School Year: **2024-25**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ottomon Elementary School	34-67447-6105928	May 29, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards
Goal 2: Student Engagement and Course Access
Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

Table of Contents

Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

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

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

Input from Educational Partners

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

Involvement Process for the SPSA and Annual Review and Update

School Site Council convened four times during the 2023-24 school year, Site Leadership Team convened weekly, ELAC convened once (four meetings were scheduled with attendance only at one) and staff participated monthly in the Comprehensive Needs Assessment and provided input on revisions to the 2023-24 plan. Additionally, feedback was sought from the general community via surveys in the family newsletter or district thought exchange opportunities. Informal discussions were held regularly at pick up time, particularly with TK and Kindergarten families in the quad.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.39%	0%	0.40%	1	0	1
African American	5.04%	5.3%	2.83%	13	14	7
Asian	2.71%	3.41%	2.83%	7	9	7
Filipino	0.39%	0.38%	0.40%	1	1	1
Hispanic/Latino	29.46%	29.92%	33.60%	76	79	83
Pacific Islander	1.16%	0.76%	0.81%	3	2	2
White	52.33%	52.27%	51.01%	135	138	126
Multiple/No Response	8.53%	7.95%	8.10%	22	21	20
			Total Enrollment	258	264	247

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	36	49	32
Grade 1	41	37	39
Grade 2	41	37	37
Grade3	48	43	36
Grade 4	43	50	43
Grade 5	49	48	50
Total Enrollment	258	264	247

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	22	24	25	8.10%	8.5%	10.1%
Fluent English Proficient (FEP)	11	8	4	4.10%	4.3%	1.6%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
264	**53**	**9.1**	**0.4**
Total Number of Students enrolled in Ottomon Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	24	9.1
Foster Youth	1	0.4
Homeless	8	3
Socioeconomically Disadvantaged	140	53
Students with Disabilities	28	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	14	5.3
Asian	9	3.4
Filipino	1	0.4
Hispanic	79	29.9
Two or More Races	21	8
Pacific Islander	2	0.8
White	138	52.3

School and Student Performance Data

Overall Performance

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance
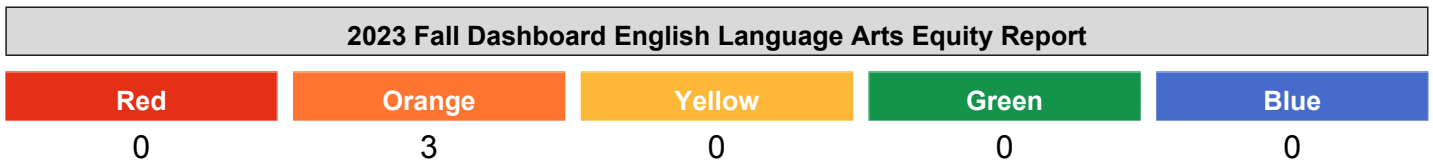## English Language Arts

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	50.2 points below standard	Less than 11 Students
39.3 points below standard	Decreased Significantly -23.3 points	
Decreased Significantly -33.6 points		1 Student
132 Students	20 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	Orange	98.8 points below standard
	52.4 points below standard	Decreased Significantly -16.1 points
6 Students	Decreased Significantly -32.7 points	
	84 Students	17 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 48 points below standard Decreased Significantly - 40.6 points 42 Students	70.6 points below standard Decreased Significantly - 40.4 points 14 Students	Less than 11 Students 2 Students	Orange 36.2 points below standard Decreased Significantly - 37.1 points 67 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
85.6 points below standard Decreased Significantly -16.3 points 14 Students	Less than 11 Students 6 Students	37.9 points below standard Decreased Significantly -34.2 points 109 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

In comparison to ALL at 39.3 points below standard (decrease of 33.6 points), our lowest performing groups are as follows:
Low SES: 52.4 points below standard (decrease of 32.7 points)
Hispanic: 48.0 points below standard (decrease of 40.6 points)
English Learners: 50.2 points below standard (decrease of 23.3 points)

We implemented Universal Access groups called WIN (What I Need). Win groups are skills based groups to focus on phonics, fluency, and comprehension. The greater the skill gap, the smaller the group size. Additionally, students needing more intervention in literacy were scheduled with our intervention teacher for a second pass. My Heggerty was also used as a phonics program and included videos targeting phonemic awaremenss. ESGI, DIBELS, and iReady were purchased/utilized as a practice tool and/or an assessment tool, with frequent progress monitoring used to inform instruction. Release time was provided for teachers to perform assessments, analyze data, or attend professional development such as Joyful Literacy training provided by SCOE.

We are looking to continue and refine our intervention initiatives in ELA by utilizing the following supports: 95% Phonics, My Heggerty, DIBELS, ESGI. We also have allocated funds toward staff to support the ELA intervention groups including an additional hour for our ICT, a 6-hour Instructional Assistant (roving based on student need), and a

SCIS that supports academic and SEL intervention. Technology is another focus, and we will be adding a Chromebook cart to K-1 to support their ELA and math practice. We will continue providing release time for teachers to improve their craft via PD and complete assessments and data analysis. Last, we have author visits scheduled to help our students see how basic ELA skills can be transformed into a writing career.

School and Student Performance Data
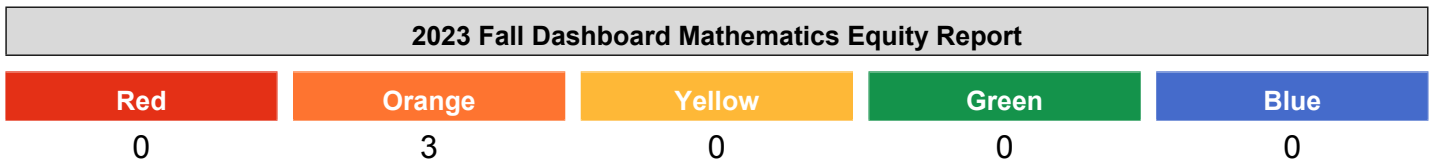
Academic Performance
Mathematics

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	3	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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	100.3 points below standard	Less than 11 Students
52.4 points below standard	Decreased Significantly -40.7 points	
Decreased -12.6 points		1 Student
132 Students	20 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	123.7 points below standard
	68.8 points below standard	Decreased -3.4 points
6 Students	Decreased Significantly -15.4 points	
	84 Students	17 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 3 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	No Performance Color 0 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 54.8 points below standard Decreased Significantly - 22.6 points 42 Students	84.9 points below standard Decreased Significantly - 36.8 points 14 Students	Less than 11 Students 2 Students	Orange 50.1 points below standard Decreased Significantly - 15.4 points 67 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
128.5 points below standard Decreased Significantly -42.1 points 14 Students	Less than 11 Students 6 Students	43.5 points below standard Decreased -6.6 points 109 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

In comparison to ALL at 52.4 points below standard (decrease of 12.6 points), our lowest performing groups are as follows:
Low SES: 68.8 points below standard (decrease of 15.4 points)
Hispanic: 54.8 points below standard (decrease of 22.6 points)
English Learners: 100.3 points below standard (decrease of 40.7 points)

Due to a heavy focus on ELA initiatives in our second year of impletation, math was not a schoolwide focus. Therefore, it is understandable that math scores lag behind ELA. Math interventions were provided in the classroom by teachers and IAs as data suggested. Supplemental math materials were purchased as requested, and Phil Tulga music & math assemblies were provided for students and families (connection to beats per minute and fractions). IReady was utilized as an intervention tool, an assessment, and a progress monitoring tool. Release time was provided for teachers to perform math assessments, analyze data, or attend professional development.

We also have allocated funds toward a 6 hour instructional assistant in grades 3-5 that heavily supports math intervention and a SCIS that supports academic and SEL intervention. Technology is another focus, and we will be adding a Chromebook cart to K-1 to support their math practice. We will continue providing release time for teachers to improve their math teaching via PD and complete assessments and data analysis. Last, we have formed a two-person

committee to help schedule academic assemblies and family nights, and we will work to provide at least one math activity (currently considering Lego program which includes a family night an kits for all students).

School and Student Performance Data

Academic Performance
English Learner Progress

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

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

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

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
0.471% making progress towards English language proficiency
Number of EL Students: 17 Students
Performance Level: No Performance Level

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

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
1	8	0	8

Lowest Performing Group:
Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

16 of 17 EL students maintained or progressed one level. A point for improvement is to support the one student who DECREASED as well as move more students from maintaining to progressing.

Teachers who use GLAD strategies seem to have better success rates. We may consider GLAD training as a site initiative in the future, despite low numbers of ELs.

Due to our small numbers of English Learners and relative fluency of a large majority of them, a BIA is not warranted at this time. However, we believe that our WIN groups serves in a similar capacity as a designated EL program. We also have a focus on assuring translators are available for our EL families for conferences, and translated materials are available (examples: newsletters translated utilizing S'more, and email messages translated utilizing Talking Points next year).

School and Student Performance Data

Academic Performance
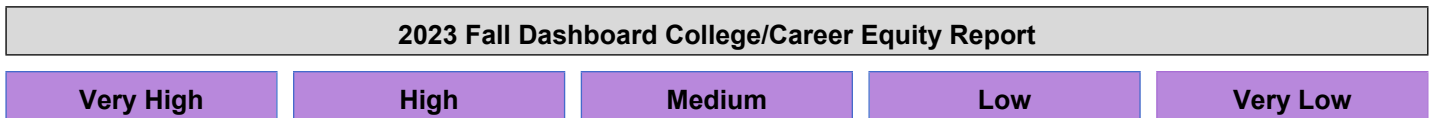## College/Career Report

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

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

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
N/A	N/A	N/A
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
N/A	N/A	N/A	N/A
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
N/A	N/A	N/A	N/A

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A - Elementary

N/A - Elementary

N/A - Elementary

School and Student Performance Data

Academic Engagement
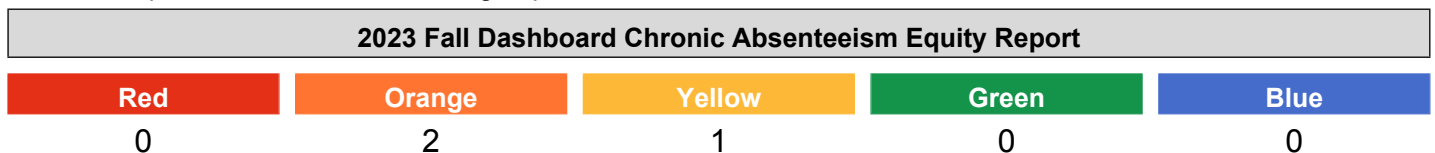## Chronic Absenteeism

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	1	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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow 32.4% Chronically Absent Declined Significantly -15.4 278 Students	37% Chronically Absent Declined -23.8 27 Students	Less than 11 Students 4 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 10 Students	Yellow 38.5% Chronically Absent Declined Significantly -18 182 Students	42.1% Chronically Absent Declined -6 38 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity	

African American	**American Indian**	**Asian**	**Filipino**
33.3% Chronically Absent	No Performance Color	41.7% Chronically Absent	Less than 11 Students
Declined -20.5	0 Students	0	
15 Students		12 Students	1 Student

Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	38.1% Chronically Absent	Less than 11 Students	Orange
36.6% Chronically Absent	Increased 0.6		29% Chronically Absent
Declined -14.7	21 Students	2 Students	Declined -17.1
82 Students			145 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

In comparison to ALL at 32.4% chronically absent (a decrease of 15.4%), our lowest performing groups are as follows:
Low SES: 38.5% chronically absent (a decrease of 18%)
Hispanic: 36.6% chronically absent (a decrease of 14.7%)
English Learners: 37.0% chronically absent (a decrease of 23.8%)

As CDPH restrictions were lifted, counties, districts, and school sites were able to loosen Covid restrictions. Whereas the previous year required as much as 20 days isolation for a Covid exposure, these requirements gradually were reduced until, ultimately, even positive cases could return to school once symptoms were gone. As a substantial amount of fear and unfamiliarity with changing protocols still exists, the absence rates declined but still remained in the yellow and orange categories for some groups. Attendance incentives were provided including in-class accolades, publishing perfect attendance in the family newsletter, and school awards. We also had a focus on tardies mid-year with individual and class contests for the least tardies. Friday parties celebrated students with no tardies for the week. Positively impacted were those students with the highest rate of tardies. There was better collaboration with our district attendance support contact, which included monthly meetings with her, principal, and attendance clerk. One impact this year, however, was our attendance clerk retirning mid-year, with the new person having to learn her role, so not as much time as desired was allocated toward incentivizing positive attendance.

We plan to continue monthly attendance meetings with district attendance staff. We plan to increase our attendance incentive program significantly next year in the following ways:
1) Nudge letters for absences and tardies that provide a comparison to other students
2) Positive recognition with "Otterly Awesome Attendance" magnets displayed daily, purchase of student certificates, and recognition on morning announcements
3) All classes with at least one day of perfect attendance are entered into monthly drawing for prize/treat
4) Parent support/coaching program for parents having difficulty getting students to school (or getting to school on time)
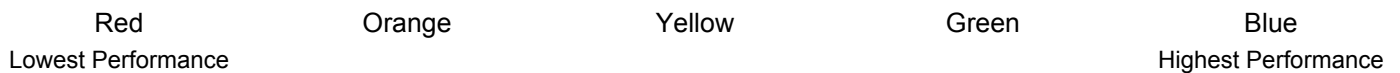
School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A - Elementary

N/A - Elementary

N/A - Elementary

School and Student Performance Data

Conditions & Climate
Suspension Rate

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

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.
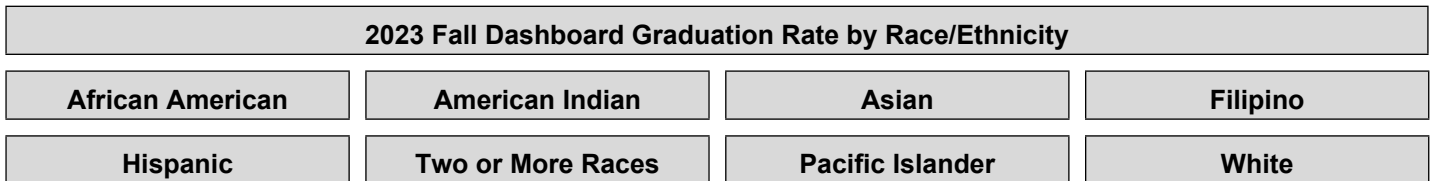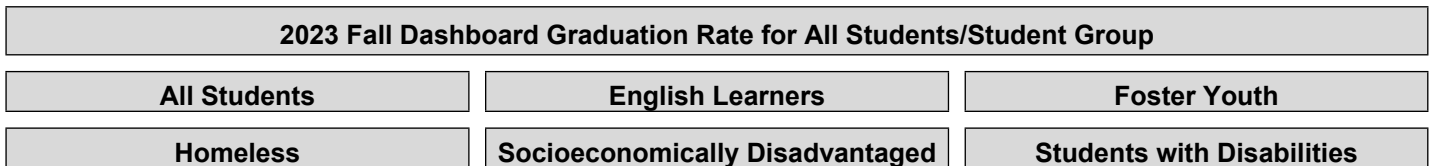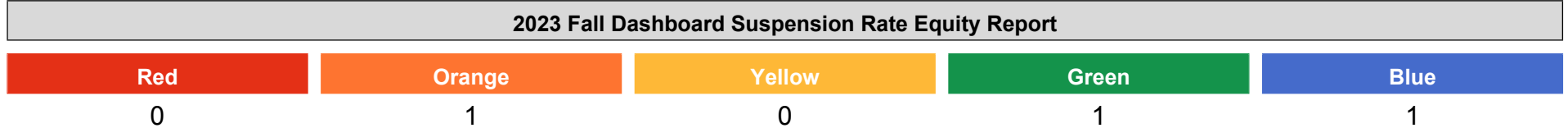
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	1	1

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	0% suspended at least one day	Less than 11 Students
0.4% suspended at least one day	Maintained 0	4 Students
Increased 0.4	27 Students	
283 Students		
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Green	0% suspended at least one day
10 Students	0.5% suspended at least one day	Maintained 0
	Increased 0.5	41 Students
	185 Students	

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
0% suspended at least one day	Less than 11 Students 1 Student	0% suspended at least one day	Less than 11 Students 1 Student
Maintained 0 15 Students		12 Students	

Hispanic	Two or More Races	Pacific Islander	White
Orange	0% suspended at least one day	Less than 11 Students 2 Students	Blue
1.2% suspended at least one day	Maintained 0 21 Students		0% suspended at least one day
Increased 1.2 84 Students			Maintained 0 147 Students

Lowest Performing Student Groups:
Which student groups are scoring at the lowest performing level on the dashboard indicator?
This includes student groups with "Red" Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Suspension rate is nearly zero for all groups. 0.4% of all students were suspended at least one day which was an increase from the previous school year.
Our lowest performing student group was our Hispanic students. 1.2% of our Hispanic students were suspended at least one day which was an increase from the previous school year.

A history of "Love and Logic" training/book study and PBIS training, paired with last year's implementation of Second Step Curriculum and Restorative Justice Training prepares our staff to handle behavior successfully.

We will continue utilizing skills and strategies from Love and Logic, PBIS, Second Step, and Restorative Justice to support our students. Additionally, our MTSS Social Worker and SCIS offer small group skill building as well as teacher consultation to support behavior improvements.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

What data did you use to monitor progress and how often?

DIBELS, iReady, specific classroom assessments, report card marks, and observations from teachers were utilized at a minimum of once per six weeks to determine student success and student need. CAASPP scores were also considered. However, as the test changed from the first year out of Covid (shortened test) to the second year out of Covid (standard length test), a true comparison could not be made.

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

For reading, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at or above grade level in reading):

iReady Reading:
3rd: LAST YEAR: Fall 20%, Winter 44.4% / THIS YEAR: Fall 27%, Winter 52%, SPRING 54%
4th: LAST YEAR: Fall 19.6%, Winter 35.3% / THIS YEAR: Fall 19.0%, Winter 32%, SPRING 41%
5th: LAST YEAR: Fall 31.1%, Winter 40.0% / THIS YEAR: Fall 26.5%, Winter 35.3%, SPRING not given

For math, the fall to winter gains as evidenced by iReady data were as follows (data indicates percentage of students who were at or above grade level in math):

iReady Math:
3rd: LAST YEAR: Fall 2.2%, Winter 22.2% / THIS YEAR: Fall 0%, Winter 14%, SPRING 41%
4th: LAST YEAR: Fall 3.9%, Winter 19.6% / THIS YEAR: Fall 5%, Winter 7%, SPRING 38%
5th: LAST YEAR: Fall 13%, Winter 28.9% / THIS YEAR: Fall 13%, Winter 37%, SPRING not given

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

Although the previous year's SPSA considered a shift to math focus in the 2024-25 school year, the retirements of several members of our universal access team has created a need for continuing literacy training for staff so that student outcomes in reading are solidified. 2024-25 will be our final year of intensive literacy instruction. 2025-26 will be the beginning of our math movement (pending any barriers or district initiatives that take precedence).

2023-24
Identified Need

Although both math and reading scores are approaching or exceeding pre-Covid proficiencies, the following groups will be a focus for the coming school year:
1) Students in 5th grade during the 2024-25 school year for both reading and math
2) English Learners
3) Special Education Students
4) African American Students (particularly in math)

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	39.3 points below standard	+3 scale score points
	English Learners	50.2 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	52.4 points below standard	
	Students with Disabilities	98.8 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	48 points below standard	
	Two or More Races	70.6 points below standard	
	Pacific Islander		
	White	36.2 points below standard	
Math State Assessment: Change in scale score	All Students	52.4 points below standard	+3 scale score points
	English Learners	100.3 points below standard	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	68.8 points below standard	
	Students with Disabilities	123.7 points below standard	
	African American		
	American Indian		
	Asian		
	Filipino		
	Hispanic	54.8 points below standard	

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Two or More Races	84.9 points below standard	
	Pacific Islander		
	White	50.1 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.471%		+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.41%		+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	School and Community Intervention Specialist (SCIS) to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	43,330 28,175	School Year 2024-25

	PC 38855				
1.2	ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	4200.00	School Year 2024-25
1.3	Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 5800: Professional/ Consulting Services And Operating Expenditures Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2004.00 2495	School Year 2024-25

1.4	ELAC Parent Materials and Food/Beverages	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	400.00	School Year 2024-25
1.5	S'more Subscription for Family Communication	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	0.00	School Year 2024-25
1.6	Talking Points Family Communication System	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	0.00	School Year 2024-25

1.7	Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5000.00	School Year 2024-25
1.8	Maintain additional IA to support 3-5 (Smaller WIN groups, behavioral SEL support)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	31500.00	School Year 2024-25
1.9	Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievment	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	9000.00	School Year 2024-25
1.10	COW with Chromebooks to bring us closer to 1:1 ratio; for use in ELA, math, and	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation	15000.00	School Year 2024-25

	ELD programs specifically such as Lexia Core, iReady, and Lexia English			4000-4999: Books And Supplies		
1.11	Purchase ELA intervention materials to use in Universal Access (example: 95% Phonics Program)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		Title I Part A Site Allocation 4000-4999: Books And Supplies	3530	School Year 2024-25
1.12	Purchase My Heggerty Phonemic Awareness Videos	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	267.00	School Year 2024-25
1.13	Purchase ESGI assessment application to assess and monitor student progress in TK-1	X All Students English Learners Low-Income Students Foster Youth Lowest Performing		Title I Part A Site Allocation 5000-5999: Services And Other	702.00	School Year 2024-25

	and Intervention TK - 5		Operating Expenditures		
1.14	Purchase Amplify DIBELS Platform for reports, goals, progress monitoring, etc)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	2500.00	School Year 2024-25
1.15	Supplemental ELA, Math, Science, Social Studies, and Artful Learning materials to enhance tier one instruction	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	22273.00	School Year 2024-25
1.16	Academic Events, Academic Field Trips, Academic Assemblies & Author Visits to support achievement of standards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5800: Professional/ Consulting Services And	12700.00	School Year 2024-25

			Operating Expenditures		

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

What data did you use to monitor progress and how often?

We used attendance data, both absences and tardies.

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

We continue to have high numbers of chronically absent students. We also have tremendously large amounts of tardies (10-20% of our student body is tardy DAILY). Although we communicated regularly via parent news and teacher DOJO messages about Covid protocols being dropped (new protocol stated you can come to school as long as you were asymptomatic), many families reported they still felt they were supposed to stay home if they were exposed to Covid. We also ran a 4-week tardy contest. Results showed a dramatic decrease in tardies (by 50%); specifically, students who were tardy nearly EVERY DAY showed a reduction of 80-90%, with 3rd-5th graders showing the largest gains.

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

Based on our data, we will be increasing our attendance incentives. Our new attendance clerk will be charged with fine-tuning the plan in collaboration with our behavior team and administrative staff. Items likely to appear are as follows:
1) Weekly prize for perfect attendance (no absences nor tardies - exception: Doctor excusal with note). This will be a rotating class number; example: student #15 on your roster
2) Door magnet for any class that has perfect attendance for the day, followed by announcement the next morning
3) Letters sent by principal BEFORE SCHOOL STARTS to all families who were chronically absent last year with a call to improve attendance this year
4) Nudge letters from principal to families of students trending as chronically absent/tardy (when you reach 3)
5) In person conferences with parents to provide attendance intervention & support as needed
6) Continue attendnace messaging regularly, including in student folders, at back to school night, and in parent communications

2023-24
Identified Need

Reduce chronic absenteeism to 30% of all students (-2.4%). Increase overall attendance rate to 93% (+1.31%).

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	32.4% Chronically Absent	-0.5%
	English Learners	37% Chronically Absent	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	38.5% Chronically Absent	
	Students with Disabilities	42.1% Chronically Absent	
	African American	33.3% Chronically Absent	
	American Indian		

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Asian	41.7% Chronically Absent	
	Filipino		
	Hispanic	36.6% Chronically Absent	
	Two or More Races	38.1% Chronically Absent	
	Pacific Islander		
	White	29% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	91.69%		93%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	.N/A		N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino		.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Hispanic Two or More Races Pacific Islander	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Purchase classroom and library books which support BIPOC student identity (example: Rebellious Read Alouds texts). We know that students who feel more included, welcomed, and seen will have a greater desire to be at school daily.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	5328.00	School Year 2024-25
2.2	Provide Attendance Incentives for positive attendance and attendance imrovement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4400.00	School Year 2024-25

2.3	Develop tiered system of support for chronically absent students including letter before school starts if chronically absent last year, nudge letter at three absences or tardies, parent conferences for chronically absent or trending chronically absent students/parents.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other	0.00	School Year 2024-25

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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

What data did you use to monitor progress and how often?

We utilized the Spring Climate survey, SAEBRS screeners in the fall and spring, Site Leadership Team feedback loops, and other site produced family or staff surveys as needed.

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

Results of the climate survey indicate the following:

Celebration Areas (parent responses):

1) School has a climate that is caring - 96.5%
2) The staff at school are helpful and welcoming when families come to school or call - 97.8%

3) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc. - 93.4%
4) Students know what staff member to go to with a safety concern - 94.6%
5) School staff respects student diversity - 96.0%
6) Adults at my school believe all students can succeed - 96.4%
7) School recognizes and celebrates the academic success of all students - 94.3%
8) I would recommend my school to other families - 94.1%

Concern Areas: common concern among parent, student, staff responses

1) School has the materials, staff, programs, and supports needed to help all students do their best
2) The school clearly outlines the family, student, and school responsibilities in educating each child
3) I feel safe sharing different viewpoints and perspectives at my school
4) Students are respectful to each other at school
5) Students are motivated to do their homework

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

In response, our behavior team is working over the summer to refine our behavior matrix, plan professional development for staff, and make recommendations for improvement. The principal has added "muffins and mugs" to create a better sense of community and connection with families and hear different perspectives and viewpoints. We are considering an after-school homework club for non-Bridges students. We currently have funding for this, but are understaffed as of June of 2024.

2023-24
Identified Need

Connectedness: Increase percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey from 58% to 61%
Safety: Increase percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey from 60% to 63%
Inclusion: At least 10% of leadership roles (PTA, SSC, or ELAC) are from marginalized groups

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	0.4% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
total of one full day or more anytime during the school year in TK-12.	English Learners	0% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	0.5% suspended at least one day	
	Students with Disabilities	0% suspended at least one day	
	African American	0% suspended at least one day	
	American Indian		
	Asian	0% suspended at least one day	
	Filipino		
	Hispanic	1.2% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	0% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%		0.00
Connectedness: Percentage of students who respond "agree"or "strongly agree" in Connectedness on the district climate survey.	58%		61%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	60%		63%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	0%		10%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
(e.g. School Site Council, ELAC, and PTO).		

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Initiate Mugs & Muffins with Principal three times yearly with principal to foster family engagement and involvement	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	600.00	School Year 2024-25
3.2	Partial cost of copy machine to produce student materials; increase printed family communications	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5000.00	School Year 2024-25
3.3	Behavior Matrix & Signage to roll out	X All Students English Learners	LCFF Supplemental	4474.00	School Year 2024-25

	Behavior Team Initiative, increase positive connection to school, increase feelings of safety, reduce suspensions	Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.4	Supplemental Rec Aide Hours to increase safety, implement positive recognition feedback initiative, and have time for training by SCIS and Principal. PC 38860	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,536 1,490 3,933	School Year 2024-25
3.5	Playground carts and equipment to increase engagement and	X All Students English Learners Low-Income Students Foster Youth	LCFF Supplemental Site Allocation	3260.00	School Year 2024-25

	organized play ability at recess	Lowest Performing	4000-4999: Books And Supplies		
3.6	Sami's Circuit SEL Program	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 5000-5999: Services And Other Operating Expenditures	3600.00	School Year 2024-25
3.7		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Centralized Services

SCHOOL GOAL #1:
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Intervention Teacher to provide academic intervention and support progress monitoring and data analysis	August 2024 - June 2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries		

SCHOOL GOAL #2:
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Rec Aide Allocation to provide safe supervision and student connectedness	August 2024 - June 2025	Rec Aide	2000-2999: Classified Personnel Salaries		
Campus Safety Monitor to provide additional supervision and transition to WIN groups	August 2024 - June 2025	Campus Safety Monitor	2000-2999: Classified Personnel Salaries		
MTSS Social Worker to provide social emotional intervention and family support, including connection to outside services as needed	August 2024 - June 2025	Social Worker	1000-1999: Certificated Personnel Salaries		

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	$152,304.00
Total Federal Funds Provided to the School from the LEA for CSI	$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$218,697.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Rec Aide Allocation	$3,933.00
LCFF Supplemental Site Allocation	$27,360.00
Other	$35,100.00
Title I Part A Parent Involvement	$2,004.00
Title I Part A Site Allocation	$150,300.00

Subtotal of state or local funds included for this school: $218,697.00

Total of federal, state, and/or local funds for this school: $218,697.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	27,360	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	150,300	0.00
Title I Part A Parent Involvement	2,004	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	27,360.00
Other	35,100.00
Title I Part A Parent Involvement	2,004.00
Title I Part A Site Allocation	150,300.00

Expenditures by Budget Reference

Budget Reference	Amount
	31,500.00
1000-1999: Certificated Personnel Salaries	9,000.00
2000-2999: Classified Personnel Salaries	54,999.00
3000-3999: Employee Benefits	29,665.00
4000-4999: Books And Supplies	59,791.00
5000-5999: Services And Other Operating Expenditures	13,776.00
5800: Professional/Consulting Services And Operating Expenditures	19,966.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	7,736.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	1,490.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	8,660.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	9,474.00
	Other	31,500.00
5000-5999: Services And Other Operating Expenditures	Other	3,600.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	2,004.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	9,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	43,330.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	28,175.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	51,131.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	702.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	17,962.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	183,076.00
Goal 2	9,728.00
Goal 3	25,893.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Carrie Manriquez	Principal
Dana Gould	Classroom Teacher
Judy Javier	Classroom Teacher
Victoria McLeod	Classroom Teacher
Darlene Venzke	Other School Staff
Kyle Sapp	Parent or Community Member
Janice Farmer	Parent or Community Member
Stephanie Anzelc	Parent or Community Member
Marisa Galindo	Parent or Community Member
Tyler Pulley	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
on file	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 29, 2024.

Attested:

Signature	
[signature]	Principal, Carrie Manriquez on May 29, 2024
[signature]	SSC Chairperson, Tyler Pulley on May 29, 2024

Budget By Expenditures

Ottomon Way Elementary School

Funding Source: LCFF Rec Aide Allocation   **$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	$3,933.00	Engaging Academics	

LCFF Rec Aide Allocation Total Expenditures:	$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:	$0.00		

Funding Source: LCFF Supplemental Site Allocation   **$27,360.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	$1,490.00	Engaging Academics	
ELAC Parent Materials and Food/Beverages	4000-4999: Books And Supplies	$400.00	Connected School Communities	
S'more Subscription for Family Communication	5000-5999: Services And Other Operating Expenditures	$0.00	Connected School Communities	
Talking Points Family Communication System	5000-5999: Services And Other Operating Expenditures	$0.00	Connected School Communities	
ICT position additional one hour (maintaining a 7 hour position) to support school universal access reading program, website/family communication, and before and after school tutoring, book club, and connections.	2000-2999: Classified Personnel Salaries	$4,200.00	Connected School Communities	

Ottomon Way Elementary School

Proposed Expenditure	Object Code	Amount	Goal
Provide Attendance Incentives for positive attendance and attendance imrovement	4000-4999: Books And Supplies	$4,400.00	Healthy Environments for Social-Emotional Growth
Initiate Mugs & Muffins with Principal three times yearly with principal to foster family engagement and involvement	4000-4999: Books And Supplies	$600.00	Engaging Academics
Partial cost of copy machine to produce student materials; increase printed family communications	5000-5999: Services And Other Operating Expenditures	$5,000.00	Engaging Academics
Behavior Matrix & Signage to roll out Behavior Team Initiative, increase positive connection to school, increase feelings of safety, reduce suspensions	5000-5999: Services And Other Operating Expenditures	$4,474.00	Engaging Academics
Supplemental Rec Aide Hours to increase safety, implement positive recognition feedback initiative, and have time for training by SCIS and Principal. PC 38860	2000-2999: Classified Personnel Salaries	$3,536.00	Engaging Academics
Playground carts and equipment to increase engagement and organized play ability at recess	4000-4999: Books And Supplies	$3,260.00	Engaging Academics

LCFF Supplemental Site Allocation Total Expenditures: $27,360.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other $0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Sami's Circuit SEL Program	5000-5999: Services And Other Operating Expenditures	$3,600.00	Engaging Academics	

Ottomon Way Elementary School

Proposed Expenditure	Object Code	Amount	Goal	Action
Develop tiered system of support for chronically absent students including letter before school starts if chronically absent last year, nudge letter at three absences or tardies, parent conferences for chronically absent or trending chronically absent students/parents.		$0.00	Healthy Environments for Social-Emotional Growth	
Maintain additional IA to support 3-5 (Smaller WIN groups, behavioral SEL support)		$31,500.00	Connected School Communities	
Career Day/s to expose students to careers in the arts	None Specified	$0.00	Clear Pathways to Bright Futures	
Partner with community organization for an Artist in Residence to support students' arts experiences	None Specified	$0.00	Clear Pathways to Bright Futures	

Other Total Expenditures:	$35,100.00	
Other Allocation Balance:	$0.00	

Funding Source: Title I Part A Parent Involvement $2,004.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Nights (ie: Sierra Nevada Science Night, STEAM night with Lego Kits)	5800: Professional/Consulting Services And Operating Expenditures	$2,004.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures:	$2,004.00	
Title I Part A Parent Involvement Allocation Balance:	$0.00	

Funding Source: Title I Part A Site Allocation $150,300.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action

Ottomon Way Elementary School

Description	Object Code	Amount	Program
Staff Release days to regularly monitor student progress in ELA and math, use data to identify student needs and inform instruction, and implement effective and innovative strategies to increase student achievment	1000-1999: Certificated Personnel Salaries	$9,000.00	Connected School Communities
COW with Chromebooks to bring us closer to 1:1 ratio; for use in ELA, math, and ELD programs specifically such as Lexia Core, iReady, and Lexia English	4000-4999: Books And Supplies	$15,000.00	Connected School Communities
Academic Events, Academic Field Trips, Academic Assemblies & Author Visits to support achievement of standards	5800: Professional/Consulting Services And Operating Expenditures	$12,700.00	Connected School Communities
	3000-3999: Employee Benefits	$28,175.00	Connected School Communities
	5800: Professional/Consulting Services And Operating Expenditures	$2,495.00	Connected School Communities
Purchase classroom and library books which support BIPOC student identity (example: Rebellious Read Alouds texts). We know that students who feel more included, welcomed, and seen will have a greater desire to be at school daily.	4000-4999: Books And Supplies	$5,328.00	Healthy Environments for Social-Emotional Growth
Supplemental Math Supports (manipulatives, Bridges Number Corner, Boost Math, Xtra Math)	4000-4999: Books And Supplies	$5,000.00	Connected School Communities
Purchase ELA intervention materials to use in Universal Access (example: 95% Phonics Program)	4000-4999: Books And Supplies	$3,530.00	Connected School Communities
Purchase My Heggerty Phonemic Awareness Videos	5800: Professional/Consulting Services And Operating Expenditures	$267.00	Connected School Communities
Purchase ESGI assessment application to assess and monitor student progress in TK-1 and Intervention TK - 5	5000-5999: Services And Other Operating Expenditures	$702.00	Connected School Communities

Ottomon Way Elementary School

Purchase Amplify DIBELS Platform for reports, goals, progress monitoring, etc)	5800: Professional/Consulting Services And Operating Expenditures	$2,500.00	Connected School Communities
Supplemental ELA, Math, Science, Social Studies, and Artful Learning materials to enhance tier one instruction	4000-4999: Books And Supplies	$22,273.00	Connected School Communities
School and Community Intervention Specialist (SCIS) to provide direct academic and social-emotional services to socio-economically disadvantaged and low-performing students and their families (8 hour position) PC 38855	2000-2999: Classified Personnel Salaries	$43,330.00	Connected School Communities

Title I Part A Site Allocation Total Expenditures:	$150,300.00
Title I Part A Site Allocation Allocation Balance:	$0.00
Ottomon Way Elementary School Total Expenditures:	$218,697.00