Conclusions based on this data:

1. Overall in ELA Reading in the winter, 31.5% of students in grades K-2 met or exceeded reading standards. This is a significant increase from 0% in the fall.   This is broken down as follows:
   K - Fall - Not tested, Winter - 44.7% met or exceeded reading standards (increase over LY of 43.2%)
   1st - Fall - 5.3%, Winter 23.1% met or exceeded reading standards (increase over LY of 20.9%)
   2nd - Fall - 15.8%, Winter 39.5% met or exceeded reading standards (increase over LY of 29.3%)

   When reviewing sub-groups data in the winter, the overall proficiency percentage was 31.5%. African-Americans had a higher level of proficiency, coming in at 36.4%. Our low SES students, historically LOWER than the "all" proficiency rate, actually came in at 31.6%. Sub-groups that were 10% or more lower than the overall proficiency rate were as follows:

   Special Education - 5.0%
   Hispanic or Latino - 23.7%
   English Learners - 25.0%

   Intensive work in small groups on targeted literacy skills combined with frequent, ongoing professional development in LETRS, Heggerty, and 95% Core Phonics programs seem to be having a positive impact on our youngest learners.

   Overall in MATH in the winter, 13.8% of students in grades K-2 met or exceeded math standards. This is significantly lower than our reading scores and identifies a need for intensive math instruction. This is broken down as follows:
   K - Fall - Not tested, Winter - 28.9% met or exceeded math standards
   1st - Fall - 13.2%, Winter 15.4% met or exceeded math standards
   2nd - Fall - 2.6%, Winter 2.6% met or exceeded reading standards

   When reviewing sub-groups data in the winter, the overall proficiency percentage was 13.8%. African-Americans had a higher level of proficiency, coming in at 18.2%. Only one sub-group was significantly lower:
   Hispanic or Latino - 5.3%

Caring Relationships

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.		213	95.77%	85	62.35%	22	100.00%
B) There are students and staff on campus who listen to students when they have something to say.		214	89.72%	84	51.19%	22	100.00%
C) There is an adult from the school who checks on how students are doing.		214	83.64%	85	54.12%	22	95.45%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		214	89.72%	85	74.12%	22	86.36%
E) Staff feels supported to do their job well in meeting the needs of all students.						22	100.00%
F) Staff feels part of an effective team.						21	100.00%

Family and Staff Engagement

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		215	93.49%			21	100.00%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		215	90.70%			22	95.45%
C) The school offers families opportunities to be involved in school and classroom activities.		215	91.16%			22	90.91%
D) The school keeps families well-informed about school activities.		215	92.09%			22	100.00%
E) The staff at our school listens to family concerns about issues.		214	88.32%			22	95.45%
F) The staff at school are helpful and welcoming when families come to school or call.		214	96.73%			22	100.00%
G) The school and families are partners in promoting positive behavior for my student.		213	92.96%			22	100.00%
H) Families who speak a language other than English receive general information about our school in their home language.		213	93.90%			22	68.18%
I) Staff receive information about upcoming events and important information about the school.						22	100.00%

School Decision Making

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		214	78.97%	85	38.82%	22	90.91%
B) Important school decisions reflect diverse input.		213	77.46%	84	38.10%	22	90.91%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		213	92.02%				
D) The principal and staff listen to concerns of other staff members about issues.						22	100.00%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						22	100.00%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						22	100.00%
G) Our school uses data from this survey to inform site decision making.						22	90.91%
H) Staff voice matters in decision making.						22	86.36%

Safety

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Concerns abouts student safety are taken seriously.		214	93.46%	85	50.59%	22	95.45%
B) Concerns about student safety are addressed in a timely manner at my school.		211	90.05%	85	52.94%	22	95.45%
C) My school is a safe place for all students.		213	94.84%	82	56.10%	22	86.36%
D) My school is a safe place for all staff.						22	90.91%
E) Students know what staff member to go to if they have a safety concern.		213	95.31%	84	72.62%	22	95.45%
F) Students know school safety protocols.		213	89.67%	84	85.71%	22	90.91%
G) I feel safe sharing different viewpoints and perspectives at my school.		214	85.98%	81	41.98%	22	95.45%

Sense of Belonging

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		213	90.14%	84	63.10%	22	90.91%
B) Adults at my school treat students respectfully.		212	92.92%	85	55.29%	22	95.45%
C) Students are respectful to each other at school.		214	75.70%	85	12.94%	22	54.55%
D) Students have opportunities to socialize with other students often at school.		212	96.23%	84	64.29%	22	100.00%
E) Students have an adult on campus they trust.		213	92.02%	84	75.00%	22	100.00%
F) Students trust other students at school.		211	89.57%	84	84.52%	21	90.48%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		210	81.43%	83	63.86%	22	81.82%
H) School staff reflects student diversity.		211	80.57%	83	40.96%	22	40.91%

Academic Progress

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		212	88.21%	85	78.82%	22	77.27%
B) Questions and concerns about schoolwork are addressed.		212	93.87%	85	65.88%	22	86.36%
C) Student grades reflect their knowledge of the material.		210	90.00%	84	72.62%	22	77.27%
D) Adults at my school believe all students can be successful.		211	93.84%	85	75.29%	22	86.36%
E) Students feel comfortable and unjudged to ask their teacher for help.		212	84.91%	85	56.47%	22	90.91%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		211	95.26%	85	78.82%	22	90.91%
G) Teachers at my school go out of their way to help all students.		211	88.63%	85	48.24%	22	90.91%
H) Students receive timely and regular feedback on their learning.		212	89.15%	84	66.67%	22	77.27%
I) Staff at my school provides resources or ideas that help families support their students at home.		211	86.26%			22	63.64%

High Expectations

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		211	80.57%	84	67.86%	22	86.36%
B) School recognizes and celebrates the academic success of all students.		212	93.87%	85	52.94%	22	95.45%
C) Adults on campus motivate students to do their best.		211	89.10%	82	76.83%	22	90.91%
D) School provides additional academic support when students are struggling.		211	81.04%	85	78.82%	22	95.45%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement		N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.		215	86.98%	85	68.24%	22	86.36%
B) Students have access to classes and activities that meet their interests and talents.		214	84.11%	85	57.65%	22	77.27%
C) Students understand how to complete their schoolwork.		215	86.51%	84	73.81%	22	86.36%
D) Students complete assignments on time.		213	84.98%	85	61.18%	22	68.18%
E) Students are motivated to do their schoolwork.		211	76.78%	85	50.59%	22	72.73%

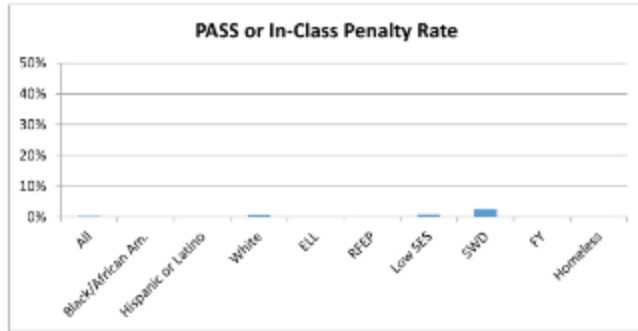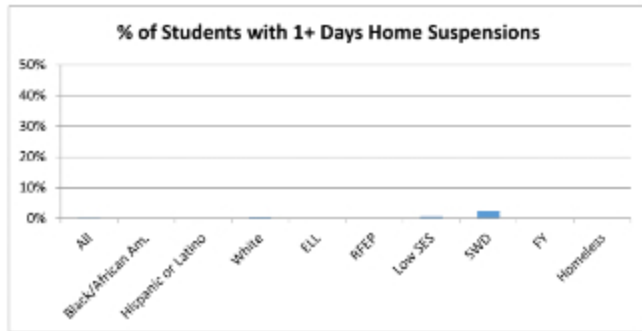|	*Pct Strongly Agree/Agree*	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness		N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.		210	47.14%	85	38.82%	22	18.18%
B) Students and families know what classes they will have to take and pass to graduate from high school.		206	48.54%	84	30.95%	22	9.09%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.		208	57.69%	83	68.67%	22	22.73%
D) School offers college and career programs.		206	30.10%	84	8.33%	22	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.		204	29.90%	84	26.19%	22	4.55%
F) Students are prepared for the next step of their educational experience.		208	59.62%	84	61.90%	21	61.90%
G) Staff are optimistic about the future of their career in San Juan Unified.						22	72.73%
H) There are equitable opportunities for advancement in the district.						22	68.18%

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction		N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.		212	93.40%	85	70.59%	21	100.00%
B) San Juan Unified School District is a district that I would recommend to other families.		210	86.19%	84	79.76%	22	95.45%

Ottomon Way Elementary 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	272	1	0.37%	1	1	0.37%	1	0.37%	1	0.37%
Black/African Am.	21	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	81	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
White	154	1	0.65%	1	1	0.65%	1	0.65%	1	0.65%
ELL	24	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
RFEP	5	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	134	1	0.75%	1	1	0.75%	1	0.75%	1	0.75%
SWD	40	1	2.50%	1	1	2.50%	1	2.50%	1	2.50%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	9	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
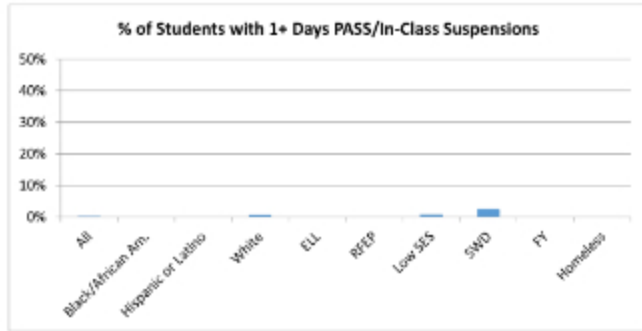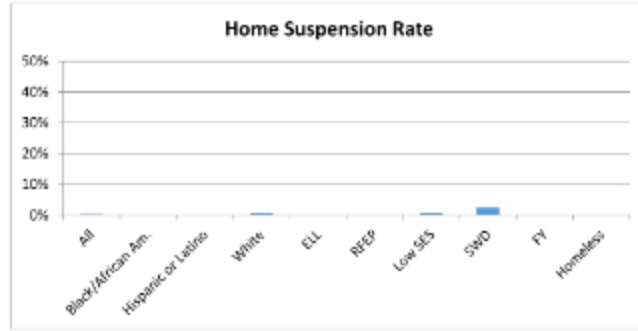
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

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

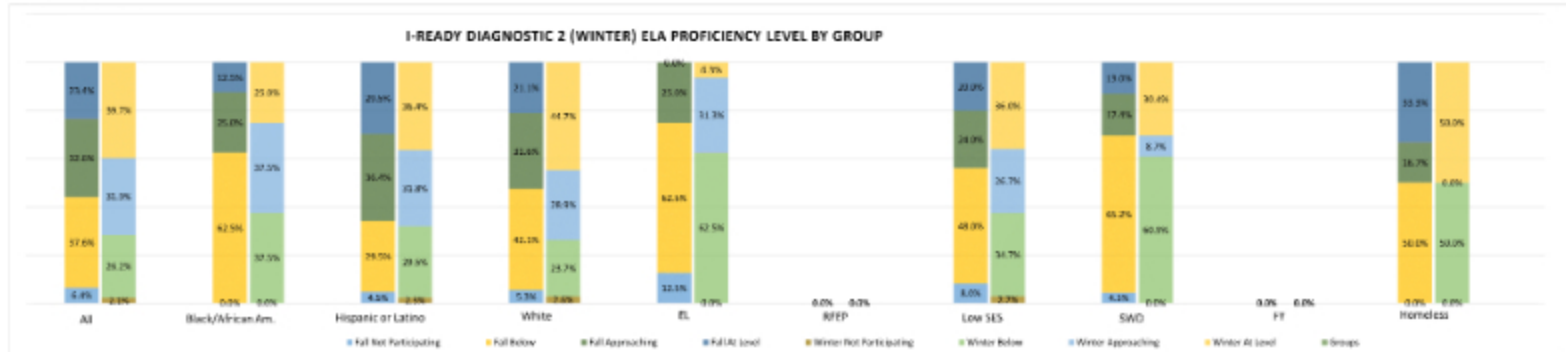Ottomon Way Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group

Group	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
		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
All	141	9	53	46	33	3	37	45	56				
Black/African Am.	8	0	5	2	1	0	3	3	2				
Hispanic or Latino	44	2	13	16	13	1	13	14	16				
White	76	4	32	24	16	2	18	22	34				
EL	16	2	10	4	0	0	10	5	1				
RFEP	5	0	0	1	4	0	0	1	4				
Low SES	75	6	36	18	15	2	26	20	27				
SWD	23	1	15	4	3	0	14	2	7				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	0	3	1	2	0	3	0	3				

Group	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
		Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
All	141	6.4%	37.6%	32.6%	23.4%	2.1%	26.2%	31.9%	39.7%				
Black/African Am.	8	0.0%	62.5%	25.0%	12.5%	0.0%	37.5%	37.5%	25.0%				
Hispanic or Latino	44	4.5%	29.5%	36.4%	29.5%	2.3%	29.5%	31.8%	36.4%				
White	76	5.3%	42.1%	31.6%	21.1%	2.6%	23.7%	28.9%	44.7%				
EL	16	12.5%	62.5%	25.0%	0.0%	0.0%	62.5%	31.3%	6.3%				
RFEP	5	0.0%	0.0%	20.0%	80.0%	0.0%	0.0%	20.0%	80.0%				
Low SES	75	8.0%	48.0%	24.0%	20.0%	2.7%	34.7%	26.7%	36.0%				
SWD	23	4.3%	65.2%	17.4%	13.0%	0.0%	60.9%	8.7%	30.4%				
FY	0												
Homeless	6	0.0%	50.0%	16.7%	33.3%	0.0%	50.0%	0.0%	50.0%				

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

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Ottomon Way Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

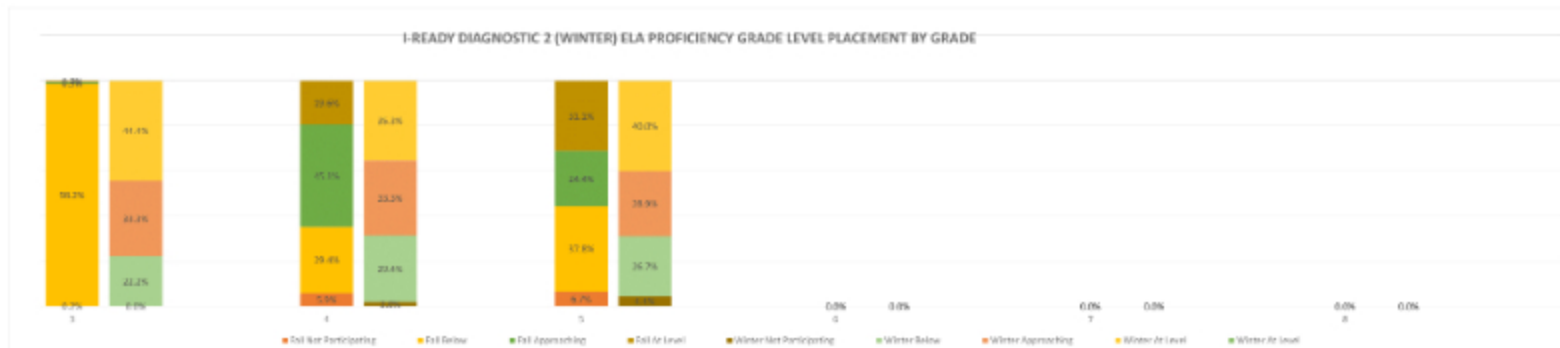| Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	45	3	21	12	9	0	10	15	20				
4	51	3	15	23	10	1	15	17	18				
5	45	3	17	11	14	2	12	13	18				
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	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		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	45	6.7%	46.7%	26.7%	20.0%	0.0%	22.2%	33.3%	44.4%				
4	51	5.9%	29.4%	45.1%	19.6%	2.0%	29.4%	33.3%	35.3%				
5	45	6.7%	37.8%	24.4%	31.1%	4.4%	26.7%	28.9%	40.0%				
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

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Ottomon Way Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-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	141	7	57	68	9	3	33	72	33				
Black/African Am.	8	0	5	3	0	0	1	6	1				
Hispanic or Latino	44	1	20	20	3	1	13	22	8				
White	76	3	28	40	5	2	16	41	17				
EL	16	1	13	2	0	0	9	6	1				
RFEP	5	0	1	3	1	0	0	3	2				
Low SES	75	5	37	31	2	1	23	40	11				
SWD	23	1	13	6	0	0	10	11	2				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	0	2	4	0	0	2	3	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-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	141	5.0%	40.4%	48.2%	6.4%	2.1%	23.4%	51.1%	23.4%				
Black/African Am.	8	0.0%	62.5%	37.5%	0.0%	0.0%	12.5%	75.0%	12.5%				
Hispanic or Latino	44	2.3%	45.5%	45.5%	6.8%	2.3%	29.5%	50.0%	18.2%				
White	76	3.9%	36.8%	52.6%	6.6%	2.6%	21.1%	53.9%	22.4%				
EL	16	6.3%	81.3%	12.5%	0.0%	0.0%	56.3%	37.5%	6.3%				
RFEP	5	0.0%	20.0%	60.0%	20.0%	0.0%	0.0%	60.0%	40.0%				
Low SES	75	6.7%	49.3%	41.3%	2.7%	1.3%	30.7%	53.3%	14.7%				
SWD	23	4.3%	56.5%	39.1%	0.0%	0.0%	43.5%	47.8%	8.7%				
FY	0												
Homeless	6	0.0%	33.3%	66.7%	0.0%	0.0%	33.3%	50.0%	16.7%				

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

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

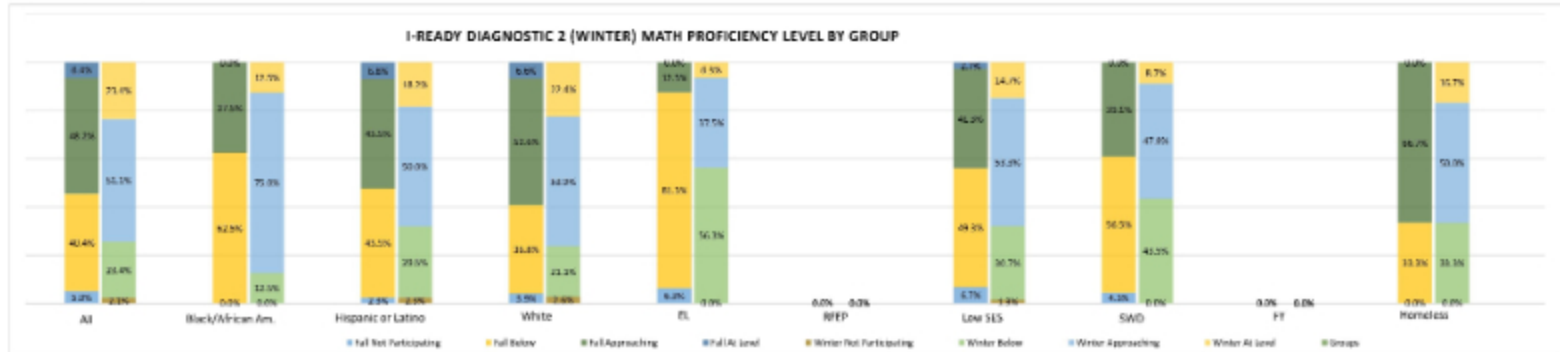Ottomon Way Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade
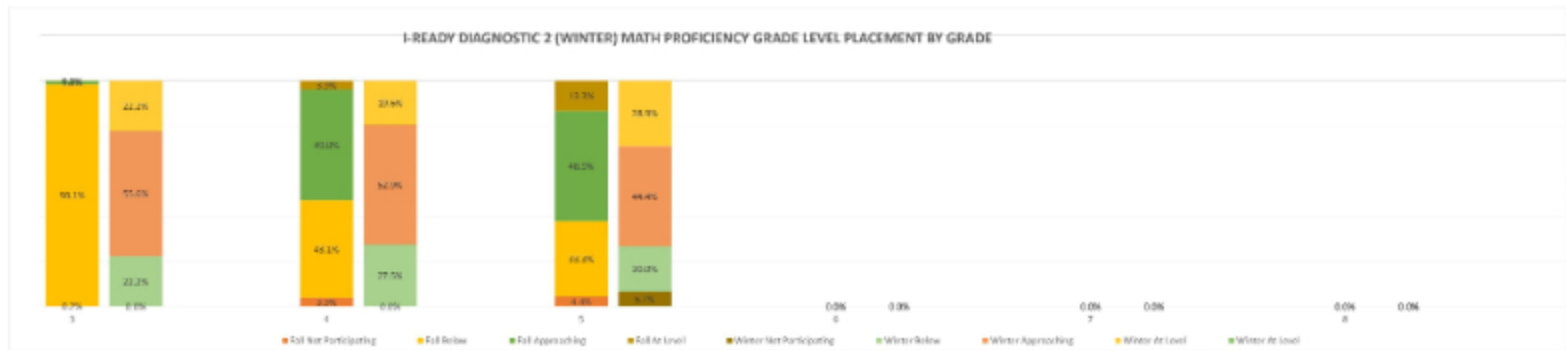
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	45	3	20	21	1	0	10	25	10				
4	51	2	22	25	2	0	14	27	10				
5	45	2	15	22	6	3	9	20	13				
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	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		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	45	6.7%	44.4%	46.7%	2.2%	0.0%	22.2%	55.6%	22.2%				
4	51	3.9%	43.1%	49.0%	3.9%	0.0%	27.5%	52.9%	19.6%				
5	45	4.4%	33.3%	48.9%	13.3%	6.7%	20.0%	44.4%	28.9%				
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

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this iReady READING data:

   We found that 39.7% of all students in grades 3-5 were at or above grade level proficiency, and another 31.9% were approaching grade level proficiency. This is a significant improvement over the end of trimester one, where only 23.4% of students were at or above grade-level proficiency.

   For subgroups in Reading, groups that had proficiency rates of 10% less than the overall proficiency or 39.7% were as follows: African Americans at 25.0% and English Learners at 6.3%. A standout success group was our Reclassified English Proficient students who demonstrated 80.0% proficient in reading.

   Conclusions based on this iReady MATH data:

   We found that 23.4% of all students in grades 3-5 were at or above grade level proficiency, and another 51.1% were approaching grade level proficiency. This is a significant improvement over the end of trimester one, where only 6.4% of students were at or above grade-level proficiency.

   For subgroups in Math, groups that had proficiency rates of 10% less than the overall proficiency or 23.4% were as follows: English Learners at 6.3%, SPED at 8.7%, and African Americans at 12.5%.

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

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

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?

Implementation of strategies/activities and their overall effectiveness were impacted due to the ongoing Covid pandemic. As a result of strict protocols put in place by the CDPH, families were not allowed on campus until late March of 2023. However, we did utilize the Spring School Survey and SAEBRS screeners as analysis tools as well as online parent feedback forms and in-person student feedback groups.

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

In the area of family engagement, according to the Spring School Survey, parents have an overall favorable rating. A highlight was in the category describing parent opportunities to be involved in school and classroom activities where 91.16% responded favorably, a huge increase from 64.2% the previous year. Another highlight was in the area of staff at school being helpful and welcoming when families come to school or call. This item came in at an impressive 96.73% favorable rating. A relative weakness (although still

considered "positive" with an over 85% rating) was the category of, "The staff at our school listens to family concerns about issues," which had a score of 88.32%.

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

Working collaboratively with our PTA and staff, we are creating 1) a room parent process with a PTA committee lead and 2) committees for different activities next year such as welcome picnic, family nights out/fundraisers, and teacher appreciation week, and 3) additional opportunities for families to provide feedback (with paper copies being sent as well as electronic).

2022-23
Identified Need

Welcoming 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.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - School Decision Making Spring 2023 School Survey - Family and Staff Engagement	78.97% of parents strongly agree/agree that the school includes parents in decision making. 88.32% of parents strongly agree/agree that the staff at our school listens to family concerns about issues	85% of parents strongly agree/agree that the school includes parents in decision making. 93% of parents strongly agree/agree that the staff at our school listens to family concerns about issues

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
1.1	Publish school newsletters in Smore to allow for translation of newsletter content.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 5800: Professional/Consulting Services And	149.00	School Year 2023-24

				Operating Expenditures		

1.2	Virtual and in-person family nights to support academics, the arts, and SEL	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal , Teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures
				Other 5800: Professional/Consulting Services And Operating Expenditures
				Title I Part A Parent Involvement 4000-4999: Books And Supplies
					2000.00
					
					2000.00
					
					2100.00
						School Year 2023-24

1.3	School administration and teachers	X All Students
		  English Learners
		  Low-Income Students
			Principal, Teachers		0.00	School Year 2023-24

	use Class Dojo to communicate with families in real time.	Foster Youth Other				
1.4	School Site Council meetings will be held multiple times a year to review school-wide data and address actions to support student learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	School Year 2023-24
1.5	English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide input to School Site Council as to actions which will support English Learners	All Students X English Learners Low-Income Students Foster Youth Other	Principal, Teachers		0.00	School Year 2023-24
1.6	School and Community Intervention Specialist to provide direct	X All Students English Learners Low-Income Students Foster Youth Other	SCIS, Principal	Title I Part A Site Allocation 2000-2999: Classified	80986.00	School Year 2023-24

				Personnel Salaries		
1.7	Increase ICT position by one hour (creating a 7 hour position) to increase website support, family communication, and support before and after school connections	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Social Worker	LCFF Supplemental Site Allocation	4000.00	School Year 2023-24
1.8		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

Healthy Environments for Social-Emotional Growth

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

Staff cultivate inclusive, safe, equitable, culturally responsive, and healthy environments by integrating social and emotional learning to ensure essential student development.

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?

Chronic absenteeismwas monitored weekly but was at an all-time high due to mandatory quarantine protocols. A disconnect from school created academic and behavioral challenges for many students. SAEBRS screeners were administered once per trimester. All teachers, grades K-5, screened all students. Additionally, students in grades 4-5 self-screened in the fall and winter.

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

1) Attendance: Attendance incentive programs were not implemented as we did not want to encourage attendance of sick students while still on mandated stay at home when sick orders from the State. We plan to focus more on attendance in the coming year as well as tardy rates.
2) Social-Emotional Learning: Overall, Ottomon students are trending BETTER than the ideal of 85% being low-risk, 15% some-risk, and 5% high-risk. Our actual spring data indidates the following:
SAEBRS TOTAL: 83.2% low-risk, 14.4% some-risk, 2.4% high-risk.

SAEBRS SOCIAL: 78.8% low-risk, 16.0% some-risk, 5.2% high-risk.
SAEBRS ACADEMIC: 79.2% low-risk, 14.4% some-risk, 6.4% high-risk.
SAEBRS EMOTIONAL: 78.0% low-risk, 14.8% some-risk, 7.2% high-risk.
This data indicates emotional behaviors continue to be an area of focus for next year.

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

1) We will continue to implement Second-Step Curriculum as a whole-school program to support students in developing healthy responses to academic and social challenges.
2) We will reinstate character assemblies to highlight students making positive choices with the addition of student-led skits to demonstrate skills
3) We will reinstate an attendance/tardy incentive program
4) We will add in daily announcements and affirmations to include students and focus on inclusivity and well-being

2022-23
Identified Need

Chronic absenteeism goal is less than 10%. SAEBRS Goal of 85% of students (or more) at low-risk.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Attendance Rates	90.4%	All 94% Homeless 90%
Chronic Absenteeism	42.7%	All 25% All subgroups 30%
Home Suspensions	All 0% Low SES 0%	All 0% Low SES 0%
SAEBRS	SAEBRS TOTAL: 83% low-risk, 12.3% some-risk, 4.7% high-risk.	SAEBRS TOTAL: 86% low-risk, 10% some-risk, 4% high-risk.

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	Purchase classroom and library books which support BIPOC student identity and social emotional learning	X All Students X English Learners X Low-Income Students Foster Youth X Other BIPOC	Principal	Title I Part A Site Allocation	2500.00	School Year 2023-24
2.2	Weekly social emotional learning and movement with Sami Kader's on-demand program as well as other assemblies that promote healthy and inclusive environments.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 5800: Professional/Consulting Services And Operating Expenditures Other 5800: Professional/Consulting Services And Operating Expenditures	3600.00 1400.00	School Year 2023-24
2.3	Daily Project Wisdom message to	X All Students English Learners Low-Income Students	Principal		0.00	School Year 2023-24

	reinforce a kind, respectful school community	Foster Youth Other				
2.4	Positive attendance/tardy recognition/contests and other positive behavior supports that suppport and inclusive school community	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 4000-4999: Books And Supplies	1500.00	School Year 2023-24
2.5	Outreach to families with students at risk for chronic absenteeism	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0.00	School Year 2023-24
2.6	Half time MTSS counselor to support student mental health needs	X All Students English Learners Low-Income Students Foster Youth Other	Social Worker	Other	0.00	School Year 2023-24
2.7	Engage in Red Ribbon Week, Unity Day, International Dot Day, Bullying Prevention month, and food drives to	X All Students English Learners Low-Income Students Foster Youth Other	All staff		0.00	School Year 2023-24

	increase connections					
2.8	Teachers provide daily morning meeting to build class community	X All Students English Learners Low-Income Students Foster Youth Other	All staff		0.00	School Year 2023-24
2.9	Additional Rec Aide 1 hour per day to increase safety, emotional support, and supervision for indoor recess and other collaborative recess activities	X All Students English Learners Low-Income Students Foster Youth Other	Principal & Social Worker	LCFF Supplemental Site Allocation	5040	School Year 2023-24
2.10	Additional Kindergarten outdoor equipment to support student play and development	X All Students English Learners Low-Income Students Foster Youth Other	K Teachers	Other		School Year 2023-24
2.11	Enrichment supplies for after school programs and hands-on learning/field trips	X All Students English Learners Low-Income Students Foster Youth Other	All staff	Other	34445	School Year 2023-24
2.12	Centrally funded 1 hour	X All Students English Learners Low-Income Students	Principal	LCFF Supplemental	3412	School Year 2023-24

	of additional rec aide time	Foster Youth Other		Centralized Services (District Only) 2000-2999: Classified Personnel Salaries		

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 Academics

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?

DIBELS data, iReady data, and specific classroom assessments were monitored every 6 weeks to determine student successes and needs.

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

Students made gains this year in both reading and math with reading scores being SIGNIFICANTLY improved across the year. 1st and 2nd grades had little or no growth in math indicating and area to focus on next year.

For reading, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at grade level in reading):
K: Not assessed in Fall, Winter 44.7%
1: Fall 5.3%, Winter 23.1%

2: Fall 15.8%, Winter 39.5%
3: Fall 20%, Winter 44.4%
4: Fall 19.6%, Winter 35.3%
5: Fall 31.1%, Winter 40.0%

For math, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at grade level in math):
K: Not assessed in Fall, Winter 28.9%
1: Fall 13.2%, Winter 15.4%
2: Fall 2.6%, Winter 2.6%
3: Fall 2.2%, Winter 22.2%
4: Fall 3.9%, Winter 19.6%
5: Fall 13.3%, Winter 28.9%

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

The universal access block for ELA will be continued in the 2023-24 school year to continue to accelerate reading recovery. Additionally, professional development in math should be considered and implemented as soon as practical. It is permissible for the site to continue specialized focus on reading for the 2023-34 school year with the intention of developing expertise, then shifting focus in 2024-25 to intensive math improvements.

2022-23
Identified Need

Student performance in ELA, as identified by the 2021-22 CAASPP, showed that 50.72% of students demonstrated achievement at/exceeded grade level standards.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
SBAC ELA performance (2022 latest data)	All 51% Met/Exceeded Standard Low SES 41%% Met/Exceeded Standard	All: 55% Met/Exceeded Standard Low SES 45%% Met/Exceeded Standard
SBAC Math performance (2022 latest data)	All 36% Met/Exceeded Standard Low SES 31% Met/Exceeded Standard	All 40% Met/Exceeded Standard Low SES 34% Met Exceeded Standard
K-2 iReady Winter 2022 - 23	All 31.5% Met/Exceeded Standard	35.5% Met/Exceeded Standard

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Low SES 31.6% Met/Exceeded Standard	Low SES 35.6% Met/Exceeded Standard
ELPAC Summative February 2022	55% Level 3/4	65% Level 3/4

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	Purchase ELA intervention materials to use in Universal Access support (95% Phonics materials as well as other supplemental materials)	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Intervention teacher	Title I Part A Site Allocation 4000-4999: Books And Supplies	8514.00	School year 2023-24
3.2	Purchase Heggerty Phonemic Awareness videos	X All Students English Learners Low-Income Students Foster Youth Other	K-2 Teachers	Other 5800: Professional/Consulting Services And Operating Expenditures	102.00	School year 2023-24
3.3	Purchase Interactive TVs	X All Students English Learners	K-5 Teachers, Principal	LCFF Supplemen	9765	School year 2023-24

	for strategic intervention in reading and math	Low-Income Students Foster Youth Other			tal Site Allocation 4000-4999: Books And Supplies		
3.4	Provide release time for K-5 teachers to administer word recognition assessments, analyze data, adjust student groupings for next cycle	X All Students English Learners Low-Income Students Foster Youth Other	K-5 Teachers, Principal	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	8843.00	School year 2023-24
3.5	Professional Development in Artful Learning for Grades TK-5	X All Students English Learners Low-Income Students Foster Youth Other	TK-5 Teachers	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	32000.00	School year 2023-24

3.6	K-1 and Intervention uses ESGI application to monitor students phonological progress.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	852.00	School year 2023-24
3.7	Purchase supplemental math and ELA materials for grades 3-5 to enhance tier one instruction	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	3000.00	School year 2023-24
3.8	1.0 intervention teacher to support student academic needs	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2023-24
3.9	Additional Instructional	X All Students English Learners	Principal, 3rd-5th Teachers	Other	51053	School year 2023-24

	Assistant for grades 3-5 in order to reduce size of Universal Access groups, run tutoring/homework centers, and support academic achievement for all students (7 hour)	Low-Income Students Foster Youth Other				
3.10	Purchase materials to support student expression in Original Creations	X All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2023-24
3.11	Staff meets throughout the year to regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement	X All Students English Learners Low-Income Students Foster Youth Other	K-5 teachers, principal		0.00	School year 2023-24

3.12	Provide Sonday System intervention four times a week for student who have been identified with a phonological processing disorder or suspected phonological processing disorder.	All Students English Learners Low-Income Students Foster Youth Other	Resource Teacher	Other	0.00	School year 2023-24
3.13	Teachers will collaborate monthly utilizing EnVision and Benchmark interim assessments plus iReady diagnostics to determine learning outcomes and align instructional practices to the determined outcomes.	All Students English Learners Low-Income Students Foster Youth Other	Teachers	None Specified	0.00	School year 2023-24
3.14	Students use iReady math to develop and	X All Students English Learners Low-Income Students			0.00	School year 2023-24

	extend foundational math skills.	Foster Youth Other				
3.15	Site leadership team meets monthly to review academic achievement, attendance, and suspension data. Leadership team utilizes this information to determine the instructional focus of professional learning and determine actions to support an overall positive school culture for staff and students.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team	None Specified	0.00	School year 2023-24

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?

We utilized the Spring School Climate Survey in the area of College and Career

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

Approximately 69% of students in grades 4-5 indicate they are interested in college, trades or technical school, the military, or the workforce. Only 30% of students said they participated in programs to learn about different jobs, careers, and colleges.

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

We will investigate a way to launch "College and Career Thursdays" where students and staff can dress up. We will investigate integrating "Career Day/s" in either the form of one large day with rotating presenters OR a monthly presentation and/or incorporate this into weekly announcements.

2022-23
Identified Need

Students are unaware of the myriad of college and career choices available to them after high school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-23 School Survey - College and Career Readiness section	69% of students in grades 4-5 indicate they are interested in college, trades or technical school, the military, or the workforce. Only 30% of students said they participated in programs to learn about different jobs, careers, and colleges.	73% of students in grades 4-5 indicate they are interested in college, trades or technical school, the military, or the workforce. 40% of students said they participated in programs to learn about different jobs, careers, and colleges.

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	Career Day/s to expose students to careers in the arts	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	Other None Specified	0.00	School year 2022-2023
4.2	Partner with community organization for an Artist in Residence to support	X All Students English Learners Low-Income Students Foster Youth Other	Principal, teachers	Other None Specified	0.00	School year 2022-2023

	students' arts experiences					

4.3	Field trips to learn about careers in the arts and our community	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, teachers	None Specified	0.00	School year 2022-2023

4.4	School-wide theme of Bright Futures to engage students in regular conversations about making plans for college and career	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, teachers		0.00	School year 2022-2023

4.5	Incorporate the Artful Learning model of instruction to encourage students to explore self-expression and understanding of core-content through varied modalities of artistic expression enabling students to develop	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Principal, Teachers		0.00	School year 2022-2023

college and career skills.					

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	$0.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$257,261.00

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 ($)

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 ($)
	$0.00
LCFF Supplemental Centralized Services (District Only)	$3,412.00
LCFF Supplemental Site Allocation	$31,500.00
Other	$94,249.00
Title I Part A Parent Involvement	$2,100.00
Title I Part A Site Allocation	$126,000.00

Subtotal of state or local funds included for this school: $257,261.00

Total of federal, state, and/or local funds for this school: $257,261.00

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	31,500.00	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00	0.00
Title I Part A Site Allocation	126,000.00	0.00
Title I Part A Parent Involvement	2,100.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental Centralized Services (District Only)	3,412.00
LCFF Supplemental Site Allocation	31,500.00
Other	94,249.00
Title I Part A Parent Involvement	2,100.00
Title I Part A Site Allocation	126,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	6,500.00
1000-1999: Certificated Personnel Salaries	8,843.00
2000-2999: Classified Personnel Salaries	84,398.00
4000-4999: Books And Supplies	24,879.00
5800: Professional/Consulting Services And Operating Expenditures	42,103.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
None Specified		0.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
	LCFF Supplemental Site Allocation	5,040.00
	LCFF Supplemental Site Allocation	4,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	8,843.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	12,765.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental Site Allocation	852.00
	Other	85,498.00
	Other	0.00
4000-4999: Books And Supplies	Other	1,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,251.00
None Specified	Other	0.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,100.00
	Title I Part A Site Allocation	2,500.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	80,986.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	8,514.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	34,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	91,235.00
Goal 2	51,897.00
Goal 3	114,129.00
Goal 4	0.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Carrie Manriquez	Principal
Rachel Schottky	Classroom Teacher
Judy Javier	Classroom Teacher
Dana Gould	Classroom Teacher
Kristina Hamada Wong	Other School Staff
Kyle Sapp	Parent or Community Member
Janice Farmer	Parent or Community Member
Stephanie Anzelc	Parent or Community Member
Marisa Galindo	Parent or Community Member
Devon Kimotek	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
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 May 24, 2023.

Attested:

Signature	
	Principal, Carrie Manriquez on June 09, 2023
	SSC Chairperson, Rachel Schottky on June 09, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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

Ottomon Way Elementary School

Funding Source: **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School administration and teachers use Class Dojo to communicate with families in real time.		$0.00	Connected School Communities	
School Site Council meetings will be held multiple times a year to review school-wide data and address actions to support student learning.		$0.00	Connected School Communities	
English Learner Advisory Council meetings will be held 4 times a year to review EL data and provide input to School Site Council as to actions which will support English Learners		$0.00	Connected School Communities	
Daily Project Wisdom message to reinforce a kind, respectful school community		$0.00	Healthy Environments for Social-Emotional Growth	
Outreach to families with students at risk for chronic absenteeism		$0.00	Healthy Environments for Social-Emotional Growth	
Students use iReady math to develop and extend foundational math skills.		$0.00	Engaging Academics	

Total Expenditures:		$0.00		
Allocation Balance:		$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only)   **$3,412.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action

Ottomon Way Elementary School

Centrally funded 1 hour of additional rec aide time	2000-2999: Classified Personnel Salaries	$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures:	$3,412.00
LCFF Supplemental Centralized Services (District Only) Allocation Balance:	$0.00

Funding Source: LCFF Supplemental Site Allocation   **$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase Interactive TVs for strategic intervention in reading and math	4000-4999: Books And Supplies	$9,765.00	Engaging Academics	
Provide release time for K-5 teachers to administer word recognition assessments, analyze data, adjust student groupings for next cycle	1000-1999: Certificated Personnel Salaries	$8,843.00	Engaging Academics	
K-1 and Intervention uses ESGI application to monitor students phonological progress.	5800: Professional/Consulting Services And Operating Expenditures	$852.00	Engaging Academics	
Purchase supplemental math and ELA materials for grades 3-5 to enhance tier one instruction	4000-4999: Books And Supplies	$3,000.00	Engaging Academics	
Additional Rec Aide 1 hour per day to increase safety, emotional support, and supervision for indoor recess and other collaborative recess activities		$5,040.00	Healthy Environments for Social-Emotional Growth	
Increase ICT position by one hour (creating a 7 hour position) to increase website support, family communication, and support before and after school connections		$4,000.00	Connected School Communities	

Ottomon Way Elementary School

LCFF Supplemental Site Allocation Total Expenditures: $31,500.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other   **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities	
Weekly social emotional learning and movement with Sami Kader's on-demand program as well as other assemblies that promote healthy and inclusive environments.	5800: Professional/Consulting Services And Operating Expenditures	$3,600.00	Healthy Environments for Social-Emotional Growth	
Half time MTSS counselor to support student mental health needs		$0.00	Healthy Environments for Social-Emotional Growth	
Positive attendance/tardy recognition/contests and other positive behavior supports that suppport and inclusive school community	4000-4999: Books And Supplies	$1,500.00	Healthy Environments for Social-Emotional Growth	
Publish school newsletters in Smore to allow for translation of newsletter content.	5800: Professional/Consulting Services And Operating Expenditures	$149.00	Connected School Communities	
Purchase Heggerty Phonemic Awareness videos	5800: Professional/Consulting Services And Operating Expenditures	$102.00	Engaging Academics	
	5800: Professional/Consulting Services And Operating Expenditures	$1,400.00	Healthy Environments for Social-Emotional Growth	

Ottomon Way Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Career Day/s to expose students to careers in the arts	None Specified	$0.00	Clear Pathways to Bright Futures	
Partner with community organization for an Artist in Residence to support students' arts experiences	None Specified	$0.00	Clear Pathways to Bright Futures	
Enrichment supplies for after school programs and hands-on learning/field trips		$34,445.00	Healthy Environments for Social-Emotional Growth	
Additional Instructional Assistant for grades 3-5 in order to reduce size of Universal Access groups, run tutoring/homework centers, and support academic achievement for all students (7 hour)		$51,053.00	Engaging Academics	
Provide Sonday System intervention four times a week for student who have been identified with a phonological processing disorder or suspected phonological processing disorder.		$0.00	Engaging Academics	

Other Total Expenditures: $94,249.00

Other Allocation Balance: $0.00

Funding Source: Title I Part A Parent Involvement   **$2,100.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$2,100.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: $2,100.00

Title I Part A Parent Involvement Allocation Balance: $0.00

Ottomon Way Elementary School

Funding Source: Title I Part A Site Allocation   **$126,000.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase classroom and library books which support BIPOC student identity and social emotional learning		$2,500.00	Healthy Environments for Social-Emotional Growth	
School and Community Intervention Specialist to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour)	2000-2999: Classified Personnel Salaries	$80,986.00	Connected School Communities	
Virtual and in-person family nights to support academics, the arts, and SEL	5800: Professional/Consulting Services And Operating Expenditures	$2,000.00	Connected School Communities	
Purchase ELA intervention materials to use in Universal Access support (95% Phonics materials as well as other supplemental materials)	4000-4999: Books And Supplies	$8,514.00	Engaging Academics	
Professional Development in Artful Learning for Grades TK-5	5800: Professional/Consulting Services And Operating Expenditures	$32,000.00	Engaging Academics	

Title I Part A Site Allocation Total Expenditures: $126,000.00

Title I Part A Site Allocation Allocation Balance: $0.00

Ottomon Way Elementary School Total Expenditures: $257,261.00