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
Henry F. Kammann Elementary School	27-66142-6026538	May 20, 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 Henry F. Kammann Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Kammann 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 Henry F. Kammann Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program

  Kammann 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.

Henry F. Kammann Elementary will meet ESSA requirements in alignment with the LCAP and other federal, state, and local programs by providing all students significant opportunities to receive a fair, equitable, and high quality education to close the opportunity gap through a focus on character, service, and academics.

Educational Partner Involvement

How, when, and with whom did Henry F. Kammann 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

Henry F. Kammann Elementary School takes great care to ensure there are ample opportunities for all educational partners to have a voice and provide input on the use of financial resources.

Our educational partners involved in the planning process include:
School Site Council - This body meets monthly to review student achievement progress, discuss current and potential initiatives or issues surrounding student performance, and make recommendations regarding these topics
School Lighthouse Team (Leadership) - This team regularly meets monthly, more frequently as needed, to review student data, develop a list of priorities, and recommend relevant professional 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.

CA Dashboard - State indicator for which overall performance was in the "Red" or "Orange" performance:

Red performance in English Language Arts for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless

Red performance in Mathematics for the following student groups: Students with Disabilities, Homeless

Red performance in Suspension rate for the following student groups: Homeless

Orange performance in Mathematics for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged

Orange performance in Chronic Absenteeism for the following student groups: Students with Disabilities

Orange performance in Suspension for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged

Steps to address student needs include:
1. Recruit highly qualified teaching staff for open positions
2. Leader in Me strategies to ensure equity and advance student agency
3. Strategic SIPPS reading intervention groups
4. Provide staff with professional development in restorative practices

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.

Red performance in English Language Arts for the following student groups: All Students, English Learners, Hispanic, Socioeconomically Disadvantaged, Homeless

Red performance in Mathematics for the following student groups: Students with Disabilities, Homeless

Red performance in Suspension rate for the following student groups: Homeless

Other Needs

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

Increase student performance on Star Reading and Math assessments.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Henry F. Kammann 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	%	0.28%	0.42%		2	3
African American	%	0.85%	0.70%		6	5
Asian	%	0.71%	0.70%		5	5
Filipino	%	1.41%	1.68%		10	12
Hispanic/Latino	%	93.08%	92.15%		659	657
Pacific Islander	%	0%	%		0	
White	%	2.82%	2.81%		20	20
Multiple/No Response	%	0.85%	0.70%		6	5
			Total Enrollment		708	713

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten		116	95
Grade 1		97	97
Grade 2		95	101
Grade3		97	93
Grade 4		102	96
Grade 5		103	101
Grade 6		98	97
Total Enrollment		708	713

Conclusions based on this data:

1. The majority of our students continue to be of Hispanic or Latino descent.
2. Kinder and 3rd grade have the largest student population.
3. We see a trend of declining enrollment at Kammann, but our kindergarten enrollment is steady.

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	361	371	385	48.30%	51.1%	54.0%
Fluent English Proficient (FEP)	63	63	51	12.00%	8.9%	7.2%
Reclassified Fluent English Proficient (RFEP)				6.3%		

Conclusions based on this data:

1. Our English Learner population grew by 2.6% in comparison to the .5% growth in the 19-20 school year.
Our goal is to DECREASE this number and INCREASE RFEP students.

2. Our FEP student population decreased by 2.6%. The 19-20 school year had 108 students that were FEP vs. the 20-21 school year has 83 students that are considered FEP.

3. Our Reclassified Fluent English Proficient went down by 4.4%. This is the number we aim to INCREASE.
Due to COVID school closures
Students were not able to finish the ELPAC testing which eliminated the opportunity to have another chance to reclassify students at the end of the school year.

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	106	101	95	0	98	94	0	98	94	0.0	97.0	98.9
Grade 4	97	106	106	0	103	106	0	103	106	0.0	97.2	100.0
Grade 5	85	94	99	0	94	99	0	94	99	0.0	100.0	100.0
Grade 6	97	88	89	0	85	89	0	85	89	0.0	96.6	100.0
All Grades	385	389	389	0	380	388	0	380	388	0.0	97.7	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2341.	2330.		4.08	1.06		15.31	7.45		21.43	27.66		59.18	63.83
Grade 4		2428.	2376.		17.48	2.83		14.56	9.43		19.42	16.98		48.54	70.75
Grade 5		2451.	2438.		10.64	7.07		14.89	22.22		27.66	19.19		46.81	51.52
Grade 6		2494.	2465.		5.88	4.49		34.12	15.73		25.88	31.46		34.12	48.31
All Grades	N/A	N/A	N/A		9.74	3.87		19.21	13.66		23.42	23.45		47.63	59.02

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 Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.10	2.13		52.04	51.06		42.86	46.81
Grade 4		7.77	4.72		65.05	54.72		27.18	40.57
Grade 5		7.45	10.10		59.57	50.51		32.98	39.39
Grade 6		8.24	3.37		61.18	40.45		30.59	56.18
All Grades		7.11	5.15		59.47	49.48		33.42	45.36

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 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		3.09	2.13		38.14	36.17		58.76	61.70
Grade 4		8.74	1.89		61.17	39.62		30.10	58.49
Grade 5		7.45	8.08		56.38	46.46		36.17	45.45
Grade 6		8.24	4.49		48.24	51.69		43.53	43.82
All Grades		6.86	4.12		51.19	43.30		41.95	52.58

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 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		9.18	2.13		63.27	73.40		27.55	24.47
Grade 4		6.80	4.72		70.87	62.26		22.33	33.02
Grade 5		10.64	4.04		65.96	73.74		23.40	22.22
Grade 6		9.41	5.62		74.12	71.91		16.47	22.47
All Grades		8.95	4.12		68.42	70.10		22.63	25.77

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.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.08	2.13		54.08	57.45		41.84	40.43
Grade 4		14.56	5.66		57.28	59.43		28.16	34.91
Grade 5		8.51	7.07		62.77	57.58		28.72	35.35
Grade 6		15.29	13.48		69.41	60.67		15.29	25.84
All Grades		10.53	6.96		60.53	58.76		28.95	34.28

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. *No change in this data. COVID school closures prevented our students from taking this exam*
Overall 18.60% of students are in the met standard level in Language Arts. This is a 2.70% increase from the year before. Third grade had the highest growth 7%.

2. *No change in this data. COVID school closures prevented our students from taking this exam*
Listening is our lowest score 7.00% in the above standard, down from the prior year when it was 7.13% above standard. Below standard went down from 37.53% prior year to 32.60 % this year.

3. *No change in this data. COVID school closures prevented our students from taking this exam*
Fifth grade's trend line is trending down in most areas.

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	106	101	95	0	98	94	0	98	94	0.0	97.0	98.9
Grade 4	97	106	106	0	103	106	0	103	106	0.0	97.2	100.0
Grade 5	85	94	100	0	94	100	0	94	100	0.0	100.0	100.0
Grade 6	97	88	89	0	83	89	0	83	89	0.0	94.3	100.0
All Grades	385	389	390	0	378	389	0	378	389	0.0	97.2	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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		2380.	2353.		10.20	0.00		11.22	11.70		30.61	29.79		47.96	58.51
Grade 4		2419.	2402.		6.80	2.83		15.53	12.26		29.13	29.25		48.54	55.66
Grade 5		2453.	2460.		7.45	8.00		11.70	18.00		34.04	27.00		46.81	47.00
Grade 6		2473.	2448.		13.25	3.37		9.64	12.36		28.92	23.60		48.19	60.67
All Grades	N/A	N/A	N/A		9.26	3.60		12.17	13.62		30.69	27.51		47.88	55.27

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.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.27	1.06		47.96	40.43		38.78	58.51
Grade 4		8.74	4.72		35.92	35.85		55.34	59.43
Grade 5		14.89	11.00		42.55	50.00		42.55	39.00
Grade 6		10.84	4.49		38.55	35.96		50.60	59.55
All Grades		11.90	5.40		41.27	40.62		46.83	53.98

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.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		11.22	3.19		39.80	35.11		48.98	61.70
Grade 4		9.71	5.66		38.83	36.79		51.46	57.55
Grade 5		5.32	10.00		46.81	47.00		47.87	43.00
Grade 6		7.23	6.74		45.78	39.33		46.99	53.93
All Grades		8.47	6.43		42.59	39.59		48.94	53.98

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.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.04	2.13		62.24	59.57		35.71	38.30
Grade 4		4.85	3.77		56.31	42.45		38.83	53.77
Grade 5		5.32	6.00		46.81	55.00		47.87	39.00
Grade 6		10.84	4.49		51.81	50.56		37.35	44.94
All Grades		5.56	4.11		54.50	51.67		39.95	44.22

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. *No change in this data. COVID school closures prevented our students from taking this exam*
   Overall we have lots of students in the "not met" category.

2. *No change in this data. COVID school closures prevented our students from taking this exam*
   Problem solving and Modeling/Data Analysis is an area of strength. All grade levels have more % of students in the above standard met from last year.

3. *No change in this data. COVID school closures prevented our students from taking this exam*
Communicating Reasoning is the area with the least % of above standard met.

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
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	1378.6	1386.5	1405.3	1396.3	1398.9	1418.3	1337.4	1357.6	1374.7	69	56	68
1	1406.5	1421.3	1449.4	1431.0	1440.7	1461.0	1381.6	1401.2	1437.1	57	58	44
2	1446.6	1453.0	1459.2	1457.1	1457.5	1474.5	1435.6	1448.0	1443.4	54	61	56
3	1491.6	1484.0	1483.7	1504.6	1489.2	1489.0	1478.1	1478.1	1477.7	55	56	53
4	1495.4	1498.8	1504.8	1502.9	1501.1	1505.7	1487.4	1496.0	1503.5	49	48	50
5	1509.7	1521.1	1529.4	1509.5	1524.9	1530.2	1509.5	1516.9	1528.2	30	44	44
6	1505.8	1534.8	1532.0	1516.3	1538.0	1532.4	1494.9	1531.1	1531.3	19	24	39
All Grades										333	347	354

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
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	2.90	3.57	7.35	26.09	17.86	25.00	27.54	51.79	39.71	43.48	26.79	27.94	69	56	68
1	0.00	1.72	9.09	10.53	18.97	34.09	43.86	37.93	38.64	45.61	41.38	18.18	57	58	44
2	1.85	1.67	8.93	24.07	30.00	32.14	46.30	46.67	33.93	27.78	21.67	25.00	54	60	56
3	18.18	10.71	13.21	27.27	35.71	30.19	30.91	37.50	35.85	23.64	16.07	20.75	55	56	53
4	6.12	2.08	14.00	34.69	50.00	46.00	36.73	33.33	28.00	22.45	14.58	12.00	49	48	50
5	10.00	11.63	18.18	36.67	51.16	47.73	33.33	30.23	29.55	20.00	6.98	4.55	30	43	44
6	10.53	20.83	15.38	26.32	58.33	46.15	42.11	16.67	30.77	21.05	4.17	7.69	19	24	39
All Grades	6.31	6.09	11.86	25.53	34.49	36.16	36.64	38.55	34.18	31.53	20.87	17.80	333	345	354

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 Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.80	3.57	10.29	26.09	25.00	29.41	36.23	42.86	30.88	31.88	28.57	29.41	69	56	68
1	5.26	5.17	22.73	22.81	32.76	40.91	43.86	46.55	25.00	28.07	15.52	11.36	57	58	44
2	11.11	8.33	19.64	31.48	36.67	48.21	48.15	43.33	21.43	9.26	11.67	10.71	54	60	56
3	38.18	26.79	37.74	34.55	41.07	22.64	18.18	17.86	32.08	9.09	14.29	7.55	55	56	53
4	28.57	25.00	38.00	48.98	52.08	42.00	18.37	20.83	16.00	4.08	2.08	4.00	49	48	50
5	26.67	27.91	38.64	56.67	65.12	52.27	13.33	4.65	6.82	3.33	2.33	2.27	30	43	44
6	21.05	50.00	46.15	63.16	41.67	33.33	0.00	4.17	17.95	15.79	4.17	2.56	19	24	39
All Grades	18.02	17.68	28.81	36.04	40.87	37.85	29.73	28.99	22.32	16.22	12.46	11.02	333	345	354

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 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	0.00	1.79	5.88	7.25	8.93	13.24	44.93	46.43	50.00	47.83	42.86	30.88	69	56	68
1	0.00	5.17	6.82	10.53	5.17	25.00	24.56	24.14	25.00	64.91	65.52	43.18	57	58	44
2	0.00	1.67	3.57	20.37	25.00	25.00	24.07	33.33	28.57	55.56	40.00	42.86	54	60	56
3	12.73	3.57	5.66	12.73	16.07	18.87	34.55	46.43	30.19	40.00	33.93	45.28	55	56	53
4	4.08	2.08	6.00	14.29	18.75	24.00	34.69	47.92	38.00	46.94	31.25	32.00	49	48	50
5	3.33	4.65	4.55	20.00	20.93	31.82	43.33	51.16	43.18	33.33	23.26	20.45	30	43	44
6	0.00	0.00	7.69	10.53	41.67	25.64	36.84	41.67	41.03	52.63	16.67	25.64	19	24	39
All Grades	3.00	2.90	5.65	13.21	17.39	22.60	34.23	40.87	37.01	49.55	38.84	34.75	333	345	354

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 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	4.35	10.71	8.82	75.36	66.07	72.06	20.29	23.21	19.12	69	56	68
1	12.28	18.97	38.64	75.44	70.69	56.82	12.28	10.34	4.55	57	58	44
2	12.96	10.00	21.43	68.52	80.00	69.64	18.52	10.00	8.93	54	60	56
3	30.91	35.71	20.75	50.91	48.21	58.49	18.18	16.07	20.75	55	56	53
4	42.86	43.75	34.00	46.94	39.58	60.00	10.20	16.67	6.00	49	48	50
5	20.00	11.63	31.82	73.33	83.72	61.36	6.67	4.65	6.82	30	43	44
6	15.79	13.04	30.77	63.16	86.96	66.67	21.05	0.00	2.56	19	23	39
All Grades	19.22	20.93	25.14	65.17	66.28	64.12	15.62	12.79	10.73	333	344	354

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 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	10.14	3.57	19.12	46.38	60.71	42.65	43.48	35.71	38.24	69	56	68
1	1.75	5.17	22.73	63.16	68.97	59.09	35.09	25.86	18.18	57	58	44
2	12.96	11.67	30.36	79.63	75.00	55.36	7.41	13.33	14.29	54	60	56
3	39.62	50.91	41.51	56.60	30.91	47.17	3.77	18.18	11.32	53	55	53
4	35.42	31.25	36.00	58.33	64.58	58.00	6.25	4.17	6.00	48	48	50
5	36.67	72.09	70.45	56.67	20.93	27.27	6.67	6.98	2.27	30	43	44
6	57.89	78.26	56.41	36.84	17.39	38.46	5.26	4.35	5.13	19	23	39
All Grades	22.73	30.32	37.57	58.48	52.48	47.18	18.79	17.20	15.25	330	343	354

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 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	3.57	5.88	55.07	55.36	75.00	44.93	41.07	19.12	69	56	68
1	3.51	8.62	9.09	29.82	24.14	40.91	66.67	67.24	50.00	57	58	44
2	5.56	0.00	10.71	42.59	56.67	46.43	51.85	43.33	42.86	54	60	56
3	7.27	5.36	5.66	45.45	39.29	37.74	47.27	55.36	56.60	55	56	53
4	4.08	2.08	6.00	42.86	54.17	56.00	53.06	43.75	38.00	49	48	50
5	6.67	4.65	4.55	56.67	62.79	70.45	36.67	32.56	25.00	30	43	44
6	0.00	4.35	7.69	26.32	60.87	51.28	73.68	34.78	41.03	19	23	39
All Grades	3.90	4.07	7.06	43.84	48.84	54.80	52.25	47.09	38.14	333	344	354

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 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	5.80	14.29	20.59	37.68	41.07	36.76	56.52	44.64	42.65	69	56	68
1	0.00	0.00	9.09	40.35	50.00	61.36	59.65	50.00	29.55	57	58	44
2	1.85	11.67	7.14	50.00	63.33	55.36	48.15	25.00	37.50	54	60	56
3	14.55	9.09	18.87	50.91	74.55	64.15	34.55	16.36	16.98	55	55	53
4	8.16	14.58	14.00	61.22	70.83	66.00	30.61	14.58	20.00	49	48	50
5	6.67	13.95	22.73	70.00	69.77	65.91	23.33	16.28	11.36	30	43	44
6	0.00	16.67	20.51	78.95	75.00	71.79	21.05	8.33	7.69	19	24	39
All Grades	5.71	10.76	16.10	51.05	61.92	58.47	43.24	27.33	25.42	333	344	354

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. *No change in this data. COVID school closures prevented our students from taking this exam*
We have 0 students in the, Overall Language" level 1 and 0 students in, "Oral Language" level 1

2. *No change in this data. COVID school closures prevented our students from taking this exam*
Most English Learners are in the "some what/Moderately levels in reading. The grade level with the most percentage in this level is 4th grade with 69.39%.

3. *No change in this data. COVID school closures prevented our students from taking this exam*
Most English Learners are in the "some what/Moderately levels in writing. The grade level with the most percentage in this level is 6th grade with 91.67%.

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**
708	**79.7**	**52.4**	**0.1**
Total Number of Students enrolled in Henry F. Kammann 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	371	52.4
Foster Youth	1	0.1
Homeless	260	36.7
Socioeconomically Disadvantaged	564	79.7
Students with Disabilities	58	8.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	6	0.8
American Indian	2	0.3
Asian	5	0.7
Filipino	10	1.4
Hispanic	659	93.1
Two or More Races	6	0.8
White	20	2.8

Conclusions based on this data:

1. Our homeless population continues to grow, we are currently at 23.7%.

2. 6.3% of our students (50) are in the students with disabilities category.

3. 90% of our population is Hispanic, however we have only 48.5% English Learners.

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  Red	**Chronic Absenteeism**  Yellow	**Suspension Rate**  Orange
Mathematics  Orange		
English Learner Progress  Green		

Conclusions based on this data:

1. Both Language Arts and Math are areas with yellow levels.
2. Suspension is in the orange level, Chronic absenteeism is in the yellow.
3. We do not have any areas with green or blue.

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
5	0	0	0	0

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

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

All Students	English Learners	Foster Youth
 Red	 Red	Less than 11 Students
78.6 points below standard	93.9 points below standard	1 Student
Decreased Significantly -24.2 points	Decreased Significantly -21.3 points	
367 Students	205 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Red	 Red
95.3 points below standard	88.9 points below standard	120.7 points below standard
Decreased Significantly -18 points	Decreased Significantly -22.8 points	Decreased -11.7 points
112 Students	287 Students	34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 81.1 points below standard Decreased Significantly -21.1 points 333 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	73.7 points below standard Increased Significantly +20 points 13 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**
116 points below standard Decreased -7.2 points 170 Students	13.4 points above standard Decreased -14.8 points 35 Students	68.2 points below standard Decreased Significantly -37.8 points 140 Students

Conclusions based on this data:

1. Most sub groups declined in English Language Arts.
2. Homeless and students with disabilities increase by 25.6% and 13.8% respectively. Our white population had the most gains with 32.1% point increase.
3. We do not have any student sub groups in the green or blue areas.

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	3	0	0	0

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
81.9 points below standard	90.1 points below standard	1 Student
Decreased -14.7 points	Decreased -10.8 points	
367 Students	205 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Red
99.1 points below standard	91.7 points below standard	127 points below standard
Decreased -6.1 points	Decreased -13.4 points	Maintained +1.3 points
112 Students	287 Students	34 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 6 Students	Less than 11 Students 1 Student	Less than 11 Students 1 Student	Less than 11 Students 8 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 84.8 points below standard Decreased -11.1 points 333 Students	Less than 11 Students 5 Students	 No Performance Color 0 Students	53.8 points below standard Increased Significantly +20.3 points 13 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**
108.3 points below standard Maintained -0.9 points 170 Students	1.8 points below standard Maintained -0.1 points 35 Students	77.4 points below standard Decreased Significantly -26.1 points 140 Students

Conclusions based on this data:

1. We had increase in scores in all sub groups, but all areas are still below standard.
2. Students with disabilities are in the orange band in math.
3. We have no students in the green or blue bands.

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

Green
55.7% making progress towards English language proficiency
Number of EL Students: 273 Students
Performance Level: 4

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

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
35	86	1	151

Conclusions based on this data:

1. English Learners increased in both ELA and Math.
2. Suspension rates for English Learners had a slight increase .8%. They are in the orange area.
3. The majority of our ELs are in level 3 and 4.

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	 Yellow	Less than 11 Students
31.4% Chronically Absent	26% Chronically Absent	1 Student
Declined Significantly -14.9	Declined Significantly -18.7	
735 Students	393 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
 Yellow	 Yellow	 Orange
30.4% Chronically Absent	33.2% Chronically Absent	35.7% Chronically Absent
Declined Significantly -17.4	Declined Significantly -15.2	Declined -15
270 Students	591 Students	70 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	9.1% Chronically Absent Declined -3.4 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 32.7% Chronically Absent Declined Significantly -14.7 683 Students	Less than 11 Students 7 Students	 No Performance Color 0 Students	25% Chronically Absent Declined -14.1 20 Students

Conclusions based on this data:

1. Our white population increased in the area of "chronically absent" by 5.2% reaching 26.8% chronically absent, the highest levels of chronically absent students. Students with Disabilities were at 23.7% second highest sub group.
2. Both our English Learners and Hispanic students had an increase of 2.6% and 1.% respectively.
3. Our Homeless population had a decline of 2.1%

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
1	3	0	1	0

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

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange	 Orange	Less than 11 Students
2.8% suspended at least one day	3.2% suspended at least one day	3 Students
Increased 1.1	Increased 0.9	
751 Students	406 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red	 Orange	 Green
4.3% suspended at least one day	3.3% suspended at least one day	2.9% suspended at least one day
Increased Significantly 3.1	Increased 1.4	Declined -4.3
276 Students	605 Students	70 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 7 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	0% suspended at least one day Maintained 0 11 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 2.7% suspended at least one day Increased 0.9 698 Students	Less than 11 Students 8 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 20 Students

Conclusions based on this data:

1. Homeless student subgroup is in the red or high to very high.
2. Students with Disabilities subgroups is in the green.
3. All Students, Hispanic, English Learners, and Socioeconomically student subgroups are in the orange.

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 empowering 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.

Kammann showed a decrease in ELA and demonstrated standards not met - Level 1 on the SBAC English Language Arts Assessment for the following student groups:
All Students: 59.02% Standard Not Met (Level 1)
English Learners: 78.72% Standard Not Met (Level 1)
Hispanic: 60.62% Standard Not Met (Level 1)
Socioeconomically Disadvantaged: 64.36% Standard Not Met (Level 1)
Students with Disabilities: 81.25% Standard Not Met (Level 1)
Homeless: 69.17% Standard Not Met (Level 1)

Kammann showed a decrease in Math and demonstrated standards not met - Level 1 on the SBAC Mathematics Assessment for the following student groups:
Students with Disabilities: 71.88% Standard Not Met (Level 1)
Homeless: 60.83% Standard Not Met (Level 1)

Kammann showed an increase in suspension rate for the following student groups:
Homeless: Increased significantly from 1.3% in 2022 to 4.3% in 2023

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		Overall increase in student BPST growth by 7 - 10%
Star Math - All students		Overall increase growth by 7 - 10%
SBAC ELA - All students	59.02% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - English Learners	78.72% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Hispanic	60.62% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Socioeconomically Disadvantaged	64.36% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Students with Disabilities	81.25% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC ELA - Homeless	69.17% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - Students with Disabilities	71.88% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
SBAC Mathematics - Homeless	60.83% Standard Not Met (Level 1)	Reduce percentage of students at level 1 by 7 - 10%
CA Dashboard - Suspension - Homeless	Suspension rate: 4.3%	Reduce the suspension rate among students classified as Homeless by 5 - 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	After school intervention opportunities including but not limited to open lab where students can attain academic support from a certificated teacher, small group targeted interventions.	All students	4000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries After-school /Saturday interventions 5000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries After-school /Saturday Intervention/Spring Break 6000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Copy paper, pencils, books, after school program supplies
1.2	Provide extra support staff to support classroom teachers with small groups	All students - Support staff	58,950 Title I Part A: Allocation 2000-2999: Classified Personnel Salaries

			6 hour Para Educator
1.3	ELPAC Extravaganza - After school program manned by teachers to help students prepare for the annual English Language Proficiency Assessment of California (ELPAC) .	English Learners	5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Training, Data teams/collaboration/ Data input 500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Reclassification medals, certificates, etc 1000 Title I Part A: Allocation 4000-4999: Books And Supplies Medals, certificates, trophies
1.4	Support software licenses for students including but not limited to programs such as Freckle, ESGI, Starfall, and other age appropriate software programs that support student achievement. Support software needs for students, Classroom and student technology updates.	All students	3000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Technology, software, 3000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Rosetta Stone Software Licenses for students
1.5	Provide Special Needs Students with specific support materials as identified by the MTSS team, 504 plan, IEP or teacher to motivate, promote engagement and participation.	All students	4000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Flexible seating, sensory materials, visual aids, fine and gross motor tools, and tools to meet the specific needs of students 1000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Conference communication phone for all parents meetings including IEP, SST, etc.
1.6	Student materials essential for continued learning including but not limited to basic school supplies, specialty supplies such as agendas for upper grades, bilingual dictionaries, Technology etc.	All students	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Agendas, dictionaries, etc. 3000

			LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Technology equipment, software, headphones, computers, Smart boards, Interactive tech equipment, etc.
1.7	Supplemental science curricular supports to assist in teaching the NGSS since there is no formal adoption of NGSS curricular materials.	All students	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Science curricular materials 4000 Title I Part A: Allocation 4000-4999: Books And Supplies Science, project based learning materials tied to NGSS,
1.8	Identify the individual needs of students and use academic materials that supports individual, and various learning styles.	All Students	4000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials to support individual student needs in the classroom, including but not limited to school supplies, art supplies, flashcards, and specialty curriculum supplies.
1.9	Integrate Project Based learning lessons and activities to increase student comprehension and participation.	All Students	4000 Title I Part A: Allocation 5800: Professional/Consulting Services And Operating Expenditures Trainers/consultants to provide training to Kammann staff regarding Project Based Learning lessons 3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials to support Project Based Learning 2000 Title I Part A: Allocation 4000-4999: Books And Supplies Materials to support Project based learning 3000 Title I Part A: Allocation 5000-5999: Services And Other Operating Expenditures Teacher Conference, workshops, PD to support Project Based Learning

1.10	Students field trips to enhance student learning and promote student engagement	All students	10000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Field Trips, transportation, services, etc.
1.11	Visual Arts	All Students	12,500 Title I Part A: Allocation 4000-4999: Books And Supplies Classroom furniture

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:
Implementing Leader in Me, school wide to support self esteem, vocabulary, student engagement.
Staff retention remains high.
Funded a part-time STEAM teacher

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:
Clerical staff was inconsistent due to illnesses and/or injuries.
Continued plan to recruit and maintain highly qualified teachers.
Site-based after school interventions were not implemented outside of ELPAC preparation. This is attributed to a lack of after school teacher availability and competing district-based programming.

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: A vast majority of identified goals will use the SBAC as metric indicators.

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.

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

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. Additionally, research consistently shows that a positive school climate correlates with higher academic achievement. 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.

Ensure the facilities and grounds are free of hazards such as loose equipment and tools, gopher holes, etc.
Updated game lines and demarcations for Playworks activities

Regularly review school site safety protocols and procedures, and Board Policy regarding safety at staff meetings, including classified staff meetings.

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	TBD	By June 2025, decrease Office Discipline Referrals by 10%
Parent Surveys	TBD	By June 2025, increase the percentage of parents who complete the SCESD parent survey by by 10%
Student Survey results "students feeling safe at school"	TBD	By June 2025, increase student responses on the SCESD survey of "Feeling Safe at School" by 10%
Certificated Surveys for Kammann staff	TBD	By June 2025, Kammann certificated staff will increase participation in professional development opportunities by 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
2.1	Support positive, safe and responsible behavior with positive school signage throughout the school campus.	All students	10000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Signage, magnates, banners, posters, etc., with anti bully, classroom behavior, character education and PBIS messaging, walkie talkies.
2.2	Continued implementation of Leader in Me program strategies which promote respectful, responsible actions	All students	4000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies 4000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures
2.3	Integrate PlayWorks school-wide to foster positive team building skills and activities with inclusion of all students.	All Students	1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Training materials and supplies, that will include training manuals, copy paper, etc 1500 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Removed and using ELO funds to purchase materials 2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Teacher PlayWorks professional development 2000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Classified PlayWorks professional development

2.4	PBIS experiences and incentives to increase student engagement and participation	All students	3000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Trophies, Award Ribbons/Medals, Certificates 5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies PBIS student store materials, binders, folders, mini games, toy figures, rings, erasers, pencils, markers, crayons, etc
2.5	Student Lighthouse (student council) activities to promote student engagement, character, school pride and awareness.	All Students	800 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Books, binders, writing material, name tags, etc. 1000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Transportation 500 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Student Council field trips to promote, character leadership and team building skills.
2.6	Social Emotional Learning and Trauma Informed Practices	All Students	3000 Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries Professional Development opportunities for certificated staff 3000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Professional Development opportunities for classified staff 3000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures Trauma Informed Practices and Social Emotional - Trainers (In person/online training)

			2500 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Trauma Informed Practices and Social Emotional technology guides/software, and/or books
2.7	Promote school pride by ensuring the school has the proper equipment to ensure grounds are clean, organized and safe.	All Students	5000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Storage and organizational containers for all staff for school organization 15000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Outdoor student performance stage ,benches, student tables, student event chairs, etc.
2.8	Promote student safety, engagement and confidence by integrating student furniture that is multi functional, safe and conducive to student engagement and learning.	All Students	10000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Student desks, chairs, dividers, plexiglass, stools, step ladders, etc
2.9	School Beautification to promote school pride and engagement with the implementation of programs such as school gardens, murals, Ecology Action, and PE. Equipment	All Students	8000 LCFF- Concentration/Supplemental 4000-4999: Books And Supplies Gardening materials, that include tools (rake, water, hose, buckets, etc.), seeds, soil. Mural Equipment such as paint brushes, paint, etc., P.E. equipment. 5000 LCFF- Concentration/Supplemental 1000-1999: Certificated Personnel Salaries After school teaching and learning activities to promote school beautification activities for students. 5000 LCFF- Concentration/Supplemental 2000-2999: Classified Personnel Salaries After school teaching and learning activities to promote

			school beautification activities for students.
2.10	Continuous Improvement: Regularly solicit feedback from students, parents, and staff on ways to improve the school environment. Use data and feedback to identify areas for growth and implement evidence-based practices to address them.	All students	800 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies
2.11	Homeless students- structures to address why this group of students is being suspended at a higher rate: Where is this happening, etc. If it is in the classroom, see if the teacher needs support with cultural awareness	Homeless students	1000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries

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: Implementation of the Leader in Me program, radios for every classroom, rebooted the Playworks program with a designated para-educator to implement, develop, and expand the program with student leadership

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: A number of long-term absences of key staff members due to illness and injury.

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 goals will have a focus on reducing ODR's and increasing staff participation on professional development opportunities and support an increase in the number of students who "feel safe at school", according to the SCESD student survey results.

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.

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 to ensure all staff has a positive impact on 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. 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.

Although we all work in education, not all positions provide direct services to students but, still have an impact on the student experience at school. Opportunities are required to ensure that all staff is high qualified and has access to professional development opportunities to effectively support the positive culture of the school.

An increased number of PD opportunities for certificated and classified are required to meet the individual needs of all student groups.

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
Certificated workshop/training logs		Increase certificated participation in conferences/workshop logs to support Tier I, II and II student support services by 7 -10%.
Classified workshop/training logs		Increase classified participation in conferences/workshop logs to support Tier I, II and II student support services 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
3.1	Professional development opportunities in a variety of areas is needed so all certificated/classified staff can participate and develop specific skills required to meet the needs of students.	All Students	5000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries PD registration, travel, Conferences 3000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries PD registration, travel Conferences 2000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Materials to support staff PD, books, software, supplies, etc. None Specified None Specified None Specified None Specified
3.2	Conferences for certificated for principal and VP to enhance learning in School Safety, classroom management, California Common Core State Standards and technology.	All Students	2000 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries PD, conferences, workshops
3.3	Additional classified staff and/or additional hours for current staff for supervision and to support classroom teacher.	All students	15000 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Additional hours for classified support
3.4	"Leader in Me" material and supplies		5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Leader in Me program materials for staff, parents and students
3.5	Training before and after regular working hours for all classified to enhance skills to promote student		2000

	academic and social emotional success, such as school safety, Play-works training, PBIS, technology, testing, etc.		LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries In -house training opportunities for classified staff
3.6	Material and supplies to enhance teacher productivity, such as computers, Smart/interactive-boards, etc.		5000 LCFF-Concentration/Supplemental 4000-4999: Books And Supplies Material and supplies for certificated staff
3.7	Writers, reading, math workshop collaboration for certificated staff		2000 LCFF-Concentration/Supplemental 5000-5999: Services And Other Operating Expenditures
3.8	Data collaboration/evaluation for certificated to evaluate student data, set student goals, create meaningful academic learning experiences		3,681 LCFF-Concentration/Supplemental 1000-1999: Certificated Personnel Salaries Certificated data collaboration
3.9	Speakers, trainers, to motivate and train all staff in PBIS, etc.		2000 LCFF-Concentration/Supplemental 5800: Professional/Consulting Services And Operating Expenditures Trainers for all 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:
Increase number of certificated staff who participated in site professional development.
Huge investment in "Leader - In Me" program with a focus of "the seven habits of highly effective people".
Increase number of certificated staff who participated in conferences.
Weekly meetings were scheduled for para's and campus supervisors.

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:
Absenteeism with staff due to illness or injury - substitutes, specifically for classified absenteeism were limited.
Unfilled classified and certificated positions that resulted in other staff members having to cover.

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 main goal, which is to increase participation in PD will remain the same, but we will set specific targets for classified and certificated staff.

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.

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 Kammann School 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.

Opportunities for parents to help out at the school
Improved and updated school website to be used as a primary source of information about school activities
Consistent support staff

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 Engagement Logs		10% increase in parent participation in all school meetings and parent engagement activities.
Parent Survey participation		10% increase in the number of parents who participate in the SCESD parent survey.

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	Provide interpretation services to parents during parent teacher conferences, parent meetings/workshops, etc	All Students of parents whose primary language is anything other than English.	500 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Interpreting supports for parent/teacher conferences 500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries childcare/Interpreting supports for parent/teacher conference
4.2	Promote school engagement and participation	All Students	500 Title I Part A: Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Conferences, workshops, CABE, Training for parents 500 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Refreshements for parent events/meetings
4.3	Schedule periodic trainings with district Communication and I.T. staff for keeping school website updated with timely and engaging content		
4.4	Provide child care for parent meetings/workshops, family school events, etc		500 Title I Part A: Parent Involvement 2000-2999: Classified Personnel Salaries Childcare
4.5	Custodial Extra time to support with parent/family engagement events/meetings, canivals, festivals, etc		700.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Additional hours before, during and after school events.
4.6	Parent Coordinator Extra hours to support and facilitate parent meetings, events, phone calls to parents, schedule weekly parent trainings, increase home/school/community communication, refer parent to community resources, serve as a parent liaison at SST meetings, survey parents to determine needed home/school support, coordinate workshops such as Latino Faily Literacy, CABE, etc		700.00 LCFF-Concentration/Supplemental 2000-2999: Classified Personnel Salaries Additional hours to support parents
4.7	Provide light snacks, coffee, water certificates for parent engagement events and volunteer recognition events		355.12 Title I Part A: Parent Involvement

			4000-4999: Books And Supplies Refreshments, parent meeting materials.
4.8	Provide supplemental materials such as books for parents to read to their children to support literacy		
4.9	Family Literacy, Math, Science Night: staff facilitate activites that include strategies to promote academic achievement and share strategies for student to learn.		

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:
Significant increased in the number of parents who participated on the district-wide parent survey.
Implemented a program called "Leader in Me" to support family and home school connection.
Re-established a PTO
full time vice principal

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:
Deficient number of active support staff.

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 goals will remain the same and focus on increasing the number of parent events and the number of parents who participate.

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	$110805.12
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$292,486.12
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	$108,450.00
Title I Part A: Parent Involvement	$2,355.12

Subtotal of additional federal funds included for this school: $110,805.12

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	$181,681.00

Subtotal of state or local funds included for this school: $181,681.00

Total of federal, state, and/or local funds for this school: $292,486.12

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I Part A: Allocation	108,450	0.00
Title I Part A: Parent Involvement	2,355.12	0.00
LCFF-Concentration/Supplemental	181,681	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF-Concentration/Supplemental	181,681.00
Title I Part A: Allocation	108,450.00
Title I Part A: Parent Involvement	2,355.12

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	35,681.00
2000-2999: Classified Personnel Salaries	91,850.00
4000-4999: Books And Supplies	128,955.12
5000-5999: Services And Other Operating Expenditures	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	13,500.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF-Concentration/Supplemental	27,681.00
2000-2999: Classified Personnel Salaries	LCFF-Concentration/Supplemental	31,900.00
4000-4999: Books And Supplies	LCFF-Concentration/Supplemental	96,600.00
5000-5999: Services And Other Operating Expenditures	LCFF-Concentration/Supplemental	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF-Concentration/Supplemental	9,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	8,000.00

2000-2999: Classified Personnel Salaries	Title I Part A: Allocation	58,950.00
4000-4999: Books And Supplies	Title I Part A: Allocation	31,500.00
5000-5999: Services And Other Operating Expenditures	Title I Part A: Allocation	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Allocation	4,000.00
2000-2999: Classified Personnel Salaries	Title I Part A: Parent Involvement	1,000.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	855.12
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A: Parent Involvement	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	144,950.00
Goal 2	96,600.00
Goal 3	46,681.00
Goal 4	4,255.12

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

6 Parent or Community Members

0 Secondary Students

Name of Members	Role
David Parr	Principal
Samantha Richmond	Other School Staff
Julie Pestana	Classroom Teacher
Kirk Gularte	Classroom Teacher
Dolores Diane Ruiz	Parent or Community Member
Eva Young	Parent or Community Member
Olga Lucas	Parent or Community Member
Jennifer Webster	Parent or Community Member
Veronica Pippenger	Parent or Community Member
Alternate - Open	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
	Other: English Learner Parent Group

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 05/20/2024.

Attested:

	Principal, David Parr on 05/20/2024
	SSC Chairperson, Gerardo Landeros on 05/20/2024