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
Lemonwood TK-8 School	56725386100333	June 14, 2023	August 23, 2023

Purpose and Description

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

Additional Targeted Support and Improvement
We have been identified for ATSI due to overall performance of the following groups: Students with disabilities, McKinney Vento(Homeless) and Chronic Absenteeism.

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

The Lemonwood School staff believes the total school community must work together to support our students in achieving success based on the Oxnard School District Student Profile. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be collaborators, digital learners, achievers, problem solvers, global thinkers, innovators, and focused on the future. Together we promote independent learners.

We have a Student Study Team, AVID Leadership Team, School Site Council, English Language Advisory Committee, Parent Teacher Association (PTA), and a School Instructional Leadership Team which encompasses both Instruction and PBIS. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development through clubs and sports, as well as academic development through an emphasis on first instruction, intervention and enrichment in order to target the needs of all students. Our teachers and site administration review data throughout the year to adapt and adjust our instruction in order to meet the needs our all our students.

At Lemonwood, we strive to create and sustain 21st century multilingual learning environments of high intellectual performance of students. We currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS) which prepare our students for the California Assessment of Student Performance and Progress (CAASPP). Students in kindergarten to fifth grade have access to learning in English and Spanish based on the Biliteracy Unit Frameworks. In all grades, we integrate technology into instruction, which increases student engagement. We provide students with social-emotional support and learning opportunities linked to

our strand focus (Communication, Arts, and Technology) in order to prepare students to be college or career ready.

The staff at Lemonwood is committed to the Oxnard Empowers Strategic Plan essential pedagogical principles:
1. Identify, activate, and build on students strengths
2. Affirm student identifies 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
5. Create environment of enrichment that engage students' multilingual repertoires
6. Situate learning in the lives of students
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.

Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons incorporating high quality instructional strategies. We focus on rigorous standards based first instruction, and are commitment to writing across the subject areas. The staff participates in professional development in order to improve instructional practices and to support our students' social emotional learning. This professional development is provided by administration, teacher leaders, school counselor and/or learning partners. Particularly this year, we will embark on a professional development series that will aim increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology of balanced literacy, and to build collaborative relationships within and beyond grade levels. Site administration will work towards full implementation of professional learning communities. Site administration will work with our professional learning communities consultant to help build capacity at the site administration level.

We will continue our implementation of Culturally Responsive Teaching. In middle school, our Advisory time is used foster goal-setting and provide students with feedback on their progress in attaining their goals in academic areas, such as ST Math, Power-Up, and Accelerated Reader. Additionally, students will create and work towards goals in their content area classes.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the AVID Summer Institute in order to provide support to our students as we work towards a school wide model. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. Middle School Staff focus on Writing, Inquiry, Collaboration, Organization, Reading strategies in all content areas. This year, we will offer AVID Excel for our English Learners. Staff and Administration will be trained over the summer. Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-7 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, 2nd, and 3rd grade Dual Language classrooms are using designed, content-based units. Focus areas for Lemonwood are consistent with the district focus of oracy and connection between the languages. Additionally, Lemonwood is home to the Newcomer Academy in grades 3rd-5th.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which is focused on addressing students' disruption of learning. Paraprofessionals have been hired to support in our K-5 classes with small group instruction. The student groups are small and the instruction is targeted to specific reading needs using our Star assessment results, which identify strengths and weaknesses in all Reading and Math standards. Our Special Education teachers are involved and support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are supported through our MTSS model with smaller class sizes. This year, we entered Additional Targeted Support and Improvement (ATSI) status deemed by the State of California based on previous performance of our Students with Disabilities. As a result, we plan to be more intentional with scheduling of services so that students do not miss the core content. Additionally, we plan to meet with our general education teachers and special education teachers to review student data.

Our students use learning software both at school and at home to provide them with various learning opportunities. Accelerated Reader (AR) helps students to improve their comprehension skills and encourage a love of reading. We focus on the Zone of Proximal Development and percent correct in order to maximize reading practice. All students are using Core 5 (K-5) or Power-Up (6th-8th) to support their own individual needs for language arts. ST math has been a positive addition to our line-up of learning software as it also addresses the math needs of our students. Additionally, both ST math and Lexia (Core 5 & Power-Up) provide teachers with lessons to support their first instruction. Teachers continue to receive training on the use of iPads and share ideas with each other. In particular, the use of Pear Deck Software has increased student engagement and provides teachers with immediate formative assessments. They also teach digital citizenship to students throughout the year.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. As mentioned, administration meets with teachers regularly to discuss student academic and social emotional progress. During these meetings, adjustments and adaptations to our students' instructional program is discussed and outlined. We have SST (Student Success Team) meetings which include the principal, assistant principal, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents, when necessary. In order to provide students with a safe learning environment and to instill necessary life skills, so they can continue to be productive citizens beyond their attendance at Lemonwood, our positive behavior program is based on the Safe and Civil Schools approach. All staff has been trained in and implements this program which focuses on teaching students specific expectations based on our guidelines for success (Respect, Outstanding Citizenship, Always Safe, and Responsibility). As we return to a typical school year, it has been important to review the Safe and Civil Schools PBIS foundation of Structure, Teaching Expectation, Observe Frequently, Interact Positively, and Correct Fluently (STOIC). We will continue to adjust and adapt to the Social Emotional Learning of our students by review Panorama frequently. A full time counselor plays an integral role on our staff. The counselor does classroom lessons and works with individual students and small groups in order to provide any additional social-emotional support students may need in order to be successful. Additionally, the school counselor and PBIS team support school-wide efforts to address our students' social emotional learning.

We have regularly scheduled drills for fire, earthquake and lockdowns in order for students and staff to be adequately prepared in case of emergency situations. At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one’s academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all

students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis. Each student participates in our trimester Growth Parade. Students, in collaboration with their teachers, develop areas of growth and create a poster. Student parade around the campus with their posters.

At Lemonwood School, we are committed to a student-centered instructional approach and appreciate the support of our educational partners, such as parents and community members alike.

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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.

Classroom observations are conducted regularly throughout the year. Teachers are provided feedback from administration in a manner that initiates individual collaboration between teachers and instructional leaders. The feedback is linked to the OSD student profile and the OSD pedagogy in Math and Literacy. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with multiple administrators in order to monitor the academic program and provide feedback to the teachers. Student Engagement showcased as an area of need both via classroom observations, but also through our panorama student data also indicated that our instruction should be designed to improve student engagement. Therefore, many of our SPSA activities are based on building teacher capacity to improve student engagement and interaction during learning. We strive to facilitate independent learning versus dependent learning which is culturally responsive to our community.

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)

Star assessment data, as well as Learning Target data, was used as means of reflection on teaching practices. Site admin met with grade levels (K-5) and individual teachers to review both types of data. Individualized support was provided to teachers and grade levels by site administration and the instructional coach. Our teachers are encoruaged to teach literacy through content in order to maximize on instructional minutes. We will continue to use Star assessment (Universal Screener), Writing Assessment, and Interim Assessment Benchmark data (3rd-8th grade) to guide our instruction in Reading, Math, Content Areas, and integrated and designated ELD. Additionally, student progress in ST math, Lexia Programs, and Accelerated Reader will be evaluated as well.

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

Lemonwood teachers will be using data from Star (Early Literacy, Reading, and Mathematics) throughout the year, along with curricular data including writing across the subject areas via Learning Target analysis. Teachers in the Dual Language program will use the summative unit assessments in both English and Spanish. This year, we will continue to focus on three week data cycles. All grade levels have worked together to solidify their guaranteed and viable curriculum to ensure equity across the grade-level classrooms. School administration will meet with grade levels ever three weeks to review common formative assessments.

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. Student Monitoring Conferences provide admin qualitative data of both student and staff development needs.

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)

Lemonwood teachers will collaborate weekly, with a focus on increased student progress in academic engagement and social emotional learning. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Vertical collaboration will occur once a month in order to build coherence across the instructional landscape.

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 student needs. All grade levels will have an identified time for intervention. This includes a 50-minute block of time for middle school students.

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)

Services that are provided include Tier I and Tier II intervention, provided by the classroom teacher. In addition, students in grades K-2 may receive assistance from the Literacy Interventionist and students in grades 3-5 may receive instruction in small groups. Students in grade 6-8 may receive support through their English Language Arts, Math, AVID Excel, and AVID. Additionally, once a week, 6-8th students will have a 50 minute intervention or enrichment class. For Kindergarten through Fifth grade students, an identified intervention/enrichment time has been identified by grade-level spans (K-2 and 3rd-5th). This will allow teachers to team and work together to meet the needs of our students.

Evidence-based educational practices to raise student achievement

Teachers will focus on rigorous first instruction that connects to the Common Core State Standards, History/Social Sciences and Next Generation Science Standards. In addition, ELD standards will be embedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish. Teachers and site admin will review High Quality Instructional Strategies as they relate to student outcomes during the 3 week cycle meetings. Each teacher will engage in various lesson studies with our Instructional Coach and Writing Consultants throughout the year. A math task force will work towards cohesion and coherence within the math department from K-8th grades.

Parental Engagement

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

Parents have many opportunities to engage in their students learning. We encourage parents to participate in our various parent groups: School Site Council, our Parent Teacher Association, and ELAC. Additionally, we encourage parents to participate in any of our cultural school events as well as attend our Growth Parades. During the growth parade, students and parents create posters highlighting an area of growth. We rely on parents to then join us in "cheering on" our/their students. As a site, we hold Title 1 meetings, parent-teacher conference, Back to School night, Open House and our site administration has an open door policy for all educational partners, but especially our parents. We provide parent education and ensure that parents sign our parent compact and parent involvement policy.

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)

Administration holds quarterly Title I meetings in which the programs are discussed. Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year. Various school based surveys were sent out to parents in order to gather feedback.

Funding

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

Services that are provided include support staff to assist with instruction. At Lemonwood, these consist of our paraprofessionals that support K-5 students in the classroom and AVID Tutors to assist with tutorials. Teacher collaboration hours and professional development is also covered by categorical funds so that they can analyze student assessments in order to guide instruction. Lemonwood School teachers will continue to work with Read, Write, Think across TK-8th grade with a focus on improved instruction and building capacity.

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

Lemonwood involved multiple educational partners for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in May 2023. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Panaroma data was reviewed in order to create the metrics and activities to support Goals 2 and 3. Our School Site Council, with the input of our ELAC, reviewed end of year data in June 2023 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

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

Students experiencing homelessness and students with disabilities were not targeted enough last year. As a result, we are currently under the ATSI for those two subgroups. As a result, the two groups must be intentionally identified as administrators meet with teachers and when teachers design lessons. The site administration, instructional coach, and consultants will address these student groups when they plan with teachers and also provide teachers with feedback.

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	0.5%	0.35%	0.32%	4	3	3
Asian	0.2%	0.12%	0.11%	2	1	1
Filipino	2.1%	1.87%	1.83%	18	16	17
Hispanic/Latino	95.0%	94.85%	95.37%	829	810	885
Pacific Islander	%	0.23%	0.22%		2	2
White	2.1%	2.46%	2.16%	18	21	20
Multiple/No Response	0.2%	0.12%	0%	2	1	0
			Total Enrollment	873	854	928

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	95	72	138
Grade 1	90	92	72
Grade 2	90	90	93
Grade3	99	96	98
Grade 4	99	110	103
Grade 5	104	97	121
Grade 6	91	108	102
Grade 7	103	89	107
Grade 8	102	100	94
Total Enrollment	873	854	928

Conclusions based on this data:

We predominately serve students of Latino decent (95%), however it is important to consider the percentage of students from other student group to create and maintain a more inclusive campus. As indicated in the above information, our enrollment has increased this year with the addition of Transitional Kindergarten.

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	554	551	616	63.50%	64.5%	66.4%
Fluent English Proficient (FEP)	221	193	175	25.30%	22.6%	18.9%
Reclassified Fluent English Proficient (RFEP)	42			7.6%		

Conclusions based on this data:

In order to increase our the number of RFEP students, we must target instruction during integrated and designated English Language Development. Our staff will consistently review instructional data for our English Learners and provide language rich instruction to our students so that they are can attain the proficiency levels necessary to be reclassified. Specifically, teachers will work with our learning partners to support integrated and designated writing across grade levels. We believe that as our instruction becomes more targeted on focus skills, our English Learners will be reclassified as English Proficient, especially our middle school students. The percent of English Learners has increased since 20-21, however this could be due to the additional of Transitional Kindergarten. It is important to review grade level specific data as it pertains to the number of Long-Term English Learners and the impact this has on middle school students and their ability to take an elective.

School and Student Performance Data

Star Early Literacy

Lemonwood TK-8 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	73	5	7%	4	5%	7	10%	57	78%	4	802
Grade 1	72	25	35%	12	17%	8	11%	27	38%	4	794
Grade 2	28	25	89%	3	11%	0	0%	0	0%	1	766

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency and master reading foundational skills. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program. Teachers will meet every 3 weeks in order to analyze student learning data.

School and Student Performance Data

Star Reading

Lemonwood TK-8 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	97	56	58%	19	20%	15	15%	7	7%	1	860
Grade 3	95	47	49%	31	33%	11	12%	6	6%	1	920
Grade 4	91	56	62%	12	13%	15	16%	8	9%	1	944
Grade 5	120	67	56%	20	17%	20	17%	13	11%	1	979
Grade 6	98	36	37%	31	32%	28	29%	3	3%	2	1025
Grade 7	101	47	47%	30	30%	20	20%	4	4%	2	1038
Grade 8	89	25	28%	37	42%	22	25%	5	6%	2	1057

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency. High leverage instructional strategies and intervention must be at the forefront of our instructional program. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. Supports from Lexia and Accelerated Reader will also support students in making adequate growth in Reading. Teachers will meet every 3 weeks in order to analyze student learning data.

School and Student Performance Data

Star Math

Lemonwood TK-8 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	70	20	29%	30	43%	18	26%	2	3%	2	833
Grade 2	96	48	50%	30	31%	14	15%	4	4%	1	877
Grade 3	95	47	49%	24	25%	15	16%	9	9%	1	941
Grade 4	102	60	59%	26	25%	16	16%	0	0%	1	953
Grade 5	124	73	59%	27	22%	22	18%	2	2%	1	1009
Grade 6	101	50	50%	41	41%	8	8%	2	2%	1	1033
Grade 7	104	56	54%	14	13%	23	22%	11	11%	1	1055
Grade 8	86	51	59%	22	26%	11	13%	2	2%	1	1046

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain math proficiency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program. Additionally, targeted intervention as well as consistent ST math usage will help students have adequate progress. Teachers will meet every 3 weeks in order to analyze student learning data.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		101			92			92			91.1	
Grade 4		117			105			105			89.7	
Grade 5		103			94			94			91.3	
Grade 6		106			106			106			100.0	
Grade 7		94			94			94			100.0	
Grade 8		100			97			97			97.0	
All Grades		621			588			588			94.7	

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		2348.			8.70			13.04			19.57			58.70	
Grade 4		2413.			10.48			18.10			22.86			48.57	
Grade 5		2448.			6.38			20.21			29.79			43.62	
Grade 6		2485.			8.49			22.64			33.02			35.85	
Grade 7		2526.			8.51			32.98			26.60			31.91	
Grade 8		2501.			5.15			15.46			39.18			40.21	
All Grades	N/A	N/A	N/A		7.99			20.41			28.57			43.03	

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		7.61			55.43			36.96	
Grade 4		7.62			65.71			26.67	
Grade 5		6.38			64.89			28.72	
Grade 6		5.66			57.55			36.79	
Grade 7		11.70			64.89			23.40	
Grade 8		4.12			63.92			31.96	
All Grades		7.14			62.07			30.78	

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		7.61			32.61			59.78	
Grade 4		4.76			54.29			40.95	
Grade 5		8.51			51.06			40.43	
Grade 6		6.60			50.94			42.45	
Grade 7		17.02			60.64			22.34	
Grade 8		4.12			50.52			45.36	
All Grades		7.99			50.17			41.84	

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		3.26			68.48			28.26	
Grade 4		7.62			70.48			21.90	
Grade 5		6.38			75.53			18.09	
Grade 6		12.26			70.75			16.98	
Grade 7		5.32			76.60			18.09	
Grade 8		8.25			75.26			16.49	
All Grades		7.31			72.79			19.90	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.43			54.35			40.22	
Grade 4		8.57			63.81			27.62	
Grade 5		8.51			63.83			27.66	
Grade 6		16.04			64.15			19.81	
Grade 7		12.77			65.96			21.28	
Grade 8		5.15			67.01			27.84	
All Grades		9.52			63.27			27.21	

Conclusions based on this data:

At Lemonwood, the number of students performing at the standards met/exceeded (combined) increase in most grade level from 18/19 to 22/23. Although, the grade level band data fluctuated and some students who had previously met standard, dropped in proficiency level. There were many students who met standard for the first time. As a staff, we have began to discuss ways to keep students on standard, while still moving students to the next proficiency level.

As a result of this, this year, we will focus on common formative assessments to dissect learning and analyze student data (grade-level standards) more frequently. Our Site Instructional Leadership Team will continue to guide our instructional and social-emotional initiatives. We will continue to work with our PLC and our instruction learning partners. We will continue to discuss data in order guide instruction, intervention, and enrichment bi-weekly.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		101			99			99			98.0	
Grade 4		117			112			112			95.7	
Grade 5		103			102			102			99.0	
Grade 6		106			105			105			99.1	
Grade 7		93			93			93			100.0	
Grade 8		100			96			96			96.0	
All Grades		620			607			607			97.9	

* 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		2358.			5.05			15.15			26.26			53.54	
Grade 4		2405.			3.57			15.18			32.14			49.11	
Grade 5		2420.			2.94			5.88			26.47			64.71	
Grade 6		2446.			7.62			6.67			27.62			58.10	
Grade 7		2455.			4.30			8.60			24.73			62.37	
Grade 8		2452.			1.04			5.21			18.75			75.00	
All Grades	N/A	N/A	N/A		4.12			9.56			26.19			60.13	

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		7.07			39.39			53.54	
Grade 4		8.93			36.61			54.46	
Grade 5		2.94			33.33			63.73	
Grade 6		4.76			34.29			60.95	
Grade 7		5.38			27.96			66.67	
Grade 8		1.04			36.46			62.50	
All Grades		5.11			34.76			60.13	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.07			40.40			52.53	
Grade 4		5.36			41.07			53.57	
Grade 5		2.94			37.25			59.80	
Grade 6		2.86			49.52			47.62	
Grade 7		3.23			48.39			48.39	
Grade 8		5.21			43.75			51.04	
All Grades		4.45			43.33			52.22	

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		7.07			54.55			38.38	
Grade 4		5.36			52.68			41.96	
Grade 5		1.96			52.94			45.10	
Grade 6		6.67			51.43			41.90	
Grade 7		4.30			59.14			36.56	
Grade 8		0.00			62.50			37.50	
All Grades		4.28			55.35			40.36	

Conclusions based on this data:

Our math progress is significantly lower than our math CAASPP scores. We expected this outcome after reviewing our local assessments. Teachers shared that many students lack the foundational math skills to be successful on/with grade level standards. As a result, our goal is to initiate a math task force that will support teachers with understanding how the standards relate to one another as students progress through the grades.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1411.6	*		1426.8	*		1375.7	*		59	5	
1	1445.2			1453.4			1436.6			64	0	
2	1446.8	1465.7		1445.3	1460.8		1447.7	1470.0		63	76	
3	1467.1	1464.6		1463.1	1452.1		1470.5	1476.5		85	81	
4	1473.8	1492.3		1462.1	1480.5		1485.0	1503.6		78	81	
5	1497.1	1507.4		1487.2	1487.8		1506.6	1526.5		60	63	
6	1526.5	1556.8		1526.0	1555.4		1526.6	1557.8		35	45	
7	1553.7	1548.1		1564.0	1544.1		1543.1	1551.5		21	31	
8	1539.1	1566.4		1534.0	1568.8		1543.6	1563.3		18	14	
All Grades										483	396	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.08	*		27.12	*		54.24	*		13.56	*		59	*	
1	3.13			42.19			32.81			21.88			64		
2	4.76	7.27		47.62	45.45		26.98	32.73		20.63	14.55		63	55	
3	7.50	7.41		23.75	34.57		38.75	22.22		30.00	35.80		80	81	
4	3.90	20.00		31.17	31.25		33.77	22.50		31.17	26.25		77	80	
5	8.33	26.98		38.33	31.75		28.33	15.87		25.00	25.40		60	63	
6	5.88	38.64		50.00	50.00		38.24	9.09		5.88	2.27		34	44	
7	35.00	19.35		40.00	58.06		25.00	22.58		0.00	0.00		20	31	
8	5.56	28.57		61.11	50.00		27.78	14.29		5.56	7.14		18	14	
All Grades	6.74	18.77		36.84	39.68		35.16	21.18		21.26	20.38		475	373	

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	11.86	*		38.98	*		32.20	*		16.95	*		59	*	
1	20.31			29.69			39.06			10.94			64		
2	9.52	12.73		41.27	45.45		30.16	32.73		19.05	9.09		63	55	
3	20.00	18.52		36.25	33.33		20.00	13.58		23.75	34.57		80	81	
4	10.39	26.25		40.26	32.50		22.08	16.25		27.27	25.00		77	80	
5	35.00	34.92		33.33	28.57		8.33	7.94		23.33	28.57		60	63	
6	35.29	59.09		44.12	31.82		17.65	6.82		2.94	2.27		34	44	
7	40.00	38.71		50.00	54.84		10.00	6.45		0.00	0.00		20	31	
8	5.56	35.71		77.78	50.00		16.67	7.14		0.00	7.14		18	14	
All Grades	19.37	28.95		39.37	36.73		23.58	14.75		17.68	19.57		475	373	

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	1.69	*		11.86	*		69.49	*		16.95	*		59	*	
1	3.13			34.38			25.00			37.50			64		
2	3.17	5.45		47.62	43.64		20.63	27.27		28.57	23.64		63	55	
3	2.50	6.17		16.25	25.93		35.00	27.16		46.25	40.74		80	81	
4	3.90	11.25		11.69	26.25		44.16	28.75		40.26	33.75		77	80	
5	6.67	12.70		8.33	28.57		53.33	33.33		31.67	25.40		60	63	
6	5.88	13.64		26.47	45.45		41.18	36.36		26.47	4.55		34	44	
7	5.00	16.13		40.00	29.03		45.00	41.94		10.00	12.90		20	31	
8	0.00	21.43		38.89	28.57		44.44	42.86		16.67	7.14		18	14	
All Grades	3.58	10.46		23.16	31.64		41.05	32.17		32.21	25.74		475	373	

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	15.25	*		76.27	*		8.47	*		59	*	
1	42.19			48.44			9.38			64		
2	12.70	14.55		71.43	69.09		15.87	16.36		63	55	
3	15.19	21.79		55.70	44.87		29.11	33.33		79	78	
4	19.48	48.75		50.65	26.25		29.87	25.00		77	80	
5	25.00	22.22		48.33	53.97		26.67	23.81		60	63	
6	20.59	25.00		67.65	72.73		11.76	2.27		34	44	
7	15.00	9.68		75.00	80.65		10.00	9.68		20	31	
8	5.56	28.57		77.78	50.00		16.67	21.43		18	14	
All Grades	20.46	25.95		60.13	52.97		19.41	21.08		474	370	

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	13.56	*		54.24	*		32.20	*		59	*	
1	10.94			59.38			29.69			64		
2	12.70	20.00		65.08	65.45		22.22	14.55		63	55	
3	35.06	31.25		41.56	27.50		23.38	41.25		77	80	
4	18.42	27.27		55.26	45.45		26.32	27.27		76	77	
5	56.14	50.82		22.81	16.39		21.05	32.79		57	61	
6	62.50	75.00		31.25	20.45		6.25	4.55		32	44	
7	85.00	70.97		15.00	29.03		0.00	0.00		20	31	
8	61.11	57.14		38.89	35.71		0.00	7.14		18	14	
All Grades	30.90	41.69		46.78	35.15		22.32	23.16		466	367	

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	0.00	*		88.14	*		11.86	*		59	*	
1	18.75			46.88			34.38			64		
2	19.05	9.09		53.97	67.27		26.98	23.64		63	55	
3	2.50	5.00		37.50	51.25		60.00	43.75		80	80	
4	5.19	13.75		48.05	47.50		46.75	38.75		77	80	
5	8.33	15.87		56.67	55.56		35.00	28.57		60	63	
6	8.82	22.73		44.12	56.82		47.06	20.45		34	44	
7	5.00	25.81		65.00	48.39		30.00	25.81		20	31	
8	11.11	35.71		50.00	50.00		38.89	14.29		18	14	
All Grades	8.63	14.25		53.47	54.30		37.89	31.45		475	372	

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	16.95	*		52.54	*		30.51	*		59	*	
1	4.69			59.38			35.94			64		
2	7.94	21.82		57.14	54.55		34.92	23.64		63	55	
3	6.33	12.35		58.23	55.56		35.44	32.10		79	81	
4	3.90	27.50		63.64	45.00		32.47	27.50		77	80	
5	3.33	26.98		70.00	47.62		26.67	25.40		60	63	
6	5.88	20.93		91.18	76.74		2.94	2.33		34	43	
7	10.00	6.45		80.00	93.55		10.00	0.00		20	31	
8	0.00	0.00		94.44	92.86		5.56	7.14		18	14	
All Grades	6.75	19.89		64.56	58.87		28.69	21.24		474	372	

Conclusions based on this data:

Preliminary ELPAC scores indicated a low number of students meeting reclassification criteria as STAR 360 reading scores are below the 25 percentile. Therefore, we will continue to target reading comprehension across all grade levels by monitoring student data and intentional professional development on reading strategies (i.e. Literacy Continuum). In middle school, we have 3 ELD classes and this year, we will continue with AVID Excel. Our goal is to reclassify students by 5th grade so that all middle school students have the opportunity to take an elective class. Therefore, preparing all our English Learning Students to be successful on the ELPAC as well as the STAR/CAASPP assessments in English Language Arts. We will have action plans for our long term English learners so that to determine specific areas holding our students back from being reclassified.

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**
854	**94.4**	**64.5**	**0.1**
Total Number of Students enrolled in Lemonwood TK-8 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	551	64.5
Foster Youth	1	0.1
Homeless	104	12.2
Socioeconomically Disadvantaged	806	94.4
Students with Disabilities	121	14.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.4
American Indian		
Asian	1	0.1
Filipino	16	1.9
Hispanic	810	94.8
Two or More Races	1	0.1
Pacific Islander	2	0.2
White	21	2.5

Conclusions based on this data:

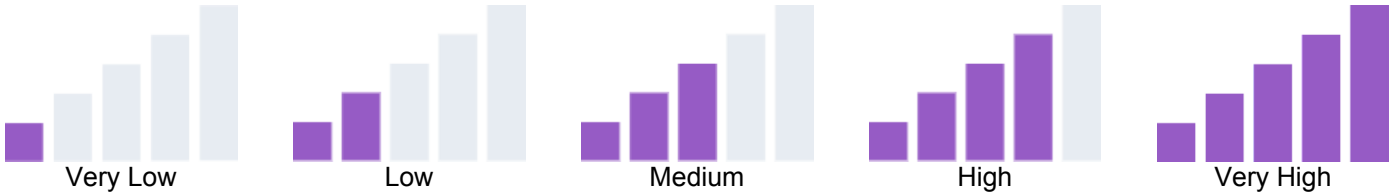
We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. Our Special Education program (Students with Disabilities) is a program that has been increasing in the past years as well and is one of our ATSI groups. Students in that program are representative of the makeup of our school. This data indicates that not only should our instruction be culturally relevant, but our resources should focus on providing opportunities for our students of poverty, McKinney Vento, and students chronically absent as they may require more supports. We understand that through the Equity lens, our Hispanic and Socioeconomically disadvantaged students needs additional supports to access their instructional programs.

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: High	Suspension Rate: Medium
Mathematics: Very Low		
English Learner Progress: Low		

Conclusions based on this data:

We need to mindful of the progress of our students in Math and Language Arts with a focus on our ATSI student groups (McKinney Vento, Students with disabilities, and Chronically Absent). Therefore, all instructional activities need to be intentional especially for the groups indicated above as our dashboard data does not reflect favorable results.

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.

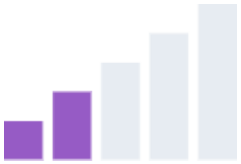
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
2	3	0	0	0

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	Low	No Performance Level
52.7 points below standard	62.2 points below standard	3 Students
571 Students	456 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
84.2 points below standard	53.9 points below standard	139.0 points below standard
67 Students	546 Students	115 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students			No Performance Level 67.8 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 55.2 points below standard 539 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 75.0 points below standard 15 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**
78.9 points below standard 281 Students	35.3 points below standard 175 Students	31.1 points below standard 64 Students

Conclusions based on this data:

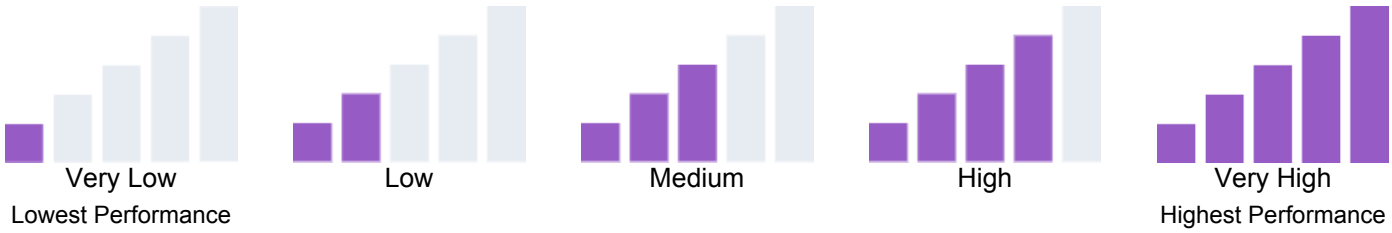
In Language Arts, there are two subgroups that we need to target: Students with Disabilities and our Homeless populations. As a result of the lack of progress, we met the criteria for Additional Targeted Support and Improvement status. We will monitor the academic and social emotional progress of students identified in each groups.

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.

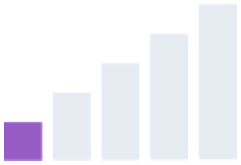
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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
96.1 points below standard	101.7 points below standard	3 Students
568 Students	455 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
127.3 points below standard	98.0 points below standard	165.7 points below standard
67 Students	543 Students	114 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 2 Students			No Performance Level 14.6 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 98.9 points below standard 537 Students	No Performance Level 1 Student	No Performance Level 2 Students	No Performance Level 115.3 points below standard 15 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**
107.4 points below standard 281 Students	92.4 points below standard 174 Students	68.0 points below standard 62 Students

Conclusions based on this data:

Overall, our distinction is in the "Very Low" category. However, similar to our ELA performance, our Students with Disabilities, Homeless students, and English Learners fall significantly below standard met. As a result, a math task force will be implement to address the needs of all students, but most importantly, the students identified in ATSI.

School and Student Performance Data

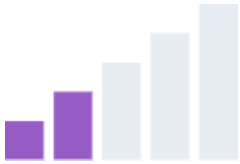
Academic Performance
English Learner Progress

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



Low

58.1 making progress towards English language proficiency

Number of EL Students: 315 Students

Performance Level: 2

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
8.6%	33.3%	0.3%	57.8%

Conclusions based on this data:

After reviewing this data point, it is apparent that we need to shift our instruction to support our emergent bilingual students. We will continue to use AVID EXCEL to support 6th-8th grade students. Additionally, our staff will continue to build our capacity as it pertains to the progress of our English Learners.

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

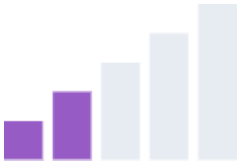
Very High	High	Medium	Low	Very Low
2	3	0	0	0

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
High	High	No Performance Level
18.7% Chronically Absent	18% Chronically Absent	Less than 11 Students
898 Students	594 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
22.2% Chronically Absent	19% Chronically Absent	23.7% Chronically Absent
126 Students	859 Students	135 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	0% Chronically Absent
3 Students		1 Student	16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
			
High	No Performance Level	No Performance Level	No Performance Level
18.6% Chronically Absent	Less than 11 Students	Less than 11 Students	33.3% Chronically Absent
853 Students	2 Students	2 Students	21 Students

Conclusions based on this data:

This data indicates the need to focus on our ATSI student groups as it details the number of students chronically absent within each group. Our team noticed that McKinney Vento students had a significantly higher absentee rate than other groups. We must determine what the root causes are of this by drilling down the data to the student level and identifying trends to allow us to better support our students.

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
2	1	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
Medium	Medium	No Performance Level
3% suspended at least one day	2% suspended at least one day	Less than 11 Students
922 Students	609 Students	5 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
9.7% suspended at least one day	3.2% suspended at least one day	9.6% suspended at least one day
134 Students	880 Students	136 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level Less than 11 Students 2 Students	No Performance Level 0% suspended at least one day 16 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Medium 3% suspended at least one day 876 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level Less than 11 Students 2 Students	No Performance Level 9.5% suspended at least one day 21 Students

Conclusions based on this data:

Our Homeless and Socio-economically disadvantaged students were suspended more than we should be ok with. It is important to pull individual student data to review possible root-cause analysis and to develop plans of support for our ATSI student groups.

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, writing 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 effective first instruction
Site administrators provide teachers with consistent feedback on instructional practices
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to review data on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP/CAST	The following indicates % of students that met or exceeded standard on the 22-23 CAASPP: English Language Arts: 3rd: 19% 4th: 27% 5th: 28% 6th: 31% 7th: 32% 8th: 30% Math: 3rd: 23% 4th: 13% 5th: 13% 6th: 13% 7th: 26% 8th: 13% Science:	Based on 22-23 data, students in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in both Language Arts and Mathematics (Scaled Score) by 10% based on cohort data. The following is the percent of students in each band per grade level. English Language Arts: 3rd: 29% 4th: 37% 5th: 38% 6th: 41% 7th: 42% 8th: 40% Math: 3rd: 33% 4th: 23%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5th: 15% 8th: 14%	5th: 23% 6th: 23% 7th: 36% 8th: 23% Science: 5th: 25% 8th: 24%
Number of students participating in 8th grade promotion.	2022-2023 School Year: 87% of students participated in promotion.	Goal: 95% of students will participate in promotion.
Number of students exited from our Special Education Program.	2022-2023 5 students were exited from Special Education Program.	Goal: Decrease the number of students receiving Special Education Services.
STAR 360 Early Literacy, Reading, and Math (English and Spanish)	2022-23 End of Year STAR 360 Data A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth. Student Growth Percentile: Reading: 62.2% of students scored Above or Typical Growth Math: 62.9% of students scored Above or Typical Growth Early Literacy: 64.3% of students scored Above or Typical Growth	School-wide Goal: 75% of students will meet the school/district SGP expectation of 50% in English Reading, Spanish Reading and Math.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Three-week data analysis cycle for all teachers. Site admin will support ongoing coaching, design, implementation and evaluation of site specific Professional Learning Community practices which evaluate progress of all students, especially students identified as McKinney Vento, Emergent Bilinguals, and/or students who are chronically absent. Site admin will provide teacher with frequent feedback on their instructional practices.

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)
17055	Title I 5000-5999: Services And Other Operating Expenditures Professional Learning Community Consultation
28556	LCFF 5800: Professional/Consulting Services And Operating Expenditures

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Professional development series to increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology (strand focus) of balanced literacy, and to build collaborative relationships within and beyond grade levels. K-8 teachers will participate in lesson study once a month.

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)
52,800	Title I 5800: Professional/Consulting Services And Operating Expenditures Read Write Think Consulting Services

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Teachers will collaborate weekly (Tuesdays) to review student instructional data and identify instructional best practices. Based on the student needs and student data, teachers will be provided with professional learning opportunities at the site and district level specifically addressing effective First Instruction (Literacy & Math), Social Emotional Learning, Intervention in ELA and Math, and Culturally Responsive Teaching.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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.

Special Education

Strategy/Activity

RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-8 will use a pull out model for instruction. RSP teachers will collaborate weekly with General Education Teachers in order to monitor progress towards goals and decide how to best meet the needs of our Special Education 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 1000-1999: Certificated Personnel Salaries Teacher salaries
	District Funded 2000-2999: Classified Personnel Salaries Para Educator salaries
	District Funded 3000-3999: Employee Benefits Salary benefits

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

Daily designated ELD instruction includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction aligns to the District's EL Master Plan. Integrated ELD occurs in all content areas throughout the remainder of the day. A Focus on Oracy is part of Balanced Literacy.

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 in the Dual Language Program

Strategy/Activity

Implementation of the Dual Language Program for grades K-7 following the Districts' EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs. Professional learning opportunities will be provided throughout the year to support biliteracy instruction (teachers) and implementation (administrators) by both site administrators and instructional coach.

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 Biliteracy Instructional Coach

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Monitor academic progress in ELA, SLA, ELD, and Math using formative and summative assessments, including STAR 360 and curricular assessments. Intervention plans will be developed according to the results of the assessments, specifically for our Long Term English Learners, McKinney-Vento Students, and students identified as chronically absent. Para educator will support in class intervention as well as before and after school ST Math/Lexia Workshop.

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 Teacher salaries
	District Funded 3000-3999: Employee Benefits Certificated Benefits
12000	LCFF 2000-2999: Classified Personnel Salaries In class small group Spanish Language Arts support for K-5 SLA teachers
15000	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions to support intervention plans

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

District Technology Technician will maintain equipment and software to support students learning through technology software and Internet access.

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 2000-2999: Classified Personnel Salaries Site Tech Salary
	District Funded 3000-3999: Employee Benefits Classified Benefits

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science and strand focus of Communication, Arts, and Technology. P.E. Clothes will be purchased for students in 6th, 7th, and 8th. Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials

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)
60010	LCFF 4000-4999: Books And Supplies Materials and Supplies
2000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements
20000	LCFF 4000-4999: Books And Supplies Warehouse Supplies

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Release time for teachers for Grade Level Collaboration, Lesson Study or Lesson Development.

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)
10000	LCFF 1000-1999: Certificated Personnel Salaries Floater subs
3425	LCFF 1000-1999: Certificated Personnel Salaries Floater Subs

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.

English Learners 4th-8th

Strategy/Activity

Para-Educator to support Long Term English Learners in small group.

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)
18450	Title III 2000-2999: Classified Personnel Salaries Para Educator salary
6512	Title III 3000-3999: Employee Benefits Salary benefits

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.

K-5 Students

Strategy/Activity

Literacy Intervention Teacher to support K-5 students utilizing the LLI intervention program.

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 LIT teacher

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.

Long-Term English Learners, English Learners, McKinney Vento, and students identified as Chronically Absent.

Strategy/Activity

After-school support or Intersession

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)
6000	Title III 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring
1370	Title III 3000-3999: Employee Benefits Teacher - Extra Help/Tutoring
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring
1142	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help/Tutoring

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Classroom Observations: 10-15 Classrooms per day; Focus on Biliteracy Program look-fors and Student Engagement; Site admin and Instructional Coach will meet monthly to review summary: Meet with teachers as grade-levels or individually to review data and modify instruction: observation data collected via Digi Coach software. Teachers provided with feedback immediately.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	Title I 5000-5999: Services And Other Operating Expenditures

	Digi-Coach Software

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 (McKinney Vento, Emergent Bilinguals, Students with Disabilities, Students Chronically Absent)

Strategy/Activity

Case Conference bi-weekly meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students. SST meetings will review student instructional data and current or past interventions in order to abide by the Child Find obligation. Meetings are held before or after school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

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

All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness.

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)
10000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fieldtrips
5000	Title I

	5800: Professional/Consulting Services And Operating Expenditures Fieldtrips

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.

All Students-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Participation in the District sponsored Professional Learning Summit to provide teachers with learning support in the following areas: Literacy, Math, Culturally Responsive Teaching, and STOIC.

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 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.

Long-Term Emergent Bilinguals in 6th-8th

Strategy/Activity

AVID Excel will be used to support Middle School students identified as Emergent Bilinguals. Teachers will particiapte in training.

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 5800: Professional/Consulting Services And Operating Expenditures

	AVID Excel Contract

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.

All students

Strategy/Activity

Library Media Technician (LMT) will provide access and guidance to all students to check out library books based on reading levels.

Books and materials will be purchased to support growing Dual Language program and to make collection available 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)
	District Funded 2000-2999: Classified Personnel Salaries Library Tech - Salary
	District Funded 3000-3999: Employee Benefits Library Tech - Benefits
10000	LCFF 4000-4999: Books And Supplies Library books

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 in grades 6th-8th

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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.

Students receiving Special Education Services

Strategy/Activity

Monthly Data Review to review proficiency and IEP goal progression

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 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.

Middle School Students

Strategy/Activity

The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness. Strategies are supported through all middle school classes with a focus on Writing, Inquiry, Collaboration, Organization, and Reading.

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 2000-2999: Classified Personnel Salaries AVID tutor salaries
	District Funded 5800: Professional/Consulting Services And Operating Expenditures AVID Contract and Summer Institute costs

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.

After School Program Students

Strategy/Activity

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

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.

After School Program Students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.

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 Teacher Liaison - Salary
	District Funded 3000-3999: Employee Benefits Teacher Liaison - Benefits
	ASES

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Once a month (Wednesdays) vertical Collaboration organized through Math/Science and Social Studies/ELA

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 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.

All Students scoring in Level 1 on STAR 360 in Reading or Math.

Strategy/Activity

Administer STAR Curriculum Based Measurement (CBM) to determine specific instructional gaps and provide instructional support to fill the instructional gaps.

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 5800: Professional/Consulting Services And Operating Expenditures Renaissance contract (Star assessments)

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 with disabilities, McKinney Vento and Emergent Bilinguals

Strategy/Activity

Teachers will engage in consistent Lesson Study to Identify specific needs of the students identified above.

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 28

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

Math Task Force grounded in the text "Building Thinking Classroom in Mathematics".

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 29

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-targeted focus on Homeless students, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Instructional Specialists will support math, technology and science instruction in grades K-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 the performance indicators on the Dashboard.

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 & TOSAs - Salary
	District Funded 3000-3999: Employee Benefits Instructional Specialist & TOSAs - Benefits

Strategy/Activity 30

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-targeted focus on Homeless students, Students with Disabilities, Emergent Bilinguals and Chronically Absent students.

Strategy/Activity

Student Monitoring Conferences scheduled with individual teachers to review instructional practices as they relate to Student Growth Percentile data. Student data conferences will be held 3 times a year. Admin will meet with individual teachers before or after school (K-5) and during prep period (6th-8th). Teachers will complete the SGP data chart prior to 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 addiitonal cost

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.

Last year was our first official year in becoming a true PLC. Although we are not there yet, we made progress in achieving this goal. Teachers and administration met every three weeks to review learning target data (Standards). This gave admin and teachers an opportunity to collaborate on instruction. Additionally, through these meetings, admin was able to see/learn about the writing strategies teachers were implementing as a result of our work with Read Write Think. Although, we did not meet our academic goals, the instructional landscape is changing. I am confident that as we focus on High Quality Instructional Strategies, we will continue to move the academic needle.

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 not able to hire intervention support providers as intended as there were not many candidates. As as a result, grade level small group instruction time did not happen and admin was not able to meet with each grade level weekly.

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.

As we were unable to secure coverage during the instructional day (ISPs), we used Tuesday staff meetings to meet with teachers for their three week cycle data analysis. This meant that not while other grade levels were not meeting with admin they were planning for instruction. The monies allocated to ISPs was shifted into teacher substitutes to allow teachers to create pacing guides/instructional sequences.

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

To increase Growth Mindset, Student Engagement, Emotion Regulation, and a Sense of Belonging
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Based on 22-23 data, we had 47 total suspension with no students expelled.	Suspension rates will decrease by 30%
Attendance Rate	Per Panorama Data, 82% of students are on-track with attendance. 5% (49 Students) attended school less than 80% of the school year.	Increase to 90% and reduce chronic attendance rate to 2%.
Social Emotional Learning	2022-23 Panorama data indicated 55% of students are on track with their Social Emotional Learning. 12% of students (110) either self-reported or were perceived by their teachers as not showing strength in SEL,	Improve the number of students on-track with their Social Emotional Learning 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

Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support provided by site admin, PBIS team, and school counselor.

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)
3361	Title I Extra Hours for PBIS 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

Staff will fully implement our ROAR (guidelines for success) school wide expectations in all grade levels, using all components for Positive Behavior Support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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

Students will be taught Digital Citizenship lessons within their 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)
	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

Staff will implement and comply with the Comprehensive Safety School Plan. Drills (Fire, Lockdown, Earthquake and Evacuation Drills) will be conducted monthly (fire), bimonthly (earthquake), 2x/year (lockdown) and annually (evacuation).

Staff will monitor and revise the safety plan annually.

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)
15210	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant Coverage
9605	LCFF 2000-2999: Classified Personnel Salaries Additional Campus Assistant Coverage

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

Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly by site admin, school PBIS team, and school counselor.

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

The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns. The PBIS team will review behavior concerns and develop a plan of support for staff and 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)
	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.

Students with Chronic Absenteeism

Strategy/Activity

Student attendance and punctuality will be monitored. Intervention plans will be developed and attendance monitored.

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 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.

Students Chronically Absent

Strategy/Activity

Site admin, attendance tech, outreach consultant and school counselors will meet weekly to monitor students not on track with attendance. Intervention plans will be implemented. Intervention plans could include:

- Additional Check-ins via Panorama
- Bi-weekly meetings with ORC and/or counselor
- Attend Parent Teacher Conferences to support parents/students
- Home Visits as necessary

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 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

Students will participate in Community Circles weekly to support their Social Emotional Learning. Circles will be facilitated by teachers, admin, and school counselors.

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 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

Social Emotional Support provided or facilitated by School Counselor:
Tier 1:School-wide SEL
Monthly Classroom Lessons taught by School Counselor:
K-2:
3rd-5th: Growth Mindset, Engagement and Emotion Regulation
6th-8th: Engagement, Growth Mindset, Emotion Regulation, and Sense of Belonging
Wellness Center Access and Lunch Activities

Tier 2: Small Group Support
Top priority are students who self-reported (Panorama) as having no perceived strength in the following areas:

- Growth Mindset
- Engagement
- Emotion Regulation
- Sense of Belonging

Tier 3:
Students are referred through the MTSS process (SST) for the counselor to work with individual students in social development, emotional, and psychological 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)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salary
	District Funded 3000-3999: Employee Benefits Counselor - Benefits
2000	Title I 4000-4999: Books And Supplies Wellness Center Activities

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.

Students identified as Chronically Absent and especially students with disabilities and identified as McKinney Vento.

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies. Outreach consultant will focus on students from all grades, but especially in TK and 8th grade. Both grade levels have the least amount of students on track with their attendance.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
	District Funded 3000-3999: Employee Benefits ORC Benefits

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

Free Breakfast and Lunch are available to 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)
	No additional cost

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.

Strategy/Activity

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

Amount(s) Source(s)

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.

We saw a drop in student's SEL scores. Although we were higher than the district's average in some areas, we acknowledge that our students need more intentional SEL support. We hope that with the addition of a second counselor and a wellness center, students will feel more confident in their SEL state. We need to increase the consistency of check-ins in the classroom so that teachers have more visibility on the SEL needs of their students. We need to use panorama data more consistently to be intentional with our efforts.

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

The use of check-ins was inconsistent and the daily SEL focus was not implemented as much as projected.

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.

As a team, we were very intentional about the SEL areas we are focusing on this year to create a common language around our focus. We plan to utilize the panorama group options, especially for our identified ATSI groups (Chronic absentee, McKinney Vento, and Students with Disabilities).

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 number of survey particiants.
To family efficacy
To increase family engagement

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey Responses-Panorama	In Winter 2022, 7% of respondents indicated favorable perceptions of Family Engagement (The degree to which families become involved with and interact with their child's school).	Increase respondents perceptions of Family Engagement to 15%.
Survey Responses - Panorama	In Winter 2022, there were 149 respondents for the Panorama Parent Survey.	200 Parents will complete the survey to provide school with an accurate depiction of strengths and areas for growth.
Survey Responses - Panorama	In the Winter of 2022, 58% of respondents indicated favorable perceptions of "How confident families are of key parenting skills" (Family Efficacy).	Increase the favorable responses to 75% in the area of Family Efficacy.

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

The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities. Meetings will remain virtual as parent participation was greater than in-person.

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

Amount(s)	Source(s)
2000	Title III 2000-2999: Classified Personnel Salaries Child Care
1341	Title III 3000-3999: Employee 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

Strategy/Activity

Title I quarterly meetings will be held to inform parents of school goals, programs, and 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)
	No additional cost

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

Parents and Staff to attend local CABE conference

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)
7158	Title III 5800: Professional/Consulting Services And Operating Expenditures Conference/Workshop

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

ORC and Counseling Department will develop a Quarterly Newsletter to support Family Efficacy and Family Engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

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

SST/IEP teams will include parents in order to plan individualized student support for their child.

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 communicate with parents regarding instructional topics and student specific goals.

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

Amount(s)	Source(s)
	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

The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families.

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 Salary - See Goal #2, Activity #11

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

The school will maintain two full-time counselors to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.

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)
	Counselor Salary - See Goal #2, Activity #10

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.

Students and families speaking Mixteco

Strategy/Activity

The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Mixteco Translator Salary
	District Funded

	3000-3999: Employee Benefits Mixteco Translator Salary - 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, but especially emergent bilingual students, students with disabilities, students experience homelessness and chronic absenteeism

Strategy/Activity

Quarterly Parent Newsletter created by ORC and Counseling Department

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 ORC an d Counselor Salaries

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

Parents will be invited to a parent/teacher conference in the fall. Parents will be encouraged to become class observers on Canvas. Spring conferences will be held for students identified as needing additional support. Open House will be held for parents and 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)
	No additional cost

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

School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.

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 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

The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.

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 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.

After School Program Students

Strategy/Activity

The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

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 addiitonal cost

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 Parents

Strategy/Activity

The school will offer a Parent Resource Center for parents. The center will be equipped with technology to support parents in completing necessary forms and provide tech training to support their student's academic achievement.

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

Amount(s)	Source(s)
	No additional cost

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

Latino Family Literacy

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)
1800	Title III 2000-2999: Classified Personnel Salaries Outreach Consultant Extra Hours

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.

All students

Strategy/Activity

Families will receive communication from school via phone, text, video message, and/or website through Parent Square.

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

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.

Our goal last year focused on increasing attendance at school events. While we did see a general increase, we found that to be challenging to track. We had three cultural school events, during each trimester. We found that we have a greater turnout of parents when we link it to a family event.

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 had hoped to offer parenting classes in the evening, but interest was low. At the start of the year, our virtual meetings had more participation. However, parents felt that they were more engaged in the topic when the meeting was offered in person. The groups were a little smaller, but the participants were able to engage more with the presenters. We plan to offer more workshop type of meetings with the hopes of engaging families to attend our meetings and find them useful.

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.

As we reviewed our results, we discussed providing families with a quarterly newsletter to provide families with information regarding school activities and also provide them with tips on how to support their students outside of school.

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	$130,494.00
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	$329,295.00

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	$82,716.00
Title III	$44,631.00

Subtotal of additional federal funds included for this school: $127,347.00

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	$180,806.00
LCFF - Intervention	$21,142.00

Subtotal of state or local funds included for this school: $201,948.00

Total of federal, state, and/or local funds for this school: $329,295.00

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	82,716.00	0.00
Title III	44,631.00	0.00
LCFF	180,806.00	0.00
LCFF - Intervention	21,142.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	180,806.00
LCFF - Intervention	21,142.00
Title I	82,716.00
Title III	44,631.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,425.00
2000-2999: Classified Personnel Salaries	LCFF	36,815.00
4000-4999: Books And Supplies	LCFF	90,010.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	38,556.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,142.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	15,000.00
	Title I	3,361.00
4000-4999: Books And Supplies	Title I	2,000.00

5000-5999: Services And Other Operating Expenditures	Title I	19,555.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	57,800.00
1000-1999: Certificated Personnel Salaries	Title III	6,000.00
2000-2999: Classified Personnel Salaries	Title III	22,250.00
3000-3999: Employee Benefits	Title III	9,223.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,158.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,820.00
Goal 2	30,176.00
Goal 3	12,299.00

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
Allison Cordes	Principal
Annette Warren	Classroom Teacher
Tracy Gordon	Classroom Teacher
Roberto Rodriguez	Classroom Teacher
Gabriela Serrano	Other School Staff
Argelia Alvarado	Parent or Community Member
Elaine Medina	Parent or Community Member
Carolina De Leon Ortiz	Parent or Community Member
Jessica Glass	Parent or Community Member
	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 June 13, 2023.

Attested:

Principal, Allison Cordes on
SSC Chairperson, Annette Warren on

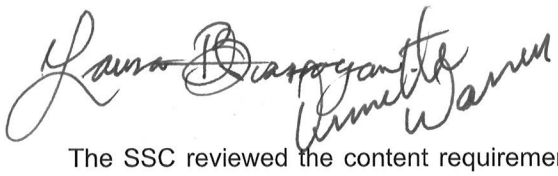
Recommendations and Assurances

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 June 13, 2023.

Attested:

	Principal, Allison Cordes on
	SSC Chairperson, Annette Warren on

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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