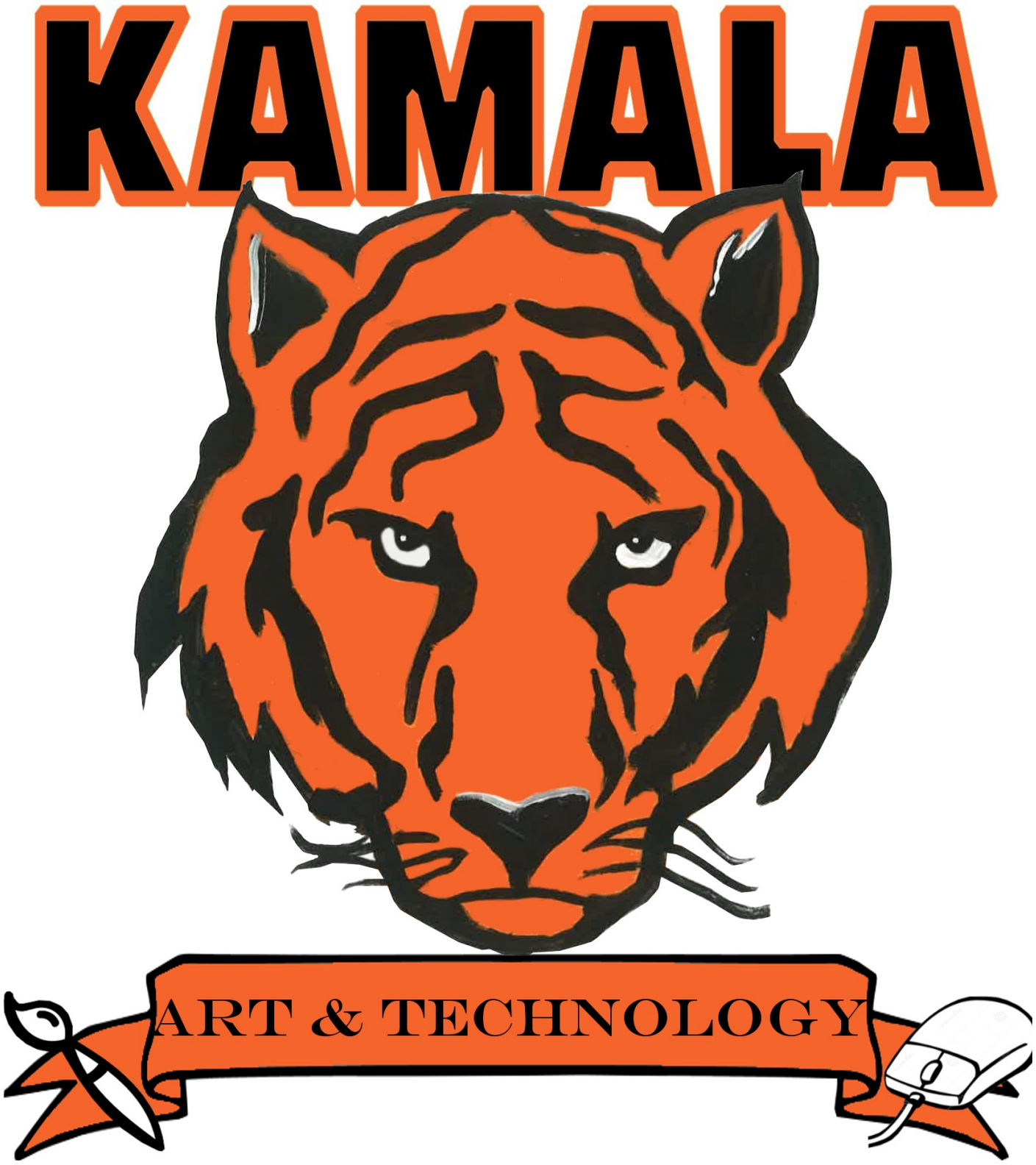
School Year: **2023-24**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339		

Purpose and Description

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

Schoolwide Program
Additional Targeted Support and Improvement

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

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Biliteracy program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through meaningful teacher collaboration, recess activities, spirit days and other special events. We are committed to PBIS, working with staff to build common expectations and form strong relationships with students, as we know this contributes to a safe, positive environment for our entire school community.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision.

Mission: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors.

Vision: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites;

Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.
All of our strategies/activities are designed to further these pedagogical principals:
1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

The staff of Kamala School is working to put into place the district's strategic plan by building strong professional learning communities and collaborating with grade-level and vertical teams to improve student learning. Strong first instruction with rigorous, standards-based lessons, effective instructional strategies that provide differentiated instruction, and an emphasis on the analysis of data to drive instruction are the focal points for our work as a community of professionals. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data, and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. A literacy intervention teacher (LIT) provided by the district will provide targeted reading intervention for students in all primary grades. An intervention specialist will provide both push-in and pull-out support for students below grade level. However, we believe that it is not in the area of pull-out intervention, but rather in that of primary instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students based on analysis of assessments and other data. Student monitoring meetings with grade-level teams and administration provide an additional structure for data analysis and meaningful planning.

Our Biliteracy program is now in its tenth year. During the 23-24 school year, all classes in kindergarten through fifth grade will be DLI classes, in which teachers use thematic units, integrating content and literacy in rigorous instruction designed to meet the needs of emerging bilinguals.

We are committed to ensuring that all students succeed. For our English learners, teachers foster oracy and make connections between languages, ensuring that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD. Our students with disabilities have access to the general education curriculum with appropriate accommodations and/or modifications, as specified in their IEP. Moreover, a high level of collaboration between general and special education teachers ensures access for all students. For students experiencing homelessness, our outreach coordinator and healthy start social worker (housed on site) help ensure that basic needs are met, so that learning can occur.

Students in middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of Spanish (for DLI students), leadership, careers, study skills, and environmental science. Our art teacher does school-wide art projects that can be viewed in our halls. In addition to these electives, we offer

a robust AVID program in grades 6-8, and work to integrate key components of the AVID program, such as focused note take and organization skills, in all classes.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes, and Coffee with Us/Cafe con Nosotros. This past year saw continuing high levels of parent participation in such events as ELAC meetings and cafe con nosotros.

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the performance or our students experiencing homelessness. The CDE makes this determination based on previous student performance from state-mandated assessments and data collection. We have identified strategies/activities to address this, such as a full-time social worker assigned to our site, and continued work by our counselor and outreach coordinator to identify the needs of all students, including those experiencing homelessness. By first supporting with basic needs, we will be able to then move on to see academic growth as well.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community. Rather than dividing ourselves into groups of elementary versus middle grades, general versus special education, or certificated versus classified staff, we see ourselves as one Kamala team. In this way, we are moving forward together to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. Our focus continues to be building strong relationships with students and focusing on data-driven, effective first instruction and rigor in lessons. Teachers work to build strong relationships with students to make teaching and learning more effective. Teachers, the counselor, the outreach coordinator, office staff, and administrators work diligently to help all students feel safe, connected, valued, and appropriately challenged.

Three site goals incorporate ideas from the leadership team and our grade level PLCs. We will work on data-driven, standards-based lessons with high rigor, progress monitoring using common formative assessments, and differentiation during primary instruction. At the same time, we will focus on the social emotional needs of our students and their families.

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)

ADD DATA FROM SBAC

As we analyze STAR 360 data, we find areas for celebration as well as areas of need. While a comparison of the data from end of year 2022 to Spring 2023 shows improvements in early English reading and math (4.5%, and 11.2% respectively, we remain below the district proficiency goals in both of these areas. The comparisons are not of cohort data, but are comparisons of the proficiency rates of students in the grades at the time of the assessment. Progress monitoring for all students, with a particular focus on students currently scoring in the urgent intervention level occurred throughout the 2022-2023 school year and will continue.

During the 2022-2023 school year, teachers began to meet with administrators every three weeks to analyze lesson plans and formative assessments to ensure that lessons were standards-based, assessment data were integrated into primary instruction, and interventions were based on needs as determined by assessment data. These meetings proved highly effective in standardizing high leverage, research base practices. Therefore, we plan to continue and enhance these meetings during the 2023-2024 school year by dedicating more time for meetings with each grade level.

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

In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least four times during the year, and interventions will be targeted based on student need. Students showing a need for intervention will test more frequently and be progress monitored to determine the extent to which interventions are proving effective. During the school year, the principal meets either individually or in grade level groups with each teacher to discuss implications for universal access based on STAR 360 data. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special eduction assessment and TK instruction.

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

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also will receive additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during individual teacher meetings with the principal and PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through SST process for students with academic, behavior, or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the LIT, counseling support, or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Meetings of vertical teams ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

Parental Engagement

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

The administration, counselor, and ORC work to provide a variety of parenting classes and other workshops. Teachers have planned family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning. Parent meeting nights also focus on educating parents on tools such as SBAC score reports, ELPAC score reports, report cards, and district-provided software such as Lexia and ST Math, with the goal of making parents more comfortable with supporting their students.

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)

Teachers, staff and parents are involved in the various stages of the programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP and STAR data are presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

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

We have no CAASPP data to analyze from 2022. However, a comparison of data from Spring 2021 to Spring 2022 indicates an increase in the percentage of students scoring proficient in early literacy, reading, and math. Funding this year will focus on providing extra support in all areas during primary instruction and tutoring for students who need it. A literacy intervention teacher will provide tier two intervention. Additional Title I funding is used to provide AVID tutors for our middle school AVID program, provide paraeducators to support our kindergarten program, order the supplies needed for our program, and offer additional pay for teachers who tutor students outside of work hours.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. Teachers and administrators meet regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting. In this way, we are able to meaningfully involve multiple stakeholder communities.

Resource Inequities

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

A lack of paraeducators has meant that our middle school special education students did not have a paraeducator in their SAI ELA class for four months of the 22-23 school year. Difficulties in staffing

also caused our school to have fewer campus supervisors than planned for in our 2022-2023 SPSA, which has an impact on campus safety.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.4%	0.60%	0.21%	4	6	2
Asian	0.2%	0.20%	0.21%	2	2	2
Filipino	0.3%	0.20%	0.21%	3	2	2
Hispanic/Latino	97.9%	97.80%	98.11%	1,022	976	934
Pacific Islander	%	%	0%			0
White	1.0%	0.90%	0.95%	10	9	9
Multiple/No Response	0.3%	0.30%	0.32%	3	3	3
			Total Enrollment	1,044	998	952

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	93	94	92
Grade 1	95	93	92
Grade 2	119	93	93
Grade3	116	111	94
Grade 4	113	104	108
Grade 5	137	107	100
Grade 6	144	144	109
Grade 7	124	135	135
Grade 8	103	117	129
Total Enrollment	1,044	998	952

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. During the 22-23 school year, we had both a DLI and SEI program in grades 5-8 while in grades K-4, all classes were DLI. As the DLI program moves up, our enrollment will continue to decline slightly as students are generally not added to the program in the upper grades.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	630	658	620	60.30%	65.9%	65.1%
Fluent English Proficient (FEP)	283	225	221	27.10%	22.5%	23.2%
Reclassified Fluent English Proficient (RFEP)	42			6.7%		

Conclusions based on this data:

The percentage of English Learners has remained similar for the past two years, in the 65% range. We believe our high reclassification rate is related to high quality integrated and designated ELD instruction that focuses on listening, speaking, reading, and writing, while celebrating the bilingualism and multilingualism of our students. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. Intervention has been provided for these students, and these interventions will continue. All interventions are based on reviews of SBAC, ELPAC, and/ or STAR data. Students in the primary grades benefit from oracy development in our biliteracy classes, which provides a strong foundation for reading and writing. A schoolwide focus on progress monitoring and universal access groups benefit our LTELs and EL students.

School and Student Performance Data

Star Early Literacy

Kamala School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	96	49	51%	23	24%	10	10%	14	15%	3	704
Grade 1	94	34	36%	15	16%	8	9%	37	39%	4	793
Grade 2	7	7	100%	0	0%	0	0%	0	0%	1	735

Conclusions based on this data:

STAR Early Literacy numbers can be a bit deceiving because when students reach the early reading stages they forego the STAR Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the STAR Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the Cycle of Inquiry.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom, working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

School and Student Performance Data

Star Reading

Kamala School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	91	44	48%	25	27%	12	13%	10	11%	1	869
Grade 3	95	59	62%	25	26%	7	7%	4	4%	1	891
Grade 4	105	56	53%	22	21%	17	16%	10	10%	1	964
Grade 5	109	54	50%	23	21%	24	22%	8	7%	1	994
Grade 6	109	41	38%	33	30%	30	28%	5	5%	2	1019
Grade 7	107	73	68%	18	17%	12	11%	4	4%	1	956
Grade 8	109	51	47%	25	23%	26	24%	7	6%	2	1053

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is due to the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

School and Student Performance Data

Star Math

Kamala School											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	95	24	25%	44	46%	21	22%	6	6%	2	840
Grade 2	92	28	30%	31	34%	25	27%	8	9%	2	904
Grade 3	96	49	51%	33	34%	12	13%	2	2%	1	928
Grade 4	106	46	43%	37	35%	18	17%	5	5%	2	979
Grade 5	108	52	48%	34	31%	12	11%	10	9%	1	1026
Grade 6	103	47	46%	32	31%	19	18%	5	5%	1	1035
Grade 7	88	62	70%	21	24%	4	5%	1	1%	1	1009
Grade 8	109	78	72%	20	18%	5	5%	6	6%	1	1033

Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is because of the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

Kamala teachers and staff have established our goals and vision with this data at the forefront. Teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		112			107			107			95.5	
Grade 4		106			104			104			98.1	
Grade 5		110			110			110			100.0	
Grade 6		138			136			136			98.6	
Grade 7		132			124			124			93.9	
Grade 8		121			118			118			97.5	
All Grades		719			699			699			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2335.			0.93			9.35			21.50			68.22	
Grade 4		2418.			11.54			11.54			26.92			50.00	
Grade 5		2460.			5.45			31.82			22.73			40.00	
Grade 6		2464.			4.41			13.97			41.18			40.44	
Grade 7		2490.			4.03			22.58			29.84			43.55	
Grade 8		2501.			0.85			25.42			33.90			39.83	
All Grades	N/A	N/A	N/A		4.43			19.17			29.90			46.49	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.61			49.53			44.86	
Grade 4		5.77			67.31			26.92	
Grade 5		9.09			57.27			33.64	
Grade 6		8.09			50.74			41.18	
Grade 7		4.84			66.94			28.23	
Grade 8		5.93			53.39			40.68	
All Grades		6.58			57.37			36.05	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.93			41.12			57.94	
Grade 4		7.69			53.85			38.46	
Grade 5		10.00			57.27			32.73	
Grade 6		5.15			51.47			43.38	
Grade 7		11.29			50.00			38.71	
Grade 8		4.24			55.93			39.83	
All Grades		6.58			51.65			41.77	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.74			68.22			28.04	
Grade 4		5.77			67.31			26.92	
Grade 5		3.64			80.00			16.36	
Grade 6		10.29			73.53			16.18	
Grade 7		8.06			64.52			27.42	
Grade 8		5.93			72.03			22.03	
All Grades		6.44			70.96			22.60	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		0.00			59.81			40.19	
Grade 4		13.46			59.62			26.92	
Grade 5		6.36			68.18			25.45	
Grade 6		5.15			65.44			29.41	
Grade 7		11.29			62.10			26.61	
Grade 8		5.93			68.64			25.42	
All Grades		7.01			64.09			28.90	

Conclusions based on this data:

Based on preliminary data, the percentage of students comparing 21-22 data to 22-23 data scoring at the Met/Exceeded achievement levels increased for several grade levels.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:
1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.

3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		112			107			107			95.5	
Grade 4		106			104			104			98.1	
Grade 5		110			109			109			99.1	
Grade 6		138			136			136			98.6	
Grade 7		132			125			125			94.7	
Grade 8		121			118			117			97.5	
All Grades		719			699			698			97.2	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			3.74			7.48			28.97			59.81	
Grade 4		2419.			4.81			14.42			32.69			48.08	
Grade 5		2432.			3.67			11.93			22.94			61.47	
Grade 6		2415.			1.47			4.41			17.65			76.47	
Grade 7		2430.			1.60			4.80			25.60			68.00	
Grade 8		2440.			0.00			4.27			25.64			70.09	
All Grades	N/A	N/A	N/A		2.44			7.59			25.21			64.76	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.80			43.93			53.27	
Grade 4		7.69			39.42			52.88	
Grade 5		4.59			33.03			62.39	
Grade 6		2.21			17.65			80.15	
Grade 7		1.60			31.20			67.20	
Grade 8		0.00			40.17			59.83	
All Grades		3.01			33.52			63.47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.61			36.45			57.94	
Grade 4		1.92			49.04			49.04	
Grade 5		3.67			49.54			46.79	
Grade 6		1.47			35.29			63.24	
Grade 7		0.80			48.00			51.20	
Grade 8		0.85			45.30			53.85	
All Grades		2.29			43.70			54.01	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.74			51.40			44.86	
Grade 4		6.73			55.77			37.50	
Grade 5		2.75			45.87			51.38	
Grade 6		1.47			50.74			47.79	
Grade 7		2.40			56.00			41.60	
Grade 8		0.85			48.72			50.43	
All Grades		2.87			51.43			45.70	

Conclusions based on this data:

Based on CAASPP preliminary data, the percentage of students scoring at the Met/Exceeded achievement levels increased for several grade levels.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:
1. Using backwards mapping (standards-based, report card outcomes, and assessment calendar).
2. Intentionally tracking student progress for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1406.8		*	1423.1		*	1368.3		4	81	
1	*	1427.4		*	1453.2		*	1401.0		*	72	
2	1462.7	1454.5		1461.8	1456.9		1463.1	1451.6		89	74	
3	1485.8	1485.8		1486.1	1486.3		1485.1	1484.7		96	89	
4	1487.9	1513.0		1487.1	1513.1		1488.3	1512.4		79	78	
5	1508.2	1533.1		1502.8	1533.8		1513.1	1531.9		70	71	
6	1507.0	1533.3		1494.1	1525.5		1519.3	1540.8		53	69	
7	1529.4	1543.0		1524.8	1536.4		1533.6	1549.2		29	51	
8	1565.0	1584.0		1566.1	1593.5		1563.4	1574.1		23	29	
All Grades										445	614	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.64		*	28.40		*	38.27		*	24.69		*	81	
1	*	2.78		*	20.83		*	43.06		*	33.33		*	72	
2	7.87	4.17		37.08	31.94		37.08	40.28		17.98	23.61		89	72	
3	17.02	12.36		25.53	31.46		41.49	40.45		15.96	15.73		94	89	
4	7.59	16.67		31.65	46.15		34.18	29.49		26.58	7.69		79	78	
5	7.14	30.99		42.86	33.80		28.57	21.13		21.43	14.08		70	71	
6	2.44	26.09		34.15	40.58		48.78	26.09		14.63	7.25		41	69	
7	4.35	24.00		43.48	44.00		47.83	26.00		4.35	6.00		23	50	
8	18.18	37.93		63.64	51.72		18.18	10.34		0.00	0.00		22	29	
All Grades	9.43	16.20		36.08	35.02		36.79	32.57		17.69	16.20		424	611	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	13.58		*	29.63		*	32.10		*	24.69		*	81	
1	*	12.50		*	43.06		*	34.72		*	9.72		*	72	
2	13.48	12.50		34.83	31.94		43.82	38.89		7.87	16.67		89	72	
3	24.47	20.22		46.81	42.70		17.02	24.72		11.70	12.36		94	89	
4	22.78	33.33		36.71	53.85		31.65	6.41		8.86	6.41		79	78	
5	24.29	45.07		57.14	40.85		14.29	5.63		4.29	8.45		70	71	
6	2.44	34.78		56.10	44.93		36.59	14.49		4.88	5.80		41	69	
7	13.04	28.00		56.52	60.00		30.43	6.00		0.00	6.00		23	50	
8	36.36	65.52		45.45	27.59		18.18	6.90		0.00	0.00		22	29	
All Grades	19.58	26.51		45.52	41.90		27.59	20.46		7.31	11.13		424	611	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1.23		*	12.35		*	54.32		*	32.10		*	81	
1	*	5.56		*	5.56		*	25.00		*	63.89		*	72	
2	6.74	5.56		37.08	26.39		26.97	26.39		29.21	41.67		89	72	
3	7.45	5.62		15.96	21.35		44.68	44.94		31.91	28.09		94	89	
4	5.06	6.41		18.99	32.05		34.18	42.31		41.77	19.23		79	78	
5	4.29	15.49		14.29	29.58		51.43	33.80		30.00	21.13		70	71	
6	2.44	5.80		19.51	30.43		41.46	52.17		36.59	11.59		41	69	
7	4.35	10.00		17.39	38.00		65.22	38.00		13.04	14.00		23	50	
8	13.64	20.69		36.36	37.93		45.45	37.93		4.55	3.45		22	29	
All Grades	5.90	7.36		22.17	24.39		41.27	39.93		30.66	28.31		424	611	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	12.35		*	64.20		*	23.46		*	81	
1	*	25.35		*	70.42		*	4.23		*	71	
2	20.22	15.28		71.91	70.83		7.87	13.89		89	72	
3	33.70	28.09		53.26	60.67		13.04	11.24		92	89	
4	29.87	50.00		53.25	44.87		16.88	5.13		77	78	
5	11.94	23.94		76.12	64.79		11.94	11.27		67	71	
6	7.69	18.84		79.49	65.22		12.82	15.94		39	69	
7	13.04	16.00		69.57	80.00		17.39	4.00		23	50	
8	40.91	37.93		50.00	55.17		9.09	6.90		22	29	
All Grades	23.37	24.92		64.34	63.77		12.29	11.31		415	610	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	20.99		*	48.15		*	30.86		*	81	
1	*	12.50		*	73.61		*	13.89		*	72	
2	11.24	22.22		71.91	62.50		16.85	15.28		89	72	
3	32.26	32.58		58.06	56.18		9.68	11.24		93	89	
4	32.00	34.62		54.67	58.97		13.33	6.41		75	78	
5	54.41	67.14		39.71	24.29		5.88	8.57		68	70	
6	25.00	54.55		62.50	39.39		12.50	6.06		40	66	
7	52.17	59.18		47.83	28.57		0.00	12.24		23	49	
8	42.86	64.29		57.14	35.71		0.00	0.00		21	28	
All Grades	32.05	37.69		57.35	49.59		10.60	12.73		415	605	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1.25		*	71.25		*	27.50		*	80	
1	*	8.33		*	29.17		*	62.50		*	72	
2	17.98	6.94		55.06	55.56		26.97	37.50		89	72	
3	9.68	3.37		48.39	48.31		41.94	48.31		93	89	
4	3.80	2.56		44.30	66.67		51.90	30.77		79	78	
5	7.14	22.86		60.00	58.57		32.86	18.57		70	70	
6	9.76	8.70		43.90	55.07		46.34	36.23		41	69	
7	4.35	10.00		43.48	64.00		52.17	26.00		23	50	
8	13.64	21.43		59.09	53.57		27.27	25.00		22	28	
All Grades	9.93	8.22		51.06	55.76		39.01	36.02		423	608	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.64		*	59.26		*	32.10		*	81	
1	*	1.39		*	45.83		*	52.78		*	72	
2	11.24	9.72		51.69	50.00		37.08	40.28		89	72	
3	12.22	13.48		58.89	70.79		28.89	15.73		90	89	
4	6.49	17.95		71.43	70.51		22.08	11.54		77	78	
5	4.55	22.54		74.24	64.79		21.21	12.68		66	71	
6	7.69	24.64		79.49	73.91		12.82	1.45		39	69	
7	0.00	12.00		100.00	82.00		0.00	6.00		22	50	
8	9.09	13.79		90.91	86.21		0.00	0.00		22	29	
All Grades	8.27	13.75		68.37	65.14		23.36	21.11		411	611	

Conclusions based on this data:

The data shows that the trend of reclassifying more students each year continues.

Kamala continues to have one of the highest numbers of students who take the ELPAC test in OSD and continue to have one of the highest number of students who are reclassified.

The Kamala staff plans to create a plan to identify EL's in the classroom early and provide differentiated instruction and interventions as needed. In addition, we plan on hosting a ELPAC "Boot Camp" to prepare students to take the test. We plan on holding the ELPAC Boot Camp for a total of 6 weeks. We also plan on sending Kamala staff to CABE, a conference focused on supporting English Learners, with the intention of finding modern evidence-based teaching strategies for EL students.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
998	**96.3**	**65.9**	**0.1**
Total Number of Students enrolled in Kamala School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	658	65.9
Foster Youth	1	0.1
Homeless	88	8.8
Socioeconomically Disadvantaged	961	96.3
Students with Disabilities	123	12.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.6
American Indian		
Asian	2	0.2
Filipino	2	0.2
Hispanic	976	97.8
Two or More Races	3	0.3
Pacific Islander		
White	9	0.9

Conclusions based on this data:

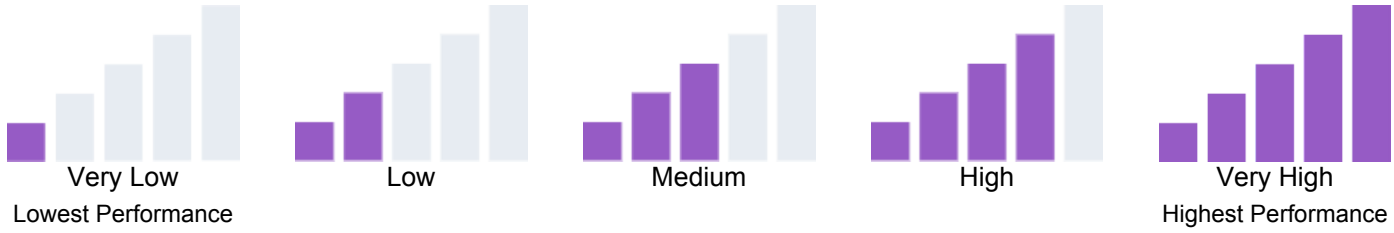
Our high level of English learners underscores the need for effective, research-based designated, and integrated ELD. As a result, there would be an intentional focus on ELD instructional strategies within the professional learning communities during staff collaboration time. Through a three-week cycle and data analysis of Star 360, student learning will be assessed to determine the need for additional interventions and support structures.

School and Student Performance Data

Overall Performance

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

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



2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: Very High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Our school must implement research based, data-driven instructional strategies designed to improve student performance in ELA and math. Additionally, We must commit to meaningfully incorporating PBIS to reduce our suspension rate. Finally, Strategies for reducing chronic absenteeism, including building strong relationships with students and parents, ensuring that barriers to attendance are removed, and maintaining and engaging curriculum, are needed.

School and Student Performance Data

Academic Performance
English Language Arts

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

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

This section provides number of student groups in each level.

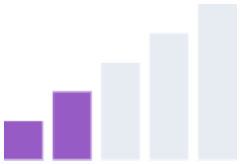
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
3	2	0	0	0

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

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
62.0 points below standard	70.7 points below standard	1 Student
678 Students	524 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
75.4 points below standard	63.6 points below standard	147.8 points below standard
54 Students	661 Students	88 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 62.2 points below standard 663 Students	No Performance Level 2 Students		No Performance Level 7 Students

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

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
92.6 points below standard	17.9 points below standard	51.1 points below standard
370 Students	154 Students	73 Students

Conclusions based on this data:

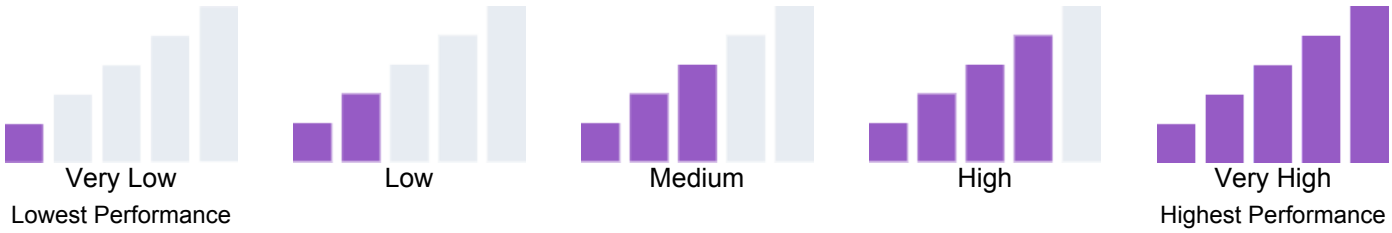
Our students experiencing homelessness are notably lower than other students in ELA. We must ensure that basic needs for these students are met so that we can remove this barrier to success. Additionally, our English learnings are notably lower than other students in ELA. We must provide high quality, research-based designated and integrated ELD instruction. Finally, our students with disabilities are notably lower than other students in ELA. We must ensure that student goals and accommodations on IEPs are closely aligned with needs, and that goals are targeted and accommodations provided in both the general and special education classroom.

School and Student Performance Data

Academic Performance
Mathematics

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

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



This section provides number of student groups in each level.

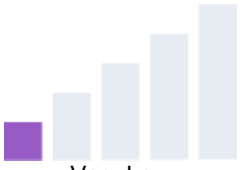
2022 Fall Dashboard Mathematics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
5	0	0	0	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
111.1 points below standard	113.1 points below standard	1 Student
677 Students	523 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
109.8 points below standard	112.4 points below standard	176.0 points below standard
54 Students	660 Students	89 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 1 Student	No Performance Level 2 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 111.7 points below standard 662 Students	No Performance Level 2 Students		No Performance Level 7 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
122.7 points below standard 370 Students	90.1 points below standard 153 Students	114.4 points below standard 73 Students

Conclusions based on this data:

With the exception of students with disabilities, all subgroups are fairly similar in math, and all are very low. We need to ensure that we are providing a robust research-based math curriculum during first instruction. Students with disabilities are scoring notably lower than other students in math. We must review the goals and accommodations provided to students with disabilities to ensure they close match the needs of the students.

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress

High

64.4 making progress towards English language proficiency

Number of EL Students: 360 Students

Performance Level: 4

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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
7.5%	28.1%	0.0%	64.4%

Conclusions based on this data:

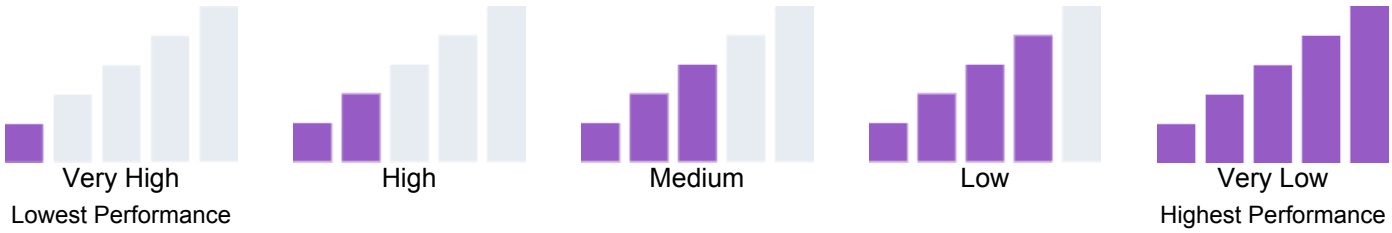
A strong majority of our students progressed at least one ELPI level. Our high level of students making progress towards English proficiency indicates that our ELD instruction is having success. Even with this success, targeted intervention is needed for students who decreased an ELPI level.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

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

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



This section provides number of student groups in each level.

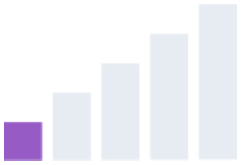
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
5	0	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Very High	Very High	No Performance Level
24.7% Chronically Absent	25.8% Chronically Absent	Less than 11 Students
1029 Students	685 Students	1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Very High	Very High	Very High
27.7% Chronically Absent	24.7% Chronically Absent	30.1% Chronically Absent
101 Students	998 Students	143 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
4 Students		2 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
Very High	No Performance Level		No Performance Level
24.8% Chronically Absent	Less than 11 Students		Less than 11 Students
1009 Students	3 Students		9 Students

Conclusions based on this data:

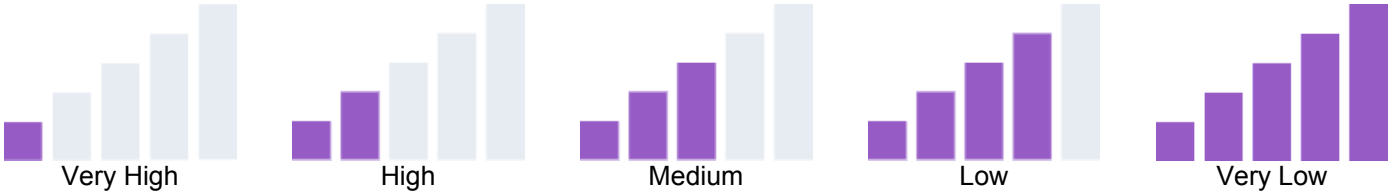
The chronic absence rate is high for all students. The school must emphasize the importance of attendance, build relationships with families, remove barriers to attendance, and ensure that students who are at school have an engaging, enjoyable experience. The chronic absence rate is even higher for students experiencing homelessness than for other students. It is important to ensure that the school supports with basic needs, as this can be a barrier to school attendance for these students. Additionally, the chronic absence rate is notably higher for students with disabilities than for other students. Students with disabilities are at risk of becoming disengaged from school due to feeling that they cannot be successful. We must create opportunities for success for these students, even as we hold them to high standards.

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

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



This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
1	2	2	0	0

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

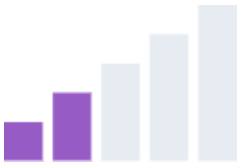
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
3.7% suspended at least one day	2.9% suspended at least one day	Less than 11 Students
1053 Students	695 Students	1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	Very High
2.8% suspended at least one day	3.7% suspended at least one day	6.9% suspended at least one day
107 Students	1017 Students	145 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		Less than 11 Students	Less than 11 Students
6 Students		2 Students	2 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		No Performance Level
3.8% suspended at least one day	Less than 11 Students		Less than 11 Students
1031 Students	3 Students		9 Students

Conclusions based on this data:

Our suspension rate is high for all students. Our school must meaningfully explore alternatives to suspension and commit ourselves to PBIS as a means of improving schoolwide culture. Our suspension rate for students with disabilities is notably higher than for other students. We must ensure that behavioral concerns are addressed proactively in the IEP, through social/ emotional/ behavioral goals and/or a positive behavior intervention plan, so that such students are suspended less frequently. These data may relate to data on chronic absenteeism, since students who are frequently suspended may get the message that school attendance is not important. Thus, improving these data will likely have a positive impact in multiple areas.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver rigorous data-driven first instruction
To provide equipment, materials and technology resources that support high quality first instruction as well as research based interventions
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy	%At/Above Benchmark for EOY 22-23: Kindergarten: 9.7% (English) 49% (Spanish) 20.9% of students making growth above the 35th percentile (English) %At/Above Benchmark for EOY 22-23: Grade 1: 27% (English) 85% (Spanish) 51.7% of students making growth above the 35th percentile (English)	At least 65% of students will have an SGP of 35 or more.
Star Reading	%At/Above Benchmark for EOY 22-23:	At least 65% of students will have an SGP of 35 or more

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 2: 37.6% (English) 37.5% (Spanish) 54.6% of students making growth above the 35th percentile Grade 3: 27.5% (English) 38.9% (Spanish) 62.9% of students making growth above the 35th percentile Grade 4: 34.6% (English) 44.2% (Spanish) 61.4% of students making growth above the 35th percentile Grade 5: 32.4% (English) 69% (Spanish) 69.7% of students making growth above the 35th percentile Grade 6: 30.5% (English) 62% (Spanish) 59.9% of students making growth above the 35th percentile Grade 7: 21.1% 79.8% of students making growth above the 35th percentile Grade 8: 18% 65.7% of students making growth above the 35th percentile	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math	%At/Above Benchmark for EOY 22-23: Grade1: 64% 49.4% of students making growth above the 35th percentile Grade 2: 57% 69% of students making growth above the 35th percentile Grade 3: 34% 39.4% of students making growth above the 35th percentile Grade 4: 47.6% 58.3% of students making growth above the 35th percentile Grade 5: 46.5% 64% of students making growth above the 35th percentile Grade 6: 44.9% 66% of students making growth above the 35th percentile Grade 7: 30.4% Grade 8: 29.4%	At least 65% of students will have an SGP of 35 or more
CAASPP ELA grades 3-8	% Met/Exceeded for 22-23 (prelminary): Grade 3: 8% Grade 4: 21%	At least 5% of students in each band level will move to a higher band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5: 36% Grade 6: 31% Grade 7: 21% Grade 8: 37%	
CAASPP Math grades 3-8	% Met/Exceeded for 22-23 (prelminary): Grade 3: 12% Grade 4: 22% Grade 5: 18% Grade 6: 15% Grade 7: 4% Grade 8: 9%	At least 5% of students in each band level will move to a higher band.
English Learners Reclassification rate	In 22-23, 79 students were designated Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase EL Reclassification rate by at least 10%.

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will engage in meetings with the admin team every three weeks. These meetings will focus on data driven instruction, as teachers will present, and receive feedback on, lesson plans, formative assessments, and interventions. Teachers will also meet to collaborate with colleagues during banked time. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor, as well as progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, analyze data, monitor

student progress, and develop interventions as needed. Grade-level leadership team representatives will facilitate PLC meetings.

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)
27170	Title I 5800: Professional/Consulting Services And Operating Expenditures Contract with ArtTrek to provide enrichment for students while teachers are pulled to participate in data driven instruction meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional opportunities for collaboration between teachers by paying teachers for additional hours worked. Focus will be on planning for strong first instruction, improving instructional strategies, and rigor in the classroom.

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

Amount(s)	Source(s)
2429	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours
799	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support implementation of the California State Standards, strong first instruction, support our strand focus (Technology and art), and provide targeted tier 1 intervention and/or enrichment opportunities for 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)
4000	LCFF 4000-4999: Books And Supplies Cost of computer equipment and software
26819	LCFF 4000-4999: Books And Supplies Cost of and materials and supplies
1000	Title I 4000-4999: Books And Supplies Materials for art strand
1000	Title I 4000-4999: Books And Supplies Materials for electives
6929	Title III 4000-4999: Books And Supplies Books and materials for ELD Classes and to support the integration of ELD within standards-based instruction

Strategy/Activity 4

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program; English learners

Strategy/Activity

Students in biliteracy program will have an abundance of authentic Spanish Literature in all grade levels, and will have all necessary materials for the implementation biliteracy units.

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 4000-4999: Books And Supplies

	Books to support the integration of authentic Spanish literature in DLI units
2084	Title III 4000-4999: Books And Supplies Books to support the integration of ELD instruction within biliteracy units

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). Every six weeks, they will meet individually with an administrator to review the results of this progress monitoring and determine next steps. These meetings will be integrated within the existing "three week cycle" structure.

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)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

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

	4000-4999: Books And Supplies Curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the 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)
22000	LCFF 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment
3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
2000	LCFF 5000-5999: Services And Other Operating Expenditures Cost of repairs, rentals and leases

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Students not making progress towards reaching grade level proficiency, as determined by progress monitoring, will receive intervention. This intervention will begin with tier one support in the classroom, and will progress to tier two or three support if needed. Decisions about moving from tier one support to tier two support or from tier two support to tier three support will be based on data collected in classroom assessments, including STAR 360, IABs, and common formative assessments. Interventions will include a literacy intervention teacher (LIT) and an intervention service provider (ISP).

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 1000-1999: Certificated Personnel Salaries Cost of personnel (Literacy Intervention Teacher)
23814	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Cost of personnel (Intervention Service Provider)
3000	LCFF - Intervention 4000-4999: Books And Supplies Intervention Materials and supplies
5437	LCFF - Intervention 3000-3999: Employee Benefits Cost of benefits for ISP

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Teachers will provide extended learning opportunities to students in their grade level, for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8. Intervention and enrichment groups will be based on STAR 360 data, common formative assessments, and teacher observations.

Targeted tutoring will be provided to English learners, with the goal of supporting them in reclassifying.

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)
	ELOP 1000-1999: Certificated Personnel Salaries Teacher hourly salary for after school tutoring

6000	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring in ELD
1370	Title III 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Provide software programs to all students for differentiated learning opportunities in addition to those provided by the district (e.g. BrainPop) and ensure that all students have access to a district issued iPad.

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 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps
1000	LCFF 4000-4999: Books And Supplies Repair/ Replacement of student iPads

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct meetings with student success teams and Section 504 teams to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior or social emotional support. Provide support to such students in the general education setting.

Provide materials, such as core discs, sensory items, etc. to support needs identified during SST, IEP, and 504 meetings.

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

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST and 504 meetings.
2000	LCFF 4000-4999: Books And Supplies Purchase materials (core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
685	LCFF 3000-3999: Employee Benefits Certificated benefits
	District Funded 1000-1999: Certificated Personnel Salaries Cost of Counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of Outreach Coordinator

Strategy/Activity 12

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide access to and encourage participation in Accelerated Reader Renaissance 360, Lexia Core5/Power UP, MyON, and ST Math for all students.

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures

	Cost of programs

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Conduct IEP meetings including transition meetings for students into kindergarten, students transitioning from elementary to middle school, and students transitioning from 8th grade to high school. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

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 1000-1999: Certificated Personnel Salaries Cost of floating substitutes to release teachers during IEP meetings
1442	LCFF 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students enrolled in the AVID program

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8.

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)
5580	Title I 2000-2999: Classified Personnel Salaries

	Cost of AVID tutors in addition to those provided by the district
1000	LCFF 4000-4999: Books And Supplies Materials for AVID classes
1000	LCFF 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1500	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator
1970	Title I 3000-3999: Employee Benefits Classified Benefits
342	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use teachers on special assignment (TOSAs) to provide support and guidance for all teachers, with a special focus on teachers implementing DLI units and ELD teachers. Support and guidance will focus on p planning and development unit plans, leading to the implementation units with fidelity.

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 1000-1999: Certificated Personnel Salaries Cost of TOSAs
2000	LCFF 1000-1999: Certificated Personnel Salaries Cost of substitute teachers to release teachers to work with TOSAs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings

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)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will use ELPAC and local assessment data to group students for daily ELD instruction.

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

Amount(s)	Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

To support academic instruction focusing on enhancing the PLC model, developing the School Leadership team, utilizing the 4 critical questions, and supporting administration as a leader.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
58,300	LCFF 5800: Professional/Consulting Services And Operating Expenditures 3E Consulting Group (Daryton Ramsey)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide a paraeducator to support teachers with small group ELD instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3750	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
1324	Title III 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips)

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 5800: Professional/Consulting Services And Operating Expenditures Entrance fees for field trips and costs of assemblies
4550	Title I 5000-5999: Services And Other Operating Expenditures Transportation costs for field trips
4000	LCFF 5000-5999: Services And Other Operating Expenditures Transportation costs for field trips

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide professional development for teachers at conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	LCFF 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month during banked time to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

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)
	No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in Grades 6-8

Strategy/Activity

Instructional Specialists at the district level will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on performance on state and local measures.

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 1000-1999: Certificated Personnel Salaries Instructional Specialist

Strategy/Activity 24

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselor, ORC, and Healthy Start social worker will conduct home visits for students who are not coming to classes and/or need additional support in engaging with classes or with basic needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor
	District Funded 2000-2999: Classified Personnel Salaries Outreach coordinator
	District Funded 4000-4999: Books And Supplies Furniture/ Supplies for Healthy Start Counselor

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, and homeless students and foster youth

Strategy/Activity

Counselors will support the social emotional needs of students, including students experiencing homelessness, by engaging and interacting with students during recess and lunch breaks.

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 1000-1999: Certificated Personnel Salaries Cost of counselor

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6-8

Strategy/Activity

Administrators and counselors will conference (in person, via phone, or via video chat) with parents and students who are receiving a D or F in one or more classes to discuss possible issues leading to low grades and provide support as needed.

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)
	No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6 - 8

Strategy/Activity

Administrators, counselor, Healthy Start social worker, and/or ORC will conduct meetings to share information with parents/families regarding grades, grade point average, and credits. Discussion will include the negative effects poor attendance and lack of participation and work submission have on grades and credits.

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 1000-1999: Certificated Personnel Salaries Cost of counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of ORC

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

After reviewing the STAR 360 results from the 22-23 school year, we found that in most grade levels, the majority of students were improving (based on having an SGP of 35 or above). We

believe this is an indicator that the strategies and actions included in last year's plan were effective in reaching our goals. Specifically, the implementation three week cycles, where teachers shared lesson plans and formative assessments with colleagues, was an effective way to support the planning of effective, standards-based instruction. While we celebrate these improvements in scores, we recognize we still have far to go to reach our ultimate goal for all students to be proficient or better. Therefore, we are continuing many of the goals from last year's plan.

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

We were able to implement the expenditures as intended.

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

We continue to use CAASPP and STAR 360 data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery, and are aligned with the common core standards that drive the curriculum in our classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free, and conducive to learning.

Identified Need

Decrease the suspension rate
Increase consistency of behavior expectations
Increase attendance rate
Provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates	100 Student Suspensions in 2022-2023 (through May 27, 2023)	Decrease the suspension rate by 10%
Attendance rate	27% of students chronically absent (absent 10% of days or more)	Decrease the chronic absenteeism rate by 10%
Panorama Data	Winter 2023 Panorama student data find, in elementary grades, areas of strength in teacher/ student relationships, engagement, sense of belonging, and growth mindset, and areas of challenge in social awareness, emotion regulation, and self-management. For middle school grades, there is a small relative strength in emotion regulation, but all areas assessed are areas of challenge.	Embed social-emotional learning in class lessons to increase all areas assessed on the Panorama survey by 5%

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)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement an attendance program to encourage students to come to school every day and on 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)
1000	LCFF 4000-4999: Books And Supplies Incentives for students

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS committee will meet once a month, to identify areas of need and opportunities to improve PBIS model. Provide students with incentives for positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Cost of ORC & Counselor
1000	LCFF 4000-4999: Books And Supplies Materials to support PBIS, including student incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

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)
	See goal 1, action #12

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hire an additional campus assistant specifically to support positive behavior among our middle school students. When there is an extra need for support, campus assistants will be asked to work additional hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	LCFF 2000-2999: Classified Personnel Salaries Extra hours for Campus Assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide structured activities during class time, during recess, and during lunch to support students in having engaging choices for enrichment and making positive choices.

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 4000-4999: Books And Supplies Cost of recess and PE equipment
	Cost of campus assistants (see action #4)
	Title I 5800: Professional/Consulting Services And Operating Expenditures Art Trek Enrichment Program included in Goal 1, Activity 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

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)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety committee will review and update the Comprehensive Safe School Plan.

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)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Mindset Academy will provide a kick-off assembly for all students, four sessions during class time for students in grades 5-8, and four parent workshops. Sessions will focus on having a growth mindset, overcoming adversity, remaining engaged, and emotion regulation.

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)
56000	Title I 5800: Professional/Consulting Services And Operating Expenditures Cost of Mindset Academy Program

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

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)

	No additional costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school counselor will work with students to make positive choices in adverse situations, including creating small groups and working with students during recess and lunch.

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)
	Cost of counselor (see goal #1, action #12)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A teacher liaison will be designated for the After School program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing mentoring and professional development for the after school staff on PBIS.

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)
	No additional costs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

to improve student and staff culture, pride, and 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)
8391	LCFF 4000-4999: Books And Supplies shirts for staff and students

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

During the 22-23 school year, our PBIS committee focused on the establishment of school-wide expectations. We focused on such areas as behavior during lunch and recess, cell phone usage, dress code, remaining in the classroom, and proper use of technology such as district-issued iPads. While our instances of student suspensions increased sharply, informal observations suggest that students followed expectations to a greater degree than in the previous 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.

There are not any major differences between the intended implementation and expenditures. In addition to the items we had budgeted for, our school received funds for the development of a student wellness center. Items have been ordered, but not yet received, for the wellness center. While there was not space this year to house such a center, a location has been identified for next year.

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.

Next year, we will attempt to focus more on positive, proactive measures to improve student behavior and increase engagement, as opposed to primarily reacting to instances of student misbehavior. Our investment in Mindset Academy is the clearest example of this change in focus. .

In terms of setting expectations for behavior, our focus for next year will not be on implementing new expectations, but on enforcing existing ones consistently. While our instances of suspension increased, this is likely at least in part the result of greater enforcement. As enforcement continues to be high, but coupled with proactive strategies, we expect these numbers to decrease.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in ELAC	An average of 35 parents per meeting	Maintain or increase attendance levels at ELAC meetings
Parent participation in after school events	Attendance averaged 10 parents per meeting	Increase the number of parents attending evening events by 20%

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)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)

- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

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 2000-2999: Classified Personnel Salaries Child Care
1000	LCFF 1000-1999: Certificated Personnel Salaries Counselor extra hours
500	LCFF 2000-2999: Classified Personnel Salaries Custodial Extra Help/Subs, including benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students; English learners

Strategy/Activity

Conduct parent meetings at least once a month. Topics will be based on identified needs, and are expected to include:

- Title I meetings
- ELAC meetings
- Information on the biliteracy program
- Intro to kinder meeting for incoming kindergarten families
- Reclassification Celebration
- Middle School to High School Transition meetings
- A-G Information Meetings

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

	2000-2999: Classified Personnel Salaries Custodial OT
936	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation
2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes, including families who speak language other than 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)
	No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders; discuss during SSC, ELAC, PTA, and Title I parent meetings

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)

	No additional costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

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)
31841	Title III 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

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)
	ELOP No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ORC and Counselor (see goal #1, action #12)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

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 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct parent conferences to discuss student progress, achievements, and concerns.

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)
	No additional costs

Annual Review

SPSA Year Reviewed: 2022-23

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

ANALYSIS

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

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. Attendance at ELAC meetings is consistently high, and parent leaders work collaboratively with school administration to create agendas that reflect parent needs.

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

There are not major changes with the expenditures or overall implementation listed. We continue to offer coffee with us/ Café con nosotros on topics important to families. Teachers are also adding parent nights to support parents in the areas of math and literacy.

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.

Our goal continues to be to increase parent attendance at our meetings, by having meetings at times that are convenient to parents and on topics that interest them.

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	$154138
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$360,962.00

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	Amount ($)
Title I	$100,840.00
Title III	$53,298.00

Subtotal of additional federal funds included for this school: $154,138.00

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

State or Local Programs	Amount ($)
LCFF	$174,573.00
LCFF - Intervention	$32,251.00

Subtotal of state or local funds included for this school: $206,824.00

Total of federal, state, and/or local funds for this school: $360,962.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	100,840	0.00
Title III	53,298	0.00
LCFF	174,573	0.00
LCFF - Intervention	32,251	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	174,573.00
LCFF - Intervention	32,251.00
Title I	100,840.00
Title III	53,298.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	17,500.00
2000-2999: Classified Personnel Salaries	LCFF	7,936.00
3000-3999: Employee Benefits	LCFF	2,127.00
4000-4999: Books And Supplies	LCFF	70,210.00
5000-5999: Services And Other Operating Expenditures	LCFF	13,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	60,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,814.00
3000-3999: Employee Benefits	LCFF - Intervention	5,437.00

4000-4999: Books And Supplies	LCFF - Intervention	3,000.00
1000-1999: Certificated Personnel Salaries	Title I	2,429.00
2000-2999: Classified Personnel Salaries	Title I	5,580.00
3000-3999: Employee Benefits	Title I	3,111.00
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,550.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	83,170.00
1000-1999: Certificated Personnel Salaries	Title III	9,750.00
3000-3999: Employee Benefits	Title III	2,694.00
4000-4999: Books And Supplies	Title III	9,013.00
5000-5999: Services And Other Operating Expenditures	Title III	31,841.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	245,794.00
Goal 2	72,391.00
Goal 3	42,777.00

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
Matthew Rubin	Principal
Daniel Galaviz	Classroom Teacher
Jennifer Manuel	Classroom Teacher
Carmen Serrano	Classroom Teacher
Brasilia Perez	Other School Staff
Irene Ortega	Parent or Community Member
Brenda Gonzalez	Parent or Community Member
Alberto Garcia	Parent or Community Member
Leonardo Juarez	Parent or Community Member
Rolando Medina	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
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 30, 2023.

Attested:

	Principal, Matthew Rubin on May 30, 2023
	SSC Chairperson, Brenda Gonzalez on May 30, 2023

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

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