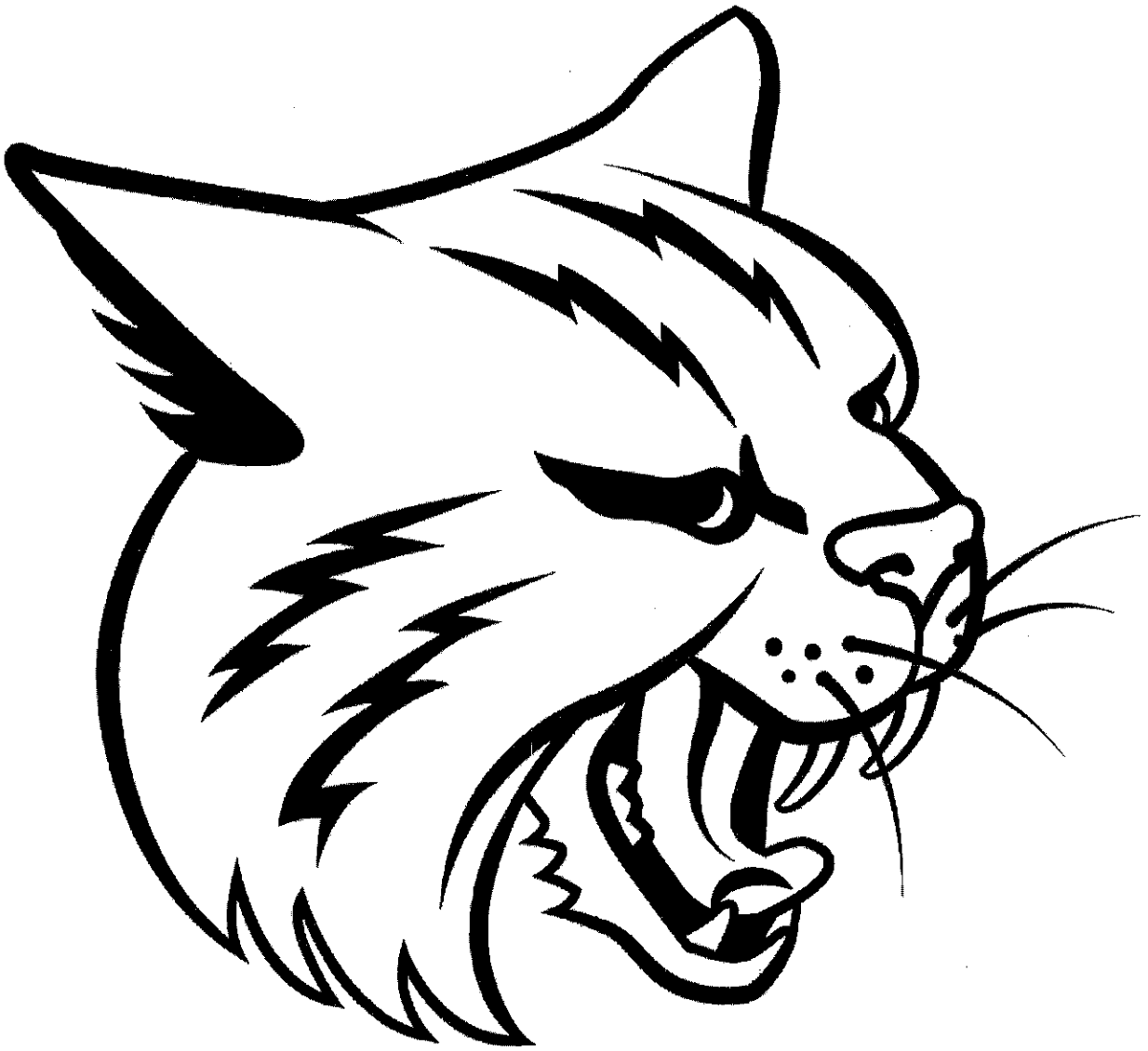
School Year: **2022-23**



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
Windmill Springs School	43-69450-6105795	4/9/2019	6/11/2019

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.

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program improvement into the SPSA.

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).

The Panorama survey was given to families, 3rd-8th grade students, and staff. The students' feelings regarding the school creating a climate of support for academic learning has continued to increased and has reached 79% positive. Students feel they know the rules and norms of the school and that the rules are fair. When it comes to safety, students feeing of safety at school has decreased by 14%, and with a significant decline in students hearing or seeing bullying on campus. As far as students feeling a sense of belonging and connection to school, it has consistently been at 63% favorable response since 2018. Parents continue to feel Windmill Springs provides a climate of support, positive conditions of learning, and parent engagement at 94% positive. Additionally, staff continues to report an 80% favorable response regarding student engagement. Based on these data it shows a need to increase the social emotional supports for student and to increase activities and practices that supports students feeling safe and connected to school.

Classroom Observations

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

In 2021-2022 school year, Windmill Springs' classrooms were focused on creating and maintaining effective and engaging learning environments after a school year of distance learning. Teachers and staff have been trained in restorative practices, specifically providing weekly community circles to build classroom and school communities. Windmill Springs has started their first year in professional development in MTSS and helping classrooms to support social emotional needs, academic needs and behavior needs. Additionally, Windmill Springs' classrooms continued to incorporating "The Leader In Me" process and materials to support social emotional learning as well as academic learning and to continue to promote a positive school culture. Observations were done on a bimonthly bases to observe for engagement and incorporation of "The Leader In Me" and community circles. As the leadership team dove into areas of need and based on observations, they found a need to build cohesion in classroom implementation of classroom meetings and how to support positive classroom dialogues. Additionally, the teaching staff and classified staff have been working collaboratively to review and build understanding around how adults on campus model and support "The Leader In Me" process. Teachers are excited about continuing to align academics, where the school, classroom, and students have cascading goals and where students have leadership notebooks to take ownership of their learning. Based on classroom observations teachers and staff need more support and planning time to work on integrating social emotional learning into all lesson. As a staff in the 22-23 school year we will continue to receive professional development and build our understanding around the MTSS model, specifically looking into our tier one supports for all students.

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)

Three times a year the leadership team and teachers review Star Ren Math and ELA data, NSGRA data, and Lexia Learning Data to review the effectiveness of our instructional strategies and to reflect on professional supports needed. At the same time we set school, grade level, and subgroup goals to support student achievement. The teachers then work in their professional learning communities to create and modify instruction to support student achievement around the goals created. Additionally as a whole staff we met and reviewed data and discussed what is working, what needs to be changed or improved, and what we may need to discontinue. At the end of trimester two, attendance data was reviewed and compared to the year previous to distance learning. Though attendance has gone down due to Covid absences, attendance still continues to be high and supported by teacher, staff, and administration. These data were used to put supports in place to improve student achievement. Teachers continue to increase parent communication via Parent square and helping parents to be involved in their student's achievement.

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

As professional learning communities the teachers review individual student achievement using local data and create common formative assessments to show student mastery of standards they have taught. Teachers then use these assessments to modify, reteach, change and/or enhance instruction. During bimonthly PLC meetings teachers worked together to review their assessment data. After reviewing data they work together to create a plan to support students not meeting the standard. Teachers will use check for understanding strategies and tickets out the door provided by the curriculum to monitor the student understanding of the standard. After the supports are put in place the teachers will reassess understanding. Tea

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All Teachers at Windmill Springs are considered "highly qualified" based on state and district standards.

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

Teachers have been trained on the District adopted instructional materials for ELA and Mathematics. The three teachers teaching the Vietnamese portion of the the Vietnamese Dual immersion program all hold a BCLAD multi-subject credential in Vietnamese.

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

The principal and the Instructional Leadership team work together to provide staff development and data review to set school, grade level, and student goals. In addition the team works on reviewing the data to find the professional needs of the school site. Additionally, the MTSS leadership team has provided professional development to the staff to help support the first year of implementing MTSS.

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

The principal provides instructional leadership to the school, along with teacher leaders. Additional leadership roles and decisions are administered and made by the schools Instructional Leadership Team and Lighthouse Team. Both comprise of teachers who are excited to move achievement forward. Additionally, Windmill Springs' teachers and staff receive professional development and support for the "Leader In Me" process through a school site consultant. An outside consultant is supporting the six teachers and two paraprofessionals within the Vietnamese Dual Immersion program with content and professional development.

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

Teachers collaborate with each other horizontally, and vertically, and within the dual immersion program by target language on early release Thursdays. During this time, teacher collaborate to review data and create goals. They then create an instructional plan and strategies to support the goals and student achievement. After planning instruction, teachers will implement the plan then collaboratively review the plan and strategies using a plusses and deltas model. Then they will make modifications and/or create a new plan to implement. Additionally, the Vietnamese Dual Immersion teachers collaborate to create a highly effective, rigorous, and balanced 50/50 immersion model.

Teaching and Learning

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

All teachers at Windmill Springs work to provide standards based instruction using the California Common Core Standards, the current curriculum and supplemental materials. All grade levels have been working on integrating the different content areas and aligning the English Language Arts areas with English Language Development.

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

Windmill Springs Instructional minutes will be submitted for approval by April 30, 2022

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

Pacing schedules are created to support teaching of the standards and to build in tier 1, tier 2, and tier 3 instructional time. This is reflected in the daily schedule through small group instruction, guided reading lessons, and direct instruction lessons where teachers pull small groups during the independent part this.

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

Formal and supplementary curriculum is being used is in alignment with the CCSS.

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

Windmill Springs uses the District-Adopted standards-aligned instructional materials that are provided.

Opportunity and Equal Educational Access

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

Teachers use small group instruction to support student intervention within the tier 2 and tier 3 levels. In grades k-3 teachers utilize guided reading to support student achievement. In addition teachers in grades TK-5th grade are utilizing the online program Core5 to support students in Foundational and comprehension skills. In grades 6th-8th they are utilizing teh online program Power up to support improved reading and comprehension skills. Some teachers also provide after school intervention services for those students in need. Six teachers are providing additional after school intervention to students that are not at grade level due to a year and half of distance learning.

Evidence-based educational practices to raise student achievement

Franklin McKinley School District has been providing training in utilizing technology to effectively teach the standards through distance learning, training to support teachers in using the online resources the curriculum provides, EL strategies to support Els during distance learning , and allowing PLC time on Thursdays for collaboration.

Parental Engagement

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

Windmill Springs K-8 School provided students with the CORAL during the school day to support engagement and participation. To support social emotional needs of students we have a social worker on campus five days a week as well as Catholic Charities services to support students. The school social worker helps connect families to needed services. In addition, parent workshops were held to help parents support their students during distance learning, how to help students with anxiety and depression, and how to support students with safe internet practices. Windmill Springs Elementary also works with San Jose Police Department and provided a remote parenting class on internet safety.

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)

At Windmill Springs we encourage parental involvement in all areas. Parent's are actively engaged in the School Site Council, ELAC, Principal's coffee for parents, and classroom activities. In addition, due to Covid, we held four remote family engagement nights to promote families feeling connected to school.

Funding

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

At Windmill we spend our Title 1, LCFF Concentration, and LCFF Supplemental funds on educational supplies to support students in distance learning, professional development to support teachers teaching social emotional learning and to improve distance learning teaching strategies , and other contracted services and equipment agreements (ie: photocopier, etc). We also use funds to support the Leader In Me program to support school improvement. It also helps students to be leaders of self and leaders of others. We held trainings to support teachers in accessing the new online curriculum and supports for the Leader In Me.

Fiscal support (EPC)

A-budget , Title 1 and LCFF monies are spent frugally and in accordance with our school goals.

Stakeholder 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

Parents met on September 9, 2021 for the annual Title 1 meeting.
Teachers reviewed district benchmark data in November 2021 and March 2022.
Teachers reviewed LCAP survey on April 26, 2022.
Parents met on November 19, 2021 and reviewed the school goals for 2021-2022 and the budget that supported the goals.
ELAC met on October 20, 2021 and reviewed the school goals for 2021-2022 and the budget that supported the goals. At the same meeting ELAC reviewed the new goals and how we would like to support the goals.
School Site Council met on March 30, 2022 and reviewed the school goals for 2021-2022 and the budget that supported these goals. Additionally they reviewed benchmark data and completed a needs assessment.
Parents met on April 8, 2022 and reviewed benchmark data and gave feedback on the school needs assessment.
ELAC met on April 26, 2022, and reviewed the school budget and plan for the 2022-2023 School year.
School Site Council met on April 27, 2022 to review the new budget for 22-23 school year.
School Site Council met on April 27, 2022 and reviewed the school plan for the 2022-2023 School year.
The Instructional Leadership Team reviewed the new goals and the budget on April 13, 2022.

Resource Inequities

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

Parents and students continue to report the need, for an increase in the amount of extracurricular activities that are provided for students after school compared to other schools who have art, music, and band after school. Parents and staff feel there is an inequity in student achievement based on the number of students who are socioeconomically disadvantaged at Windmill Springs.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.21%	%	%	1		
African American	1.04%	0.4%	%	5	2	
Asian	48.02%	53.9%	61.17%	231	274	282
Filipino	4.37%	3.5%	3.04%	21	18	14
Hispanic/Latino	40.75%	37.2%	32.32%	196	189	149
Pacific Islander	0.42%	0.4%	%	2	2	
White	2.29%	2.0%	1.52%	11	10	7
Multiple/No Response	2.91%	2.6%	1.95%	14	13	9
			Total Enrollment	481	508	461

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	95	88	75
Grade 1	31	70	66
Grade 2	47	38	67
Grade3	36	47	38
Grade 4	48	36	53
Grade 5	39	52	29
Grade 6	63	37	41
Grade 7	67	72	35
Grade 8	55	68	57
Total Enrollment	481	508	461

Conclusions based on this data:

1. Windmill Springs' enrollment has decreased due to declining enrollment and students participating in Independent Studies.
2. The percent of Asian students is increase while the percent of hispanic students is decreasing. This is due to the addition of the Vietnamese Dual Immersion program.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	188	187	225	39.1%	36.8%	48.5
Fluent English Proficient (FEP)	136	107	31	28.3%	21.1%	6.6
Reclassified Fluent English Proficient (RFEP)	21	9	78	14.0%	4.8%	16.8%

Conclusions based on this data:

1. The number of English Language learners has increase due to the Vietnamese Dual Immersion program.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49		49	0		49	0		100	0.0	
Grade 4	32	35		32	0		32	0		100	0.0	
Grade 5	59	47		58	0		58	0		98.3	0.0	
Grade 6	66	36		66	0		66	0		100	0.0	
Grade 7	52	69		52	0		52	0		100	0.0	
Grade 8	48	66		48	0		48	0		100	0.0	
Grade 11												
All Grades	306	302		305	0		305	0		99.7	0.0	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2392.			18.37			12.24			20.41			48.98		
Grade 4	2436.			9.38			28.13			28.13			34.38		
Grade 5	2472.			15.52			25.86			15.52			43.10		
Grade 6	2534.			24.24			28.79			21.21			25.76		
Grade 7	2535.			13.46			30.77			25.00			30.77		
Grade 8	2564.			18.75			33.33			22.92			25.00		
Grade 11															
All Grades	N/A	N/A	N/A	17.38			26.56			21.64			34.43		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	24.49			36.73			38.78		
Grade 4	15.63			53.13			31.25		
Grade 5	25.86			39.66			34.48		
Grade 6	25.76			40.91			33.33		
Grade 7	13.46			44.23			42.31		
Grade 8	25.00			43.75			31.25		
Grade 11									
All Grades	22.30			42.30			35.41		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.33			42.86			40.82		
Grade 4	3.13			56.25			40.63		
Grade 5	12.07			48.28			39.66		
Grade 6	31.82			45.45			22.73		
Grade 7	30.77			46.15			23.08		
Grade 8	29.17			47.92			22.92		
Grade 11									
All Grades	21.97			47.21			30.82		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.33			53.06			30.61		
Grade 4	12.50			59.38			28.13		
Grade 5	8.62			58.62			32.76		
Grade 6	10.61			68.18			21.21		
Grade 7	7.69			69.23			23.08		
Grade 8	18.75			58.33			22.92		
Grade 11									
All Grades	12.13			61.64			26.23		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	12.24			46.94			40.82		
Grade 4	6.25			56.25			37.50		
Grade 5	18.97			43.10			37.93		
Grade 6	28.79			54.55			16.67		
Grade 7	25.00			50.00			25.00		
Grade 8	29.17			45.83			25.00		
Grade 11									
All Grades	21.31			49.18			29.51		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on the local 21-22 assessment data, Star Ren reading trimester 2, 60% of students in all grades are meeting or exceeding grade level standards.
2. Based on the local 21-22 assessment data, Star Ren reading trimester 2, the percentage of students that are in need of urgent intervention has continued to be 26% of students compared to the 20-21 data.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	49	49		49	0		49	0		100	0.0	
Grade 4	32	35		32	0		32	0		100	0.0	
Grade 5	59	47		58	0		58	0		98.3	0.0	
Grade 6	66	36		66	0		66	0		100	0.0	
Grade 7	52	69		52	0		52	0		100	0.0	
Grade 8	48	66		48	0		48	0		100	0.0	
Grade 11												
All Grades	306	302		305	0		305	0		99.7	0.0	

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

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2407.			18.37			18.37			22.45			40.82		
Grade 4	2456.			15.63			21.88			28.13			34.38		
Grade 5	2477.			13.79			22.41			20.69			43.10		
Grade 6	2523.			28.79			16.67			19.70			34.85		
Grade 7	2525.			13.46			30.77			15.38			40.38		
Grade 8	2562.			27.08			18.75			14.58			39.58		
Grade 11															
All Grades	N/A	N/A	N/A	20.00			21.31			19.67			39.02		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	28.57			26.53			44.90		
Grade 4	18.75			37.50			43.75		
Grade 5	20.69			24.14			55.17		
Grade 6	35.38			24.62			40.00		
Grade 7	19.23			36.54			44.23		
Grade 8	31.25			29.17			39.58		
Grade 11									
All Grades	26.32			28.95			44.74		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.33			42.86			40.82		
Grade 4	25.00			43.75			31.25		
Grade 5	12.07			43.10			44.83		
Grade 6	25.76			34.85			39.39		
Grade 7	13.46			55.77			30.77		
Grade 8	33.33			29.17			37.50		
Grade 11									
All Grades	20.66			41.31			38.03		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	16.33			36.73			46.94		
Grade 4	21.88			40.63			37.50		
Grade 5	13.79			44.83			41.38		
Grade 6	26.15			41.54			32.31		
Grade 7	21.15			48.08			30.77		
Grade 8	22.92			43.75			33.33		
Grade 11									
All Grades	20.39			42.76			36.84		

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. Based on the 21-22 tri 2 local assessment, Star Ren Math trimester 2, 68% of students are meeting or exceeding math standards
2. Based on the local 21-22 assessment data, Star Ren math trimester 2, the percentage of students that are in need of urgent intervention has continued to be 19% of students compared to the 20-21 data.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	1417.3	1419.2		1432.4	1431.5		1381.8	1390.5		30	62	
1	1446.0	1483.5		1452.7	1480.7		1438.5	1486.0		21	44	
2	1510.7	1487.9		1507.3	1483.3		1513.9	1492.1		14	25	
3	1477.9	1491.0		1474.1	1487.2		1481.3	1494.3		15	21	
4	*	1516.8		*	1518.0		*	1515.1		4	14	
5	1512.4	1434.4		1513.1	1421.9		1511.1	1446.3		16	20	
6	*	*		*	*		*	*		10	9	
7	*	1479.7		*	1470.0		*	1489.0		10	23	
8	*	1569.5		*	1576.8		*	1561.5		10	12	
All Grades										130	230	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	11.29		40.00	29.03		56.67	45.16		3.33	14.52		30	62	
1	0.00	25.00		28.57	47.73		71.43	15.91		0.00	11.36		21	44	
2	21.43	28.00		64.29	48.00		14.29	8.00		0.00	16.00		14	25	
3	0.00	4.76		33.33	52.38		60.00	42.86		6.67	0.00		15	21	
4	*	7.69		*	61.54		*	23.08		*	7.69		*	13	
5	31.25	5.26		37.50	15.79		18.75	36.84		12.50	42.11		16	19	
6	*	*		*	*		*	*		*	*		*	*	
7	*	17.39		*	21.74		*	21.74		*	39.13		*	23	
8	*	45.45		*	18.18		*	9.09		*	27.27		*	11	
All Grades	15.38	17.18		40.77	35.24		40.00	28.19		3.85	19.38		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.33	16.13		63.33	37.10		30.00	30.65		3.33	16.13		30	62	
1	0.00	50.00		61.90	22.73		38.10	20.45		0.00	6.82		21	44	
2	42.86	40.00		50.00	36.00		7.14	12.00		0.00	12.00		14	25	
3	13.33	14.29		53.33	71.43		26.67	9.52		6.67	4.76		15	21	
4	*	7.69		*	84.62		*	7.69		*	0.00		*	13	
5	37.50	10.53		50.00	36.84		0.00	21.05		12.50	31.58		16	19	
6	*	*		*	*		*	*		*	*		*	*	
7	*	26.09		*	13.04		*	21.74		*	39.13		*	23	
8	*	54.55		*	18.18		*	27.27		*	0.00		*	11	
All Grades	25.38	27.31		53.08	36.12		18.46	20.26		3.08	16.30		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.33	9.68		20.00	14.52		63.33	54.84		13.33	20.97		30	62	
1	0.00	18.18		23.81	50.00		57.14	18.18		19.05	13.64		21	44	
2	21.43	20.00		50.00	40.00		28.57	24.00		0.00	16.00		14	25	
3	0.00	4.76		6.67	23.81		73.33	61.90		20.00	9.52		15	21	
4	*	15.38		*	23.08		*	38.46		*	23.08		*	13	
5	6.25	10.53		25.00	5.26		56.25	36.84		12.50	47.37		16	19	
6	*	*		*	*		*	*		*	*		*	*	
7	*	4.35		*	21.74		*	34.78		*	39.13		*	23	
8	*	27.27		*	36.36		*	9.09		*	27.27		*	11	
All Grades	6.92	13.22		26.92	25.99		53.85	36.56		12.31	24.23		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	3.33	19.35		90.00	72.58		6.67	8.06		30	62	
1	14.29	52.27		76.19	45.45		9.52	2.27		21	44	
2	21.43	32.00		78.57	52.00		0.00	16.00		14	25	
3	0.00	14.29		80.00	80.95		20.00	4.76		15	21	
4	*	30.77		*	61.54		*	7.69		*	13	
5	12.50	10.53		75.00	57.89		12.50	31.58		16	19	
6	*	*		*	*		*	*		*	*	
7	*	4.35		*	52.17		*	43.48		*	23	
8	*	27.27		*	63.64		*	9.09		*	11	
All Grades	13.85	25.11		74.62	59.91		11.54	14.98		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	6.67	12.90		90.00	66.13		3.33	20.97		30	62	
1	9.52	22.73		90.48	65.91		0.00	11.36		21	44	
2	42.86	52.00		57.14	36.00		0.00	12.00		14	25	
3	46.67	42.86		46.67	52.38		6.67	4.76		15	21	
4	*	38.46		*	61.54		*	0.00		*	13	
5	81.25	10.53		6.25	57.89		12.50	31.58		16	19	
6	*	*		*	*		*	*		*	*	
7	*	39.13		*	30.43		*	30.43		*	23	
8	*	54.55		*	45.45		*	0.00		*	11	
All Grades	43.08	28.63		53.85	53.74		3.08	17.62		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	0.00	4.84		93.33	83.87		6.67	11.29		30	62	
1	0.00	43.18		76.19	43.18		23.81	13.64		21	44	
2	7.14	32.00		92.86	56.00		0.00	12.00		14	25	
3	0.00	4.76		60.00	76.19		40.00	19.05		15	21	
4	*	15.38		*	61.54		*	23.08		*	13	
5	18.75	5.26		68.75	36.84		12.50	57.89		16	19	
6	*	*		*	*		*	*		*	*	
7	*	13.04		*	26.09		*	60.87		*	23	
8	*	54.55		*	18.18		*	27.27		*	11	
All Grades	10.00	19.82		68.46	54.63		21.54	25.55		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
K	30.00	24.19		40.00	46.77		30.00	29.03		30	62	
1	4.76	9.09		66.67	77.27		28.57	13.64		21	44	
2	28.57	28.00		71.43	52.00		0.00	20.00		14	25	
3	0.00	4.76		93.33	85.71		6.67	9.52		15	21	
4	*	0.00		*	92.31		*	7.69		*	13	
5	6.25	10.53		81.25	42.11		12.50	47.37		16	19	
6	*	*		*	*		*	*		*	*	
7	*	8.70		*	60.87		*	30.43		*	23	
8	*	0.00		*	90.91		*	9.09		*	11	
All Grades	16.15	14.10		70.00	62.56		13.85	23.35		130	227	

2019-20 Data:
Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of English Learners who are in Kindergarten through 1st grade, fall into the expanding area of English Language Development.
2. The majority of English Language Learners are being reclassified by 2nd grade. English language development needs to be increased and focused on for English Learners in the upper grades.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
508	**71.7**	**36.8**	
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	187	36.8
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	364	71.7
Students with Disabilities	77	15.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	2	0.4
American Indian or Alaska Native		
Asian	274	53.9
Filipino	18	3.5
Hispanic	189	37.2
Two or More Races	13	2.6
Native Hawaiian or Pacific Islander	2	0.4
White	10	2.0

Conclusions based on this data:

1. Based on the 2021 - 2022 school year's data, 66% of students are socioeconomically disadvantaged. With such a high percentage of students falling into this area, we need to make sure we are supporting their social emotional and behavioral needs, so students can access their learning.

School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Blue
Mathematics Orange		

Conclusions based on this data:

1. Base on current local data, more students are achieving academic proficiency in both Mathematics and English Language Arts.
2. Based on current local data students that fall into chronic absenteeism are also struggling academically.
3. Based on the current local data in both English Language Arts and Math \ the students in need of immediate intervention is not decreasing.

School and Student Performance Data

Academic Performance
English Language Arts

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
14.6 points below standard	33.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined -9 points	Declined Significantly -23.1 points	1
297	144	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	24 points below standard	88.2 points below standard
1	Maintained ++0.6 points	Declined Significantly -17.9 points
	197	54

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	17 points above standard	3.4 points below standard
5	1	Declined -3.1 points	19
		131	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
47.2 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -7.2 points	7	3	4
127			

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
78.5 points below standard	4.7 points below standard	41.7 points below standard
Declined -6.5 points	Declined Significantly -20.5 points	Declined -12.1 points
57	87	99

Conclusions based on this data:

1. Based on current local data, Students who are reclassified English proficient are achieving and maintaining grade level proficiency when 54% of English Learners are still in need of urgent intervention.
2. Based on the current local assessment, English Language Development professional development is needed to deepen the understanding of how to support English language Learners in achieving English Language Proficiency.
3. Base on current local data, students with disabilities, hispanic students, and students who are socioeconomic disadvantaged are struggling n English language arts

School and Student Performance Data

Academic Performance
Mathematics

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
1	3	0	1	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
31.3 points below standard	43.3 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -17.5 points	Declined Significantly -26.7 points	1
297	144	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
Less than 11 Students - Data Not Displayed for Privacy	36 points below standard	109.2 points below standard
1	Declined -4.5 points	Declined Significantly -17.7 points
	197	54

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Green 18.4 points above standard Declined -11.4 points 131	No Performance Color 35.2 points below standard 19
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 77.5 points below standard Declined Significantly -15.6 points 127	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
86.2 points below standard Declined Significantly -21.3 points 57	15.2 points below standard Declined Significantly -19.6 points 87	65.4 points below standard Declined -12 points 99

Conclusions based on this data:

1. Base on current local data, Students who are socioeconomically disadvantaged, students with disabilities, and students who are hispanic are struggling to achieve mathematic proficiency.
2. Base on current local data, there is still an achievement gap between the Hispanic and Asian sub groups, where the Hispanic subgroup is struggling to make gains in mathematics.
3. Based on current local data, English Language Learners are struggling to meet grade level proficiency in mathematics.

School and Student Performance Data

Academic Performance
English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
50.5 making progress towards English language proficiency
Number of EL Students: 97
Performance Level: Medium

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.

2019 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
23.7	25.7	2.0	48.4

Conclusions based on this data:

1. Based on current ELPAC data, 54% of students in Kinder, 1st, and 2nd grade are a level 3 or level 4 on the ELPAC as compared to 2018 only 18% were even an level 3\
2. Based on the current ELPAC data and the number of English Learners in the Vietnamese Dual Immersion program, more students are successfully gaining English Language proficiency by 2nd grade.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	2	3	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Green	No Performance Color
6.3	3.1	Less than 11 Students - Data Not Displayed for Privacy
Increased +1	Declined -0.8	1
461	159	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Yellow
Less than 11 Students - Data Not Displayed for Privacy	6.5	6.6
1	Maintained +0.3	Maintained 0
	310	61

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	Green	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	1.5	0
8	1	Increased +0.5	Maintained 0
		199	24
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	No Performance Color
8.2	9.1	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
Declined -0.9	Increased +9.1	3	8
207	11		

Conclusions based on this data:

1. Based on current data for the 21-22 school year, 22% of students are chronically absent
2. Based on current data for the 21-22 school year, the percent of chronically absent students does not take into account that students are being required to stay home if they have any covid-19 symptoms.
3. Based on the current data for 21-22 school year, 70% of students who are chronically absent are also social-economically disadvantaged.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Blue	Blue	No Performance Color
0.2	0	Less than 11 Students - Data Not
Declined Significantly -2.1	Declined Significantly -1.1	1
477	162	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Blue	Blue
Less than 11 Students - Data Not	0.3	0
2	Declined Significantly -2.4	Maintained 0
	317	62

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 8	No Performance Color Less than 11 Students - Data 1	Blue 0 Declined -0.9 207	No Performance Color 0 Declined -4.3 25
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Blue 0 Declined Significantly -3.5 214	No Performance Color 0 Maintained 0 11	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 8

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	2.3	0.2

Conclusions based on this data:

1. During the 20-21 school year due to distance learning and covid-19 there were no suspensions.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Achievement for All: With equity at the core, FMSD will increase the level of success for all students while addressing learning gaps.

Goal 1

WMS: The number of students in grades 3rd through 8th meeting or exceeding grade level percentile ranking of 40th percentile or higher in English Language Arts will grow from 60% to 68% by the end of the 2022-2023 school year, as measured by the trimester 2 Star Ren ELA. The number of students in grades 3rd through 8th meeting or exceeding grade level standards in Mathematics will grow from 68% to 75% by the end of the 2022-2023 school year, as measured by the trimester 2 Star Ren Math.

Identified Need

Students are still struggling with grasping standards both in mathematics and English language arts. 2nd and 3rd grade teachers need professional development in teaching phonics to students who are not reading at grade level. Teachers and staff need work on building a cohesive school and classroom culture to help decrease behavior concerns, based on classroom observation, teacher and student feedback, and a root-cause analysis done by the leadership team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Trimester 2 Star Ren English Language Arts percentile reulsts	60% of students are meeting or exceeding grade level percentile proficiency ranking. 26% of students are in the urgent intervention percentile rank.	The percent of student meeting or exceeding grade level proficiency percentile. will grow from 60% to 68%. The percent of students falling into the urgent intervention percentile ranking will decrease from 26% to 20%.
Trimester 2 Star Ren Math percentile results	68% of student are are meeting or exceeding grade level percentile proficiency ranking. 20% of students are in the urgent intervention percentile rank.	The percent of student meeting or exceeding grade level proficiency percentile will grow from 68% to 75%. The percent of students falling into the urgent intervention percentile ranking will decrease from 20% to 15%.

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

Teachers will have a grade level planning release day 3 times a year. Teachers will create a year long plan with action steps to support students in tier 1: behaviorally, academically, and social emtionally. This time will include teacher release time to observe exemplar lessons and teaching strategies to support their instructional growth in tier one supports.

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)
5950	LCFF Supplemental

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students with a special focus on English Language Learners

Strategy/Activity

Classroom materials and office supplies to support teacher professional development, planning, collaboration, student instruction, student assessment and assessment plans, and teaching strategies.

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)
14316	LCFF Supplemental
5155	LCFF Concentration

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

6th grade students

Strategy/Activity

6th grade teachers receive a stipend to attend science camp so students have access to a special enrichment experience.

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)
595	LCFF Concentration

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Special Education Students

Strategy/Activity
Special Education Teachers and General Education teachers will be released to support student with disabilities in IEPs. Teachers will need a substitute to be released.

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)
1190	LCFF Concentration

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
SST meetings will be held to review students who are not making academic progress, with behavior concerns, attendance concerns and social emotional, and create interventions to support growth. Teachers will need a substitute to be released.

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)
1190	LCFF Concentration

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
Celebrations around student growth academically, social emotionally, and behaviorally to encourage students to try their best. Student incentives will be purchase to celebrate students meeting their goals and to help them achieve their goals. Certificates and incentives to support monthly leadership assemblies. Books to support increased enjoyment of literature.

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)
5882	LCFF Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
At Risk Students

Strategy/Activity
Postage to support notification to parents of struggling students and school expectations: IEP documents, SST documents, parking lot safety guidelines, school expectations, middle school students who may be failing, ect.

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	LCFF Concentration

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
TK, Kinder, and 1st grade students

Strategy/Activity
Supporting teacher and staff attendance to professional conferences to improve student 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)
1500	LCFF Concentration

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity

Grade level academic magazines will be provided to supplement science and social studies curriculum and provide rich and engaging informational text.

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)
5000	LCFF Supplemental

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Significant subgroups: socioeconomically disadvantaged, students with disabilities, EnglishLanguage Learners, and Hispanic students

Strategy/Activity
Monthly teacher staff meetings to review data, safety protocols, social emotional data and needs, and to improve students academic progress and students' feelings of safety and connection to Windmill Springs.

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)
0	

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
English Language Learners

Strategy/Activity
3 times a year during staff meetings, staff will plan, discuss, review, and modify lessons and standards to support the growth of English Language Learners.

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

Amount(s)	Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Think Maps online access and for students will be purchased to support tier one graphic organization and instruction in all curricular areas. Additionally, supporting student collaboration and the ability to respond to learning in different ways.

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)
4500	LCFF Supplemental

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

Students with Disabilities

Strategy/Activity

Special Education teachers will be released to collaborate and create attainable goals to support student growth.

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)
1190	LCFF Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Copier to support teacher professional development, planning, collaboration, student instruction, student assessment and assessment plans, and teaching strategies.

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)
10332	LCFF Concentration

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Food to support staff during professional development and collaboration to support student academic achievement.

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)
1000	LCFF Supplemental

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

English language learners and socioeconomically disadvantages

Strategy/Activity

Teacher salaries to support after school academic intervention for students needing tier 2 and tier 3 supports.

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)
2380	LCFF Supplemental
4760	Title I

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Technology replacement as technology breaks so students have access to online learning tools: computer cords, projector bulbs, teacher ipads, student tech coveres.

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)
1000	LCFF Supplemental

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students all grade levels

Strategy/Activity
Leadership notebooks where students will create and track academic goals. Notebooks will be varied based on the age of the student.

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	LCFF Supplemental

Strategy/Activity 19

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Provide professional development in Think Maps refresher training to support tier 1 instruction utilizing common graphic organizers over all curricular areas

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	Title I

Strategy/Activity 20

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Science materials to supplement science standards and to provide hands on learning to engage students in science.

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	LCFF Supplemental

Strategy/Activity 21

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
Each grade level will go on one academic field trip to supplement grade level standards and to provide a learning experience to support student growth and excitement around 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)
13432	LCFF Concentration
1000	General Fund

Strategy/Activity 22

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity
We will purchase classroom literature to support the increased culturally relevant literature available to students within the classrooms.

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

Amount(s)	Source(s)
2000	LCFF Supplemental

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All students

Strategy/Activity

Teachers will be able to participate in professional conferences to improve their instructional practices and culturally responsive teaching.

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

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to the social emotional needs of the students after a year and a half of distance learning, some strategies needed to be modified and put on hold. Some monies needed to be moved to goal 2 to support the social emotional needs of students with the support of school site council. The addition of culturally relevant books to classroom libraries helped to increased students' amount of reading. Due to Covid-19 much of the money set aside to support substitutes for teacher planning, meetings, and parent meetings was not used, due to a lack of substitutes. The Lighthouse team continued to provide leadership for the teachers and to work with the Leader In Me coach to improve school culture and implementation of the Leader In Me process. The addition of the MTSS leadership team also helped to support teacher and staff professional development in understanding the multitiered system of supports.. Classrooms and student continued to set and monitor academic and personal goals. Students enjoyed the increased access to the supplemental science materials and magazines. Due to covid, field trips were put on hold for the first eight months of the year, we were able to bring in organizations to support hands on activities with in the classroom to support supplemental learning. Students have continued to grow academically and surpassed our end of the year goals for the 2021-2022 school year.

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

A large amount of budgeted expenditures for planning, SSTs, IEPs was not used because subs were not needed due to Covid safety measures.

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

The Lighthouse team and the MTSS team will work together to set a year long plan for implementation, monitoring, reflection, and professional development around the MTSS process and setting school, grade level, and student goals in academics, social emotional growth, and behavioral growth. Additionally, the MTSS team will continue to receive professional development

as a team support staff on how to facilitate an effective classroom meeting and how to incorporate the 7 habits into your daily teachings. The SST meeting structure will be updated and SST meeting dates will be set to ensure SSTs are being held and followed up on to support implementation of interventions. During our beginning year planning teacher will work Grade level planning days will be scheduled before the first day of school and subs will be secured months ahead of time to ensure the availability of subs. We will secure one sub for every Monday to ensure subs are available for IEPS and SSTs. To help students be reflective on their learning and their own academic growth, leadership notebooks will be implemented school wide and celebrations will be held around individual student growth as well as grade level and school wide growth.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Positive School Environment, Climate, and Culture: Support the physical, mental, and social well-being of all students and staff by establishing systems and creating a safe, welcoming and inclusive environment that allows students to participate fully in learning and the school community.

Goal 2

WMS: Students responding favorably to "I feel safe talking about my feelings and ideas in my class." will increase from 32% to 40% as reported on the 22-23 LCAP survey. Additionally, students responding favorably to "Do you feel people care about you at school?" will increase from 52% to 60% as reported on the 22-23 LCAP survey.

Identified Need

68% of students are reporting that they either never or only some of the time feel safe to talk about their feelings and ideas in their class. Additionally, 48% of students are reporting that either never or only some of the time they feel people care about them at school.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2021-2022 Panorama Student survey about school.	32% of all 3rd- 8th students report feeling safe to talk about their feelings and ideas in their class. 27% of all 3rd- 8th students report they never feel safe to talk about their feelings and ideas in their class. 52% of all 3rd-8th students feel people care about them at school. 19% of all 3rd-8th students never feel people care about them at school.	40% of all 3rd - 8th students report feeling safe to talk about their feelings and ideas in their class. 20% of all 3rd- 8th students report they never feel safe to talk about their feelings and ideas in their class.. 60% of all 3rd-8th students feel people care about them at school. 6% of all 3rd-8th students never feel people care about them at school.

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)

4th-8th grade students

Strategy/Activity

Coaching for FMSD Intramural Sports to support student extracurricular activity and feeling connected to school. Increasing the connection students have with a trusted adult.

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)
928	General Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
Kindergarten through 6th grade students.

Strategy/Activity
Little Heroes program will be on campus providing a daily coach to increase the number of adults to support student social emotionally. Additionally, they will support PE and structured activities during unstructured play time, increasing the available activities for students to be involved in. Little Heroes will also support after school extracurricular sports. This will increase the number of adults students interact with and will increase students feeling connected to school.

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

Amount(s)	Source(s)
12000	LCFF Supplemental

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
Continue to utilize "The Leader In Me" process to support professional development and improve our understanding of creating school wide goals that go from school, to classroom, to student goals.
Leader In Me materials to support classroom direct lessons and indirect lessons to promote student self-efficacy, growth mindset, self-management, and social awareness.
Leader in Me coach to support the development of the Leader In Me process to improve our school culture and students' feelings of belonging.

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)

13716	Title I

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

Health Supplies for nurses office. (I.e. band-aides, cotton swabs, Kleenex, ect, to support the physical health of students.

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

Amount(s)	Source(s)
250	LCFF Supplemental

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

Cell Phone Stipend for principal to support communication and student safety.

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)
660	General Fund

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

San Jose Jazz will provide music support for 1st-3rd grade students and an after school Jazz band for 4th-8th grade students. Students will have access to enrichment opportunities increasing their feeling of being connected and supported at school and giving them a space to feel safe to share their thoughts and ideas.

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)
8000	LCFF Supplemental

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

3-4 noon duty supervisors will supervise students at lunch time and lunch time recess to support a safe environment for students to help resolve conflicts that arise during play time.

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

Amount(s)	Source(s)
18418	General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recess equipment to support student engagement and physical activity during unstructured times.

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	LCFF Supplemental

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Action team meetings will be held monthly to work on improving school culture and increase student sense of belonging. Classified staff and certificated staff, and student leadership will work together on different teams: Staff Learning, Student Leadership, and campus culture. Teams will

create short term and long term goals for the 22-23 school year. They will share out their goals and review and modify goals monthly and record progress. All teams will assess if the goals were achieved using the Leader In Me framework to guide growth.

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)
1048	LCFF Supplemental
2358	Title I
492	General Fund

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
School events, ranging from extracurricular club activities to family learning nights will be held to increase and promotes school culture and students' sense of belonging.

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)
4500	LCFF Supplemental
1798	General Fund

Strategy/Activity 11

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
All Students

Strategy/Activity
Social worker on campus to support students social emotional needs at school and at home. Additionally the social worker will support students in crisis.

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)
	District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Maintenance and operation supplies to support the safety of the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	General Fund

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Art and theater classes will be provided to help expose students to the arts and to support the whole child in finding their genius.

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)
12000	LCFF Supplemental

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Substitutes will be provided to support release time of teachers and staff to work with the Leader In Me coach. This time will be used to improve the school's implementation of the Leader in Me process to support an improved school culture. Additionally, this time will be used to reflect, monitor, and modify school goals.

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)
2975	Title I

Strategy/Activity 15

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

After school enrichment activities will be implemented to improve student engagement and connectedness to school.

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

Amount(s)	Source(s)
2778	LCFF Supplemental

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Leader In Me was implemented and lessons were taught weekly. Additionally, teachers used the Leader In Me materials and process to support the Social Emotional morning time daily. Staff meetings and collaboration focused on implementing indirect lessons throughout the day. Due to the vast need for social emotional development, and continued review of lessons and building communities, some strategies were not implemented for the 21-22 school year. The social worker being on campus five days a week was highly effective to support the increase social emotional needs of students. Little Heroes was not implemented successfully due to two different coaches that needed continual support and left the campus due to ineffectiveness. There was no Little Heroes coach for the last two and a half months of school. San Jose Jazz continued music and jazz.

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

Due to the absence of a Little Heroes coach for about four months of the school year, some of these monies were not spent. Due to the lack of student sign ups, the after school theater program was canceled.

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

Little Heroes will be implemented from the first day of school to support structure and routine during unstructured times. Furthermore, action team meetings will be used to support building a consistent school and classroom culture. Instead of supporting an after school theater program, we will bring a theater class to all classes for six weeks during the school year along with 8 weeks of visual arts.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

Family and Community Engagement: FMSD will fully engage parents/guardians and community members in support of educational outcomes for all students.

Goal 3

The amount of parents who have participated in school activities other than parent-teacher conferences this year will increase from 74% to 80% by the end of the 2022-2023 school year as measured by the Family LCAP survey. Additionally, increase the family survey response from 58 families to 200 families as measured by the 2022-2023 Family Panorama survey.

Identified Need

Parent meetings and parent engagement classes are only being attended by a small number of parents. Parents have stated that they don't know what is going on at school or how they can support the school and their students.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Family Survey	74% of parents reported participating in school activities other than parent-teacher conferences this year. 58 families responded to the Panorama Family Survey	80% of parents report attending 2 or more school activities. 200 families will respond to the Panorama Family Survey

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

Utilize a home school connection folder. This folder will go home once a week, and will contain school flyers to go home. Parents will be informed of the routine and expectations for this folder at Back to School Night and in the August news letter.

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	LCFF Supplemental

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

Parent newsletter will go home 8 times a year to support parents education and engagement in English, Vietnamese and Spanish

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)
0	

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

Babysitting will be provided for all parent meetings to increase parent attendance.

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

Amount(s)	Source(s)
655	Title I

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

Translation and interpretation will be provided for all flyers and meetings to support parent involvement.

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)
3930	LCFF Supplemental

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

Materials to support parent education around the 7 habits of highly effective people, so the habits can be reinforced at home.

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	Title I

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

Food for parent meetings to support increased parent attendance.

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

Amount(s)	Source(s)
1000	General Fund

Strategy/Activity 7

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Printing and mailing of parent communication and informational materials to increase 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)
500	Title I
0	

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Pay for parents to get fingerprinted to help bring volunteers into the school.

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

Amount(s)	Source(s)
524	General Fund

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Encourage and support the growth of Windmill Springs PTA, by working with the regional PTA representatives to support the PTA members, post a PTA section in the monthly newsletter, principal and one teacher will attend PTA meetings to support PTA and school communicaiton.

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)
0	

Strategy/Activity 10

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Create a Windmill Springs instagram and facebook page to promote the school on social media so parents know what is taking place at school

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

Amount(s)	Source(s)
0	

Annual Review

SPSA Year Reviewed: 2021-22

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

ANALYSIS

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

Due to Covid-19 safety guidelines, parents were not allowed to be on campus unless in small groups away from students. During the last three months of school we were able to have in person parent meetings with 50 parents. When we started having in person meetings we had 40+ parents attending and responding to our engagement activities. Additionally, the use of zoom made it easier for parents to freely attend important meetings: IEPS, SSTs, parent conferences, and attendance meetings. The districts implementation of the app Parent square helped in parent communication with families that liked and utilized technology. Parents really liked the added family nights.

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

Due to covid-19 safety measures, most meetings were held virtual and babysitting was not needed.

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

For the 22-23 school year an increase in budget for family engagement events has been created to encourage the growth of family engagement and school connectedness. In the 21-22 school year we continued fun family nights such as Bingo Night and Art night, we will continue these in the 22-23 school year, either virtually or in person based on safety guidelines. We will continue to provide parent meetings both virtually and in person. The virtual accessibility has increased the number of parents who can attend meetings. A parent town hall will be held in all 3 languages before the first day of school to parents to be informed and to give them an opportunity to ask questions regarding their students safety and learning when coming back to campus. Parent coffees will be held in person in the am and an additional meeting will be held virtually in the pm to increase parent attendance and feeling informed. Teachers will continue to connect with all families at the beginning of the year either through, phone, email, or a parent communication application. Based on the the number of families that did not respond to events and surveys, we will bring back sending home paper copies of flyers as well as sending them virtually.

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	$182,902.00

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	$27,464.00

Subtotal of additional federal funds included for this school: $27,464.00

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 ($)
	$0.00
General Fund	$27,320.00
LCFF Concentration	$33,894.00
LCFF Supplemental	$94,224.00

Subtotal of state or local funds included for this school: $155,438.00

Total of federal, state, and/or local funds for this school: $182,902.00

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
Becky Roussin - Principal	Principal
Loari Bioletto	Classroom Teacher
Kendra Johnson Moore	Classroom Teacher
Quy Pham	Classroom Teacher
Trina Nguyen	Other School Staff
Veronica Lopez	Parent or Community Member
Hanh Le	Parent or Community Member
Priscilla Gonzales	Parent or Community Member
Thao Le	Parent or Community Member
Ngoc Pham	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name

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

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

This SPSA was adopted by the SSC at a public meeting on 5/3/2021.

Attested:

B Roussin	Principal, Becky Roussin on 5/10/2021
Trina Nguyen	SSC Chairperson, Trina Nguyen on 5/3/2021

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