



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lenwood Elementary & Challenges Community Day School	36676116035372	May 15, 2024	June 25, 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 Lenwood Elementary & Challenges Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
  - Additional Targeted Support and Improvement
- The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

Lenwood Elementary School has been identified as an Additional Targeted Support and Improvement (ATSI) for the following four student groups: African American, Students identified as Two or More Races, Homeless and English Learners for the 2024 -2025 school year.

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.

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# 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 Lenwood Elementary & Challenges Community Day School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

## Schoolwide Program

### Additional Targeted Support and Improvement

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

Lenwood Elementary School has been identified as an Additional Targeted Support and Improvement (ATSI) for the following four student groups: African American, Students identified as Two or More Races, Homeless and English Learners for the 2024 -2025 school year.

As a Title I School wide program, we conduct a Comprehensive Needs Assessment annually and develop our SPSA with educational partners, including our Leadership Team, School Site Council, and English Learner Advisory Committee. The SPSA is based on strategies that support state standards and addresses the needs of all children, and particularly those at risk of not meeting standards, by identifying evidence-based activities, strategies, and interventions that will improve student achievement. Our SPSA implementation is monitored and evaluated through ongoing meetings with educational partners. The SPSA is revised to ensure continuous improvement based on data analysis of student learning needs as part of the school's ongoing practices and identification of support strategies. All Title I funding supplements and does not supplant services that students would otherwise receive if not participating in a Title I program. Our plan is directly coordinated with district LCAP goals, associated services, and planning requirements.

## Educational Partner Involvement

How, when, and with whom did Lenwood Elementary & Challenges Community Day 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

The SPSA for Lenwood Elementary School/Challenges Community Day School was reviewed and approved in May by the School Site Council. The SPSA will be evaluated by the School Site Council mid-year and at the end of the year. The ELAC advisory committee provides input on the SPSA prior to approval by the School Site Council. The end of year Title I parent survey is also used to gain input when creating the SPSA. Staff and parents are involved in the annual review of the SPSA in May of every school year. ELAC, SSC, and staff give input and then the SSC approves the annual review in May of every school year.

## Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

Lack of early literacy training for upper grade teachers, currently do not have an adopted literacy program site wide, ELL curriculum among the site does not exist. Lack of training on ELL strategies and requirements. Training amongst staff about CR-PBIS, trauma informed discipline and restorative practices are not universal.

Lenwood Elementary School is identified for Additional Targeted Support and Improvement (ATSI) status for low performance for the following four student groups:

African American Students

Students identified as Two or More Races

English Learner Students

Homeless Students

# 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.

Suspension rate, English Language Learners, Language Arts, Math

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.

Chronic Absenteeism: African American, English Learners and 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.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Lenwood Elementary & Challenges Community Day 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	0.43%	0.79%	0.87%	2	4	4
African American	13.36%	13.47%	14.57%	62	68	67
Asian	0.43%	0.2%	%	2	1	
Filipino	%	0%	0.43%		0	2
Hispanic/Latino	52.59%	55.25%	55.65%	244	279	256
Pacific Islander	0.65%	0.59%	0.43%	3	3	2
White	25.65%	23.37%	21.09%	119	118	97
Multiple/No Response	6.25%	6.34%	6.96%	29	32	32
<b>Total Enrollment</b>				464	505	460

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	96	96	58
Grade 1	64	75	73
Grade 2	66	66	74
Grade3	67	70	65
Grade 4	65	72	81
Grade 5	51	70	67
Grade 6	55	56	
<b>Total Enrollment</b>	464	505	460

#### Conclusions based on this data:

- Total enrollment stayed level from the 20/21 school year to the 21/22 school year. Enrollment for 22/23 has increased by over 10%.
- The main enrollment increase are in grades 1 and 5.

# 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	56	72	61	13.10%	12.1%	13.2%
Fluent English Proficient (FEP)	16	15	11	1.90%	3.4%	2.4%
Reclassified Fluent English Proficient (RFEP)				0.0%		

### Conclusions based on this data:

1. The percentage of EL enrollment from 21/22 to 22/23 increased by 20 students.
2. The percentage of Fluent English Proficient (FEP) remained fairly level.

# 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	73	68	82	64	66	79	61	66	79	87.7	97.1	96.3
Grade 4	57	67	77	49	64	71	49	64	71	86.0	95.5	92.2
Grade 5	71	51	75	51	49	69	50	49	69	71.8	96.1	92.0
Grade 6	65	58	56	58	52	55	58	52	55	89.2	89.7	98.2
All Grades	266	244	290	222	231	274	218	231	274	83.5	94.7	94.5

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	2340.	2367.	2367.	4.92	15.15	13.92	8.20	13.64	11.39	19.67	21.21	22.78	67.21	50.00	51.90
Grade 4	2374.	2358.	2378.	6.12	3.13	4.23	2.04	9.38	18.31	18.37	12.50	12.68	73.47	75.00	64.79
Grade 5	2398.	2422.	2385.	4.00	6.12	1.45	8.00	8.16	8.70	20.00	20.41	15.94	68.00	65.31	73.91
Grade 6	2418.	2408.	2447.	1.72	0.00	3.64	8.62	5.77	14.55	24.14	25.00	30.91	65.52	69.23	50.91
All Grades	N/A	N/A	N/A	4.13	6.49	6.20	6.88	9.52	13.14	20.64	19.48	20.07	68.35	64.50	60.58

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.



<b>Reading</b> <b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.28	9.09	8.86	42.62	53.03	51.90	54.10	37.88	39.24
<b>Grade 4</b>	0.00	4.69	0.00	65.31	40.63	66.20	34.69	54.69	33.80
<b>Grade 5</b>	4.00	6.12	7.25	48.00	51.02	49.28	48.00	42.86	43.48
<b>Grade 6</b>	0.00	1.92	1.82	44.83	38.46	41.82	55.17	59.62	56.36
<b>All Grades</b>	1.83	5.63	4.74	49.54	45.89	52.92	48.62	48.48	42.34

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<b>Writing</b> <b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	4.92	9.09	8.86	34.43	40.91	39.24	60.66	50.00	51.90
<b>Grade 4</b>	2.04	3.13	2.86	38.78	32.81	40.00	59.18	64.06	57.14
<b>Grade 5</b>	2.04	8.16	0.00	34.69	38.78	26.09	63.27	53.06	73.91
<b>Grade 6</b>	3.45	0.00	3.64	20.69	17.31	38.18	75.86	82.69	58.18
<b>All Grades</b>	3.23	5.19	4.03	31.80	32.90	35.90	64.98	61.90	60.07

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<b>Listening</b> <b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	3.28	10.61	7.59	67.21	65.15	65.82	29.51	24.24	26.58
<b>Grade 4</b>	2.04	4.69	5.63	65.31	62.50	67.61	32.65	32.81	26.76
<b>Grade 5</b>	0.00	2.04	5.80	72.00	67.35	59.42	28.00	30.61	34.78
<b>Grade 6</b>	3.45	1.92	7.27	60.34	57.69	63.64	36.21	40.38	29.09
<b>All Grades</b>	2.29	5.19	6.57	66.06	63.20	64.23	31.65	31.60	29.20

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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
<b>Grade 3</b>	3.28	7.58	11.39	60.66	40.91	53.16	36.07	51.52	35.44
<b>Grade 4</b>	6.12	4.69	2.82	69.39	46.88	56.34	24.49	48.44	40.85
<b>Grade 5</b>	4.00	2.04	0.00	44.00	61.22	56.52	52.00	36.73	43.48
<b>Grade 6</b>	3.45	3.85	7.27	56.90	59.62	67.27	39.66	36.54	25.45
<b>All Grades</b>	4.13	4.76	5.47	57.80	51.08	57.66	38.07	44.16	36.86

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**Conclusions based on this data:**

1. CAASPP ELA overall percentage of Met and exceed students increased from 16.0% in 21/22 to 19.3% in 22/23
2. CAASPP ELA overall Not met achievement decreased from 64.5% in 21/22 to 60.07% in 22/23.
3. Reading, research/inquiry, writing and listening scores all show small increases

# 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	73	68	83	61	66	80	59	66	80	83.6	97.1	96.4
Grade 4	57	67	78	48	64	72	48	64	72	84.2	95.5	92.3
Grade 5	71	51	75	50	49	69	49	49	69	70.4	96.1	92.0
Grade 6	65	58	57	58	52	55	57	52	55	89.2	89.7	96.5
All Grades	266	244	293	217	231	276	213	231	276	81.6	94.7	94.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard 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	2348.	2380.	2373.	1.69	6.06	7.50	8.47	19.70	21.25	20.34	28.79	17.50	69.49	45.45	53.75
Grade 4	2383.	2364.	2372.	2.08	1.56	1.39	8.33	6.25	5.56	25.00	18.75	30.56	64.58	73.44	62.50
Grade 5	2370.	2412.	2374.	0.00	4.08	0.00	2.04	0.00	2.90	10.20	22.45	11.59	87.76	73.47	85.51
Grade 6	2376.	2377.	2404.	0.00	0.00	0.00	3.51	1.92	3.64	3.51	11.54	21.82	92.98	86.54	74.55
All Grades	N/A	N/A	N/A	0.94	3.03	2.54	5.63	7.79	9.06	14.55	20.78	20.29	78.87	68.40	68.12

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<b>Concepts &amp; Procedures</b>									
<b>Applying mathematical concepts and procedures</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	5.08	9.09	15.00	30.51	50.00	31.25	64.41	40.91	53.75
<b>Grade 4</b>	0.00	1.56	1.39	31.25	18.75	31.94	68.75	79.69	66.67
<b>Grade 5</b>	0.00	2.04	0.00	16.33	30.61	17.39	83.67	67.35	82.61
<b>Grade 6</b>	0.00	0.00	0.00	7.02	21.15	23.64	92.98	78.85	76.36
<b>All Grades</b>	1.41	3.46	4.71	21.13	30.74	26.45	77.46	65.80	68.84

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<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	5.08	12.12	11.25	35.59	36.36	36.25	59.32	51.52	52.50
<b>Grade 4</b>	2.08	1.56	1.39	39.58	28.13	37.50	58.33	70.31	61.11
<b>Grade 5</b>	0.00	4.08	0.00	28.57	28.57	26.09	71.43	67.35	73.91
<b>Grade 6</b>	0.00	0.00	0.00	22.81	17.31	36.36	77.19	82.69	63.64
<b>All Grades</b>	1.88	4.76	3.62	31.46	28.14	34.06	66.67	67.10	62.32

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<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>	6.78	7.58	10.00	57.63	60.61	58.75	35.59	31.82	31.25
<b>Grade 4</b>	4.17	1.56	4.17	50.00	37.50	38.89	45.83	60.94	56.94
<b>Grade 5</b>	0.00	4.08	0.00	34.69	48.98	31.88	65.31	46.94	68.12
<b>Grade 6</b>	0.00	1.92	0.00	49.12	36.54	50.91	50.88	61.54	49.09
<b>All Grades</b>	2.82	3.90	3.99	48.36	46.32	45.29	48.83	49.78	50.72

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**Conclusions based on this data:**

1. CAASPP overall math achievement increased slightly from 10.8% exceed or met in 21/22 to 11.6% in 22/23
2. CAASPP overall math achievement decreased from 78.87% in 20/21 to 68.4 in 21/22.
3. Communicating reasoning decreased while Problem solving and concepts & procedures scores increased .

# 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 \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://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
<b>K</b>	*	*	*	*	*	*	*	*	*	8	10	9
<b>1</b>	*	*	1420.9	*	*	1436.1	*	*	1405.4	6	8	13
<b>2</b>	1475.2	*	1429.1	1468.9	*	1429.7	1481.4	*	1427.9	14	9	12
<b>3</b>	1474.9	1469.3	*	1477.6	1479.5	*	1471.9	1458.9	*	11	13	10
<b>4</b>	*	1471.1	1500.7	*	1469.3	1508.3	*	1472.6	1492.8	8	12	12
<b>5</b>	*	*	1467.8	*	*	1469.6	*	*	1465.5	6	6	13
<b>6</b>	*	*	*	*	*	*	*	*	*	10	7	8
<b>All Grades</b>										63	65	77

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	0.00	*	*	23.08	*	*	30.77	*	*	46.15	*	*	13
<b>2</b>	7.14	*	0.00	42.86	*	16.67	28.57	*	41.67	21.43	*	41.67	14	*	12
<b>3</b>	0.00	0.00	*	45.45	38.46	*	27.27	30.77	*	27.27	30.77	*	11	13	*
<b>4</b>	*	0.00	25.00	*	33.33	41.67	*	25.00	0.00	*	41.67	33.33	*	12	12
<b>5</b>	*	*	0.00	*	*	38.46	*	*	30.77	*	*	30.77	*	*	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	7.94	1.54	6.49	38.10	35.38	29.87	33.33	38.46	29.87	20.63	24.62	33.77	63	65	77

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	15.38	*	*	30.77	*	*	46.15	*	*	7.69	*	*	13
<b>2</b>	14.29	*	8.33	35.71	*	41.67	35.71	*	16.67	14.29	*	33.33	14	*	12
<b>3</b>	9.09	38.46	*	54.55	15.38	*	27.27	23.08	*	9.09	23.08	*	11	13	*
<b>4</b>	*	16.67	41.67	*	33.33	33.33	*	16.67	8.33	*	33.33	16.67	*	12	12
<b>5</b>	*	*	23.08	*	*	46.15	*	*	15.38	*	*	15.38	*	*	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	20.63	21.54	19.48	38.10	32.31	37.66	28.57	27.69	24.68	12.70	18.46	18.18	63	65	77

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	0.00	*	*	7.69	*	*	38.46	*	*	53.85	*	*	13
<b>2</b>	7.14	*	0.00	35.71	*	16.67	35.71	*	16.67	21.43	*	66.67	14	*	12
<b>3</b>	0.00	0.00	*	9.09	7.69	*	63.64	46.15	*	27.27	46.15	*	11	13	*
<b>4</b>	*	0.00	8.33	*	0.00	33.33	*	41.67	16.67	*	58.33	41.67	*	12	12
<b>5</b>	*	*	0.00	*	*	7.69	*	*	30.77	*	*	61.54	*	*	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	1.59	0.00	2.60	20.63	12.31	14.29	50.79	46.15	32.47	26.98	41.54	50.65	63	65	77

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	23.08	*	*	61.54	*	*	15.38	*	*	13
<b>2</b>	7.14	*	16.67	85.71	*	58.33	7.14	*	25.00	14	*	12
<b>3</b>	9.09	61.54	*	81.82	23.08	*	9.09	15.38	*	11	13	*
<b>4</b>	*	25.00	33.33	*	41.67	58.33	*	33.33	8.33	*	12	12
<b>5</b>	*	*	7.69	*	*	61.54	*	*	30.77	*	*	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	19.05	23.08	18.18	69.84	63.08	61.04	11.11	13.85	20.78	63	65	77

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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
<b>K</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>1</b>	*	*	15.38	*	*	53.85	*	*	30.77	*	*	13
<b>2</b>	28.57	*	25.00	50.00	*	50.00	21.43	*	25.00	14	*	12
<b>3</b>	27.27	41.67	*	63.64	33.33	*	9.09	25.00	*	11	12	*
<b>4</b>	*	25.00	50.00	*	41.67	33.33	*	33.33	16.67	*	12	12
<b>5</b>	*	*	53.85	*	*	30.77	*	*	15.38	*	*	13
<b>6</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	34.92	23.44	33.77	46.03	53.13	42.86	19.05	23.44	23.38	63	64	77

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	7.69	*	*	30.77	*	*	61.54	*	*	13
2	35.71	*	0.00	35.71	*	41.67	28.57	*	58.33	14	*	12
3	0.00	0.00	*	54.55	38.46	*	45.45	61.54	*	11	13	*
4	*	0.00	8.33	*	41.67	50.00	*	58.33	41.67	*	12	12
5	*	*	0.00	*	*	38.46	*	*	61.54	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	11.11	1.54	2.60	46.03	53.85	45.45	42.86	44.62	51.95	63	65	77

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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	*	*	*	*	*	*	*	*	*	*	*	*
1	*	*	7.69	*	*	53.85	*	*	38.46	*	*	13
2	7.14	*	8.33	71.43	*	41.67	21.43	*	50.00	14	*	12
3	9.09	0.00	*	63.64	69.23	*	27.27	30.77	*	11	13	*
4	*	0.00	25.00	*	58.33	41.67	*	41.67	33.33	*	12	12
5	*	*	7.69	*	*	38.46	*	*	53.85	*	*	13
6	*	*	*	*	*	*	*	*	*	*	*	*
<b>All Grades</b>	9.52	6.15	14.29	63.49	56.92	44.16	26.98	36.92	41.56	63	65	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.

**Conclusions based on this data:**

- Data boxes with an asterisk had less than the minimum number of students for the LEA/school to receive a performance level reported on the California School Dashboard.  
Students increased in Oral, Writing and Speaking and decreased in Listening and Reading from 21/22 to 22/23.
- The percentage of students scoring level 4 oral language increased from 21/22 to 22/23.
- Number of total number students tested increased by 12 from 2122 to 22/23



# 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			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>505</b>	<b>85.5</b>	<b>14.3</b>	<b>1.2</b>
Total Number of Students enrolled in Lenwood Elementary & Challenges Community Day 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	72	14.3
Foster Youth	6	1.2
Homeless	12	2.4
Socioeconomically Disadvantaged	432	85.5
Students with Disabilities	84	16.6

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	68	13.5
American Indian	4	0.8
Asian	1	0.2
Hispanic	279	55.2
Two or More Races	32	6.3
Pacific Islander	3	0.6
White	118	23.4

### Conclusions based on this data:

1. We have a high percentage of Socioeconomically Disadvantaged students (85.5%).

2. The Hispanic student group represents the highest percentage of students (55.2%).
3. Nearly 17% of our students are students with disabilities and we have a high rate of English learners (14.3%).

# School and Student Performance Data

## Overall Performance






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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.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Red
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. Suspension and math are very low for performance level.
2. English Language Arts and English learner progress is low.
3. chronic absenteeism is in the yellow.

# School and Student Performance Data

## Academic Performance English Language Arts

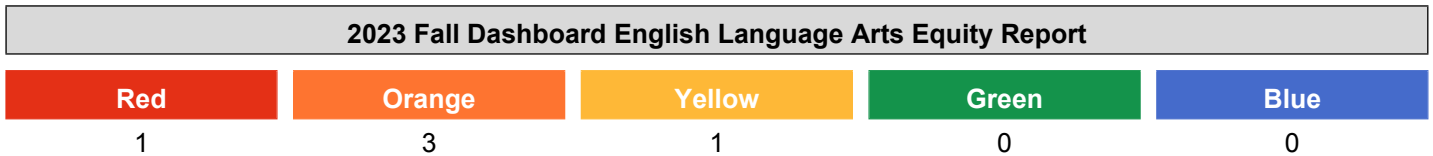
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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		
<p><b>All Students</b></p>  Orange 82.8 points below standard Increased +9.9 points 233 Students	<p><b>English Learners</b></p>  Red 96.8 points below standard Decreased -9.6 points 40 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>6 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 86.2 points below standard Increased +5.3 points 207 Students	<p><b>Students with Disabilities</b></p>  Orange 164.3 points below standard Increased +14.5 points 57 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>132.1 points below standard</p> <p>Decreased Significantly - 39.7 points</p> <p>31 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p>Less than 11 Students</p> <p>1 Student</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Orange</p> <p>84.2 points below standard</p> <p>Increased Significantly +18.6 points</p> <p>128 Students</p>	<p>153.9 points below standard</p> <p>Decreased Significantly - 18.1 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Yellow</p> <p>58.4 points below standard</p> <p>Increased Significantly +20.1 points</p> <p>59 Students</p>

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
<p>101.1 points below standard</p> <p>Increased +9.9 points</p> <p>36 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p>84 points below standard</p> <p>Increased +14.7 points</p> <p>187 Students</p>

**Conclusions based on this data:**

- For CAASPP ELA all students are 96.8 points below standard.
- English learners, socioeconomic disadvantage students, Hispanic, and African American students students are at or higher than the overall students points below standard.
- Students with disabilities, Hispanic, White and socioeconomically disadvantaged students increased overall

# School and Student Performance Data

## Academic Performance Mathematics

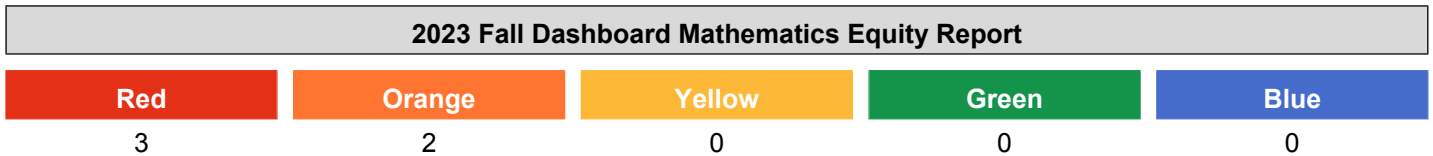
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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		
<p><b>All Students</b></p>  Red 108.7 points below standard Maintained +0.6 points 234 Students	<p><b>English Learners</b></p>  Red 124.8 points below standard Decreased Significantly -17.8 points 40 Students	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>Less than 11 Students</p> <p>7 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p>  Red 113.7 points below standard Decreased -5.1 points 209 Students	<p><b>Students with Disabilities</b></p>  Red 190.9 points below standard Decreased -5 points 58 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
140.8 points below standard Decreased -9.4 points 31 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 114.9 points below standard Increased +7.8 points 128 Students	167.3 points below standard Decreased Significantly - 35.3 points 14 Students	Less than 11 Students 3 Students	 Orange 78.6 points below standard Maintained -0.2 points 59 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
125.4 points below standard Maintained +0.1 points 36 Students	Less than 11 Students 4 Students	111.4 points below standard Maintained +0.2 points 190 Students

#### Conclusions based on this data:

1. For CASSPP math, all students are 108.7 below standard.
2. African Americans, English learners, students with disabilities, and socioeconomic disadvantage students decreased
3. Hispanic students increased by 7.8 points

# School and Student Performance Data

## Academic Performance English Learner Progress

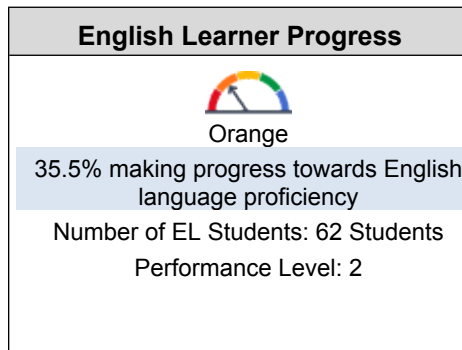
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial 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



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
24	16	0	22

#### Conclusions based on this data:

- Our EL progress performance level is low.
- 38.7% students decreased one ELPI level, 25.8% maintained, and 35.5% progressed at least one level.



# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

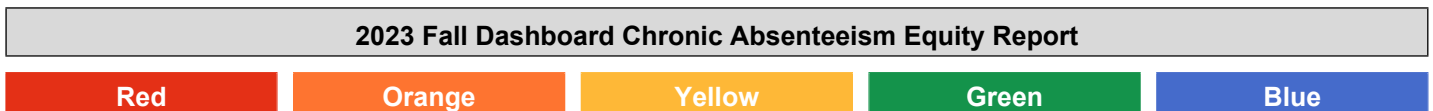
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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








This section provides number of student groups in each level.



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		
<b>All Students</b>  Yellow 47.3% Chronically Absent Declined Significantly -5.7 581 Students	<b>English Learners</b>  Red 50.6% Chronically Absent Increased 1.3 85 Students	<b>Foster Youth</b> 72.7% Chronically Absent Increased 34.3 11 Students
<b>Homeless</b>  Red 80% Chronically Absent Increased 20 30 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 48.2% Chronically Absent Declined Significantly -5.8 512 Students	<b>Students with Disabilities</b>  Orange 46.4% Chronically Absent Declined -5.4 125 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 54.7% Chronically Absent Increased 2.2 75 Students	Less than 11 Students 4 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 46.5% Chronically Absent Declined Significantly -6.4 327 Students	 Orange 57.5% Chronically Absent Declined -4 40 Students	Less than 11 Students 4 Students	 Orange 41.5% Chronically Absent Declined -9.6 130 Students

**Conclusions based on this data:**

1. For chronic absenteeism, all students are 47% chronically absent. Decreased by 6% from last year.
2. Students with disabilities, Hispanic and white students have lower chronic absenteeism than the overall student percentage.
3. Homeless, Foster Youth and students of two or more races have higher chronic absenteeism than the overall student percentage.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

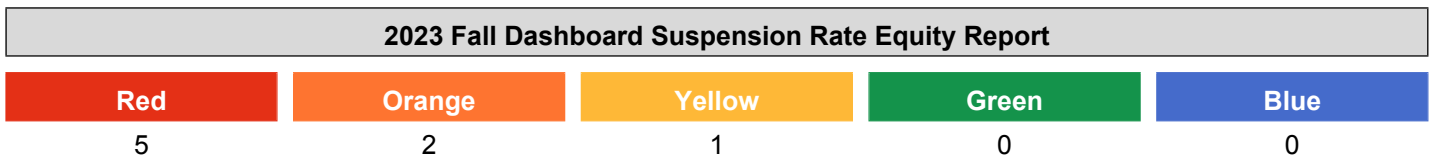
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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."








This section provides number of student groups in each level.



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		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
 Red	 Yellow	16.7% suspended at least one day
6.8% suspended at least one day	3.3% suspended at least one day	Increased 9 12 Students
Increased Significantly 2.4 631 Students	Declined -0.5 91 Students	
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
 Red	 Red	 Orange
10.8% suspended at least one day	6.6% suspended at least one day	5.2% suspended at least one day
Increased 8 37 Students	Increased Significantly 2.3 558 Students	Increased 0.9 134 Students

**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Red 9.3% suspended at least one day Increased 3.7 86 Students	Less than 11 Students 5 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 5.9% suspended at least one day Increased 1.7 354 Students	 Red 6.8% suspended at least one day Increased 2.5 44 Students	Less than 11 Students 4 Students	 Red 8% suspended at least one day Increased 3.8 137 Students

**Conclusions based on this data:**

1. The overall suspension rate was 6.8% for 22/23 increased by 2.4%.
2. Homeless, socioeconomic disadvantage, students with disabilities, white and students of two or more races had a similar or lower suspension rate increased
3. Foster youth and Homeless students had a higher suspension rate than the overall student rate.

# 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.

#### Student Achievement

By June 2025, CAASPP ELA and Math scores will increase by 10% from the 2022-2023 baseline CAASPP scores and iReady Reading and Math proficiency levels will increase 10-15% as measured by the 2022-2023 iReady baseline scores.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two or More Races.

### 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.

The baseline 2022-2023 ELA CAASPP overall score indicated that 19.3% of Grade 3-5 students met achievement standard.

The 2022-2023 Math CAASPP overall score indicated that 11.6% of Grade 3-5 students met achievement standard.

The baseline 2022-2023 iReady Reading scores indicated that 25% of Grade 1-5 students were at or above grade level proficiency. (Kindergarten students used an alternative assessment.)

The baseline 2022-2023 iReady Math scores indicated that 15% of Grade 1-5 students were at or above grade level proficiency. (Kindergarten students used an alternative assessment.)

We believe the drivers causing these needs are:

1. Students need supplemental instructional support through technology in Language Arts (reading & writing for K-4th grade) and Math(K-4th grade).
2. Students need supplemental instruction in reading and math through in person differentiated learning.
3. Students need increased access to books at the students independent level of reading.
4. Students need supplemental materials for ELA and Math.
5. Teachers & Administration need Professional Development support meeting the academic needs of their students.
6. Students need access to a wide variety of equipment to gain greater mastery of Physical Education standards.

### 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
CAASPP scores	2022-2023 ELA CAASPP overall score 3rd-6th grade = 19.6% met achievement standard.  2022-2023 Math CAASPP overall score 3rd-6th grade = 11.6% met achievement standard.	10% increase from 2022-2023 in CAASPP ELA and Math scores by June 2025
Sitewide Survey	2020/21 70% of teachers reported not having access to adequate P.E. equipment to ensure success of teaching the CA physical education standards	Increase to 100% of teachers report having adequate access to equipment.
iReady Benchmarks	20% scored proficient in ELA	20% increase in students performing at grade level or above in iReady Reading by June 2025
iReady Benchmarks	15% scored proficient in Math	15% increase in students performing at grade level or above in iReady Math by June 2025

## 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	Staff will use supplemental online instructional programs and updated technology for presenting lessons for reading, writing, and math with students with 80% fidelity and review data monthly at grade level meetings to adjust student instructional paths.  Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams	African American Students, Students identified as Two or More Races, English Learner Students, Homeless Students and All students	15000 Title I 5000-5999: Services And Other Operating Expenditures Learning A-Z online supplemental instructional resource for reading, writing, and science: RAZ Plus (K-4th grade), Reading A-Z (K-4th grade), Headsprout (K-2nd grade), Writing A-Z (K-4th grade), Science A-Z (K-4th grade), Vocabulary A-Z (K-4th) and other online apps requested by teachers  District LCAP 5000-5999: Services And Other Operating Expenditures iReady online program (district purchase) 6940 Title I 5800: Professional/Consulting Services And Operating Expenditures

			iReady Tool Box
<b>1.2</b>	<p>Staff will provide students with supplemental instruction in reading and math through in-person differentiated learning utilizing small groups on a daily bases and will review data monthly at grade level meetings to adjust student instructional paths.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams</p>	All students	<p>7360 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures Grade level planning or SST day subs. 2 days per grade level annually. 150000 LCFF Equity Multiplier 1000-1999: Certificated Personnel Salaries Hire a Intervention specialist teacher 1050 Site LCAP 1000-1999: Certificated Personnel Salaries substitute pay for teachers to attend SST meetings to address student concerns 18000 Title I 2000-2999: Classified Personnel Salaries Para-educator 250000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Hire 7 paraeducators to help provide targeted intervention in reading and math</p>
<b>1.3</b>	<p>Staff will use PE curriculum with equipment to ensure all students can master P.E. standards as measured by sitewide survey with 100% PFT reporting access by June of 2024.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams, Principal</p>	African American Students, Students identified as Two or More Races, English Learner Students, Homeless Students and All students	<p>500.00 Site LCAP 4000-4999: Books And Supplies PE Equipment</p>
<b>1.6</b>	<p>The school will provide students with increased access to books at the students' independent level of reading by increasing the amount of books that are requested by the students, by student levels, and supportive of multiple languages ensuring that 95% of students have a book checked out to them at their independent level. The data will be reviewed by the grade levels to ensure students have access and are making growth using Renaissance.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams</p>	English Learner students and All students	<p>898 Site EL LCAP 4000-4999: Books And Supplies Bilingual books for the library. 3876.96 Title I 4000-4999: Books And Supplies Instructional Materials</p>
<b>1.7</b>	<p>Staff will provide students with supplemental materials for ELA and Math to enhance the understanding of the content standards by</p>	African American Students, Students	<p>10000 Title I</p>

	<p>exposing students to multiple ways learning with 80% fidelity and review data monthly at grade level meetings to adjust student instructional paths.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams</p>	<p>identified as Two or More Races, English Learner Students, Homeless Students and All students</p>	<p>5000-5999: Services And Other Operating Expenditures Sending supplemental materials to print shop for printing 1250 Site LCAP 5000-5999: Services And Other Operating Expenditures Sending instructional materials to print shop for printing 5000 Title I 5000-5999: Services And Other Operating Expenditures TPT License for teacher differentiated resources.</p>
1.9	<p>Provide Professional Development for Teachers &amp; Administration to support them in meeting the academic and behavioral needs of their students. Staff will be provided restorative justice training, CR-PBIS training, and trauma informed discipline training where 100% of the staff will attend by June of 2025.</p> <p>Responsible Persons: Administration, Teachers</p>	All students	<p>1000 Site LCAP 5800: Professional/Consulting Services And Operating Expenditures ongoing professional development for teachers &amp; administration (conferences, training) 8197 LCFF Equity Multiplier 5800: Professional/Consulting Services And Operating Expenditures ongoing professional development for teachers &amp; administration (conferences, training)</p>
1.21			

## 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.

We were able to implement some of the previous SPSA. The iReady scores did show some improvement. We were able to provide teachers with different supplemental material that arrived late in the year.

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

Lenwood was able to fulfill most of the expenditures. We did shift money from digital apps to physical materials because the teachers were not using the digital apps and were interested in using non-digital supplemental material. The district paid for the staff development.



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

We made few changes in the overall goals. The scores will be effected by the loss of the 6th grades this year. We are looking to have increase in reading scores and math scores with the help of targeted intervention provided by the paraeducators, reading specialist and the teachers.

# 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.

#### Student Achievement

By June 2025, ELPAC scores will increase by 1 level amongst all EL students as measured by the 2024 ELPAC scores.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 1: To increase overall student achievement as aligned to Common Core State Standards, California Standards for the Teaching Profession, and California English Language Development Standards, we will increase the percentage of students reading at grade level by 3rd Grade, increase the number of English learners that are proficient and reclassified, increase the number of students that are A-G certified, and ensure students are prepared to graduate ready for college or a career.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 4: Over the course of the next three years, Barstow Unified School District will work to increase student achievement on the CAASPP ELA and math scores as well as English Learner progress indicator scores at Barstow High School, Barstow Junior High School, Cameron Elementary, Henderson Elementary, Lenwood Elementary, Montara Elementary, and Skyline North Elementary. The target groups will be all students and in particular English Learners, Foster Youth, Homeless, Students with Disabilities, African American, Socioeconomically Disadvantaged, Hispanic, White, and Students of Two of or More Races.

### 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.

The baseline 2023-2024 ELPAC overall score indicated the following EL student proficiency levels: 51.9% at Level 1, 25.9% at Level 2, 22.2% at Level 3

We believe the drivers causing these needs are:

1. EL students need supplemental instructional support in utilizing integrated and designated EL strategies.
2. Teachers & Administration need Professional Development support meeting the academic needs of their EL students.
3. Parents from our EL community need support with ELAC involvement.

### 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
ELPAC	<p>The baseline 2023-2024 ELPAC overall score indicated the following EL student proficiency levels: 51.9% at Level 1, 25.9% at Level 2, 22.2% at Level 3</p> <p>2023-2024 ELAC parent engagement was 3-7 parents on average.</p>	All EL students will advance one level in English proficiency as measured by the ELPAC

## 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	<p>Provide EL students supplemental instructional support in utilizing EL strategies from designated and integrated ELD instruction and supplemental materials as indicated by 1 level increase on the 2024 ELPAC scores.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams</p>	English Language Learners	<p>District LCAP 1000-1999: Certificated Personnel Salaries EL coordinator to provide guidance and ELD support for teachers in meeting the needs of their EL students 54000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries 1.5 EL Paraeducator</p> <p>District LCAP 2000-2999: Classified Personnel Salaries .5 EL paraeducator 500 Site EL LCAP 4000-4999: Books And Supplies Other EL supplies 2000 Site EL LCAP 4000-4999: Books And Supplies Bilingual Books</p>
2.3	<p>Parent involvement from our EL community will maintain or increase from the 2023-2024 baseline as measured by sign in sheets during ELAC meetings and EL parent engagement events by June of 2025.</p> <p>Responsible Persons: ELAC Coordinator, Principal, ELL para</p>	English Language Learners	<p>500 Site EL LCAP 5000-5999: Services And Other Operating Expenditures Supplies for ELAC Meetings 1000 Site EL LCAP 1000-1999: Certificated Personnel Salaries</p>

			Translation services (Parent teach conferences, parent involvement events)
2.7	Teachers & Administration will attend Professional Development in meeting the need of bilingual students to increase academic success measured by 1 level growth on ELPAC scores by June 2025.  Responsible Persons: Principal, Grade K-6 Teachers, Paraeducators, Grade level teams	English Language Learners	1000 Title I 5000-5999: Services And Other Operating Expenditures professional development with ELD coach

## 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.

Lenwood's ELPAC scores indicate that 2.3% dropped 1-2 levels, 25.6% maintained or dropped 0-1 levels, 53.5% increased 1 level and 18.6% increased by 2 levels.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Lenwood will look to focus on resources for our EL students, support for EL students to help them raise their ELPAC scores so we can reclassify more EL students; and more support for EL parents will be provided on a more frequent basis. We will look into having 2 full time EL paraeducators to work with for parents & students to learn strategies for learning English.

# 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.

#### Stakeholder Engagement

By June of 2025, the student chronic absenteeism rates will decrease 10.0% for chronic absenteeism as measured by the Chronic Absenteeism indicators on the California Dashboard for all students.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 6: Over the course of the next three years, Barstow Unified School District will work to reduce the chronic absenteeism rate at Barstow Junior High School, Cameron Elementary, Crestline Elementary, Henderson Elementary, Lenwood Elementary, and Montara Elementary. In addition, actions will be focused on increasing the graduation rate at Barstow High School and Central High School. The target groups will be all students and in particular, English Learners, Foster Youth, Socioeconomically Disadvantaged, Student with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

### 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.

On the 2023 Dashboard, Lenwood Elementary was 47% for all students for Chronic Absenteeism.

We believe the drivers causing these needs are:

1. Lenwood parents need opportunities to engage with the school and understand the importance of attendance in relation to student learning.
2. Students need positive classroom environments and attendance recognition to improve attendance.

### 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
California School Dashboard	On the 2023 Dashboard, Lenwood Elementary was very high for all students for Chronic Absenteeism, with 47% of students chronically absent.	Chronic Absenteeism will reduce to 37%.
Family Night & Parent Training participation (sign-in sheets)	Parent Nights/Family Events ranged anywhere in attendance from 4 to 100 parents/families.	Improve parent participation to support student engagement and learning from a baseline average of 30% of parent participating to increase 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
3.1	<p>Provide engaging opportunities throughout the school year for parents to get involved in the education of their child(ren): parent trainings, family nights, community events, ELAC meetings, SSC meetings, parent newsletters &amp; flyers, information brochures as measured by event sign in sheets to monitor 10% growth in families attending events. Parent Liaison will support all parents but can provide extra resources to students and parents who are homeless.</p> <p>Responsible Persons: Community engagement coordinator, Principal Grade K-5 Teachers, Paraeducators, Grade level teams</p>	African American Students, Students identified as Two or More Races, English Learner Students, Homeless Students and All students	<p>District LCAP 1000-1999: Certificated Personnel Salaries Parent Involvement Coordinator</p> <p>District LCAP 1000-1999: Certificated Personnel Salaries EL coordinator 300.00 Title I 5000-5999: Services And Other Operating Expenditures print shop for Title I parent information brochures &amp; parent newsletters/flyers 1562.86 Title I Part A: Parent Involvement 4000-4999: Books And Supplies Supplies for Parent Trainings 70000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Parent Liaison 1000 Title I Part A: Parent Involvement 5000-5999: Services And Other Operating Expenditures Light Refreshments for parent-family nights, parent meetings, parent trainings 350.00 Site LCAP 1000-1999: Certificated Personnel Salaries additional work hours for 4K teacher to attend back-to-school night, parent orientation meeting, &amp; parent conferences</p>
3.2	<p>Provide updated classroom student furniture that enables students to interact in positive ways.</p> <p>Responsible Persons: Principal, staff</p>	African American Students, Students identified as Two or More Races, English Learner Students, Homeless Students and All students	<p>10,000.00 Site LCAP 4000-4999: Books And Supplies Classroom student furniture</p>

<p><b>3.3</b></p>	<p>Increase student attendance through exposure to an Art/Music/Drama class.</p> <p>Responsible Persons: Principal, staff</p>	<p>All students</p>	<p>71,242.40 Prop 28 AMS 1000-1999: Certificated Personnel Salaries Art/Music/Drama teacher 17,810.60 Prop 28 AMS 4000-4999: Books And Supplies materials and supplies</p>
<p><b>3.4</b></p>	<p>Increase student attendance through monthly attendance incentives and recognition.</p> <p>Responsible Persons: Principal, staff</p>	<p>All Students</p>	<p>2536.00 Title I 4000-4999: Books And Supplies Attendance awards</p>

# 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.

We saw a drop in participation in Parent night activities. The best event was a Parent-student dance. We had a new Parent involvement coordinator. Next year we expect to have better participation due to experience and better advertising.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

Lenwood will look to increase parent involvement with the hiring of a Parent Liaison. This will not be a teacher stipend position and the person will be able to concentrate on improving school-parent relations. We are also introducing an art/music/drama class to provide students with more positive experiences.

# 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.

#### Student Safety and Overall Well-Being

By June of 2025, Lenwood Elementary School will provide a positive, safe and engaging environment that will increase student attendance rates from by 10% as measured by our ADA reports and will decrease behavioral referrals by 10% measured by SWIS ODR report.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Goal 2: To increase Family and Community Engagement at the district level and school site level.

Goal 3: To provide a safe and nurturing learning environment for all BUSD students.

Goal 5: Over the course of the next three years, Barstow Unified School District will work to reduce the suspension rate at Barstow High School, Central High School, Barstow STEM Academy, Lenwood Elementary, and Skyline North Elementary. The target groups will be all students, Homeless, Socioeconomically Disadvantaged, Students with Disabilities, African American, Hispanic, White, and Students of Two or More Races.

### 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.

The baseline 2023-2024 Average attendance was 90.4% and our ODR was 1.72% per day.

We believe the drivers causing these needs are:

1. Incentivize students attendance and create student engagement events on campus to increase attendance
2. Implementing new PBIS plan and all staff has not implemented with fidelity.

### 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 (weekly, monthly, by trimester, yearly)	2022/2023 Average Attendance = 90.4%	Attendance: Lenwood School will work together with parents to increase student attendance by 6% for the 2024/2025 school year.
Major and Minor Behavior Referrals input into SWIS	2022/2023 from August-April; average of 1.72 ODRs per school day; 13% of students have received at least one ODR	Behavioral Referrals: Lenwood School will work together with parents to decrease behavioral referrals by 10%
PBIS inventory	earned a PBIS Silver rating for the 2020/2021 school year earned a PBIS Community Cares 2020 acknowledgment	Earn a PBIS Silver rating for the 2024/2025 school year



## 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	<p>Ensure site PBIS Plan is used with fidelity amongst all staff as measured by our TFI and decrease in daily ODRs by 10% as measured by SWIS report by June 2025.</p> <p>Responsible Persons: Grade K-4 Teachers, Paraeducators, Grade level teams, Principal, Counselor</p>	African American Students, Students identified as Two or More Races, English Learner Students, Homeless Students and All students	<p>1000 Site LCAP 1000-1999: Certificated Personnel Salaries Hourly rate for afterschool and Saturday school opportunities as other means of correction</p> <p>District LCAP 1000-1999: Certificated Personnel Salaries School Counselor 1500 Site LCAP 5000-5999: Services And Other Operating Expenditures PBIS Rewards: PBIS management system 1000.00 Site LCAP 4000-4999: Books And Supplies PBIS student incentives for PBIS student store 10000 Site LCAP 2000-2999: Classified Personnel Salaries Noon Duty supervision to ensure proactive safety to decrease potential behavior issues. 60000 LCFF Equity Multiplier 2000-2999: Classified Personnel Salaries Hire full-time Campus Safety assistant 72000 LCFF Equity Multiplier 5000-5999: Services And Other Operating Expenditures Academic/reward field trips for students</p>
4.2	<p>Increase student attendance by 10% by acknowledging daily, weekly, monthly, by trimester, yearly perfect attendance for students and classrooms.</p> <p>Responsible Persons: Grade K-4 Teachers, Principal</p>	all students	<p>250.00 Site LCAP 4000-4999: Books And Supplies attendance incentives (attendance funds &amp; LCAP) for weekly class attendance, monthly/trimester/yearly student attendance</p>

# 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.

We did work with the PBIS team and staff to work to improve attendance that did improve by almost 2%.

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

There were no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

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.

The major change in this goal is to provide the grade levels \$12000 each to plan field trips that our students have not gone on in years. The field trips should increase student school experiences and this will increase attendance.

# 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	\$65,215.82
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$858,623.82
Total Federal Funds Provided to the School from the LEA for CSI	\$

## 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	\$62,652.96
Title I Part A: Parent Involvement	\$2,562.86

Subtotal of additional federal funds included for this school: \$65,215.82

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 Equity Multiplier	\$664,197.00
Prop 28 AMS	\$89,053.00
Site EL LCAP	\$4,898.00
Site LCAP	\$35,260.00

Subtotal of state or local funds included for this school: \$793,408.00

Total of federal, state, and/or local funds for this school: \$858,623.82

# 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
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## Expenditures by Funding Source

Funding Source	Amount
LCFF Equity Multiplier	664,197.00
Prop 28 AMS	89,053.00
Site EL LCAP	4,898.00
Site LCAP	35,260.00
Title I	62,652.96
Title I Part A: Parent Involvement	2,562.86

## Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	224,642.40
2000-2999: Classified Personnel Salaries	462,000.00
4000-4999: Books And Supplies	40,934.42
5000-5999: Services And Other Operating Expenditures	107,550.00
5800: Professional/Consulting Services And Operating Expenditures	23,497.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Equity Multiplier	150,000.00
2000-2999: Classified Personnel Salaries	LCFF Equity Multiplier	434,000.00
5000-5999: Services And Other Operating Expenditures	LCFF Equity Multiplier	72,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Equity Multiplier	8,197.00
1000-1999: Certificated Personnel Salaries	Prop 28 AMS	71,242.40
4000-4999: Books And Supplies	Prop 28 AMS	17,810.60

1000-1999: Certificated Personnel Salaries	Site EL LCAP	1,000.00
4000-4999: Books And Supplies	Site EL LCAP	3,398.00
5000-5999: Services And Other Operating Expenditures	Site EL LCAP	500.00
1000-1999: Certificated Personnel Salaries	Site LCAP	2,400.00
2000-2999: Classified Personnel Salaries	Site LCAP	10,000.00
4000-4999: Books And Supplies	Site LCAP	11,750.00
5000-5999: Services And Other Operating Expenditures	Site LCAP	2,750.00
5800: Professional/Consulting Services And Operating Expenditures	Site LCAP	8,360.00
2000-2999: Classified Personnel Salaries	Title I	18,000.00
4000-4999: Books And Supplies	Title I	6,412.96
5000-5999: Services And Other Operating Expenditures	Title I	31,300.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,940.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	1,562.86
5000-5999: Services And Other Operating Expenditures	Title I Part A: Parent Involvement	1,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	479,071.96
Goal 2	59,000.00
Goal 3	174,801.86
Goal 4	145,750.00

# 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
Jose Rubio	Principal
Kasandra Ramos	Classroom Teacher
Siobhan Coleman	Classroom Teacher
Ann Dilley	Classroom Teacher
Sara Franey	Other School Staff
Karissa Melo	Parent or Community Member
Daniel Villanueva	Parent or Community Member
Chawntel Gallegos	Parent or Community Member
Lisa Armendarez	Parent or Community Member
Latrice Geraldts	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

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 5/15/24.

Attested:



Principal, Jose Rubio on 5/15/2024



SSC Chairperson, Siobhan Coleman on 5/15/2024