

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 |
|---------------------------------|-----------------------------------|--|---------------------------|
| William Green Elementary School | 19-64691-6014930 | September 19, 2023 | October 19, 2023 |

Purpose and Description

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

Schoolwide Program

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

LESD is deeply committed to raising the bar and closing learning gaps for all students. As a result, the board made a resolution that translated the eight state priorities into the following 4 goals that drive our LCAP: (1) increasing academic achievement, (2) ensuring access and equity, (3) improving parent and student engagement, and (4) providing 21st century learning environments. Our SPSA is organized around these four district goals. It includes action items funded by both supplemental and concentration as well as Title I funds, enabling us to utilize these funds to provide supplemental services to each targeted population. By organizing all of the district's initiatives and spending into the four LCAP goals, the district is able to ensure that these activities funded from various state and federal sources are not duplicative and support common outcomes.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

During the course of the school year, parents, teachers, and other staff members participate in the LCAP survey. These results are used to determine district LCAP priorities.

Classroom Observations

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

Principal walkthroughs: Formal and informal classroom observations are conducted by the Principal, Assistant Principal. Walkthrough data is used to inform site and district professional development as well as grade level collaboration time.

Evaluation cycle

A formal observation protocol is utilized by administrative staff members after classroom observations. As per LTA contract, teachers participate in a formal evaluation cycle that focuses on the California Standards for Teaching Profession (CSPT). This process includes goal setting, formal classroom observations, and formative and summative feedback in order to improve instruction practices.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

The ELPAC is administered annually to help determine the English language proficiency of all students who are English Learners, measure their growth over time, and to determine eligibility for reclassification as fluent English proficient (RFEP). It is also used to evaluate the effectiveness of designated and integrated ELD.

The district administers iReady 3x per year to students in grades 1-5 and 2x/year for Kinder to assess reading and math proficiency and modify instruction as appropriate. Locally designed formative math assessments are given each trimester in elementary. Curriculum-embedded English Language Arts assessments are used K-8 to assess student progress, specifically Units 1 and 4 in elementary. Unit 5 also serves as a reclassification criterion for K-3 students.

Student scores are used to monitor and target English Learner subgroups not making adequate language progress. iReady testing results are used to determine placement in intervention, instructional groups, SST academic referrals, at-risk of retention, reclassification, merit/GATE placements, cohort analysis (for possible strengths and weaknesses), overall school-wide progress, purchase of instructional materials, and staff development.

Teachers are provided with many opportunities throughout the year to analyze the results of these tests collaboratively. For instance, at the beginning of each school year, all teachers at William Green School meet with their site administrators and grade-level colleagues to analyze prior-year assessment results. Additionally, teachers meet with their grade level PLCs weekly to analyze data and plan for instruction.

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

iReady assessment results are used to monitor student progress, design interventions, establish student groupings for instruction, provide classroom intervention, purchase materials, provide parent education, and develop smart goals. Professional learning communities will use data to analyze student work, develop, design and modify instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

100% of the teachers and instructional aides at Green are NCLB Highly Qualified.

Staff development continues at the district and site level. Teachers are trained in the most current techniques that align with district-adopted curricular programs and assessment tools. In addition, teachers have the opportunity to seek out conferences that relate to their program and needs as determined by the administrators, goals of their professional development plan and budgetary constraints

Teachers meet on at least a weekly basis to set short and long -term goals, analyze student performance, design interventions, engage in instructional decision making and engage in professional development.

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

All teachers are fully credentialed and receive on-going professional development through the school year based on Board adopted curriculum.

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

Staff professional development is aligned to district and site goals related to the implementation of the standards-based curriculum. Staff development time is also dedicated to assessing student data and work in order to make informed instructional decisions.

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

A Language Arts Specialist, Math TOSA, and English Learner Instructional Resource Teacher are all available on-site to provide ongoing instructional assistance and support for teachers.

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

All teachers have 50 minutes of structured collaboration time per week while students are at PE. Additionally, teachers have 50% of Tuesday afternoons to participate in grade level collaboration for 75 minutes each session.

Teaching and Learning

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

William Green currently uses key standards in each classroom that have been adopted by the Lawndale Elementary School District and align with the California State Standards. In addition, William Green uses both the English Language Arts Standards and the English Language Development Standards. The core curriculum is supported through district-adopted textbooks and supplemented with additional literacy materials. Each teacher has materials that support this model as well as access to supplemental materials.

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

William Green adheres to recommended instructional minutes for reading/language arts, ELD, P.E., and mathematics.

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

District planning guides are used in all core curriculum areas.

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

The core curriculum is in alignment with the California State adopted textbook list and follows standards-based instruction. In addition, the Literacy Center houses supplemental resources that are aligned with the standards available to all teachers. All classrooms at Green School are in compliance with Williams' legislation.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

SBE-adopted and standards-aligned instructional materials, including intervention materials are used in all curriculum areas.

Opportunity and Equal Educational Access

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

Green School provides the following services to support under- performing students:

- A. Strengthening and Emphasizing the Core Instructional Program - enable teachers to set instructional goals for themselves and their students, and to, in the end, strengthen and bring consistency to the core instructional programs in every classroom.
- B. Instructional interventions - before, during and after school programs targeting literacy and math.
- C. Small group instruction in the classroom as part of the core instructional program.
- D. Tier 1, 2, and 3 instructional interventions in classrooms and through our Learning Center targeting all students with instructional needs.
- E. Collaborative Small Learning Communities - dedicated collaboration time on a weekly basis to evaluate and plan State-Approved core curriculum adoptions, Response to Intervention

Evidence-based educational practices to raise student achievement

The district's instructional focus on intentional questioning to support academic discourse and student critical thinking across all content areas pushes teachers to utilize grade level appropriate assignments, allows students to express their thinking, and engages students in what they are learning. Video and transcripts of student discussions are used as learning tools for teachers and school leaders to measure the impact of instruction for all students and to make adjustments as necessary (i.e. sentence frames for students with low levels of English proficiency). The instructional focus and monitoring tools have remained consistent for three years to enable teachers and school leaders to acquire, implement, and assess improved practices. This sustained focus on academic discourse has enabled teachers and school leaders to develop shared vocabulary and strategies across the district, and data analysis allows all stakeholders to share in the celebration of improved student achievement (in ELA), and to share accountability for continued struggles (in math) and planning for reducing the number of students working below grade level.

Parental Engagement

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

Family University (or simply FamilyU) is LESD's parent engagement program created to empower parents to get involved in their child's education and at their schools. FamilyU recognizes our parents for their volunteering efforts, attending workshops, and participating in school and district committee meetings across the district!

We strive to ensure all families feel welcome at our school. Through FamilyU we aim to create a genuine connection with our families by building capacity in our parents to share their voice and become advocates for their child's education.

Additional resources available for parents and families include:

- Counseling Services from Masada
- Counseling Services from District Social Work Interns
- Little Company of Mary Hospital Medical Van
- Annual Eye Exams
- Annual Dental Screenings
- Referrals available for Counseling by the Department of Mental Health
- Realizing Amazing Potential (RAP) after-school program
- Resource Teacher Consultant
- School Readiness Program
- State Pre-School Program
- Full-time Speech and Language Therapist
- Health Aide on-site
- School Psychologist (.6 FTE)
- Adaptive P.E. Specialist
- Occupational Therapist

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Each year, the Lawndale Elementary School District community is surveyed to assess family needs and review any parent suggestions for the instructional program. From this data, educational opportunities are designed to assist families in helping their children be successful at school. Parent involvement activities are scheduled to increase parent knowledge of strategies that can be used at home to improve student achievement.

Parents and community members are encouraged to participate in school support and governance bodies such as the PTA, School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, District Parent Advisory Committee and other district and site based committees in order to have a voice in the planning, implementation, and evaluation of ConApp programs (Title I, II, III, and IV). The ELAC was provided with last year's test scores, and gave their input and suggestions to the Plan. In addition, the ELAC committee meeting notes were shared at the SSC meetings.

Through staff participation in SSC//ELAC, leadership team meetings, collaborative grade level teams, and staff meetings, teachers are included in decisions regarding the use of academic assessments to provide information on, and to improve, the achievement of individual students and the overall instructional program. The William Green staff analyzed the student test data, the goals from last year, and formulated school-wide and grade level goals that are in alignment with LESD goals.

The SSC met and discussed last year's local assessment data and approved the four goals and approved the final Plan for submission to the Board of Trustees.

Funding

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

All Lawndale schools operate schoolwide Title I programs, and use those funds to provide the following services to improve instruction and outcomes for students who are working below grade level:

Extended learning

Interventions

Instructional assistants to implement targeted interventions

Sub release time for planning and refining integrated and designated ELD

Sub release time for lesson study/lab days with the goal of improving instructional practices through collaborative planning, lesson observation, and debriefing.

Before- and/or afterschool newcomer ELD interventions to develop basic English with extensive oral practice

Technology to increase access to differentiation and intervention materials

Conferences for teachers to learn how to better differentiate instruction for underperforming students

W. Green has:

1. Support staff (2 five-hour instructional aides, 1 three hour instructional aide, 1 five-hour materials clerk/community liaison, 1 five-hour library media clerk)

2. Teacher release time for collaboration, if funding permits

3. Substitutes/stipends for professional development and IEP/SST meetings

4. Parent involvement/education

5. Supplemental instructional materials

6. Technology materials that include: software, hardware, ink and printer cartridges associated with data analysis and intervention, license renewals, replacements, and infrastructure

Fiscal support (EPC)

The district provides ongoing communication and support in fiscal management.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) consists of the following stakeholders: parents, community members, the principal, certificated teachers, and classified employees. SSC meets on a monthly basis to

review, discuss, and give input on the creation of the school's areas of need, goals, and action plans. The SSC approves budget allocations and all changes to the SPSA. In addition, the SSC reviews action items for effectiveness and makes recommendation based on the data provided during the reviews. Additionally, our ELAC advises the principal and staff on programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement (SPSA).

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% | | | 0 |
| African American | 4.1% | 3.58% | 3.89% | 25 | 21 | 22 |
| Asian | 2.8% | 2.56% | 3.19% | 17 | 15 | 18 |
| Filipino | % | % | 0% | | | 0 |
| Hispanic/Latino | 82.1% | 84.13% | 84.07% | 504 | 493 | 475 |
| Pacific Islander | 0.5% | 0.51% | 0.53% | 3 | 3 | 3 |
| White | 5.1% | 3.75% | 3.54% | 31 | 22 | 20 |
| Multiple/No Response | 3.1% | 3.75% | 2.65% | 19 | 22 | 15 |
| | Total Enrollment | | | 614 | 586 | 565 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 20-21 | 21-22 | 22-23 |
| Kindergarten | 111 | 105 | 102 |
| Grade 1 | 101 | 90 | 82 |
| Grade 2 | 76 | 97 | 92 |
| Grade3 | 104 | 79 | 97 |
| Grade 4 | 109 | 111 | 80 |
| Grade 5 | 113 | 104 | 112 |
| Total Enrollment | 614 | 586 | 565 |

Conclusions based on this data:

- Overall, Green's enrollment has decreased over the last several years from 699 in 2017-18 to 560 in 2022-23. This trend of decreasing enrollment has impacted the region and indicates a need to develop programs which attract families to the district. The COVID pandemic has exacerbated employment and housing inequities, possibly contributing to the declining enrollment trend.
- The majority of our students are Hispanic or Latinx. They consistently represent more than 80% of our population. The percentage of Hispanic or Latinx students has remained steady at approximately 82.1% of the student population. Our African American and Asian populations have remained steady at approximately 4.1% and 2.8% respectively.
- According to the CDE Dashboard report, our white subgroup has stayed between 5-7% over the past three years and our African American population has remained steady from 4.01 percent in 17-18 to 4.1 percent in 20-21. Our

Asian American, Pacific Islander, American Indian, Filipino, and multiple/no response make up 8.8% of our school population.

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 | 188 | 208 | 208 | 30.60% | 35.5% | 36.8% |
| Fluent English Proficient (FEP) | 100 | 117 | 102 | 16.30% | 20.0% | 18.1% |
| Reclassified Fluent English Proficient (RFEP) | 15 | 40 | | 8.0% | 19% | |

Conclusions based on this data:

1. In 2022-23 approximately 35% of our students were classified as English Language Learners.
2. Our percentage of English Language Learners has been declining from 45.5% in 18-19 to 30.6% in 20-21. However, there appear to be an increase this school years (21-22) to 35.5% and (22-23) at 35%.
3. In 19-20, 26.7% of ELs were reclassified, and in 20-21, 6.5% of ELs were reclassified. This change may be due to the availability of ELPAC assessments and corresponding scores during COVID pandemic times. Although official data is not yet available, there was an increase in RFEP students this school year, 22-23.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 101 | 80 | 98 | 0 | 77 | 98 | 0 | 77 | 98 | 0.0 | 96.3 | 100.0 |
| Grade 4 | 109 | 111 | 75 | 0 | 107 | 75 | 0 | 107 | 75 | 0.0 | 96.4 | 100.0 |
| Grade 5 | 111 | 109 | 109 | 0 | 106 | 108 | 0 | 106 | 108 | 0.0 | 97.2 | 99.1 |
| All Grades | 321 | 300 | 282 | 0 | 290 | 281 | 0 | 290 | 281 | 0.0 | 96.7 | 99.6 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2364. | 2407. | | 9.09 | 10.20 | | 19.48 | 33.67 | | 22.08 | 24.49 | | 49.35 | 31.63 |
| Grade 4 | | 2438. | 2424. | | 12.15 | 16.00 | | 24.30 | 13.33 | | 24.30 | 18.67 | | 39.25 | 52.00 |
| Grade 5 | | 2477. | 2492. | | 14.15 | 18.52 | | 27.36 | 26.85 | | 25.47 | 24.07 | | 33.02 | 30.56 |
| All Grades | N/A | N/A | N/A | | 12.07 | 14.95 | | 24.14 | 25.62 | | 24.14 | 22.78 | | 39.66 | 36.65 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | | |
| Grade 3 | | 10.39 | 12.24 | | 61.04 | 66.33 | | 28.57 | 21.43 | | |
| Grade 4 | | 9.35 | 13.33 | | 64.49 | 60.00 | | 26.17 | 26.67 | | |
| Grade 5 | | 17.92 | 13.89 | | 54.72 | 70.37 | | 27.36 | 15.74 | | |
| All Grades | | 12.76 | 13.17 | | 60.00 | 66.19 | | 27.24 | 20.64 | | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 6.49 | 9.18 | | 45.45 | 57.14 | | 48.05 | 33.67 |
| Grade 4 | | 4.67 | 10.67 | | 63.55 | 41.33 | | 31.78 | 48.00 |
| Grade 5 | | 14.15 | 12.96 | | 57.55 | 57.41 | | 28.30 | 29.63 |
| All Grades | | 8.62 | 11.03 | | 56.55 | 53.02 | | 34.83 | 35.94 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 9.09 | 8.16 | | 63.64 | 77.55 | | 27.27 | 14.29 |
| Grade 4 | | 3.74 | 5.33 | | 84.11 | 80.00 | | 12.15 | 14.67 |
| Grade 5 | | 7.55 | 10.19 | | 81.13 | 75.93 | | 11.32 | 13.89 |
| All Grades | | 6.55 | 8.19 | | 77.59 | 77.58 | | 15.86 | 14.23 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 5.19 | 10.20 | | 58.44 | 71.43 | | 36.36 | 18.37 |
| Grade 4 | | 2.80 | 9.33 | | 76.64 | 66.67 | | 20.56 | 24.00 |
| Grade 5 | | 8.49 | 12.04 | | 65.09 | 69.44 | | 26.42 | 18.52 |
| All Grades | | 5.52 | 10.68 | | 67.59 | 69.40 | | 26.90 | 19.93 |

Conclusions based on this data:

1. Last year (22-23) in SBAC ELA, approximately 42.6% of students met or exceeded standards, which was an increase of 7.2% from 21-22.
2. In order to support our students, numerous curricular support was provided this year in the area of ELA, Math and ELD. Students received first tier instruction in classrooms, with teacher leaders supporting teachers, and some students who demonstrated an additional need received intervention support in ELA, Math and ELD.
3. CAASPP Support

Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sondag System:
The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

TouchMath

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students' progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research- Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

*Numerals 1 through 5 use single Touch Points

*Numerals 6 through 9 use double TouchPoints

*Students touch single TouchPoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teacher's are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

SWD Participation in CAASPP

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has

created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | 101 | 80 | 98 | 0 | 78 | 98 | 0 | 78 | 98 | 0.0 | 97.5 | 100.0 |
| Grade 4 | 109 | 111 | 75 | 0 | 107 | 75 | 0 | 107 | 75 | 0.0 | 96.4 | 100.0 |
| Grade 5 | 111 | 109 | 109 | 0 | 108 | 109 | 0 | 108 | 109 | 0.0 | 99.1 | 100.0 |
| All Grades | 321 | 300 | 282 | 0 | 293 | 282 | 0 | 293 | 282 | 0.0 | 97.7 | 100.0 |

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

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 2375. | 2397. | | 6.41 | 8.16 | | 17.95 | 17.35 | | 25.64 | 38.78 | | 50.00 | 35.71 |
| Grade 4 | | 2449. | 2413. | | 8.41 | 5.33 | | 26.17 | 17.33 | | 32.71 | 29.33 | | 32.71 | 48.00 |
| Grade 5 | | 2458. | 2470. | | 1.85 | 8.26 | | 16.67 | 20.18 | | 36.11 | 28.44 | | 45.37 | 43.12 |
| All Grades | N/A | N/A | N/A | | 5.46 | 7.45 | | 20.48 | 18.44 | | 32.08 | 32.27 | | 41.98 | 41.84 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | |
| Grade 3 | | 8.97 | 12.24 | | 35.90 | 46.94 | | 55.13 | 40.82 | |
| Grade 4 | | 11.21 | 9.33 | | 55.14 | 33.33 | | 33.64 | 57.33 | |
| Grade 5 | | 1.85 | 7.34 | | 50.93 | 48.62 | | 47.22 | 44.04 | |
| All Grades | | 7.17 | 9.57 | | 48.46 | 43.97 | | 44.37 | 46.45 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 7.69 | 10.20 | | 46.15 | 54.08 | | 46.15 | 35.71 |
| Grade 4 | | 9.35 | 5.33 | | 50.47 | 45.33 | | 40.19 | 49.33 |
| Grade 5 | | 4.63 | 11.93 | | 57.41 | 52.29 | | 37.96 | 35.78 |
| All Grades | | 7.17 | 9.57 | | 51.88 | 51.06 | | 40.96 | 39.36 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| Grade 3 | | 11.54 | 10.20 | | 51.28 | 69.39 | | 37.18 | 20.41 |
| Grade 4 | | 11.21 | 10.67 | | 64.49 | 50.67 | | 24.30 | 38.67 |
| Grade 5 | | 0.93 | 9.17 | | 59.26 | 58.72 | | 39.81 | 32.11 |
| All Grades | | 7.51 | 9.93 | | 59.04 | 60.28 | | 33.45 | 29.79 |

Conclusions based on this data:

- In SBAC Math (22-23) 26.7% of students met or exceeded standards, which was a .7% increase from the year before (21-22).
- In order to support our students, numerous curricular support was provided this year in the area of ELA, Math and ELD. Students received first tier instruction in classrooms, with teacher leaders supporting teachers, and some students who demonstrated an additional need received intervention support in ELA, Math and ELD.
- CAASPP Support

Prior to the Covid Pandemic LESD had noted a positive upward trend of increasing scores for SWD performance on SBAC in both ELA and Math proficiency.

For LESD SWD numerous areas of curricular assistance are provided to support student deficits in the area of language arts and math. Students receive their prescribed Specialized Academic Instruction (SAI) minutes from their Individualized Education Plan (IEP). These SAI minutes target individual and specific goals in a small group setting that include targeted reading and math goals based on their individual needs. Interventions may include special education teacher utilization of Benchmark Phonics Skill Bags for our students who need pre teach, reteach or intervention on Phonemic Awareness, Phonics and Reading Fluency. LESD is in the 5th year of utilization of iReady for our SWD. iReady is a web-based adaptive diagnostic assessment that assesses students' reading and math skills to the sub-domain level, prescribing differentiated Common Core instruction and intervention so learners of all abilities can achieve success. Students have access to iReady daily. Students' progress is regularly monitored through diagnostic measurements and growth monitoring probes.

LESD has identified two new intervention programs to address gaps in student progress and target student needs in the areas of Reading and Math. These two programs are the Sondag System Reading Intervention Curriculum program and the Touch Math Intervention Curriculum Program. Both programs have begun pilot implementation at numerous LESD school site locations, with a full District implementation in the 2023/24 school year.

Sondag System:
The Sondag System is a research and evidence based reading intervention program using structured, systematic, multisensory approaches to remediate reading. The Sondag System utilizes Orton-Gillingham instructional principles that are considered part of a structured literacy program, including simultaneous multisensory approach using explicit phonics instruction. The National Reading Panel identified Orton-Gillingham as one of the effective methodologies that addresses the needs of struggling students.

All LESD Learning Center Special Education teachers will complete the Sondag System 1 and System 2 implementation training during the course of the 2022/23 school year. Sondag System incorporates intensive, small group instruction with weekly progress monitoring and assessments. The Sondag system utilizes pre and post tests as well as progress monitoring. Reading Intervention Lessons are direct and explicit focusing on phonemic awareness, phonics, fluency and vocabulary. Sondag meets the CA Guidelines for Reading Intervention that are multisensory, evidence based, structured (systematic, cumulative, explicit, diagnostic), Sequential (organized, logical order, cumulative); Explicit (Deliberate teaching, stated objectives) and Direct (explicit teaching of a skill set through lectures and demonstration). Students with disabilities, who are exhibiting limited growth in reading skills through District and Special Education Assessments, will be identified to participate in targeted and intensive reading intervention within the Learning Center environment. Small Group Sondag System Intervention will occur multiple times per week in small groups targeting phonological awareness, phonics, fluency, vocabulary and reading comprehension through multi sensory hands on lessons. Small groups are designed based on student skill level, rather than age or grade level. The small, homogenous, groups are designed to provide students with

targeted skills to address their deficits in learning. Students are assessed by the pre reading level of assessments, and after the unit completion, a post reading level assessment is conducted. The reassessment checks for mastery of the skill and provides the teacher with instruction on remediating students further or transferring them to a different skill.

TouchMath

TouchMath is a multi-sensory math curriculum that presents math in a way where students use seeing, hearing, and touching numerals. The program uses a numeral as a direct manipulative, making an abstract concept into real and concrete action. It is also a multi-sensory curriculum approach that allows students to engage in mathematics visually, tactically, and kinesthetically. Research supports the effectiveness of TouchMath as positively impacting students' performance in cardinality, operational algorithms, conceptual understanding, application, fluency, automaticity, and modeling. The multi-sensory approach of using touchpoints to an abstract item such as a number, helps students conceptualize the total quantity of digits. Eventually, students progress their mathematical knowledge of the number of dots, or touchpoints, on a digit that corresponds with the quantity of a number. This progression from concrete to pre-representation allows students to gain access to deeper levels of mathematical understanding. TouchMath supports the Next Generation Mathematics Standards, Universal Design for Learning, Standards of Mathematical Practice, Response-to-Intervention, Research-Based Best Practices, Mathematical Progressions, Visualizations in Mathematics, CRA-Continuum, and the Mathematical Mindset.

Starting in the 2023/2024 school year full implementation of TouchMath will occur at the Elementary School Site Level Learning Center programs and for students in Special Day Class programs, where appropriate, at the Elementary and Middle School Levels. In addition, Middle School Level Learning Center programs will utilize Touch Math Intervention to support student needs. Teachers will receive training for the 2023/24 school year.

Materials are organized by topic allowing teachers to choose specific skills that need to be retaught. Teachers will support small group instruction using TouchMath as it engages students physically as they touch the numbers - they see it, say it, hear it and touch it, and it takes the guessing out of math. Each number from 1 through 9 has Touch Points corresponding to the digit's quantity:

*Numerals 1 through 5 use single Touch Points

*Numerals 6 through 9 use double TouchPoints

*Students touch single TouchPoints once and double TouchPoints twice.

By touching the TouchPoints and counting aloud, Touch Math uses the multi-modality approach and focuses on the visual learner, the auditory learner and the kinesthetic learner. Learners make connections between the numeral and the quantity it represents in order to successfully add and subtract.

Regular assessment of specific skills is essential to ensure student success. Formal assessments combined with ongoing classroom teacher observations measure what has been taught. These assessments occur upon completion of work on a particular skill, and the results are used for re-teaching and remediation. Teacher's are able to incorporate objective guides and/or implementation strategies into lesson plans and/or IEPs.

SWD Participation in CAASPP

The district and site has identified three approaches to ensure that 95% of students in each student group are tested. First, school staff have discussed the importance of all students, especially students with disabilities, to participate in the testing process as a way to support home/school communication about student progress. Second, the district and site notification letters are worded to ensure participation in state testing. Third, the district has created internal tracking measures to ensure that all site and district testing coordinators are aware of which student groups students who may not be tested belong to and can determine if the site will meet the 95% tested target.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | | | | | |
|--|---------|--------|--------|---------------|--------|--------|------------------|--------|--------|---------------------------|-------|-------|
| Grade Level | Overall | | | Oral Language | | | Written Language | | | Number of Students Tested | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 1411.7 | 1442.8 | 1421.0 | 1427.2 | 1454.7 | 1437.4 | 1375.4 | 1414.8 | 1382.6 | 39 | 51 | 50 |
| 1 | 1450.3 | 1445.0 | 1451.6 | 1468.5 | 1464.1 | 1469.3 | 1431.6 | 1425.3 | 1433.5 | 43 | 32 | 40 |
| 2 | 1472.7 | 1485.6 | 1472.8 | 1464.1 | 1499.2 | 1484.5 | 1480.7 | 1471.6 | 1460.5 | 26 | 37 | 30 |
| 3 | 1502.4 | 1480.4 | 1483.3 | 1507.3 | 1496.7 | 1485.9 | 1496.9 | 1463.6 | 1480.4 | 42 | 27 | 34 |
| 4 | 1517.0 | 1514.8 | 1508.0 | 1520.1 | 1522.1 | 1511.3 | 1513.4 | 1507.1 | 1504.1 | 40 | 32 | 24 |
| 5 | 1526.7 | 1534.6 | 1552.0 | 1531.5 | 1532.5 | 1558.0 | 1521.4 | 1536.4 | 1545.8 | 28 | 33 | 31 |
| All Grades | | | | | | | | | | 218 | 212 | 209 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 5.13 | 19.61 | 8.00 | 35.90 | 50.98 | 42.00 | 43.59 | 23.53 | 40.00 | 15.38 | 5.88 | 10.00 | 39 | 51 | 50 |
| 1 | 6.98 | 9.38 | 12.50 | 44.19 | 28.13 | 42.50 | 39.53 | 43.75 | 22.50 | 9.30 | 18.75 | 22.50 | 43 | 32 | 40 |
| 2 | 3.85 | 10.81 | 16.67 | 53.85 | 64.86 | 33.33 | 34.62 | 16.22 | 33.33 | 7.69 | 8.11 | 16.67 | 26 | 37 | 30 |
| 3 | 30.95 | 11.11 | 11.76 | 28.57 | 44.44 | 41.18 | 28.57 | 29.63 | 32.35 | 11.90 | 14.81 | 14.71 | 42 | 27 | 34 |
| 4 | 20.00 | 12.50 | 12.50 | 55.00 | 62.50 | 41.67 | 20.00 | 12.50 | 37.50 | 5.00 | 12.50 | 8.33 | 40 | 32 | 24 |
| 5 | 32.14 | 33.33 | 48.39 | 25.00 | 30.30 | 41.94 | 25.00 | 24.24 | 3.23 | 17.86 | 12.12 | 6.45 | 28 | 33 | 31 |
| All Grades | 16.51 | 16.51 | 17.22 | 40.37 | 47.64 | 40.67 | 32.11 | 24.53 | 28.71 | 11.01 | 11.32 | 13.40 | 218 | 212 | 209 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|--|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 12.82 | 27.45 | 18.00 | 43.59 | 49.02 | 36.00 | 35.90 | 17.65 | 38.00 | 7.69 | 5.88 | 8.00 | 39 | 51 | 50 |
| 1 | 23.26 | 18.75 | 30.00 | 53.49 | 53.13 | 42.50 | 13.95 | 25.00 | 12.50 | 9.30 | 3.13 | 15.00 | 43 | 32 | 40 |
| 2 | 7.69 | 45.95 | 26.67 | 53.85 | 35.14 | 36.67 | 34.62 | 16.22 | 30.00 | 3.85 | 2.70 | 6.67 | 26 | 37 | 30 |
| 3 | 45.24 | 33.33 | 35.29 | 38.10 | 48.15 | 38.24 | 9.52 | 11.11 | 14.71 | 7.14 | 7.41 | 11.76 | 42 | 27 | 34 |
| 4 | 42.50 | 53.13 | 41.67 | 45.00 | 37.50 | 45.83 | 10.00 | 6.25 | 8.33 | 2.50 | 3.13 | 4.17 | 40 | 32 | 24 |
| 5 | 50.00 | 51.52 | 61.29 | 32.14 | 36.36 | 32.26 | 0.00 | 6.06 | 0.00 | 17.86 | 6.06 | 6.45 | 28 | 33 | 31 |
| All Grades | 30.73 | 37.74 | 33.49 | 44.50 | 43.40 | 38.28 | 16.97 | 14.15 | 19.14 | 7.80 | 4.72 | 9.09 | 218 | 212 | 209 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | | | | | | |
|---|---------|-------|-------|---------|-------|-------|---------|-------|-------|---------|-------|-------|--------------------------|-------|-------|
| Grade Level | Level 4 | | | Level 3 | | | Level 2 | | | Level 1 | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 2.56 | 9.80 | 2.00 | 10.26 | 27.45 | 20.00 | 64.10 | 50.98 | 64.00 | 23.08 | 11.76 | 14.00 | 39 | 51 | 50 |
| 1 | 4.65 | 9.38 | 2.50 | 25.58 | 15.63 | 35.00 | 37.21 | 34.38 | 35.00 | 32.56 | 40.63 | 27.50 | 43 | 32 | 40 |
| 2 | 3.85 | 8.11 | 6.67 | 57.69 | 29.73 | 23.33 | 19.23 | 51.35 | 36.67 | 19.23 | 10.81 | 33.33 | 26 | 37 | 30 |
| 3 | 9.52 | 0.00 | 0.00 | 30.95 | 22.22 | 23.53 | 35.71 | 37.04 | 52.94 | 23.81 | 40.74 | 23.53 | 42 | 27 | 34 |
| 4 | 5.00 | 9.38 | 0.00 | 30.00 | 18.75 | 29.17 | 47.50 | 53.13 | 45.83 | 17.50 | 18.75 | 25.00 | 40 | 32 | 24 |
| 5 | 21.43 | 18.18 | 16.13 | 10.71 | 18.18 | 32.26 | 35.71 | 45.45 | 41.94 | 32.14 | 18.18 | 9.68 | 28 | 33 | 31 |
| All Grades | 7.34 | 9.43 | 4.31 | 26.61 | 22.64 | 26.79 | 41.28 | 46.23 | 47.37 | 24.77 | 21.70 | 21.53 | 218 | 212 | 209 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 12.82 | 41.18 | 22.00 | 79.49 | 50.98 | 66.00 | 7.69 | 7.84 | 12.00 | 39 | 51 | 50 |
| 1 | 41.86 | 34.38 | 40.00 | 51.16 | 62.50 | 52.50 | 6.98 | 3.13 | 7.50 | 43 | 32 | 40 |
| 2 | 3.85 | 29.73 | 33.33 | 88.46 | 67.57 | 63.33 | 7.69 | 2.70 | 3.33 | 26 | 37 | 30 |
| 3 | 30.95 | 37.04 | 5.88 | 52.38 | 51.85 | 67.65 | 16.67 | 11.11 | 26.47 | 42 | 27 | 34 |
| 4 | 47.50 | 43.75 | 12.50 | 45.00 | 46.88 | 66.67 | 7.50 | 9.38 | 20.83 | 40 | 32 | 24 |
| 5 | 32.14 | 24.24 | 32.26 | 53.57 | 57.58 | 51.61 | 14.29 | 18.18 | 16.13 | 28 | 33 | 31 |
| All Grades | 29.82 | 35.38 | 24.88 | 60.09 | 56.13 | 61.24 | 10.09 | 8.49 | 13.88 | 218 | 212 | 209 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|--|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 17.95 | 22.00 | 28.00 | 58.97 | 68.00 | 60.00 | 23.08 | 10.00 | 12.00 | 39 | 50 | 50 |
| 1 | 18.60 | 9.38 | 27.50 | 69.77 | 84.38 | 55.00 | 11.63 | 6.25 | 17.50 | 43 | 32 | 40 |
| 2 | 11.54 | 62.16 | 33.33 | 84.62 | 35.14 | 56.67 | 3.85 | 2.70 | 10.00 | 26 | 37 | 30 |
| 3 | 61.90 | 62.96 | 58.82 | 30.95 | 29.63 | 32.35 | 7.14 | 7.41 | 8.82 | 42 | 27 | 34 |
| 4 | 60.00 | 56.25 | 66.67 | 40.00 | 40.63 | 29.17 | 0.00 | 3.13 | 4.17 | 40 | 32 | 24 |
| 5 | 71.43 | 81.82 | 90.32 | 14.29 | 12.12 | 3.23 | 14.29 | 6.06 | 6.45 | 28 | 33 | 31 |
| All Grades | 40.37 | 46.92 | 47.37 | 49.54 | 46.92 | 42.11 | 10.09 | 6.16 | 10.53 | 218 | 211 | 209 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 2.56 | 12.00 | 2.00 | 64.10 | 80.00 | 84.00 | 33.33 | 8.00 | 14.00 | 39 | 50 | 50 |
| 1 | 13.95 | 15.63 | 15.00 | 51.16 | 31.25 | 50.00 | 34.88 | 53.13 | 35.00 | 43 | 32 | 40 |
| 2 | 11.54 | 8.11 | 6.67 | 61.54 | 75.68 | 56.67 | 26.92 | 16.22 | 36.67 | 26 | 37 | 30 |
| 3 | 14.29 | 0.00 | 2.94 | 52.38 | 44.44 | 52.94 | 33.33 | 55.56 | 44.12 | 42 | 27 | 34 |
| 4 | 5.00 | 0.00 | 4.17 | 67.50 | 62.50 | 54.17 | 27.50 | 37.50 | 41.67 | 40 | 32 | 24 |
| 5 | 25.00 | 15.15 | 9.68 | 39.29 | 57.58 | 74.19 | 35.71 | 27.27 | 16.13 | 28 | 33 | 31 |
| All Grades | 11.47 | 9.00 | 6.70 | 56.42 | 61.14 | 63.64 | 32.11 | 29.86 | 29.67 | 218 | 211 | 209 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | | | | |
|---|----------------|-------|-------|---------------------|-------|-------|-----------|-------|-------|--------------------------|-------|-------|
| Grade Level | Well Developed | | | Somewhat/Moderately | | | Beginning | | | Total Number of Students | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| K | 25.64 | 27.45 | 32.00 | 43.59 | 52.94 | 46.00 | 30.77 | 19.61 | 22.00 | 39 | 51 | 50 |
| 1 | 2.33 | 9.38 | 5.00 | 81.40 | 75.00 | 72.50 | 16.28 | 15.63 | 22.50 | 43 | 32 | 40 |
| 2 | 7.69 | 10.81 | 13.33 | 73.08 | 81.08 | 60.00 | 19.23 | 8.11 | 26.67 | 26 | 37 | 30 |
| 3 | 19.05 | 7.41 | 2.94 | 64.29 | 70.37 | 82.35 | 16.67 | 22.22 | 14.71 | 42 | 27 | 34 |
| 4 | 15.00 | 28.13 | 16.67 | 70.00 | 59.38 | 66.67 | 15.00 | 12.50 | 16.67 | 40 | 32 | 24 |
| 5 | 14.29 | 42.42 | 32.26 | 60.71 | 45.45 | 58.06 | 25.00 | 12.12 | 9.68 | 28 | 33 | 31 |
| All Grades | 14.22 | 21.70 | 17.70 | 65.60 | 63.21 | 63.16 | 20.18 | 15.09 | 19.14 | 218 | 212 | 209 |

Conclusions based on this data:

1. Reviewing the ELPAC data for 21-22, for overall language results, 16.5% of our ELs were at level 4, 47.6% at level 3, 24.5% at level 2 and 11.3% at level 1. It was observed that percentage of students at level 4 remained similar to previous years and percentage of students at level 2 decreased from previous years and students at level 3 increased from previous years. This indicates that students who were level 2 moved up to level 3 which is a positive observation of growth.
2. Reviewing 21-22 ELPAC Scores, there is a decreasing trend of students who are scoring beginning level scores in all four domains of the ELPAC as compared to the 20-21 ELPAC scores.
3. In writing domain, 21.7% of students scored in the well-developed range which is an increase from 20-21. In reading domain, there was a decrease in percentage of well-developed students (9%) and an increase in somewhat developed level of students (61.1%) For the speaking domain, there was an increase in percentage of well-developed (46.9%) and a decrease in percentage of somewhat developed levels (46.9%) In the listening domain, there was an increase in percentage of well-developed (35.4%) and a decrease in percentage of somewhat developed levels (56.1%)

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

| 2022-23 Student Population | | | |
|---|--|--|---|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 565 | 86 | 36.8 | 1.2 |
| Total Number of Students enrolled in William Green Elementary School. | Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | Students whose well being is the responsibility of a court. |

| 2022-23 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 208 | 36.8 |
| Foster Youth | 7 | 1.2 |
| Homeless | 6 | 1.1 |
| Socioeconomically Disadvantaged | 486 | 86 |
| Students with Disabilities | 56 | 9.9 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 22 | 3.9 |
| Asian | 18 | 3.2 |
| Hispanic | 475 | 84.1 |
| Two or More Races | 15 | 2.7 |
| Pacific Islander | 3 | 0.5 |
| White | 20 | 3.5 |

Conclusions based on this data:

1. The majority of our students, 89.8% of them are socioeconomically disadvantaged.
2. A big percentage of our student population, 35.5% of our students are English Learners with the majority speaking Spanish as a first language.

3. 9.2% of our students are identified as SWD.

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2023 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---------------------------------------|--------------------------------------|
| English Language Arts Yellow | Chronic Absenteeism Red | Suspension Rate Yellow |
| Mathematics Orange | | |
| English Learner Progress Orange | | |

Conclusions based on this data:

1. We currently have a low rate of suspension at Green. We have been able to maintain this rate due to our participation in PBIS.
2. Our English Learner progress has shown collective growth. School wide we have made intentional efforts to build up our designated ELD block and are working towards integrated ELD in all content areas.

3. All of our student groups are in the low band in both Math and English Language Arts. This is an area where all students need to make significant growth to achieve proficiency. Plans to support student academic progress and teacher learning have been in place and being implemented throughout the district and site via multiple levels of programs.

School and Student Performance Data

Academic Performance English Language Arts

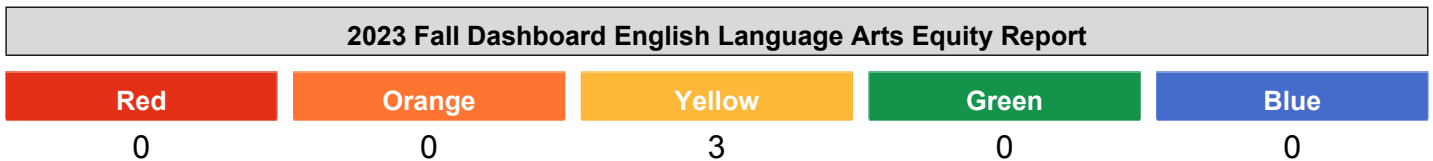
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| All Students Yellow 22.5 points below standard Increased +13.7 points 274 Students | English Learners Yellow 42 points below standard Increased +5 points 116 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 5 Students | Socioeconomically Disadvantaged Yellow 27.7 points below standard Increased +9.6 points 239 Students | Students with Disabilities 79.9 points below standard Increased Significantly +38.7 points 23 Students |

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students 8 Students |  No Performance Color 0 Students | Less than 11 Students 4 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 25.6 points below standard Increased +13.7 points 233 Students | Less than 11 Students 10 Students | Less than 11 Students 2 Students | 12 points above standard Increased Significantly +91.9 points 12 Students |

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 81.9 points below standard Increased +14.9 points 70 Students | 18.8 points above standard Increased +6.9 points 46 Students | 23.9 points below standard Increased +7.8 points 111 Students |

Conclusions based on this data:

- Based on this data our reclassified students and white students were the only subgroups that were above proficiency. Our white and African American students increased. Our remaining subgroups are at low status and declined or declined significantly. This year we are going to continue to be more intentional with data to support teachers with English Learners and other students that are struggling in English Language Arts.
- Based on our cohort data, many of our grade levels and subgroups made gains in ELA. This is in large part due to ELA being a school and district focus and the implementation of a new adoption, BMA 2.0. This is work we plan to continue this school year.
- Our students with disabilities are the furthest from proficient compared to all of our subgroups. We plan on enhancing our support for our special education through collaboration and release days for our Learning Center case managers to meet with the general education teachers that support our students.

School and Student Performance Data

Academic Performance Mathematics

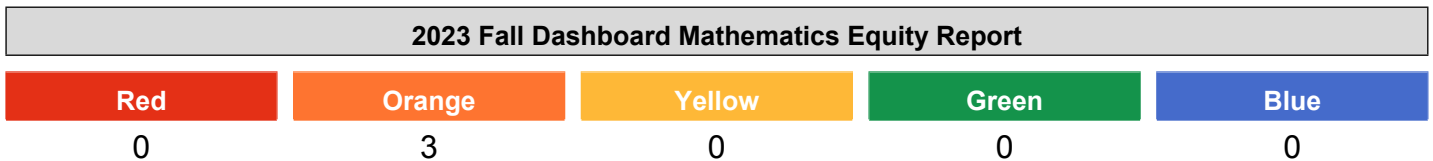
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| All Students Orange 52.7 points below standard Maintained -0.1 points 274 Students | English Learners Orange 66.1 points below standard Decreased -4.4 points 116 Students | Foster Youth No Performance Color 0 Students |
| Homeless Less than 11 Students 5 Students | Socioeconomically Disadvantaged Orange 55.4 points below standard Maintained -1.2 points 239 Students | Students with Disabilities 115 points below standard Decreased -8.5 points 23 Students |

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Less than 11 Students 8 Students |  No Performance Color 0 Students | Less than 11 Students 4 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 52.1 points below standard Maintained +1 points 233 Students | Less than 11 Students 10 Students | Less than 11 Students 2 Students | 25.8 points below standard Increased Significantly +24.6 points 12 Students |

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 92.2 points below standard Increased +6.2 points 70 Students | 26.3 points below standard Decreased -8.1 points 46 Students | 57.6 points below standard Decreased -5.2 points 111 Students |

Conclusions based on this data:

- Our White and Reclassified subgroups were medium and high status respectfully. Our white students maintained but our Reclassified students declined. We need to involve teachers in the process of monitoring our RFEP students to ensure they continue to make progress.
- Based on this data our English Learners maintained their status. This year we have plans to focus on them through additional collaboration time with our Math TOSA. Grade levels will meet regularly with her and identify strategies to support students that are English Language Learners. This will include more opportunities for critical thinking and student talk as well as strategies such as equity in participation, intentional partnerships, and positioning students to be successful participants.
- Our students with disabilities were 106.6 points away from proficient. In order to support this subgroup we will enhance our Learning Center team's collaboration time with our Math TOSA and also provide release time for teachers to meet with case carriers to plan support based on the student's IEP goals.

School and Student Performance Data

Academic Performance English Learner Progress

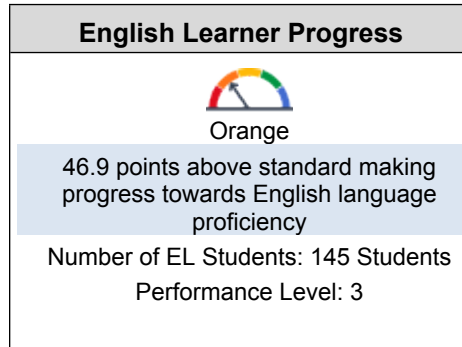
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



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

2023 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 36 | 41 | 6 | 62 |

Conclusions based on this data:

1. Our English Learners were making good progress and continue to increase. This is likely due to our work with ELD Coach and the ELD curriculum and collaboration to strengthen integrated ELD.
2. Majority of our English learners either maintained or progressed at least one ELPI level. This is likely due to the fact that we are in process of integrating ELD support within the ELA curriculum with support of ELD Coach on site.
3. Our newcomer ELs received support from English interventions this school year. This may impact language proficiency growth in our new to the country students.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

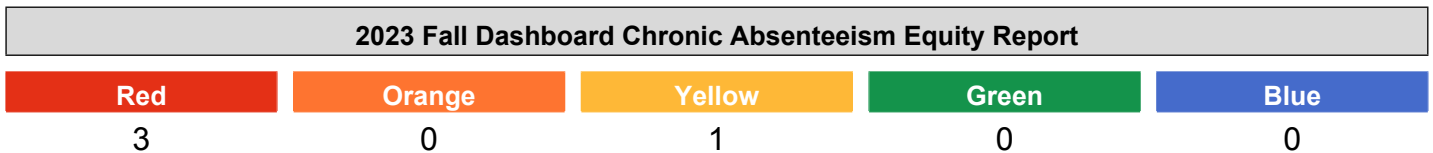
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This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p> <p>Red</p> <p>32.5% Chronically Absent</p> <p>Increased 0.5</p> <p>582 Students</p> | <p>English Learners</p> <p>Yellow</p> <p>28.6% Chronically Absent</p> <p>Declined Significantly -4.8</p> <p>217 Students</p> | <p>Foster Youth</p> <p>Less than 11 Students</p> <p>9 Students</p> |
| <p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>32.1% Chronically Absent</p> <p>Maintained -0.4</p> <p>504 Students</p> | <p>Students with Disabilities</p> <p>Red</p> <p>43.7% Chronically Absent</p> <p>Maintained 0.4</p> <p>71 Students</p> |

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
| <p>37% Chronically Absent</p> <p>Increased 6.6</p> <p>27 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>33.3% Chronically Absent</p> <p>Declined -7.8</p> <p>18 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p></p> <p>Red</p> <p>32.4% Chronically Absent</p> <p>Maintained -0.2</p> <p>487 Students</p> | <p>33.3% Chronically Absent</p> <p>Declined -4.2</p> <p>27 Students</p> | <p>Less than 11 Students</p> <p>3 Students</p> | <p>20% Chronically Absent</p> <p>Increased 10.9</p> <p>20 Students</p> |

Conclusions based on this data:

- LESD has identified students who need to attend school regularly. Chronic absenteeism is defined as students who miss at least 10% of instructional days in an academic year. To address these concerns William Green Elementary, the following steps are in place to address our students' needs, including those students with disabilities.
- School sites are contacting parents consistently and regularly to address daily absences. Attendance clerks will work closely with Social Workers, Counselors, and site Administrators to continue to support students and parents to offer supportive services to mitigate school attendance issues- medical, social, and or emotional support. Extended learning opportunities through Saturday School (Academy) where indicated students will be identified and invited to attend Saturday School based on their overall academic performance, chronic absenteeism, and staff recommendations. In addition, targeted support is provided for students with attendance concerns through a yearly cycle of the Student Attendance Review Team (SART) held at the sites before making a referral to the Student Attendance Review Board (SARB). School sites will continue to promote positive attendance via Positive Behavior Intervention Supports.

School and Student Performance Data

Conditions & Climate Suspension Rate

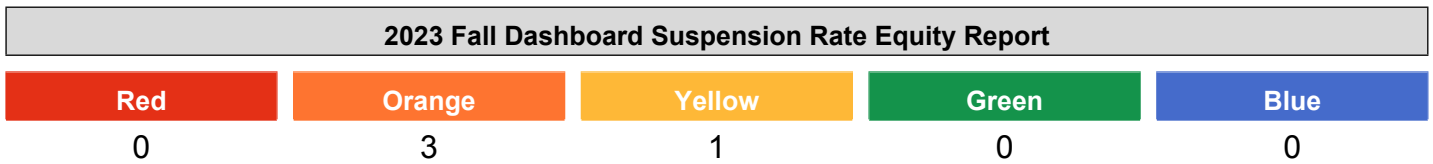
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”





This section provides number of student groups in each level.



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

| 2023 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.5 601 Students</p> | <p>English Learners</p> <p>Orange</p> <p>1.8% suspended at least one day</p> <p>Increased 1.8 226 Students</p> | <p>Foster Youth</p> <p>9.1% suspended at least one day</p> <p>11 Students</p> |
| <p>Homeless</p> <p>0% suspended at least one day</p> <p>11 Students</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>1% suspended at least one day</p> <p>Increased 0.4 517 Students</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>2.8% suspended at least one day</p> <p>Increased 1.3 72 Students</p> |

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|--|
| <p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p> | <p></p> <p>No Performance Color</p> <p>0 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 19 Students</p> | <p>Less than 11 Students 1 Student</p> |
| Hispanic | Two or More Races | Pacific Islander | White |
| <p></p> <p>Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 0.6 500 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 28 Students</p> | <p>Less than 11 Students 3 Students</p> | <p>0% suspended at least one day</p> <p>Maintained 0 22 Students</p> |

Conclusions based on this data:

1. Based on this years data our incidence of suspension appears to be at very low overall. Our PBIS focus and support from our Response to intervention team with supporting behaviors including our work with the social work team and interns have helped.
2. According to this data, SWD group has 1.5% of 67 total student population appears to be at the medium level. The school's PBIS team meets regularly and the school's learning center team met weekly to discuss supports for our SWD student population.
3. Our focus on PBIS and our efforts to support students prior to suspending them by using other means of corrections have helped keep our suspension rates low. The collaboration between general education and learning center staff have also supported our understanding of students with different needs and ways to support behaviors in a positive manner.

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

Increase Academic Achievement

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the next school year with a 5% increase at the conclusion of the 2023-24 school year. The areas and measurements are: English Language Arts: CAASPP and Local Assessments, Mathematics: CAASPP and Local Assessments, English Language Development, ELPAC and RFEP rates, Physical Fitness: CA Physical Fitness Test

Goal 1

CAASPP and local assessment data are being used in determining site academic goals in ELA and in Mathematics.

The district instructional focus on data-driven instruction in the professional development of teachers will translate to increased levels of student proficiency in the areas of ELA and math.

By the conclusion of the 2023-24 school year, all students at Green Elementary will increase their overall percentage meeting or exceeding standard on the CAASPP SBAC ELA assessment from 42.6% to 48%. In the area of Mathematics, all students at Green Elementary will increase their overall percentage meeting or exceeding standard on the CAASPP SBAC Math assessment from 26.7% to 32% percentage points (individual grade level metrics below).

In the area of ELA, by the the conclusion of the 2023-24 school year:

3rd grade students will increase the percentage of students meeting or exceeding on the CAASPP ELA assessment from 44% to 49%.

4th grade students will increase the percentage at/above from 29% to 34%.

5th grade students will increase the percentage at/above from 45% to 50%

In the area of mathematics, by the conclusion of the 2023-24 school year:

3rd grade students will increase the percentage of students At/above standard on the CAASPP math assessment from the school average of 25% to 30% (based on overall baseline)

4th grade students will increase the percentage at/above from previous year from 23% to 28%.

5th grade students will increase the percentage from previous year at/above from 28% to 33%.

In the area of Science, 5th graders will increase the percentage of students meeting or exceeding on the CAST from 23% to 28%.

Using data from the ELPAC we will increase our percent of English Learners making adequate yearly progress by 5%.

Identified Need

In reviewing SBAC assessment data in both ELA and Math in the 2022-23 school year, it was determined that math will be a focus

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| CAASPP ELA | Grade 3 - 44% meeting or exceeding Grade 4 - 29% Grade 5 - 45% | Grade 3 - 49% Grade 4 - 34% Grade 5 - 50% |
| CAASPP Math | Grade 3 - 25% Grade 4 - 23% Grade 5 - 28% | Grade 3 - 30% Grade 4 - 28% Grade 5 - 33% |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support implementation of ELA/ELD, math, and science standards, purchase instructional materials.

To promote physical activity purchase recess and PE equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2366

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
To support implementation of ELA/ELD, math, and science standards, purchase instructional materials. (4310)

2000

Supp & Con 1
4000-4999: Books And Supplies
To promote physical activity purchase recess and PE equipment. (4350)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Fund educational activities/assemblies for students to promote academic achievement in content areas- virtual and in person

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

Supp & Con 1
5000-5999: Services And Other Operating Expenditures
Fund educational activities/assemblies for students to promote academic achievement in content areas- virtual and in person

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

The district LCAP will provide all teachers with a classroom budget of \$300 for basic supplies needed in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10150

Source(s)

Supp & Con 1
4000-4999: Books And Supplies
\$300 for each classroom teacher to purchase materials for class-27 teachers

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide Certificated additional hours or release days to support academic achievement of students:

Certificated addl hours for teachers to participate in Makerspace planning and/ committee to promote instruction in STEAM activities, not to exceed 25 hours

Certificated release days to support articulation, collaboration and planning (not to exceed 6 days)

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 800 | Supp & Con 1 1000-1999: Certificated Personnel Salaries Certificated additional hours for teachers to participate in Makerspace planning and/ committee |
| 875 | Supp & Con 1 1000-1999: Certificated Personnel Salaries Provide cert release days for articulation, collaboration and planning (not to exceed 6 days) |
| 385 | Supp & Con 1 3000-3999: Employee Benefits Fringes for additional hours for certificated additional hours |

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide ACSA Conference for Admin to learn about and plan access for all students

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 900 | Supp & Con 1 5000-5999: Services And Other Operating Expenditures Provide ACSA Conference for Admin to learn about and plan access for all students |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide one admission fee for all students for their field trips aligned with standards

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1836

Source(s)

Supp & Con 1
5800: Professional/Consulting Services And
Operating Expenditures
Field trip admission fees for each student for
one field trip per year

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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

Ensure Access & Equity

LEA/LCAP Goal

A 5% improvement in students demonstrating proficiency will occur in each of the academic areas listed below over the next school year with a 5% increase at the conclusion of the 2022-23 school year. The areas and measurements are: English Language Arts: CAASPP and Local Assessments, Mathematics: CAASPP and Local Assessments, English Language Development, ELPAC and RFEP rates, Physical Fitness: CA Physical Fitness Test

This 5% increase will apply to all students as measured in Goal 1) and also the following pupil subgroups: English Learners, Low income pupils, Hispanic or Latino, Black or African American, Reclassified Pupils and Students with Disabilities.

Goal 2

CAASPP and local assessment data are being used in determining site academic goals in ELA and in Mathematics for all students. A specific focus on ELs, AA students, SWD who show a significant gap in achievement. See attached data for more information

Identified Need

Areas of identified need in academic achievement include: increasing academic achievement for ELs in grades 3-5 the areas of ELA and Math. Increasing academic achievements for African-American students in grades 3-5 in the areas of ELA and math. Students with disabilities in all grade levels show a significant achievement gap compared to all students.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--------------------------|---|
| CAASPP SBAC ELA | see attached data tables | All students in the following groups will make at least a 5% increase in proficiency. |
| CAASPP SBAC Math | see attached data tables | All students in the following groups will make at least a 5% increase in proficiency. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support instruction and support students:

Title 1 Goal 2

Certificated Sub Days for collaboration and goal setting (not to exceed 10 days)

Certificated addl hours for ELIRT, LAS, and Math TOSA to support professional development and planning, not to exceed 60 hours (20 hrs/teacher leader)

Certificated addl hours for intervention (not to exceed 50 hrs)

Certificated addl hours for SEL planning: working with SSW, reading books and articles, creating calm corners in classrooms

(Not to exceed 50 hours, 2 hrs/ classroom teachers, LC team)

Certificated addl hours for reading professional books on equity, attending afterschool meetings/conferences on equity and trajectory of hope work

(Not to exceed 62 hours, 2 hr/classroom teachers, LC team, coach and teacher leaders)

Certificated addl hours for LC team to plan with teachers and hold planning/collaboration meetings, analyze data (Not to exceed 30 hours, 10 for Ozuna & 20 for Murillo)

20 additional hours for gen ed teachers to collaborate with LC teachers on accommodations and supports for SWD

LCFF Goal 2

additional hours for ELIRT, LAS, and Math TOSA to support professional development and planning, not to exceed 45 hours (15 hrs/teacher leader)

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 1077 | Title I 1000-1999: Certificated Personnel Salaries Certificated Sub Days for collaboration and goal setting |
| 4867 | Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for ELIRT, LAS, and Math TOSA to support professional development and planning, |
| 6500 | Title I 1000-1999: Certificated Personnel Salaries Certificated addl hours for intervention |
| 1500 | Title I 1000-1999: Certificated Personnel Salaries |

| | |
|------|--|
| | Certificated addl hours for SEL planning: working with SSW, reading books and articles, creating calm corners in classrooms |
| 2000 | Title I 1000-1999: Certificated Personnel Salaries ertificated addl hours for LC team to plan with teachers and hold planning/collaboration meetings, analyze data (Not to exceed 30 hours, 10 for Ozuna & 20 for Murillo) |
| 1000 | Title I 1000-1999: Certificated Personnel Salaries Additional hours for gen ed teachers to collaborate with LC teachers on accommodations and supports for SWD |
| 1750 | Supp & Con 2 1000-1999: Certificated Personnel Salaries additional hours for ELIRT, LAS, and Math TOSA to support professional development and planning |

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Two IAs to support the Language Arts Specialist. Under the guidance and training of the Language Arts Specialist they will provide intervention support to students deemed at risk based on state, district, and site assessments. One IA to support the Math TOSA. Under the guidance and training of the Math TOSA s/he will provide intervention support to students deemed at risk based on state, district, and site assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

64218

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Two 5 hour/day instructional aides to support students that need additional support in reading and foundational skills based on assessments, i.e. universal assessments. One 3 hour/day math instructional aide to provide support for students in the area of math number sense based on results of district assessments.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Students in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Additional Classified Hours for:

- interventions to support students below grade level in ELA, ELD and math
- training for 1:1 IAs to support of SWD population

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4500

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Additional Classified Hours for interventions to support students below grade level in ELA, ELD and math.

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

24680

Source(s)

Title I
3000-3999: Employee Benefits
Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.

402

Supp & Con 2
3000-3999: Employee Benefits
Certificated and classified fringes for action items related to additional hours to provide supplemental educational services.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All students- SWD, in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support parent engagement:

- Purchase contracts to support parent engagement, i.e. family nights, parent workshops
- Direct purchase for materials and supplies needed for parent engagement
- Provide additional hours for community liaison to support with parent engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)**Source(s)**

3000

Title I Parent Involvement
5000-5999: Services And Other Operating Expenditures
To support parent and family involvement, purchase workshops, family night activities using contracted services

2962

Title I Parent Involvement
4000-4999: Books And Supplies
Direct purchase for materials and supplies needed for parent engagement

1040

Title I Parent Involvement
2000-2999: Classified Personnel Salaries
Provide additional hours for community liaison to support with parent engagement

376

Title I Parent Involvement
3000-3999: Employee Benefits
Fringes for Community Liaison additional hours

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

SWD, in target SES group, ELs, African American students, Hispanic/Latino, and students performing below grade level

Strategy/Activity

Purchase instructional and reference materials and books to support student academic achievement:

Instructional and Reference Materials for content areas
Instructional materials/books that focus on diversity/identity

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 4000 | Title I 4000-4999: Books And Supplies Instructional and Reference Materials for content areas |
| 1530 | Title I 4000-4999: Books And Supplies Instructional materials/books that focus on diversity/identity |

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

Students in target SES group, ELs, African American students, Hispanic/Latino

Strategy/Activity

To support students with accessing curriculum and make progress, purchase instructional materials.

- Instructional materials and supplies
- Materials for intervention, i.e. ELA and Math
- Sensory materials to support behavior, SEL and calm corner
- Purchase instructional materials to support accommodations, interventions and sensory needs for Learning Center
- Direct purchase for equipment needs, i.e. poster maker, etc. to support instruction

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 14597 | Title I 4000-4999: Books And Supplies <ul style="list-style-type: none">• Instructional materials and supplies, materials for intervention, sensory materials, etc. |

| | |
|------|---|
| | |
| 750 | Title I 4000-4999: Books And Supplies Direct purchase for equipment needs, i.e. poster maker, etc. to support instruction |
| 1661 | Supp & Con 2 4000-4999: Books And Supplies -Instructional materials to support accommodations interventions and sensory needs |

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All students-students receiving free and reduced lunches, African American students, SWD, ELs, Hispanic or Latino

Strategy/Activity

Purchase contract agreements with organizations that support student academic achievement and promote equity and access:

To promote equity and eliminate barriers for many of our students of color, specifically, African-American students, engage in partnership with Trajectory of Hope to provide support for equity based work and provide family support

To promote equity and eliminate barriers for STEAM area for all students, provide PS Science program/access to NGSS lessons and support, as well as family nights to promote student access to science and technology.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

6300

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
To promote equity and eliminate barriers for many of our students of color, specifically, African-American students, engage in partnership with Trajectory of Hope to provide support for equity based work and provide family support

6800

Title I

5800: Professional/Consulting Services And Operating Expenditures
To promote equity and eliminate barriers for STEAM area for all students, provide PS Science program/access to NGSS lessons and support, as well as family nights to promote student access to science and technology.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All students-low SES students, African American students, SWD, ELs, Hispanic or Latino

Strategy/Activity

In order to support academic success of ELs, AA students, SWD and low SES Students, purchase attendance to conferences for teacher leaders to support instructional access to students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

Supp & Con 2
5000-5999: Services And Other Operating Expenditures
Attendance to conferences for teacher leaders to support instructional access to students

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students-low SES students, African American students, SWD, ELs, Hispanic or Latino

Strategy/Activity

In order to support academic success and provide equitable access to instructional learning, provide field trips to students

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

12000

Source(s)

Supp & Con 2
5000-5999: Services And Other Operating Expenditures

| | |
|------|---|
| | Provide transportation service for students to access field trips to enhance learning. |
| 5200 | Supp & Con 2 5000-5999: Services And Other Operating Expenditures Provide field trip fees for students to access learning |

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

Improve Parent and Student Engagement

LEA/LCAP Goal

A 2% improvement in each of the identified metrics will occur over three years and resulting in 6% growth. These metrics will be: Parent LCAP survey results and the Student LCAP Survey results.

Data points demonstrate a strength in other metrics related to student and parent engagement in LESD, so these will be included as maintenance goals. These metrics that will be maintained at current rates are: the California Healthy Kids Survey: Parent, staff, and student, suspension data, expulsion data, attendance rate, chronic absenteeism rate.

Goal 3

In the area of parent engagement, William Green will see a 5% increase in the number of parents attending parent workshops. In the area of student engagement there will be a 2% improvement over the next 3 years in the area of suspension, expulsion, attendance, absenteeism, and drop out rates resulting in a 6% improvement. Green elementary will also decrease the number of chronically absent students.

Identified Need

Areas of need include: increasing family involvement, increasing student attendance and decreasing suspension and chronic absenteeism.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------|---|--|
| ODR Behavior data | <p>85.4% of students did not receive an Office Data Referral (Tier1)</p> <p>12.4% of students received 1-5 Office Data Referrals (Tier2)</p> <p>2.2% of student received 6+ Office Data Referrals (Tier3)</p> | <p>In the 2023-24 school year we will increase our Tier 1 by 3% by reinforcing expected behavior through our SOAR assemblies, E-Store, Friday Flag assemblies, training of our Student Supervision Assistants, and implementation of Restorative Practices in classrooms.</p> <p>We will decrease our Tier 2 by 2% and will also decrease our Tier 3 by 1% through our staff training on dealing with difficult behaviors, Second Step work, PBIS team collaboration, family engagement activities and Check in Check out.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|--|---|
| CA Healthy Kids Survey | 59% of Grade 5 students in the 2021-22 school year - School Connectedness 57% of Grade 5 students in the 2021-22 school year - Caring adult relationships | In the 2023-24 school year we will increase in these areas by 5% through our implementation of Restorative Practices in classrooms, Friday morning assemblies, and PBIS team collaboration. |
| School Attendance Data | Overall attendance rate % for 2021-22 | |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional hours for certificated staff to participate in family and student engagement events

Certificated add'l hours to plan and participate in parent/student engagement events, to do committee work, i.e. PBIS committee (not to exceed 50 hours)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2800

Source(s)

Supp & Con 3
1000-1999: Certificated Personnel Salaries
Certificated add'l hours to plan and participate in parent/student engagement events, to do committee work, i.e. PBIS committee

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide additional hours for classified staff to improve student engagement by supporting families and students by:

Classified additional hours for staff to support with translations, family and student engagement support. (not to exceed 80 hours)

classified additional hours for SSAs for PBIS training not to exceed 24 hours

classified additional hours for childcare during parent workshops

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4235

Supp & Con 3
2000-2999: Classified Personnel Salaries
Classified additional hours for staff to support with translations, family and student engagement support.

600

Supp & Con 3
2000-2999: Classified Personnel Salaries
classified additional hours for SSAs for PBIS training not to exceed 24 hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To support student engagement, positive behaviors and increase attendance:

Purchase PBIS materials, attendance incentives, Calm room materials

Direct Purchase of Parent and student engagement materials, ie family night materials, fall festival, etc., student incentives for PBIS

Direct Purchase of Materials for e-store to increase student engagement, PBIS support

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|------|---|
| 2000 | Supp & Con 3 4000-4999: Books And Supplies Purchase PBIS materials, attendance incentives, Calm room materials (4310) |
| 1000 | Supp & Con 3 4000-4999: Books And Supplies Direct Purchase of Parent and student engagement materials, ie family night materials, fall festival, etc., student incentives for PBIS (4350) |
| 2000 | Supp & Con 3 4000-4999: Books And Supplies Direct Purchase of Materials for e-store to increase student engagement, PBIS support (4350) |

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide funds to purchase family and Student engagement contracts for student and family engagement

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3400

Source(s)

Supp & Con 3
5800: Professional/Consulting Services And Operating Expenditures
Provide funds to purchase family and Student engagement contracts for student and family engagement

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide fringes for certificated and classified staff for supporting parent and student engagement activities

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 2357 | Supp & Con 3 3000-3999: Employee Benefits Provide fringes for certificated and classified staff for supporting parent and student engagement activities |

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

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

Provide 21st Century Learning Environments

LEA/LCAP Goal

The LESD will continue to provide instructional technology professional learning opportunities, hire fully credentialed teachers, and provide the necessary textbooks and material.

Goal 4

By the end of 2023-24 school year, increase student use of technology and instructional platforms to enhance learning to become proficient in 21st century skills in technology. Student access to Makerspace will be increased in order to promote proficiency and growth in 21st century learning strategies and skills

Identified Need

Identified areas of need include increasing device to student ratio, and maintain up to date student Chromebooks, iPads and support with instructional platforms.

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Grade levels that are 1:1 with technology - chromebook carts in the classroom | TK/K- 2:1 1st- 2:1 2nd - 2:1 3rd - 1:1 | TK/K- 2:1 1st- 2:1 2nd - 2:1 3rd - 2:1 |
| Access to Makerspace | 4th - 1:1 5th - 1:1 5th grade students will participate in CS First lessons. Makerspace will be accessible to all students by Spring of 2023 | 4th - 2:1 5th - 1:1 Students will have more access to makerspace work and items, increasing understanding of 21st century practices, skills and strategies. |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Purchase of materials to promote 21st century learning and technology skills:

Purchase books and materials for a 21st century library

Purchase books and reference materials for makerspace

Purchase instructional materials for 21st century classroom, technology and makerspace

Purchase computer software to support instruction and 21st century learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1665

Supp & Con 4
4000-4999: Books And Supplies
Purchase books and materials for a 21st century library (4210)

2000

Supp & Con 4
4000-4999: Books And Supplies
Purchase instructional materials for 21st century classroom, technology and makerspace (4310)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Direct purchase of items to support student learning with materials and technology:

Direct purchase of materials and supplies for 21st century learning, i.e. makerspace, library, other materials needed to support student learning

Direct purchase for other materials and supplies, i.e. toner, office supplies

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

7088

Supp & Con 4
4000-4999: Books And Supplies

| | |
|------|--|
| | Direct purchase of materials and supplies for 21st century learning, i.e. makerspace, library, other materials needed to support student learning (4350-10000) |
| 4000 | Supp & Con 4 4000-4999: Books And Supplies Direct purchase for other materials and supplies, i.e. toner, office supplies (4350 27000) |

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

all students

Strategy/Activity

Purchase replacement chromebooks, document cameras, iPads and other technology equipment to support with 1:1 implementation as well as 21st century learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

956

Source(s)

Supp & Con 4
4000-4999: Books And Supplies
Purchase non cap equipment such as but not limited to: replacement chromebooks, document cameras, iPads and other technology equipment to support with 1:1 implementation as well as 21st century learning

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Allot funds to repair equipment for 21st Century Learning

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Supp & Con 4

5000-5999: Services And Other Operating Expenditures

Purchase service to repair equipment for 21st century learning

Budget Summary

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

Budget Summary

| Description | Amount |
|---|--------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$229,823.00 |

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

| Federal Programs | Allocation (\$) |
|----------------------------|-----------------|
| Title I | \$144,319.00 |
| Title I Parent Involvement | \$7,378.00 |

Subtotal of additional federal funds included for this school: \$151,697.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

| State or Local Programs | Allocation (\$) |
|-------------------------|-----------------|
| Supp & Con 1 | \$22,312.00 |
| Supp & Con 2 | \$21,213.00 |
| Supp & Con 3 | \$18,392.00 |
| Supp & Con 4 | \$16,209.00 |

Subtotal of state or local funds included for this school: \$78,126.00

Total of federal, state, and/or local funds for this school: \$229,823.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|----------------|--------|---------|
|----------------|--------|---------|

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------------|------------|
| Supp & Con 1 | 22,312.00 |
| Supp & Con 2 | 21,213.00 |
| Supp & Con 3 | 18,392.00 |
| Supp & Con 4 | 16,209.00 |
| Title I | 144,319.00 |
| Title I Parent Involvement | 7,378.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|---|-----------|
| 1000-1999: Certificated Personnel Salaries | 23,169.00 |
| 2000-2999: Classified Personnel Salaries | 74,593.00 |
| 3000-3999: Employee Benefits | 28,200.00 |
| 4000-4999: Books And Supplies | 60,725.00 |
| 5000-5999: Services And Other Operating Expenditures | 24,800.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 18,336.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|----------|
| 1000-1999: Certificated Personnel Salaries | Supp & Con 1 | 1,675.00 |
| 3000-3999: Employee Benefits | Supp & Con 1 | 385.00 |

| | | |
|---|----------------------------|-----------|
| 4000-4999: Books And Supplies | Supp & Con 1 | 14,516.00 |
| 5000-5999: Services And Other Operating Expenditures | Supp & Con 1 | 3,900.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supp & Con 1 | 1,836.00 |
| 1000-1999: Certificated Personnel Salaries | Supp & Con 2 | 1,750.00 |
| 3000-3999: Employee Benefits | Supp & Con 2 | 402.00 |
| 4000-4999: Books And Supplies | Supp & Con 2 | 1,661.00 |
| 5000-5999: Services And Other Operating Expenditures | Supp & Con 2 | 17,400.00 |
| 1000-1999: Certificated Personnel Salaries | Supp & Con 3 | 2,800.00 |
| 2000-2999: Classified Personnel Salaries | Supp & Con 3 | 4,835.00 |
| 3000-3999: Employee Benefits | Supp & Con 3 | 2,357.00 |
| 4000-4999: Books And Supplies | Supp & Con 3 | 5,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Supp & Con 3 | 3,400.00 |
| 4000-4999: Books And Supplies | Supp & Con 4 | 15,709.00 |
| 5000-5999: Services And Other Operating Expenditures | Supp & Con 4 | 500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 16,944.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 68,718.00 |
| 3000-3999: Employee Benefits | Title I | 24,680.00 |
| 4000-4999: Books And Supplies | Title I | 20,877.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 13,100.00 |
| 2000-2999: Classified Personnel Salaries | Title I Parent Involvement | 1,040.00 |
| 3000-3999: Employee Benefits | Title I Parent Involvement | 376.00 |
| 4000-4999: Books And Supplies | Title I Parent Involvement | 2,962.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Parent Involvement | 3,000.00 |

Expenditures by Goal

Goal Number

Total Expenditures

| | |
|--------|------------|
| Goal 1 | 22,312.00 |
| Goal 2 | 172,910.00 |
| Goal 3 | 18,392.00 |
| Goal 4 | 16,209.00 |

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 |
|-----------------------|----------------------------|
| Laura Quane | Principal |
| Brandon Church | Parent or Community Member |
| Tiffany Clark | Parent or Community Member |
| Shera Barrera Johnson | Parent or Community Member |
| Chris Bustillo | Parent or Community Member |
| Carrie Sedmak | Parent or Community Member |
| Tiffany Moore | Classroom Teacher |
| Billy Beaumont | Classroom Teacher |
| Elsa Morales | Classroom Teacher |
| Silvia Mendoza | Classroom Teacher |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on September 19, 2023.

Attested:



Principal, Laura Quane on 9/19/23



SSC Chairperson, Laura Quane on 9/19/23