School Year: **2024-25**



# School Plan for Student Achievement (SPSA)

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---|---|---|---|
| Mission Park Elementary School | 27-66142-6026579 | May 8, 2024 | June 18, 2024 |

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Mission Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Mission Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Plan Description

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

This plan is being used by Mission Park Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Mission Park School will meet the Every Student Succeeds Act (ESSA) requirements in alignment with the SCESD LCAP and other federal, state and local programs and requirements. We will provide all students and subgroups with significant opportunities to receive a fair, equitable, and high quality education and close the achievement gap. We will also align the use of funds with the priority goals of the school and district. The planning process supports a continuous cycle of improvement utilizing feedback from multiple school advisory groups such as the ELAC, the SSC, the PTA, and staff Leadership committees and groups. An effort will be made in this school year to include input from Student Leadership groups as well.

Mission Park Elementary is committed to providing all children significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

# Educational Partner Involvement

How, when, and with whom did Mission Park Elementary 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**

We shared information regarding Title I services at our annual Title I meeting in the Fall. The Vice Principal presented safety plan information to SSC in October and December of 2023 as well as sharing demographic information with ELAC previously. Benchmark test data was shared with ELAC and SSC in February. Sought stakeholder input from classified, certificated staff, and parents in February/March 2024. Discussed new strategies and desired actions to be included in the School Plan with ELAC at multiple meetings and with SSC in March 2024, and with staff at March and April 2024 meetings, prior to finalizing the plan with SSC in May of 2024. Subsequently can be revised with parent survey input, staff and SSC input and will add new strategies pursuant to LCAP development .

# Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

We are not in red or orange for all students in any area.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In ELA, our Students with disabilities are in the red. In math, our ELs and our students with disabilities are in the red. For no other area were our subgroups 2 levels below the overall group.
Steps to address the needs in ELA are....
1. Increase mainstreaming, push in supports, and use of gen ed curriculum supports with students with disabilities.
2. Review SWD data with MTSS teacher and team every 6-8 weeks (or trimesterly) to plan for targeted assistance/intervention as needed.
3. Encourage SPED providers to attend PD re co-teaching to implement as possible.
Steps to address the needs in math will be the same as above for SWD but also to address EL or math specific needs...

1. Paraprofessionals will be trained to support math intervention through MTSS teacher/academic coach//leadership team/etc.
2. EL offerings afterschool will include math support.
3. All teachers will be encouraged to select only one district/site approved math program- either Dreambox OR Freckle and to meet usage targets.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

1) Utilize PLC time for data driven instruction -to share information and research-based strategies in both ELA and math such as the Science of Reading, and other programs.
2) Star reading and math data will be monitored for each subgroup to plan and provide targeted small group intervention.
3) A leadership team will be convened regularly to study attendance trends and plan for targeted improvement for all subgroups.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Mission Park Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

## 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% | 0.16% | | 0 | 1 |
| **African American** | % | 1.45% | 1.13% | | 9 | 7 |
| **Asian** | % | 0.81% | 1.13% | | 5 | 7 |
| **Filipino** | % | 1.45% | 0.81% | | 9 | 5 |
| **Hispanic/Latino** | % | 74.56% | 76.25% | | 463 | 472 |
| **Pacific Islander** | % | 0.32% | 0.16% | | 2 | 1 |
| **White** | % | 15.46% | 14.22% | | 96 | 88 |
| **Multiple/No Response** | % | 5.8% | 5.82% | | 36 | 36 |
| | | | **Total Enrollment** | | 621 | 619 |

## Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|---|---|---|---|
| Grade | Number of Students | | |
| | 21-22 | 22-23 | 23-24 |
| **Kindergarten** | | 98 | 80 |
| **Grade 1** | | 87 | 87 |
| **Grade 2** | | 92 | 88 |
| **Grade3** | | 76 | 92 |
| **Grade 4** | | 94 | 72 |
| **Grade 5** | | 86 | 95 |
| **Grade 6** | | 88 | 81 |
| **Total Enrollment** | | 621 | 619 |

**Conclusions based on this data:**

1. Our ethnic breakdown is pretty stable, but the white percentage is decreasing.
2. Enrollment is declining across many grade levels. With low K numbers, this trend is likely to continue.
3. We now have an enrollment bubble in 3rd and 4th grade.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

| 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** | 97 | 98 | 100 | 11.50% | 16.4% | 16.2% |
| **Fluent English Proficient (FEP)** | 53 | 59 | 48 | 10.00% | 9.0% | 7.8% |
| **Reclassified Fluent English Proficient (RFEP)** | | | | 14.3% | | |

**Conclusions based on this data:**

1. Declining EL population may be due to higher rents in our area or higher recruitment by nearby Dual Immersion sites.
2. RFEP percentage is affected annually by the higher bar set by the state, but we continue to have the highest proportionate number of ELs reclassified districtwide with roughly 15-18 percent reaching RFEP status. We will continue to implement and increase our strategies to support and move students to proficient.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 3 | 85 | 90 | 77 | 0 | 90 | 76 | 0 | 89 | 76 | 0.0 | 100.0 | 98.7 |
| Grade 4 | 89 | 88 | 92 | 0 | 86 | 90 | 0 | 86 | 90 | 0.0 | 97.7 | 97.8 |
| Grade 5 | 101 | 87 | 82 | 0 | 86 | 81 | 0 | 86 | 81 | 0.0 | 98.9 | 98.8 |
| Grade 6 | 104 | 95 | 87 | 0 | 92 | 86 | 0 | 92 | 86 | 0.0 | 96.8 | 98.9 |
| All Grades | 379 | 360 | 338 | 0 | 354 | 333 | 0 | 353 | 333 | 0.0 | 98.3 | 98.5 |

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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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 | | 2385. | 2402. | | 8.99 | 19.74 | | 17.98 | 18.42 | | 32.58 | 28.95 | | 40.45 | 32.89 |
| Grade 4 | | 2431. | 2447. | | 11.63 | 18.89 | | 15.12 | 21.11 | | 34.88 | 22.22 | | 38.37 | 37.78 |
| Grade 5 | | 2460. | 2453. | | 8.14 | 9.88 | | 29.07 | 17.28 | | 18.60 | 29.63 | | 44.19 | 43.21 |
| Grade 6 | | 2497. | 2499. | | 9.78 | 9.30 | | 27.17 | 30.23 | | 28.26 | 31.40 | | 34.78 | 29.07 |
| All Grades | N/A | N/A | N/A | | 9.63 | 14.41 | | 22.38 | 21.92 | | 28.61 | 27.93 | | 39.38 | 35.74 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading<br>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** | | 6.74 | 14.47 | | 61.80 | 57.89 | | 31.46 | 27.63 |
| **Grade 4** | | 9.30 | 12.22 | | 62.79 | 71.11 | | 27.91 | 16.67 |
| **Grade 5** | | 12.79 | 6.17 | | 60.47 | 56.79 | | 26.74 | 37.04 |
| **Grade 6** | | 14.13 | 10.47 | | 59.78 | 56.98 | | 26.09 | 32.56 |
| **All Grades** | | 10.76 | 10.81 | | 61.19 | 60.96 | | 28.05 | 28.23 |

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| Writing<br>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** | | 7.87 | 6.58 | | 51.69 | 67.11 | | 40.45 | 26.32 |
| **Grade 4** | | 9.30 | 14.44 | | 58.14 | 55.56 | | 32.56 | 30.00 |
| **Grade 5** | | 9.30 | 8.64 | | 56.98 | 54.32 | | 33.72 | 37.04 |
| **Grade 6** | | 10.87 | 12.79 | | 53.26 | 54.65 | | 35.87 | 32.56 |
| **All Grades** | | 9.35 | 10.81 | | 54.96 | 57.66 | | 35.69 | 31.53 |

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| Listening<br>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** | | 6.74 | 7.89 | | 79.78 | 69.74 | | 13.48 | 22.37 |
| **Grade 4** | | 5.81 | 12.22 | | 72.09 | 72.22 | | 22.09 | 15.56 |
| **Grade 5** | | 6.98 | 8.64 | | 74.42 | 66.67 | | 18.60 | 24.69 |
| **Grade 6** | | 16.30 | 11.63 | | 71.74 | 73.26 | | 11.96 | 15.12 |
| **All Grades** | | 9.07 | 10.21 | | 74.50 | 70.57 | | 16.43 | 19.22 |

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| Research/Inquiry<br>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** | | 4.49 | 14.47 | | 66.29 | 60.53 | | 29.21 | 25.00 |
| **Grade 4** | | 6.98 | 10.00 | | 68.60 | 74.44 | | 24.42 | 15.56 |
| **Grade 5** | | 9.30 | 7.41 | | 61.63 | 62.96 | | 29.07 | 29.63 |
| **Grade 6** | | 8.70 | 10.47 | | 69.57 | 72.09 | | 21.74 | 17.44 |
| **All Grades** | | 7.37 | 10.51 | | 66.57 | 67.87 | | 26.06 | 21.62 |

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**Conclusions based on this data:**

1. We are no longer in ATSI status. However, we plan to use inclusion strategies with more SWD and to have SWD test w/ support staff when possible.

2. The number of students below standard decreased in all but grade 5, where we had significant behavior challenges. Teachers began year with more engaging strategies, and a rotation plan that reduced those challenges. Additionally, the office staff and counselors tried to be more helpful with behavioral issues to reduce the impact on learning. We anticipate better scores this year for targeted grade levels.

# School and Student Performance Data

## CAASPP Results
## Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

| Overall Participation for All Students | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with Scores | | | % of Enrolled 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 |
| Grade 3 | 85 | 90 | 77 | 0 | 89 | 77 | 0 | 89 | 77 | 0.0 | 98.9 | 100.0 |
| Grade 4 | 89 | 88 | 92 | 0 | 86 | 90 | 0 | 86 | 90 | 0.0 | 97.7 | 97.8 |
| Grade 5 | 101 | 87 | 82 | 0 | 86 | 81 | 0 | 86 | 81 | 0.0 | 98.9 | 98.8 |
| Grade 6 | 104 | 95 | 87 | 0 | 93 | 86 | 0 | 93 | 86 | 0.0 | 97.9 | 98.9 |
| All Grades | 379 | 360 | 338 | 0 | 354 | 334 | 0 | 354 | 334 | 0.0 | 98.3 | 98.8 |

* 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 Exceeded | | | % Standard Met | | | % Standard Nearly Met | | | % Standard Not Met | | |
| | 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 | | 2373. | 2431. | | 3.37 | 19.48 | | 15.73 | 32.47 | | 28.09 | 19.48 | | 52.81 | 28.57 |
| Grade 4 | | 2435. | 2441. | | 9.30 | 8.89 | | 16.28 | 17.78 | | 34.88 | 41.11 | | 39.53 | 32.22 |
| Grade 5 | | 2450. | 2453. | | 9.30 | 7.41 | | 9.30 | 8.64 | | 30.23 | 30.86 | | 51.16 | 53.09 |
| Grade 6 | | 2463. | 2458. | | 4.30 | 9.30 | | 8.60 | 9.30 | | 33.33 | 24.42 | | 53.76 | 56.98 |
| All Grades | N/A | N/A | N/A | | 6.50 | 11.08 | | 12.43 | 16.77 | | 31.64 | 29.34 | | 49.44 | 42.81 |

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| Concepts & Procedures<br>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** | | 5.62 | 27.27 | | 42.70 | 45.45 | | 51.69 | 27.27 |
| **Grade 4** | | 16.28 | 13.33 | | 47.67 | 47.78 | | 36.05 | 38.89 |
| **Grade 5** | | 9.30 | 8.64 | | 44.19 | 41.98 | | 46.51 | 49.38 |
| **Grade 6** | | 4.30 | 5.81 | | 37.63 | 34.88 | | 58.06 | 59.30 |
| **All Grades** | | 8.76 | 13.47 | | 42.94 | 42.51 | | 48.31 | 44.01 |

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| Problem Solving & Modeling/Data Analysis<br>Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 | 20-21 | 21-22 | 22-23 |
| **Grade 3** | | 5.62 | 23.38 | | 47.19 | 50.65 | | 47.19 | 25.97 |
| **Grade 4** | | 11.63 | 10.00 | | 47.67 | 55.56 | | 40.70 | 34.44 |
| **Grade 5** | | 8.14 | 7.41 | | 45.35 | 50.62 | | 46.51 | 41.98 |
| **Grade 6** | | 2.15 | 5.81 | | 58.06 | 50.00 | | 39.78 | 44.19 |
| **All Grades** | | 6.78 | 11.38 | | 49.72 | 51.80 | | 43.50 | 36.83 |

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| Communicating Reasoning<br>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** | | 4.49 | 22.08 | | 58.43 | 62.34 | | 37.08 | 15.58 |
| **Grade 4** | | 9.30 | 10.00 | | 52.33 | 53.33 | | 38.37 | 36.67 |
| **Grade 5** | | 8.14 | 7.41 | | 50.00 | 51.85 | | 41.86 | 40.74 |
| **Grade 6** | | 2.15 | 6.98 | | 61.29 | 52.33 | | 36.56 | 40.70 |
| **All Grades** | | 5.93 | 11.38 | | 55.65 | 54.79 | | 38.42 | 33.83 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. In 6th grade we had more students below standard than the prior year. However, this year a strong math teacher was able to teach all 3 sections of math so we hope to see improved scores.
2. Plan to utilize more inclusion strategies for SWD, and to increase math intervention during the school day, as well as after school.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | 1419.2 | 1448.4 | 1420.6 | 1437.3 | 1447.3 | 1435.2 | 1376.7 | 1450.7 | 1385.9 | 13 | 12 | 19 |
| 1 | * | 1423.0 | 1469.5 | * | 1454.3 | 1467.5 | * | 1391.2 | 1471.0 | 9 | 18 | 11 |
| 2 | 1444.0 | 1485.1 | 1485.9 | 1445.8 | 1513.6 | 1505.0 | 1441.8 | 1456.3 | 1466.2 | 12 | 12 | 21 |
| 3 | * | 1495.5 | * | * | 1510.9 | * | * | 1479.6 | * | 9 | 15 | 10 |
| 4 | 1503.7 | 1511.9 | * | 1525.4 | 1516.2 | * | 1481.4 | 1507.3 | * | 17 | 15 | 10 |
| 5 | 1550.2 | 1540.3 | 1525.6 | 1573.3 | 1564.5 | 1526.6 | 1526.6 | 1515.5 | 1524.2 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | 6 | 9 | 10 |
| All Grades | | | | | | | | | | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Overall Language<br>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 | 23.08 | 16.67 | 26.32 | 38.46 | 41.67 | 26.32 | 15.38 | 41.67 | 26.32 | 23.08 | 0.00 | 21.05 | 13 | 12 | 19 |
| 1 | * | 11.11 | 36.36 | * | 27.78 | 18.18 | * | 27.78 | 27.27 | * | 33.33 | 18.18 | * | 18 | 11 |
| 2 | 0.00 | 41.67 | 19.05 | 50.00 | 25.00 | 42.86 | 25.00 | 8.33 | 28.57 | 25.00 | 25.00 | 9.52 | 12 | 12 | 21 |
| 3 | * | 13.33 | * | * | 46.67 | * | * | 13.33 | * | * | 26.67 | * | * | 15 | * |
| 4 | 17.65 | 20.00 | * | 23.53 | 53.33 | * | 41.18 | 13.33 | * | 17.65 | 13.33 | * | 17 | 15 | * |
| 5 | 45.45 | 40.00 | 30.77 | 27.27 | 33.33 | 30.77 | 27.27 | 20.00 | 15.38 | 0.00 | 6.67 | 23.08 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 15.58 | 23.96 | 28.72 | 41.56 | 38.54 | 29.79 | 27.27 | 20.83 | 25.53 | 15.58 | 16.67 | 15.96 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Oral Language<br>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 | 30.77 | 25.00 | 31.58 | 38.46 | 33.33 | 26.32 | 15.38 | 41.67 | 10.53 | 15.38 | 0.00 | 31.58 | 13 | 12 | 19 |
| 1 | * | 44.44 | 45.45 | * | 16.67 | 36.36 | * | 22.22 | 0.00 | * | 16.67 | 18.18 | * | 18 | 11 |
| 2 | 16.67 | 58.33 | 47.62 | 41.67 | 8.33 | 33.33 | 25.00 | 25.00 | 14.29 | 16.67 | 8.33 | 4.76 | 12 | 12 | 21 |
| 3 | * | 60.00 | * | * | 20.00 | * | * | 0.00 | * | * | 20.00 | * | * | 15 | * |
| 4 | 29.41 | 46.67 | * | 47.06 | 40.00 | * | 17.65 | 0.00 | * | 5.88 | 13.33 | * | 17 | 15 | * |
| 5 | 72.73 | 66.67 | 53.85 | 27.27 | 26.67 | 23.08 | 0.00 | 0.00 | 15.38 | 0.00 | 6.67 | 7.69 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 33.77 | 50.00 | 46.81 | 45.45 | 26.04 | 29.79 | 11.69 | 13.54 | 9.57 | 9.09 | 10.42 | 13.83 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Written Language<br>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 | 7.69 | 16.67 | 0.00 | 23.08 | 41.67 | 42.11 | 46.15 | 33.33 | 36.84 | 23.08 | 8.33 | 21.05 | 13 | 12 | 19 |
| 1 | * | 5.56 | 18.18 | * | 11.11 | 27.27 | * | 33.33 | 9.09 | * | 50.00 | 45.45 | * | 18 | 11 |
| 2 | 0.00 | 0.00 | 4.76 | 50.00 | 50.00 | 33.33 | 0.00 | 16.67 | 38.10 | 50.00 | 33.33 | 23.81 | 12 | 12 | 21 |
| 3 | * | 0.00 | * | * | 46.67 | * | * | 13.33 | * | * | 40.00 | * | * | 15 | * |
| 4 | 0.00 | 6.67 | * | 11.76 | 33.33 | * | 41.18 | 40.00 | * | 47.06 | 20.00 | * | 17 | 15 | * |
| 5 | 0.00 | 6.67 | 7.69 | 45.45 | 6.67 | 15.38 | 36.36 | 53.33 | 46.15 | 18.18 | 33.33 | 30.77 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 2.60 | 7.29 | 9.57 | 25.97 | 28.13 | 28.72 | 37.66 | 34.38 | 32.98 | 33.77 | 30.21 | 28.72 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Listening Domain<br>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 | 30.77 | 25.00 | 21.05 | 53.85 | 66.67 | 47.37 | 15.38 | 8.33 | 31.58 | 13 | 12 | 19 |
| 1 | * | 27.78 | 54.55 | * | 61.11 | 36.36 | * | 11.11 | 9.09 | * | 18 | 11 |
| 2 | 25.00 | 50.00 | 33.33 | 58.33 | 41.67 | 66.67 | 16.67 | 8.33 | 0.00 | 12 | 12 | 21 |
| 3 | * | 53.33 | * | * | 20.00 | * | * | 26.67 | * | * | 15 | * |
| 4 | 23.53 | 33.33 | * | 52.94 | 46.67 | * | 23.53 | 20.00 | * | 17 | 15 | * |
| 5 | 54.55 | 33.33 | 30.77 | 45.45 | 60.00 | 61.54 | 0.00 | 6.67 | 7.69 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 32.47 | 35.42 | 30.85 | 53.25 | 51.04 | 57.45 | 14.29 | 13.54 | 11.70 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Speaking Domain<br>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 | 30.77 | 25.00 | 36.84 | 46.15 | 75.00 | 36.84 | 23.08 | 0.00 | 26.32 | 13 | 12 | 19 |
| 1 | * | 38.89 | 54.55 | * | 44.44 | 27.27 | * | 16.67 | 18.18 | * | 18 | 11 |
| 2 | 25.00 | 58.33 | 61.90 | 58.33 | 33.33 | 28.57 | 16.67 | 8.33 | 9.52 | 12 | 12 | 21 |
| 3 | * | 73.33 | * | * | 13.33 | * | * | 13.33 | * | * | 15 | * |
| 4 | 64.71 | 73.33 | * | 29.41 | 13.33 | * | 5.88 | 13.33 | * | 17 | 15 | * |
| 5 | 81.82 | 86.67 | 76.92 | 18.18 | 6.67 | 15.38 | 0.00 | 6.67 | 7.69 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 45.45 | 63.54 | 57.45 | 45.45 | 27.08 | 28.72 | 9.09 | 9.38 | 13.83 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Reading Domain<br>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 | 16.67 | 0.00 | 76.92 | 83.33 | 89.47 | 23.08 | 0.00 | 10.53 | 13 | 12 | 19 |
| 1 | * | 11.11 | 36.36 | * | 16.67 | 9.09 | * | 72.22 | 54.55 | * | 18 | 11 |
| 2 | 8.33 | 25.00 | 14.29 | 41.67 | 50.00 | 57.14 | 50.00 | 25.00 | 28.57 | 12 | 12 | 21 |
| 3 | * | 0.00 | * | * | 53.33 | * | * | 46.67 | * | * | 15 | * |
| 4 | 0.00 | 6.67 | * | 35.29 | 66.67 | * | 64.71 | 26.67 | * | 17 | 15 | * |
| 5 | 0.00 | 6.67 | 7.69 | 81.82 | 53.33 | 61.54 | 18.18 | 40.00 | 30.77 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 2.60 | 12.50 | 12.77 | 53.25 | 48.96 | 54.26 | 44.16 | 38.54 | 32.98 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

| Writing Domain<br>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 | 46.15 | 50.00 | 42.11 | 15.38 | 33.33 | 26.32 | 38.46 | 16.67 | 31.58 | 13 | 12 | 19 |
| 1 | * | 0.00 | 18.18 | * | 55.56 | 54.55 | * | 44.44 | 27.27 | * | 18 | 11 |
| 2 | 0.00 | 0.00 | 9.52 | 50.00 | 58.33 | 61.90 | 50.00 | 41.67 | 28.57 | 12 | 12 | 21 |
| 3 | * | 20.00 | * | * | 60.00 | * | * | 20.00 | * | * | 15 | * |
| 4 | 5.88 | 20.00 | * | 52.94 | 66.67 | * | 41.18 | 13.33 | * | 17 | 15 | * |
| 5 | 0.00 | 26.67 | 30.77 | 100.00 | 60.00 | 46.15 | 0.00 | 13.33 | 23.08 | 11 | 15 | 13 |
| 6 | * | * | * | * | * | * | * | * | * | * | * | * |
| All Grades | 10.39 | 18.75 | 27.66 | 61.04 | 58.33 | 45.74 | 28.57 | 22.92 | 26.60 | 77 | 96 | 94 |

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

1. Writing is a weak area for most grades. Our staff focused on rigorous writing prompts and rubrics during data meetings.
2. ELS have been separated across classes to better access interventions and teacher/aide support, however all were offered ELPAC practice during pullout intervention.
3. Teachers and students need to be familiar with the listening/reading/speaking/writing task demands.

# School and Student Performance Data

## California School Dashboard
## 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** |
| **621** | **54.1** | **15.8** | **0.2** |
| Total Number of Students enrolled in Mission Park 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** | 98 | 15.8 |
| **Foster Youth** | 1 | 0.2 |
| **Homeless** | 146 | 23.5 |
| **Socioeconomically Disadvantaged** | 336 | 54.1 |
| **Students with Disabilities** | 63 | 10.1 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 9 | 1.4 |
| **Asian** | 5 | 0.8 |
| **Filipino** | 9 | 1.4 |
| **Hispanic** | 463 | 74.6 |
| **Two or More Races** | 36 | 5.8 |
| **Pacific Islander** | 2 | 0.3 |
| **White** | 96 | 15.5 |

**Conclusions based on this data:**

1. Homeless number seems huge for our population and their realistic status and struggles. We disagree with the way homeless status is determined. The parameters should be narrowed.

2. The SWD number appears too low, however it is definitely climbing this year with a new Self Contained TAP classroom.
3. Wondering how we can count and support students on 504s.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

**2023 Fall Dashboard Overall Performance for All Students**

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

**Conclusions based on this data:**

1. We need to see improvement in all areas to meet state targets.
2. Particular weak areas are SWD performance on academic tests, and chronic absenteeism.
3. We have been monitoring suspension data and are confident we will improve in dashboard this year in all subgroups.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

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 |
| 1 | 3 | 1 | 1 | 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** |
|  Yellow |  Orange | Less than 11 Students |
| 33.4 points below standard | 69.1 points below standard | 1 Student |
| Increased +6.3 points | Decreased -7.6 points | |
| 328 Students | 61 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|  Orange |  Yellow |  Red |
| 55.7 points below standard | 52.5 points below standard | 124.6 points below standard |
| Maintained +0.7 points | Increased +11.1 points | Decreased Significantly -16.2 points |
| 58 Students | 165 Students | 51 Students |

| 2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>4 Students | <br>No Performance Color<br><br>0 Students | Less than 11 Students<br><br>1 Student | Less than 11 Students<br><br>7 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Orange<br>52 points below standard<br>Maintained -2.8 points<br><br>240 Students | 29.8 points above standard<br>Increased Significantly +31.9 points<br><br>21 Students | Less than 11 Students<br><br>1 Student | <br>Green<br>9.3 points above standard<br>Increased Significantly +16.5 points<br><br>54 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** |
| 105.4 points below standard<br>Decreased Significantly -18.5 points<br><br>39 Students | 4.7 points below standard<br>Increased Significantly +15.5 points<br><br>22 Students | 28.2 points below standard<br>Increased +6.1 points<br><br>248 Students |

**Conclusions based on this data:**

1. Consider whether or not some SWD would perform better in a small group if admins and site staff can provide additional supports and testers.
2. We anticipate that our yearlong focus on writing across all grade levels will help ELA scores for all subgroups, if not this year, then when the upcoming k/1/2 classes reach testing grades.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |
| 2 | 0 | 3 | 1 | 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 |
|---|---|---|
|  Yellow |  Red | Less than 11 Students |
| 54.6 points below standard | 95.6 points below standard | 1 Student |
| Increased +14.7 points | Decreased -11.8 points | |
| 328 Students | 61 Students | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
|  Yellow |  Yellow |  Red |
| 69.8 points below standard | 73.5 points below standard | 135.2 points below standard |
| Increased Significantly +25.6 points | Increased Significantly +15.1 points | Decreased -3.5 points |
| 58 Students | 165 Students | 51 Students |

| 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>4 Students | <br>No Performance Color<br><br>0 Students | Less than 11 Students<br><br>1 Student | Less than 11 Students<br><br>7 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Yellow<br>72.1 points below standard<br>Increased +8.8 points<br><br>240 Students | 4.5 points below standard<br>Increased Significantly +16.4 points<br><br>21 Students | Less than 11 Students<br><br>1 Student | <br>Green<br>6.2 points below standard<br>Increased Significantly +20 points<br><br>54 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** |
| 134.6 points below standard<br>Decreased Significantly -19.9 points<br><br>39 Students | 26.4 points below standard<br>Increased +7.1 points<br><br>22 Students | 48.4 points below standard<br>Increased Significantly +16.5 points<br><br>248 Students |

**Conclusions based on this data:**

1. We need to find interventions and use more frequent common formative assessments to address weaknesses in math.
2. May need to allocate aide time or K intervention time to work with ELs/SWD in particular on math foundational skills.
3. A new MTSS teacher may be able to train paras to explicitly work on math facts as a prerequisite skill.

# 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 |
|---|
|  |
| Orange |
| 51.4% making progress towards English language proficiency |
| Number of EL Students: 70 Students |
| Performance Level: 3 |

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 |
|---|---|---|---|
| 9 | 25 | 2 | 34 |

**Conclusions based on this data:**

1. Current data appears promising.
2. Our ELs did not all progress one level, but we still have high reclassification rates.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

| 2023 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---|---|---|---|
| Red | Orange | Yellow | Green | Blue |

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 |  Orange | Less than 11 Students |
| 32.9% Chronically Absent | 35.9% Chronically Absent | 1 Student |
| Declined Significantly -11 | Declined -13.1 | |
| 638 Students | 117 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|  Yellow |  Yellow |  Orange |
| 41.3% Chronically Absent | 41.7% Chronically Absent | 32.1% Chronically Absent |
| Declined Significantly -19.4 | Declined Significantly -14.2 | Declined -15.2 |
| 150 Students | 360 Students | 78 Students |

| 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br><br>7 Students | <br>No Performance Color<br><br>0 Students | Less than 11 Students<br><br>7 Students | Less than 11 Students<br><br>9 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Yellow<br>36.8% Chronically Absent<br>Declined Significantly -12.1<br><br>478 Students | <br>Orange<br>26.3% Chronically Absent<br>Declined -20.6<br><br>38 Students | Less than 11 Students<br><br>2 Students | <br>Orange<br>22.7% Chronically Absent<br>Declined -2.9<br><br>97 Students |

**Conclusions based on this data:**

1. Chronically absent students may be out due to illness. We need to provide independent study more consistently as a district and rebrand Saturday programs to address clearing absences.
2. All demographics seem weak. Truancy program was bolstered and a new Parent Coordinator hired but we have been unable to improve our standings in this area. Our school is notably lower than other district sites.
3. We need a leadership/attendance focused committee to recommend changes.

# 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

Lowest Performance



Orange



Yellow



Green



Blue

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 | 3 | 0 | 3 | 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** |
|  Yellow |  Blue | Less than 11 Students |
| 1.1% suspended at least one day | 0% suspended at least one day | 1 Student |
| Maintained -0.2 | Declined -0.9 | |
| 646 Students | 117 Students | |
| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|  Orange |  Green |  Orange |
| 2% suspended at least one day | 1.1% suspended at least one day | 3.8% suspended at least one day |
| Increased 0.9 | Declined -0.6 | Maintained -0.2 |
| 152 Students | 364 Students | 79 Students |

| 2023 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| Less than 11 Students<br>9 Students | <br>No Performance Color<br>0 Students | Less than 11 Students<br>7 Students | Less than 11 Students<br>9 Students |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| <br>Green<br>0.6% suspended at least one day<br>Maintained -0.2<br>483 Students | <br>Orange<br>5.3% suspended at least one day<br>Increased 5.3<br>38 Students | Less than 11 Students<br>2 Students | <br>Green<br>2% suspended at least one day<br>Declined -2<br>98 Students |

**Conclusions based on this data:**

1. We perceive fewer suspensions due to high needs students receiving more tier 2/3 interventions and/or being moved to a more appropriate placement.
2. High quality PBIS implementation and support leads to better suspension data.
3. Schools should not be penalized for doing their job when a suspension is required.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 1

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Fostering Inclusive Academic Excellence**
We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1 - Fostering Inclusive Academic Excellence

We will prepare all students academically to be scholars, communicators, critical thinkers, and global collaborative problem solvers by providing equitable opportunities to promote college and career readiness.

We play a critical role in developing and equipping our students to become active, positive members and leaders in their local and global communities with the tools they need to make choices to shape their futures. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to move SCESD students to green on the Dashboard indicators.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Mission Park showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
Students with Disabilities: SBAC ELA - Students with Disabilities: 77.27% Standard Not Met (Level 1)

Mission Park showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
English Learners: 76.74% Standard Not Met (Level 1)
Students with Disabilities: SBAC Mathematics - Students with Disabilities: 79.55% Standard Not Met (Level 1)

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| BPST/Fluency/Star Screener Data in grades K-2 | Typically about 25% of our population is on grade level for ELA skills/standards at first measurement. | Goal will be for all students to show growth, and ideally at least 60% will be at/above grade level targets by T3. |
| SBAC ELA - Students with Disabilities | 77.27% Standard Not Met (Level 1) | Reduce percentage of students at level 1 by 7 - 10% |
| SBAC Mathematics - English Learners | . 76.74% Standard Not Met (Level 1) | Reduce percentage of students at level 1 by 7 - 10% |
| SBAC Mathematics - Students with Disabilities | 79.55% Standard Not Met (Level 1) | Reduce percentage of students at level 1 by 7 - 10% |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **1.1** | Priority 4:<br>Provide strategic intervention such as Individual Learning Folders, Heggerty, Phonics for Reading, 95 % Solution, Orton Gillingham, etc. through Classified Staff to work with all targeted students in primary, upper and combination classes as needed. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>To support K-2nd grade classes and ELs. |
| **1.2** | Priority 8:<br>Coordinate Response to Intervention, Coordination of Services (COS), and Multi Tiered Systems of Support<br>(MTSS) meetings to facilitate an early warning system to indicate pupil performance and success. Plan, monitor, and evaluate interventions. Include teachers on Leadership teams and focus teams to collaborate regarding academic program and interventions. Add staff to reduce ratios during instruction on a short term basis. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Hourly pay to attend meetings/collaborate<br>1500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute time to release teachers to attend meetings<br>2000<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Hourly pay to attend meetings/collaborate<br>1500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Library aide extra time to collaborate and prepare for student learning<br>1000<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Substitute time to release teachers to attend meetings |
| **1.3** | Priority 4:<br>Provide supplemental instruction and supplies to enhance all programs | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 10000<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Purchase books, dictionaries, notebooks, paper, manipulatives, writing tools, Heggerty, Orton Gillingham and Teachers Pay Teachers (TPT) resources, etc. to further achievement in ELA and math |

| | | | |
|---|---|---|---|
| | | | 4000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase books, dictionaries, notebooks, paper, manipulatives, writing tools, art, postermaking and physical education supplies, etc. to further achievement in all curricular areas- including hands on art/science/cultural awareness<br>5000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase and prepare instructional tubs with supplemental reading and math materials for paraprofessionals to use with students to increase academic achievement.<br>10000<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Additional aide time to support student achievement in ELA and Math |
| **1.4** | Provide afterschool or weekend or hiatus extended learning opportunities to motivate attendance and increase student academic achievement | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 5000<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>To pay extended hourly to provide extended learning opportunities.<br>2500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>To pay extended hourly to provide extended learning opportunities.<br>1500<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>To pay extended hourly to provide extended learning opportunities.<br>1000<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries |

| | | | |
|---|---|---|---|
| | | | To pay extended hourly to provide extended learning opportunities. |
| **1.5** | Utilize consultants and outside vendors to provide extended learning opportunities to increase student achievement | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 15000<br>LCFF-Concentration/Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Create partnerships with Sylvan, Ariel, and other vendors to provide extended learning opportunities.<br>15000<br>Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>Create partnerships with Sylvan, Ariel, and other vendors to provide extended learning opportunities. |
| **1.6** | Provide Professional Development Opportunities (writing skills, Orton Gillingham, science of reading, and more) that increase teacher efficacy to improve student achievement | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>Title I Part A: Allocation<br>5000-5999: Services And Other Operating Expenditures<br>Registration fees and travel expenses<br>1500<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Substitute costs to release teachers for PD<br>500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Registration fees and travel expenses<br>1500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Substitute costs to release teachers for PD<br>1000<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Purchase books and materials referenced at PD to improve teacher efficacy<br>500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies |

| | | | |
|---|---|---|---|
| | | | Purchase books and materials referenced at PD to improve teacher efficacy<br>800<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Extended Hourly to attend PD and collaboration opportunities |
| **1.7** | Provide books to increase student access | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1200<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Purchase RIF books to increase student achievement<br>1208<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Purchase class sets of books for reading clubs, MTSS, and extended learning opportunities<br>1500<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries<br>Library aide time to purchase/receive/sort books for student access and achievement |
| **1.8** | Use software and licenses for individualized, adaptive instruction such as Nearpod, Reflex math, Freckle, Xtra math, etc. to increase student achievement. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3000<br>Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>Software licenses such as Freckle and Nearpod to enhance student instruction<br>1500<br>LCFF-Concentration/Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Software licenses such as Freckle and Nearpod to enhance student instruction |
| **1.9** | Purchase additional equipment/technology as needed to support student instruction | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies<br>Purchase Printers and/or Postermaking supplies, ink, toners, paper |
| **1.10** | Extend library hours to allow access to low SES, ELs outside of typical school hours | ELs, Homeless, Foster, etc. | 500<br>LCFF-Concentration/Supplemental |

| | | | |
|---|---|---|---|
| | | | 2000-2999: Classified Personnel Salaries<br>Extended library time |
| **1.11** | Provide more small group testing and more PD on RACES in both ELA and Math | SWD | 500<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Extended hourly to participate in PD<br>500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Extended hourly to participate in PD |
| **1.12** | Provide more access to the Core curriculum for SWD in both ELA and Math | SWD | 500<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Extended hourly to participate in PD<br>500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Extended hourly to participate in PD |
| **1.13** | Improve attendance and therefore academic outcomes by running attendance campaigns, re-branding Saturday School offerings, and providing incentives and education to families | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Incentives<br>500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Supplies/incentives for attendance campaigns |
| **1.14** | Provide math remediation through the MTSS process for struggling students | ELs | 1000<br>Title I Part A: Allocation<br>5800: Professional/Consulting Services And Operating Expenditures<br>EXtra Math<br>1000<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries<br>Extended Hourly for those doing the work or for attending training<br>1200<br>Title I Part A: Allocation<br>4000-4999: Books And Supplies |

| | | | |
|---|---|---|---|
| | | | Supplies, flash cards, decks of cards, dice, manipulatives, etc. |
| **1.15** | Provide English Language Development support through an (adaptive) ELD program, such as Joy School or The Write Track or Language Power. | ELS | |
| **1.16** | Invest in a writing skills program (Writing Coach, Write from the Beginning, or others) to increase student achievement | | |

# 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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

2023-24 Successes:
Most strategies were implemented but it is too early to see CAASPP results. Our growth on STAR reading and STAR math was good for T1 and acceptable for T2.

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

2023-24 Challenges:
Was unable to improve ELA achievement for SWD in grades 4 and 5 by participating in West Ed KATE grant due to District inability to meet the provider's requirements. Still unable to expend as much as we'd like on teacher hourly for enrichment and remediation after school. However the Elevo afterschool program impacts our ability to use the site.

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.

Goal changes:
More funding to be allocated to Freckle Math/ELA/ computer programs with teacher buy-in for implementation. Also will purchase Xtra Math License for focused math intervention for ELs. Also planning to allocate more to PD in Science of Reading and Orton Gillingham through PLC process, and lead teacher or team trainings.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 2

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Goal 2 - Safe, Positive, and Well-Resourced Schools**
We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2 - Safe, Positive, and Well-Resourced Schools

We will ensure that all students will benefit from safe, inclusive, nurturing, well-maintained environments that prepare them to be respectful, compassionate, and empathetic global citizens.

Our schools must be safe, inclusive, nurturing, and well-maintained havens for students to learn, develop and thrive emotionally and socially as they become healthy and productive citizens who can interact and work together in the global community. All students deserve access to a clean, safe, well maintained learning environment regardless of their background circumstances. The actions and services outlined in this goal specifically aim to address individual student needs, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided into student groups and are designed to maintain or move SCESD student groups to green on the Dashboard indicators.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We need more supervisors before school and during open recess periods to address declines in school climate and school safety perceptions from the survey. With more supervisors, supplies and employee time to keep students' healthy and to communicate with parents, survey results should increase. Postpandemic, there continue to be students entering school who have not had structure or procedures and require more behavioral, emotional support.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| ODR Data | Fewer referrals (likely due to smaller upper grade class size) and suspensions | Expect to keep ODRs below 15% of population, with limited suspensions. |
| Culture/Climate/Safety Surveys | 50-75% report safe school environment | 70-80 % or higher will report feeling safe at school. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| **2.1** | Increase PBIS team members and/or Yearbook staff to provide support and plan special events. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Stipend/hourly pay for additional PBIS team member(s) or Yearbook coordinator to reinforce character traits/build inclusive environment |
| **2.2** | Provide materials to enhance campus safety | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 2500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase vests, jackets, etc. to support student leadership, and increase visibility of supervisors<br>3000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Signage, radios, locks, etc. to secure campus and alert visitors to protocols |
| **2.3** | Provide equipment to encourage cooperative play and safety | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase recess, P.E. equipment, carts<br>2500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Materials, shirts, equipment to support student coaches on yard |
| **2.4** | Build capacity of teachers to reduce bullying through classroom meetings and mindfulness implementation | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 300<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extended Hourly Pay for our staff to create class meeting templates for use by all<br>4000<br>LCFF-Concentration/Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Contract with a vendor such as (Empower U or Headspace or Thriving |

| | | | |
|---|---|---|---|
| | | | University or Bully Prevention) to rebuild Tier 1 |
| **2.5** | Provide flexible classroom furnishings and outdoor equipment to allow movement, standing, and equity of access to learning when students are high energy/distractible/etc. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Instructional supplies and Equipment less than $500 each to support high needs students and SEL teaching strategies<br>1500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Equipment less than $500 each to support high needs students and SEL teaching strategies<br>3200<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Purchase furniture and storage that allows organization and movement to enhance teaching and learning |
| **2.6** | Build and Increase student clubs and leadership opportunities to improve overall feeling tone on campus | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extended Hourly to staff who oversee Clubs<br>500<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries<br>Extended Hourly to staff who oversee Clubs |
| **2.7** | Regularly solicit feedback from students via brief surveys to evaluate and emphasize how we measure student safety. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | |
| **2.8** | Teach students and staff to use conflict resolution and problem solving strategies (Restorative Justice Practices and others) to help navigate social interactions and provide appropriate restorative practices in discipline. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extended Hourly for PD<br>500<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries |

| | | | |
|---|---|---|---|
| | | | Extended Hourly for Personnel |
| **2.9** | Ensure access to counseling and support services for students who may be experiencing social, emotional, or behavioral challenges. Foster a supportive environment where students seek help when needed. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | |

# 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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

2023-24 Successes:
We had marked success in reducing ODRs and Suspensions, likely due to smaller class size in upper grades and creative leveling in 6th grade to address behavioral challenges. Additionally the class meeting templates aligned to the SEL pacing guide were well utilized by a majority of classes.

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

2023-24 Challenges:
We have had success with rolling out the PBIS Rewards store, but still need a plan for staff to quickly allocate points. We also need to work on expanding outreach to parents and staff to start clubs.

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.

Goal changes:
We have designed our own class meetings for the SEL pacing guide so will not need to expend as much money on it next year but want to pay MORE staff members for additional time to develop SEL or theme related positive climate and culture activities and clubs. More staff members taking a leadership role should increase buy-in. Additionally would like to do more short student surveys throughout the year.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 3

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Goal 3 - Cultivate Quality Staff to Provide Excellent Service**
We will recruit and retain high-quality staff and provide ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 3 - Cultivate Quality Staff to Provide Excellent Service

We will work together to ensure that high-quality staff are hired, retained, and provided with high-quality, ongoing training and coaching opportunities to provide an exemplary educational experience for all students.

Our students deserve to be taught and cared for to become responsible citizens by exceptionally prepared and trained staff who model lifelong learning and customer service. Teachers play a critical role in creating a positive school environment. When teachers feel supported and valued they are more likely to stay in their position and be effective educators. The actions and services outlined in this goal specifically aim to address staff who will work with individuals, including foster youth, English Learners, and students currently experiencing homelessness. They are intentionally subdivided to address staff who will work with student groups.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Currently only about 1/3 of staff participate in extended PD opportunities.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Attendance/Participation in conferences/workshops | 6-9 regular participants take advantage of outside/extended professional development. | Increase in numbers participating. |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |
| **3.1** | Hire subs to release teachers to work with PBIS, MTSS, and Academic coaches | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3800<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Hire substitutes |

| | | | |
|---|---|---|---|
| **3.2** | Provide opportunities to attend offsite, virtual and physical workshops, trainings and conferences to improve student achievement, motivation, engagement, and SEL skills. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3000<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Conference registrations, mileage, travel fees for Classified or Certificated staff<br>2500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Hire substitutes when release time is needed<br>2228<br>LCFF-Concentration/Supplemental<br>2000-2999: Classified Personnel Salaries<br>Hourly Pay to attend trainings outside the work day when necessary<br>2500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Hourly Pay to attend trainings outside the work day when necessary |
| **3.3** | Continuous Improvement Culture:<br>Foster a culture of continuous improvement. Provide time for Collaboration, Planning and Reflection related to Peer observation and feedback opportunities on teaching practices and student outcomes. Encourage experimentation and learning from both success and failure. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 2400<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Contracts and services for teacher training |
| **3.4** | Recognition and rewards:<br>Celebrate staff members who demonstrate extraordinary practices, strategies and student outcomes. This can include certificates, Kudos, shout outs and other forms of recognition. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>teacher PD and materials used to improve teaching skills |
| **3.5** | Shared Vision & Core Values:<br>Develop and communicate a shared vision that guides the work of the community. Ensure that staff understand and commit to alignment with the mission, vision, and values. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 6000<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Contracts and services to enhance quality school staff |

# 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 left blank and completed at the end of the year after the plan has been executed.

# Analysis

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

2023-24 Successes:
All staff were fully credentialed; one SPED teacher is on an international authorization to make her eligible to teach in California. Teachers did participate in Saturday and afterschool PD opportunities.

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

2023-24 Challenges:
We have limited funding for PD and conferences, and also have a staff with many young moms who cannot attend out of town conferences so we need to be flexible in training those who can.

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.

Goal changes:
Increase creative ways to schedule classroom observations and walkthroughs by peers. Plan to release more staff (particularly Classified) to participate in Professional Development.

# Goals, Strategies, & Proposed Expenditures

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

# Goal 4

## Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

**Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships**
We will expand our parent and community involvement/partnerships to ensure a sense of belonging for all Mission Park students and families to nurture the whole child in their learning experience.

## LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 4 - Enhance Belonging and Strengthen Home, School, and Community Partnerships

We will work together as school, families, and community partners in meaningfully and culturally appropriate ways, to ensure equitable activities across all schools to nurture the whole child in their learning experience.

We are committed to the education of our students and development of families in our community. We understand the need to work together as a community, to understand, know, and raise our children. The actions and services outlined in this goal specifically aim to address partnerships with families and other entities in our community. They are designed to target and work with families to increase parent and family involvement by 10% as we work together to meet individual student needs, including foster youth, English Learners, and students currently experiencing homelessness.

## Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We want to ensure communication, cooperation, and respect between and amongst our parent groups such as ELAC, SSC, PTA, and other involved parents. We also want to increase family engagement and volunteering since that has declined postpandemic, per the most recent survey.

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | |
| Parent Participation (data from logs) at meetings/events | Strong prior to the pandemic, more limited since Distance Learning, increased with the hiring of a new Parent Coordinator | Increase virtual and in person participation for families from lower SES, ELs,SPED and Foster/Homeless youth. |
| Disaggregated Data from Discipline data and culture/climate surveys | 77% reported safe school environment, a decrease from the past year | 85% of students and families will report students feel safe at school |

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

| Strategy/ Activity # | Description | Students to be Served | Proposed Expenditures |
|---|---|---|---|
| | | | |

| | | | |
|---|---|---|---|
| **4.1** | Advertise meetings and events in multiple ways (at Parent meetings, on Parent Square, with fliers, etc. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 200<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Paper for copies<br>1500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Copier maintenance agreements |
| **4.2** | Provide Childcare for meetings/events/etc. | ELs, Homeless, Foster, etc. | 200<br>Title I Part A: Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Provide childcare |
| **4.3** | Provide presenters with novel, engaging topics to attract parent interest | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 300<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Extended Hourly pay to prepare and present at meetings/events<br>300<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>light beverages, raffle prizes, materials for parents<br>200<br>Title I Part A: Allocation<br>1000-1999: Certificated Personnel Salaries<br>Hourly pay to present at family nights re ELA and math |
| **4.4** | Engage with the public through signage and announcements of community events | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Contracts with yardpeeps, signs.com and other vendors for Mighty Mustang Yard signs, etc. |
| **4.5** | Provide engaging assemblies, events, clubs, field trips, etc. to motivate shared sense of belonging and increased attendance | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 1500<br>LCFF-Concentration/Supplemental<br>5800: Professional/Consulting Services And Operating Expenditures<br>Contracts with presenters for assemblies, and parent meetings as mentioned above, etc.<br>500 |

| | | | |
|---|---|---|---|
| | | | LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Engaging manipulatives, supplies and posters for theme days/events<br>2000<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Buses, admission fees for field trips not covered by PTA<br>500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Additional bus costs |
| **4.6** | Provide Professional Development activities that focus on a shared sense of belonging, racial diversity, equity etc. | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 500<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Registration fees and travel expenses<br>500<br>LCFF-Concentration/Supplemental<br>1000-1999: Certificated Personnel Salaries<br>Hire substitutes as needed<br>200<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase books for reading clubs, book studies that further equity<br>168<br>Title I Part A: Parent Involvement<br>5000-5999: Services And Other Operating Expenditures<br>Registration fees and travel expenses for Parents to attend conferences with carry over if available |
| **4.7** | Provide Interpretation at conferences, meetings, events | ELs | 200<br>Title I Part A: Parent Involvement<br>2000-2999: Classified Personnel Salaries<br>Pay PC or other interpreter hourly rate |
| **4.8** | Continue PTA partnership to support school events | All students, and targeted groups such as ELs, Homeless, Foster, etc. | 3000<br>LCFF-Concentration/Supplemental |

| | | | |
|---|---|---|---|
| | | | 5000-5999: Services And Other Operating Expenditures<br>Fund $16 per student for field trips<br>300<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase paper for fliers sent home, support classroom materials, office supplies, etc.<br>1000<br>LCFF-Concentration/Supplemental<br>5000-5999: Services And Other Operating Expenditures<br>Maintenance of Track<br>1000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>School Beautification<br>1500<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Yearbook /school /student planners<br>800<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Support PBIS incentives and events<br>300<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Hospitality, Special Events |
| **4.9** | Extended clerical time to support parent outreach and extend office hours prior to official school start date | All students, and targeted groups such as ELs, Homeless, Foster, SWD, etc. | 500<br>Title I Part A: Allocation<br>2000-2999: Classified Personnel Salaries<br>Hourly pay for office staff |
| **4.10** | Purchase Books, materials, t-shirts and Core instructional supplies for parent workshops | All students, and targeted groups such as ELs, Homeless, Foster, SWD, etc. | 1000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Purchase CORE Instructional Supplies for all<br>200<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies |

| | | | |
|---|---|---|---|
| | | | Instructional supplies and motivational materials as well with carry over as available |
| **4.11** | Implement a Parent Passport program where parents and family members are encouraged to volunteer at the site, earning incentives at higher levels of participation. | All students, and targeted groups such as ELs, Homeless, Foster, SWD, etc. | 1000<br>LCFF-Concentration/Supplemental<br>4000-4999: Books And Supplies<br>Incentives such as certificates, books, pins, t-shirts, etc. |
| **4.12** | Increase celebration/recognition events and performances for parents and/or family events to augment community feeling | All students, and targeted groups such as ELs, Homeless, Foster, SWD, etc. | 100<br>Title I Part A: Parent Involvement<br>4000-4999: Books And Supplies<br>Food, Raffle Prizes, Decorations |

# 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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

2023-24- Successes: New Parent Coordinator has done much outreach and we have successfully hosted a computer literacy class here.  We continue to have strong PTA, SSC and ELAC involvement.

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

2023-24 Challenges: Our signage company went out of business so we lost one very public way to connect with the community. We need to make an explicit effort to involve families of Students With Disabilities and those that represent our cultural diversity.

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.

Goal changes: The parent passport concept is new to this school, and we hope to bring in more engaging speakers in the future.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

| DESCRIPTION | AMOUNT |
|---|---|
| Total Funds Provided to the School Through the Consolidated Application | $69076 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | $178,804.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | $0 |

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

***Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.***

| Federal Programs | Allocation ($) |
|---|---|
| | |
| Title I Part A: Allocation | $67,608.00 |
| Title I Part A: Parent Involvement | $1,468.00 |

Subtotal of additional federal funds included for this school: $69,076.00

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

| State or Local Programs | Allocation ($) |
|---|---|
| | |
| LCFF-Concentration/Supplemental | $109,728.00 |

Subtotal of state or local funds included for this school: $109,728.00

Total of federal, state, and/or local funds for this school: $178,804.00

# 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-Concentration/Supplemental | 109,728 | 0.00 |
| Title I Part A: Allocation | 67,608 | 0.00 |
| Title I Part A: Parent Involvement | 1,468 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
| LCFF-Concentration/Supplemental | 109,728.00 |
| Title I Part A: Allocation | 67,608.00 |
| Title I Part A: Parent Involvement | 1,468.00 |

## Expenditures by Budget Reference

| Budget Reference | Amount |
|---|---|
| 1000-1999: Certificated Personnel Salaries | 31,600.00 |
| 2000-2999: Classified Personnel Salaries | 27,428.00 |
| 4000-4999: Books And Supplies | 50,508.00 |
| 5000-5999: Services And Other Operating Expenditures | 28,268.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | 41,000.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF-Concentration/Supplemental | 20,400.00 |
| 2000-2999: Classified Personnel Salaries | LCFF-Concentration/Supplemental | 7,228.00 |
| 4000-4999: Books And Supplies | LCFF-Concentration/Supplemental | 33,500.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF-Concentration/Supplemental | 26,600.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF-Concentration/Supplemental | 22,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A: Allocation | 11,200.00 |

| | | |
|---|---|---|
| 2000-2999: Classified Personnel Salaries | Title I Part A: Allocation | 19,800.00 |
| 4000-4999: Books And Supplies | Title I Part A: Allocation | 16,108.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Allocation | 1,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I Part A: Allocation | 19,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A: Parent Involvement | 400.00 |
| 4000-4999: Books And Supplies | Title I Part A: Parent Involvement | 900.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A: Parent Involvement | 168.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 105,908.00 |
| Goal 2 | 26,500.00 |
| Goal 3 | 25,428.00 |
| Goal 4 | 20,968.00 |

# 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 |
|---|---|
| Jennifer Zanzot | Principal |
| Missy Young | Classroom Teacher |
| Amanda Dalhamer | Classroom Teacher |
| Kate Huelsbeck | Classroom Teacher |
| Brenda Licea | Other School Staff |
| David Mack | Parent or Community Member |
| Holly Hatch | Parent or Community Member |
| Angie Rosales | Parent or Community Member |
| Frank Garden | Parent or Community Member |
| Louis White | 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 |
| --- | --- |
| | English Learner Advisory Committee |
| | Other: PBIS<br>PTA<br>Schoolwide Surveys of Staff and Parents<br>Leadership Team |

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

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

This SPSA was adopted by the SSC at a public meeting on 5/08/2024.

Attested:

| | |
| --- | --- |
| | Principal, Jennifer Zanzot on 5/8/24 |
| | SSC Chairperson, Holly Hatch on 5/8/24 |