

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dennis G. Earl Elementary	50757396115208	May 7, 2024	June 6, 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 Dennis G. Earl Elementary 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
- Title I Targeted Assisted School

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 Dennis G. Earl Elementary 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
- Title I Targeted Assisted School

Dennis Earl Elementary meets ESSA requirements in alignment with: School Site Council, School Leadership Team, English Language Advisory Council, Professional Learning Communities, Stanislaus County Office of Education, and Solution Tree.

Educational Partner Involvement

How, when, and with whom did Dennis G. Earl Elementary consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Timeline i.e.		
Date	Who	Activity
09/07/23	PBIS Meeting	Review and revamp behavior expectations
10/24/23	ELAC Meeting	Received SPSA and parent input for E.L. student support
11/02/23	SSC Meeting	School Site Council met for training, sharing CAASPP data
12/14/23	PBIS Meeting	Review behavior data and SEEK card incentives
12/19/23	ELAC Meeting	Shared ELPAC Data and current E.L. progress
01/22/24	Staff Meeting	Reviewed CAASPP and Dashboard with staff
02/20/24	SSC Meeting	Reviewed Dashboard, iReady comparison data, and Safety Plan
03/21/24	PBIS Training	Review the new discipline reporting system (SWIS)
03/26/24	ELAC Meeting	Receive progress on ELPAC, CAASPP testing, and input on needs
04/15/24	Leadership	Reviewed needs and 2024-25 preliminary budget
04/18/24	PBIS Meeting	Discuss SWIS reporting system and adjusting SEEK market expectations
04/29/24	Staff Meeting	Reviewed needs and 2024-25 preliminary budget
05/07/24	SSC Meeting	Review and vote to approve SPSA

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.

No resource inequities at this time.

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.

N/A

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.

ELA - Students with Disabilities - Steps to address this included: increasing mainstreaming opportunities, addressing accommodations and ensuring proper usage in class and on testing, usage of core and approved supplemental curriculum (iReady), pullout schedule to not impact core instruction, and improved pacing and rigor of essential standards. English Learners - Increasing the frequency of designated ELD and improving the instruction and review of ELPAC resources.

Math - Students with Disabilities and Hispanic students - Steps to address this included: PLC math focus, use of core curriculum, consistent usage of the iReady Personalized Instruction Platform, increasing mainstreaming opportunities, addressing accommodations and ensuring proper usage in class and on testing, pullout schedule to not impact core instruction, and improved pacing and rigor of essential standards

Suspension Rate - Two or more Races and White - Although this subgroup was two performance areas below the "all student" performance, suspension and behavior data reveals that the site is addressing student behaviors utilizing P.B.I.S. and restorative conversations

Chronic Absenteeism - Asian, Students with Disabilities, English Learners, Hispanic, Socioeconomically Disadvantaged, and White - The site's Community Liaisons have worked with site administration and district support staff to address the attendance concerns of those most at risk of being identified as chronic.

Other Needs

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

ELA and Math - Indicators show that although there was an increase of 5.6 points in ELA and 3.8 points in math for "all students", more focus was given this year in these two areas, especially in math. The use of iReady this current school year gave staff another data point to gauge student progress. Teachers used this data during collaboration and also implemented the use of the iReady platform for individual student lessons. The site's SST process used data to track student progress and implement Tier 3 pullout intervention for those students well below grade level. The site had a goal of increasing the usage of speaking and listening skills to support English Learner performance in all areas. Increasing mainstreaming opportunities for Students with Disabilities was another area of site focus.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Dennis G. Earl Elementary. 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		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.7%	0.62%	0.49%	6	5	4
African American	3.4%	4.06%	3.44%	28	33	28
Asian	7.9%	8.49%	8.85%	65	69	72
Filipino	%	%	0%			0
Hispanic/Latino	45.3%	45.26%	48.03%	375	368	391
Pacific Islander	0.5%	0.37%	0.37%	4	3	3
White	38.9%	36.90%	34.52%	322	300	281
Multiple/No Response	1.0%	0.98%	1.11%	8	8	9
Total Enrollment				827	813	814

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	116	114	135
Grade 1	96	92	90
Grade 2	123	100	96
Grade3	120	132	101
Grade 4	134	115	126
Grade 5	105	144	116
Grade 6	133	116	148
Grade 7			2
Total Enrollment	827	813	814

Conclusions based on this data:

1. The percentage of Hispanic students has increased by 3% over the last 3 years while the percentage of white students has declined by 4%.
2. Kindergarten enrollment for 2022-23 increased compared to the previous two years.

3. Overall enrollment in 2022-23 remained relatively the same when compared to 2021-22.

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		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners (EL)	204	211	221	24.70%	26.0%	27.1%
Fluent English Proficient (FEP)	42	39	40	5.10%	4.8%	4.9%
Reclassified Fluent English Proficient (RFEP)	13	23	24	6.4%	11%	2.90%

Conclusions based on this data:

1. English Learner enrollment percentage has increased slightly over the past two years when compared to 2022-23 (204 to 211 students).
2. FEP students has remained consistent between 39-42 students for the past 3 school years.
3. The percentage of RFEP students declined from 11% in 2021-22 to 2.9% in 2022-23.

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	128	133	103	122	127	97	121	127	97	95.3	95.5	94.2
Grade 4	144	110	129	131	105	126	129	105	126	91.0	95.5	97.7
Grade 5	124	144	119	116	140	117	116	140	117	93.5	97.2	98.3
Grade 6	133	124	154	125	119	149	125	119	149	94.0	96.0	96.8
All Grades	529	511	505	494	491	489	491	491	489	93.4	96.1	96.8

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	2395.	2375.	2396.	14.05	12.60	16.49	15.70	11.81	22.68	33.06	29.92	25.77	37.19	45.67	35.05
Grade 4	2419.	2437.	2420.	9.30	15.24	17.46	19.38	21.90	14.29	25.58	25.71	15.08	45.74	37.14	53.17
Grade 5	2458.	2464.	2462.	12.07	11.43	16.24	21.55	24.29	21.37	23.28	26.43	17.09	43.10	37.86	45.30
Grade 6	2504.	2493.	2510.	13.60	10.08	12.08	32.00	26.05	34.90	18.40	26.05	24.83	36.00	37.82	28.19
All Grades	N/A	N/A	N/A	12.22	12.22	15.34	22.20	20.98	23.93	25.05	27.09	20.65	40.53	39.71	40.08

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	11.57	8.66	15.46	61.16	54.33	57.73	27.27	37.01	26.80
Grade 4	12.40	11.43	17.46	62.02	66.67	53.97	25.58	21.90	28.57
Grade 5	10.34	15.71	12.82	64.66	59.29	54.70	25.00	25.00	32.48
Grade 6	14.40	15.97	13.42	55.20	51.26	58.39	30.40	32.77	28.19
All Grades	12.22	13.03	14.72	60.69	57.64	56.24	27.09	29.33	29.04

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	7.50	11.90	11.34	50.00	37.30	50.52	42.50	50.79	38.14
Grade 4	3.13	6.67	7.94	54.69	59.05	43.65	42.19	34.29	48.41
Grade 5	8.62	10.71	11.97	46.55	49.29	47.01	44.83	40.00	41.03
Grade 6	11.20	7.56	11.41	50.40	45.38	54.36	38.40	47.06	34.23
All Grades	7.57	9.39	10.63	50.51	47.35	49.08	41.92	43.27	40.29

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	7.44	8.66	5.15	78.51	72.44	69.07	14.05	18.90	25.77
Grade 4	8.53	9.52	6.35	72.87	75.24	80.16	18.60	15.24	13.49
Grade 5	12.93	7.14	11.11	74.14	75.00	65.81	12.93	17.86	23.08
Grade 6	16.80	14.29	15.44	62.40	67.23	71.14	20.80	18.49	13.42
All Grades	11.41	9.78	10.02	71.89	72.51	71.78	16.70	17.72	18.20

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	14.05	14.17	14.43	64.46	52.76	61.86	21.49	33.07	23.71
Grade 4	8.53	5.71	10.32	77.52	71.43	58.73	13.95	22.86	30.95
Grade 5	9.48	10.00	13.68	67.24	67.14	54.70	23.28	22.86	31.62
Grade 6	18.40	13.45	18.79	64.80	64.71	62.42	16.80	21.85	18.79
All Grades	12.63	11.00	14.52	68.64	63.75	59.51	18.74	25.25	25.97

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. The highest percentage of students not meeting overall standard in 2022-23 in ELA was 4th grade at 53%. This group was the lowest the previous year as 3rd graders.
2. The Research and Inquiry domain had the highest percentage of students above standard in all 3 comparison years.
3. The Writing domain has the highest percentage of student below standard in all 3 comparison years.

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	128	134	103	123	132	100	123	132	100	96.1	98.5	97.1
Grade 4	144	110	129	133	108	129	133	108	129	92.4	98.2	100.0
Grade 5	124	145	119	116	143	118	115	143	118	93.5	98.6	99.2
Grade 6	133	124	154	125	121	150	125	121	150	94.0	97.6	97.4
All Grades	529	513	505	497	504	497	496	504	497	94.0	98.2	98.4

* 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	2401.	2386.	2397.	12.20	8.33	12.00	24.39	25.76	26.00	23.58	20.45	26.00	39.84	45.45	36.00
Grade 4	2421.	2443.	2431.	5.26	10.19	12.40	20.30	20.37	20.93	29.32	36.11	19.38	45.11	33.33	47.29
Grade 5	2439.	2456.	2463.	6.96	9.09	17.80	13.91	16.08	13.56	24.35	30.07	21.19	54.78	44.76	47.46
Grade 6	2489.	2492.	2506.	10.40	16.53	15.33	19.20	15.70	21.33	31.20	30.58	30.67	39.20	37.19	32.67
All Grades	N/A	N/A	N/A	8.67	10.91	14.49	19.56	19.44	20.32	27.22	28.97	24.55	44.56	40.67	40.64

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	19.51	17.42	16.00	43.90	38.64	48.00	36.59	43.94	36.00
Grade 4	6.77	14.95	13.18	43.61	48.60	38.76	49.62	36.45	48.06
Grade 5	8.70	8.39	17.80	34.78	48.25	35.59	56.52	43.36	46.61
Grade 6	11.20	15.70	20.00	52.00	40.50	44.00	36.80	43.80	36.00
All Grades	11.49	13.92	16.90	43.75	43.94	41.45	44.76	42.15	41.65

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	13.82	11.36	18.00	51.22	44.70	40.00	34.96	43.94	42.00
Grade 4	9.02	13.89	18.60	49.62	50.00	30.23	41.35	36.11	51.16
Grade 5	7.83	7.69	14.41	44.35	51.75	38.98	47.83	40.56	46.61
Grade 6	7.20	12.40	12.67	52.80	51.24	50.67	40.00	36.36	36.67
All Grades	9.48	11.11	15.69	49.60	49.40	40.44	40.93	39.48	43.86

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	14.63	8.33	12.00	63.41	56.06	62.00	21.95	35.61	26.00
Grade 4	5.26	8.41	13.18	54.89	63.55	48.06	39.85	28.04	38.76
Grade 5	6.96	4.90	11.02	55.65	53.15	55.08	37.39	41.96	33.90
Grade 6	12.00	9.92	11.33	62.40	64.46	61.33	25.60	25.62	27.33
All Grades	9.68	7.75	11.87	59.07	58.85	56.54	31.25	33.40	31.59

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

Conclusions based on this data:

1. In 2022-2023, Grades 4 and 5 had the overall highest percentage of students below standard with both at 47%.
2. The percentage for those scoring above standard overall was the highest in 2022-23 when compared to the previous 2 years.
3. In 2022-2023, the areas of Problem Solving and Modeling/Data Analysis had the highest percentage of students below standard at 43%.

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 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	1398.7	1390.1	1413.3	1410.8	1397.0	1415.3	1370.2	1373.8	1408.3	32	30	44
1	1415.0	1420.4	1418.7	1437.7	1426.5	1421.4	1391.9	1413.9	1415.6	28	29	32
2	1470.9	1455.1	1458.8	1481.9	1467.5	1472.1	1459.2	1442.3	1445.2	29	27	28
3	1493.5	1481.4	1476.8	1502.2	1488.7	1477.5	1484.2	1473.6	1475.7	26	34	30
4	1491.8	1519.8	1482.3	1494.4	1535.5	1486.8	1488.7	1503.7	1477.4	35	26	31
5	1509.4	1514.1	1533.6	1509.3	1514.1	1549.8	1509.2	1513.8	1516.8	41	35	26
6	1516.1	1499.9	1506.6	1515.5	1497.6	1517.0	1515.9	1501.6	1495.6	26	34	38
All Grades										217	215	229

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	6.25	10.00	11.36	25.00	26.67	27.27	43.75	46.67	45.45	25.00	16.67	15.91	32	30	44
1	3.57	0.00	0.00	21.43	13.79	34.38	39.29	51.72	40.63	35.71	34.48	25.00	28	29	32
2	10.34	0.00	7.14	37.93	51.85	50.00	31.03	33.33	25.00	20.69	14.81	17.86	29	27	28
3	7.69	17.65	13.33	46.15	23.53	33.33	38.46	29.41	23.33	7.69	29.41	30.00	26	34	30
4	14.29	30.77	19.35	31.43	34.62	16.13	40.00	19.23	29.03	14.29	15.38	35.48	35	26	31
5	15.00	22.86	30.77	32.50	22.86	30.77	37.50	42.86	26.92	15.00	11.43	11.54	40	35	26
6	19.23	8.82	15.79	26.92	20.59	23.68	34.62	38.24	26.32	19.23	32.35	34.21	26	34	38
All Grades	11.11	13.02	13.54	31.48	26.98	30.13	37.96	37.67	31.88	19.44	22.33	24.45	216	215	229

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	12.50	3.33	13.64	25.00	40.00	25.00	40.63	43.33	45.45	21.88	13.33	15.91	32	30	44
1	7.14	0.00	3.13	42.86	20.69	37.50	28.57	55.17	43.75	21.43	24.14	15.63	28	29	32
2	34.48	22.22	25.00	24.14	40.74	32.14	27.59	29.63	32.14	13.79	7.41	10.71	29	27	28
3	30.77	32.35	36.67	57.69	29.41	23.33	7.69	23.53	13.33	3.85	14.71	26.67	26	34	30
4	37.14	57.69	32.26	37.14	23.08	22.58	17.14	11.54	22.58	8.57	7.69	22.58	35	26	31
5	40.00	37.14	57.69	40.00	48.57	26.92	10.00	2.86	3.85	10.00	11.43	11.54	40	35	26
6	34.62	17.65	26.32	26.92	35.29	47.37	30.77	32.35	2.63	7.69	14.71	23.68	26	34	38
All Grades	28.70	24.19	26.20	36.11	34.42	31.00	22.69	27.91	24.45	12.50	13.49	18.34	216	215	229

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	3.13	6.67	9.09	18.75	10.00	18.18	34.38	60.00	56.82	43.75	23.33	15.91	32	30	44
1	0.00	3.45	0.00	17.86	3.45	31.25	35.71	51.72	37.50	46.43	41.38	31.25	28	29	32
2	6.90	0.00	0.00	17.24	33.33	25.00	37.93	37.04	53.57	37.93	29.63	21.43	29	27	28
3	0.00	2.94	3.33	26.92	23.53	30.00	53.85	17.65	20.00	19.23	55.88	46.67	26	34	30
4	8.57	3.85	3.23	8.57	34.62	16.13	42.86	34.62	25.81	40.00	26.92	54.84	35	26	31
5	12.50	2.86	15.38	7.50	22.86	7.69	42.50	40.00	38.46	37.50	34.29	38.46	40	35	26
6	7.69	0.00	2.63	15.38	8.82	21.05	38.46	41.18	26.32	38.46	50.00	50.00	26	34	38
All Grades	6.02	2.79	4.80	15.28	19.07	21.40	40.74	40.00	37.55	37.96	38.14	36.24	216	215	229

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	6.25	0.00	11.36	71.88	83.33	77.27	21.88	16.67	11.36	32	30	44
1	14.29	0.00	0.00	60.71	79.31	68.75	25.00	20.69	31.25	28	29	32
2	24.14	11.11	14.29	55.17	74.07	71.43	20.69	14.81	14.29	29	27	28
3	23.08	29.41	13.33	65.38	38.24	70.00	11.54	32.35	16.67	26	34	30
4	22.86	57.69	29.03	60.00	15.38	45.16	17.14	26.92	25.81	35	26	31
5	7.50	8.57	38.46	77.50	74.29	46.15	15.00	17.14	15.38	40	35	26
6	15.38	8.82	15.79	46.15	67.65	63.16	38.46	23.53	21.05	26	34	38
All Grades	15.74	15.81	16.59	63.43	62.33	64.19	20.83	21.86	19.21	216	215	229

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	12.50	13.33	18.18	62.50	53.33	61.36	25.00	33.33	20.45	32	30	44
1	17.86	10.34	18.75	60.71	55.17	65.63	21.43	34.48	15.63	28	29	32
2	44.83	25.93	32.14	41.38	62.96	53.57	13.79	11.11	14.29	29	27	28
3	65.38	55.88	43.33	34.62	26.47	26.67	0.00	17.65	30.00	26	34	30
4	42.86	61.54	41.94	48.57	30.77	32.26	8.57	7.69	25.81	35	26	31
5	72.50	74.29	73.08	20.00	14.29	15.38	7.50	11.43	11.54	40	35	26
6	65.38	41.18	55.26	30.77	44.12	21.05	3.85	14.71	23.68	26	34	38
All Grades	46.30	41.40	38.86	42.13	40.00	40.61	11.57	18.60	20.52	216	215	229

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	3.13	6.67	9.09	68.75	70.00	79.55	28.13	23.33	11.36	32	30	44
1	3.57	3.45	6.25	35.71	13.79	37.50	60.71	82.76	56.25	28	29	32
2	6.90	0.00	0.00	58.62	51.85	64.29	34.48	48.15	35.71	29	27	28
3	3.85	2.94	3.33	69.23	38.24	50.00	26.92	58.82	46.67	26	34	30
4	2.86	11.54	3.23	40.00	50.00	38.71	57.14	38.46	58.06	35	26	31
5	12.50	5.71	19.23	47.50	57.14	38.46	40.00	37.14	42.31	40	35	26
6	11.54	2.94	2.63	34.62	26.47	23.68	53.85	70.59	73.68	26	34	38
All Grades	6.48	4.65	6.11	50.46	43.72	48.47	43.06	51.63	45.41	216	215	229

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	18.75	16.67	34.09	37.50	60.00	45.45	43.75	23.33	20.45	32	30	44
1	3.57	10.34	9.38	64.29	72.41	75.00	32.14	17.24	15.63	28	29	32
2	10.34	11.11	14.29	41.38	70.37	64.29	48.28	18.52	21.43	29	27	28
3	0.00	2.94	6.67	84.62	61.76	60.00	15.38	35.29	33.33	26	34	30
4	5.71	15.38	9.68	68.57	50.00	48.39	25.71	34.62	41.94	35	26	31
5	2.50	8.57	26.92	72.50	65.71	38.46	25.00	25.71	34.62	40	35	26
6	7.69	5.88	7.89	88.46	73.53	52.63	3.85	20.59	39.47	26	34	38
All Grades	6.94	9.77	16.16	64.81	65.12	54.59	28.24	25.12	29.26	216	215	229

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. Kindergarten and 6th grade had the highest number of students tested in 2022-23.
2. In 2022-23 there were increases to students performing at a Level 3 and 4 when compared to 2021-22.
3. There was a substantial increase of 19 points in the number of students scoring Beginning in Writing in 6th grade in 2022-23 when compared to 2021-22.

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
814	59.5	27.1	0.2
Total Number of Students enrolled in Dennis G. Earl Elementary.	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	221	27.1
Foster Youth	2	0.2
Homeless		
Socioeconomically Disadvantaged	484	59.5
Students with Disabilities	105	12.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	3.4
American Indian	4	0.5
Asian	72	8.8
Hispanic	391	48
Two or More Races	9	1.1
Pacific Islander	3	0.4
White	281	34.5

Conclusions based on this data:

- In 2022-2023, English Learners accounted for 27% of the total enrollment which is a 1% increase from the previous year.

2. In 2022 - 2023, Socioeconomically Disadvantaged students account for 59.5% of Earl's students. This is approximately a 1% decrease from the previous year.
3. In 2022 - 2023, Students with Disabilities account for 12.9% of Earl students. This is approximately a 1% increase from the previous year.

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."



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. ELA and Math performance moved to the "increased" category based on point growth.
2. English Learner progress was a highlight for 2022-23. 49.7% of students made progress according to the Dashboard.

3. Alternatives to suspension and a strengthening of PBIS on site have been used in lieu of suspensions when possible.

School and Student Performance Data

Academic Performance English Language Arts

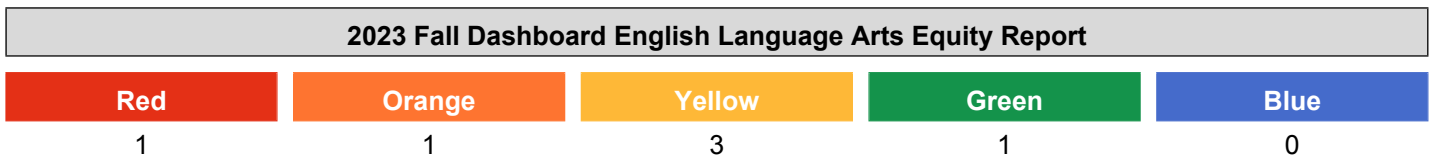
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







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		
All Students	English Learners	Foster Youth
 Yellow	 Orange	Less than 11 Students
34.9 points below standard	63.2 points below standard	2 Students
Increased +5.6 points	Maintained +1.5 points	
470 Students	133 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Red
2 Students	54.2 points below standard	113.3 points below standard
	Increased +3.6 points	Decreased -4.4 points
	299 Students	82 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>94.8 points below standard</p> <p>Decreased -8.8 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Green</p> <p>4.6 points above standard</p> <p>Increased +3.4 points</p> <p>36 Students</p>	<p></p> <p>No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p></p> <p>Yellow</p> <p>47.5 points below standard</p> <p>Increased +10.7 points</p> <p>227 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Yellow</p> <p>16.8 points below standard</p> <p>Increased +10.3 points</p> <p>157 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>88.4 points below standard</p> <p>Maintained +2.7 points</p> <p>108 Students</p>	<p>45.6 points above standard</p> <p>Increased Significantly +38.5 points</p> <p>25 Students</p>	<p>28 points below standard</p> <p>Increased +3 points</p> <p>322 Students</p>

Conclusions based on this data:

- English learners performed considerably lower when compared to English only students and only the Students with Disability group was further away from standard (113 points).
- Reclassified students were 45.6 points above standard which is considerably higher than other groups.
- Overall, students were 34.9 points away from standard in 2022-23 which is an improvement of 5.6 points.

School and Student Performance Data

Academic Performance Mathematics

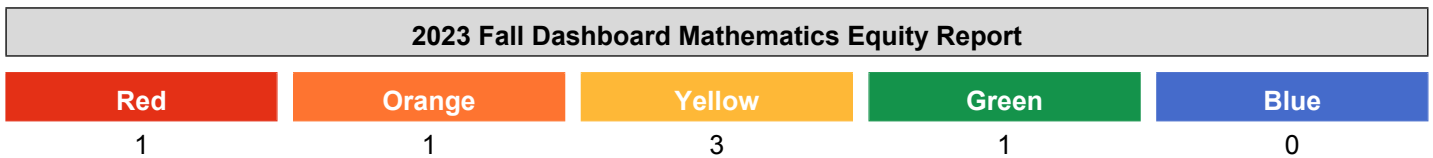
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.”







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>All Students</p>  Yellow 47.6 points below standard Increased +3.8 points 470 Students	<p>English Learners</p>  Yellow 70.9 points below standard Increased +7.4 points 133 Students	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p>  Yellow 65.2 points below standard Increased +4.2 points 299 Students	<p>Students with Disabilities</p>  Red 144.4 points below standard Decreased Significantly -16.1 points 82 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>91.5 points below standard</p> <p>Increased +10.2 points</p> <p>22 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p></p> <p>Yellow</p> <p>3.5 points below standard</p> <p>Maintained +1.2 points</p> <p>36 Students</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>67.7 points below standard</p> <p>Maintained +2.1 points</p> <p>227 Students</p>	<p>Less than 11 Students</p> <p>6 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p></p> <p>Green</p> <p>23.3 points below standard</p> <p>Increased +12.4 points</p> <p>157 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 mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>92.2 points below standard</p> <p>Increased +5.6 points</p> <p>108 Students</p>	<p>21.1 points above standard</p> <p>Increased Significantly +46.3 points</p> <p>25 Students</p>	<p>41.8 points below standard</p> <p>Maintained -0.9 points</p> <p>322 Students</p>

Conclusions based on this data:

1. Reclassified English Learners were closest to meeting standard overall (21.1 points below standard).
2. Students with Disabilities were the furthest away from meeting standard (144 points away) which is further away by 16 points from 2021-22.
3. The 22 African American students scored significantly lower than other race/ethnicities at an average of 91.5 points despite this being a positive increase of 10.2 points from 2021-22.

School and Student Performance Data

Academic Performance English Learner Progress

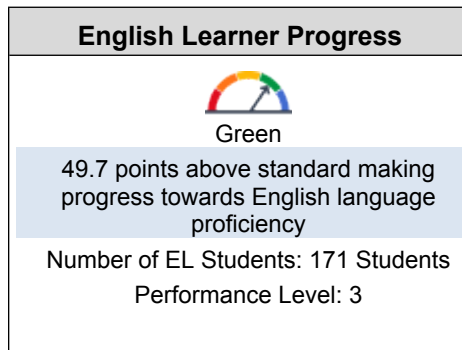
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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



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
30	56	9	76

Conclusions based on this data:

1. 76 students progressed one level while 30 decreased one ELPI level.
2. 49.7% of students made progress towards proficiency.
3. Identify the students who decreased and determine if supplemental pull-out ELD is need for them.

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."








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		
All Students Yellow 28.2% Chronically Absent Declined Significantly -7 872 Students	English Learners Yellow 24.4% Chronically Absent Declined Significantly -4.1 246 Students	Foster Youth Less than 11 Students 2 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged Yellow 31.1% Chronically Absent Declined Significantly -11.5 591 Students	Students with Disabilities Orange 32.9% Chronically Absent Declined -9 140 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>39.3% Chronically Absent</p> <p>Declined -22.3</p> <p>28 Students</p>	<p>Less than 11 Students</p> <p>4 Students</p>	<p> Red</p> <p>21.5% Chronically Absent</p> <p>Increased 1</p> <p>79 Students</p>	<p> No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>35.6% Chronically Absent</p> <p>Declined Significantly -5.8</p> <p>424 Students</p>	<p> Orange</p> <p>37.8% Chronically Absent</p> <p>Declined -4.4</p> <p>37 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Yellow</p> <p>17.8% Chronically Absent</p> <p>Declined Significantly -8.8</p> <p>297 Students</p>

Conclusions based on this data:

1. African American students had the highest rate of chronic absences but the highest decrease (-22.3)
2. Socioeconomically Disadvantaged students and students with disabilities had slightly over 30% of students chronically absent.
3. There was a 7 point improvement overall with the school's chronic absenteeism rate.

School and Student Performance Data

Academic Engagement Graduation Rate

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

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

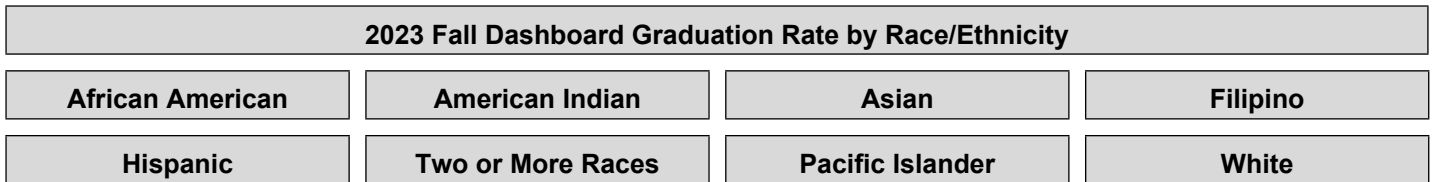
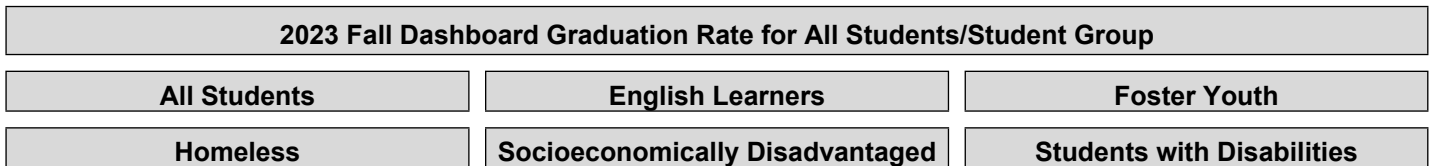
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red Orange Yellow Green Blue
Lowest Performance Highest Performance

This section provides number of student groups in each level.



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



Conclusions based on this data:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

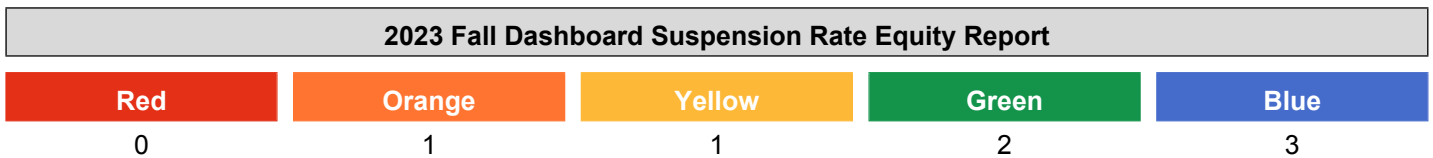
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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		
All Students	English Learners	Foster Youth
 Green	 Blue	Less than 11 Students 2 Students
1.1% suspended at least one day	0.4% suspended at least one day	
Declined -0.9 886 Students	Declined Significantly -2.5 253 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 2 Students	 Green	 Green
	1.2% suspended at least one day	2.8% suspended at least one day
	Declined Significantly -1.4 602 Students	Declined -2.4 141 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>0% suspended at least one day</p> <p>Declined -2.3 28 Students</p>	<p>Less than 11 Students 4 Students</p>	<p align="center"> Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0 80 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Blue</p> <p>0.9% suspended at least one day</p> <p>Declined Significantly -2 431 Students</p>	<p align="center"> Orange</p> <p>2.7% suspended at least one day</p> <p>Increased 2.7 37 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Yellow</p> <p>1.7% suspended at least one day</p> <p>Maintained 0.1 303 Students</p>

Conclusions based on this data:

1. The school's suspension rate was at 1.1% which is a decline of .9%. This is indicative of the school's attempt to focus on restorative practices while improving PBIS.
2. Students with Disabilities had the highest rate of suspensions at 2.8% which is a decline from 5% from the previous year.
3. Suspensions are used as a last resort for student consequences where it is determined that it is required.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

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

ELA and Math

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Academic Achievement & Social-Emotional Learning: Utilize a multi-tiered system of supports to increase academic achievement & social-emotional learning to enhance student success & well-being & promote college & career readiness among all students.

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.

Our District and school vision and fundamental belief is that all students can learn and grow academically and social-emotionally with school-wide and classroom supports.

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
SBAC ELA	In 2022-2023, 39.2% of 3rd-6th graders met or exceeded standards in the area of overall achievement.	Increase by 5% the number of students meeting or exceeding standard.
SBAC Math	In 2022-2023, 34.8% of 3rd-6th graders met or exceeded standards in the area of overall achievement.	Increase by 5% the number of students meeting or exceeding standard.
English Language Arts Indicator	The 2022-2023 Dashboard indicated that overall all students scored 34.9 points below standard.	Increase by 5 points to 29.9 points below standard.
Mathematics Indicator	The 2022-2023 Dashboard indicted that overall all students scored 47.6 points below standard.	Increase by 5 points to 36.4 points below standard.
English Learner Progress Indicator	The 2022-2023 Dashboard indicated that 49.7% of English Learner students were making progress towards English language proficiency.	Increase 54.7% English learner students making progress.
English Learner Reclassification Rates	In 2023-2024, 15 English Learners were reclassified.	Increase reclassified number to 20.
Chronic Absenteeism Indicator	The 2022-2023 Dashboard indicated that 28.2% of students were chronically absent.	Decrease chronically absent rate by 5% to 23.2%.
California Healthy Kids Survey	In 2023-2024, the following data was reported from surveyed 5th graders:	Increase percentages by 10% while striving for 100%.

	<p>72% reported feeling connected to the school.</p> <p>72% reported having a caring adult in school.</p> <p>82% reported parental involvement in schooling.</p> <p>78% reported there were social emotional supports in school.</p>	
Clinician and site counselor referrals	In 2023-2024 there were 140 total referrals for counseling.	Maintain ability to address all referrals.
California Science Test	In 2022-2023, 28.8% of 5th graders met or exceeded standard.	Increase met/exceeded by at least 5% each year.
iReady ELA Diagnostic	<p>In 2023-24, the following student performance was seen on the iReady Diagnostics:</p> <p>Diagnostic 1 = 20% of students were at mid, on, or above grade level.</p> <p>Diagnostic 2 = 36% of students were at mid, on, or above grade level.</p> <p>Diagnostic 3 = 49% of students were at mid, on, or above grade level.</p>	Maintain Diagnostic 3 scores for Diagnostic 1 in 2024-2025.
iReady Math Diagnostic	<p>In 2023-24, the following student performance was seen on the iReady Diagnostics:</p> <p>Diagnostic 1 = 11% of students were at mid, on, or above grade level.</p> <p>Diagnostic 2 = 24% of students were at mid, on, or above grade level.</p> <p>Diagnostic 3 = 39% of students were at mid, on, or above grade level.</p>	Maintain Diagnostic 3 scores for Diagnostic 1 in 2024-2025.
Summative ELPAC	In 2023, 4% of students were at Level 4.	Increase number of students at Level 4 by 5%.

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	Increase academic achievement for all students by strengthening our MTSS model and mitigating learning loss through a well-balanced, data driven approach.	All Students	<p>10,727 General Education Materials and Supplies Reading/Math/E.L. intervention, instructional supplemental resources 5,000 Site Collaboration Substitutes Staff Professional Development and Collaboration 5,806</p>

			Mandated Costs Materials and Supplies 8,000 Title I Materials and Supplies Supporting students not meeting grade level standard 5,806 Study Trips LCAP Goal 3/Action 11 Student Study Trips District Funded Certificated Salaries Reading Intervention Teachers (2) and Math Intervention Teacher (1)
1.2	Provide students and staff with opportunities to utilize available technologies (hardware and online subscriptions) to differentiate learning and instruction.	All Students	5,000 General Education Technology Hardware (computers, monitors, keyboards, headphones, printers, etc), online resources
1.3	Utilize the school-based counselor & TUSD C.A.R.E. program to provide tiered social-emotional support to students.	All Students	District Funded Certificated Salaries Site Counselor and District Clinician
1.4	Provide support to English Learners not making annual progress towards Reclassification and those who are considered Newcomers with pull-out supplemental instruction.	English Learners	14,162 Title I Classified Support ESL Paraprofessional 10,368 ESS Classified Support E.S.L. Paraprofessional District Funded Certificated Salaries District ELD Teacher Title I Materials and Supplies Materials supporting small group instruction
1.5	Special Education Case Managers will be provided with collaboration time and instructional materials and supplies to increase student achievement in all areas in partnership with special education staff and families in the following meetings for those with disabilities or suspected disabilities (IEP, 504, and SST).	Students with Disabilities	36,651 General Education Substitutes Coverage for teacher to attend student support meetings
1.6	Through increased communication, support, and engagement, office and administrative staff will address those students who are chronically absent or on track to become chronically absent.	All Students	6,424 General Education Classified Support Extended hours for Secretary I (from 3.75 to 5 hours per

			day) - data entry and parent communication 10,434 General Education Classified Support Health Tech (50% in this goal and 50% in goal 5)
--	--	--	---

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.

CAASPP data for 2022-2023 school year indicated that the majority of students were not meeting grade level end of year expectations. The iReady platform was used to support the differentiation of interventions for students in reading and math. PLC teams did establish essential learning standards, common pacing, and assessments. This contributed to effective collaborative discussions stemming from student performance data specifically looking at the site's focus area of math. The Reading and Math Intervention Teachers consistently met with students performing more than 1 grade level below expectation on essential prerequisite skills needed before moving on to other essential grade level standards in class. The E.L.D. teacher and two paraprofessionals met regularly with students, and this was fully implemented in support of more fully acquiring English language and reading skills. The purchase of instructional materials were all intended to support student growth, and the site was mindful of research based practices. The 28.2% of chronically absent students contributed to some students not receiving consistent instruction and intervention.

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

A continued focus this year was on closing the achievement gap for those performing well below grade level expectation in math and on social-emotional well-being. Fully implemented areas included the role of the school counselor, district clinician, reading intervention teachers, and math intervention teacher. The number of referrals for counseling support remained consistent throughout the year with a total of 141 through the beginning of May. Through an increase of Student Study Team meetings, needed supports and data tracking for students were consistently discussed with staff and parents.

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.

In 2024-2025 continuing with best practices and a guaranteed and viable curriculum for both ELA and Math will be an area of focus while emphasizing growth for students with disabilities and students who are considered long-term English Learners. Additionally, to increase the exposure to and instruction with non-fictional text, the site will be utilizing the Amplify science curriculum to support with essential ELA standards. Intervention and enrichment groups for both ELA and Math will be closely monitored for effectiveness and consistent implementation. District and site social-emotional supports will be fully implemented to ensure students are provided with tools allowing for academic learning to take place. Due to a decrease in the Title 1 budget, the hours for the E.L. paraprofessionals and office secretary have been decreased by up to 2 hours. The site will also remain vigilant in the use of funds towards instructional materials and other supplies to ensure that they help meet the goals in this plan.

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.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Equity & Access: Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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.

Create equitable practices & experiences for all students & staff to mitigate social inequalities & embrace human diversity.

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
Suspension Rate	In 2022-2023 the Dashboard Suspension Rate was at 1.1%	Decrease by 0.5%
Total number of students suspended at least once	In 2023-2024, 4 students were suspended at least once.	Maintain practices to support students in most need.
Expulsion Rate	The 2022-23 expulsion rate was 0%.	Maintain practices to support students in most need.
Discipline Referrals	In 2023-2024, teachers entered 160 discipline referrals into the site-created discipline reporting system.	The usage of the S.W.I.S. system for teacher office referral reporting will be fully implemented.

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	Implement practices that provide support for students and families struggling with consistent student attendance, positive behaviors, and social-emotional supports. Focus will be on teaching behavior expectations, PBIS Implementation, Character Education Assemblies, Toolbox strategies, No Bully, and Restorative Practices.	All Students	4,000 General Education Materials and Supplies PBIS and Character Education resources for Global Market 2,000 ESS

			Materials and Supplies 1,000 Site Collaboration Substitutes Substitutes and extra duty compensation
2.2	Review established practices in order to ensure equity and inclusion for all students. Staff will be provided with time (staff meetings, Wednesday collaboration, and PD) on focus areas, specific to students who may be in need and protocols to address any concerns especially those with disabilities or suspected disabilities.	All Students with a focus on Students with Disabilities and those with highest suspension rate	1,000 Site Collaboration Substitutes Substitutes and extra duty compensation

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.

Although there was full implementation of most strategies, there were still instances where supports did not have the desired outcomes. This was especially the case for students with more intense behaviors in both the general and special education setting. However, through a balanced approach of supports, daily communication with all involved, and a commitment to track and address behaviors, the site did make some progress in these areas. Character education recognition assemblies, counseling services, and morning announcements were more consistent and effective this year in comparison to the 2022-2023 school year. The PBIS team grew in size and knowledge, and their efforts resulted in increased staff and student participation especially for those students in Tier 1 and Tier 2 of unwanted behaviors.

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

The PBIS team was in full implementation during the 2023-2024 school year when compared to the prior year. The commitment to not suspend unless absolutely needed resulted in the suspension of only 4 students. One of these students was suspended more than once. Funds budgeted for additional collaboration after school did not have the desired result as the vast majority of this time was spent during the previously established contracted time on Wednesdays and some time provided in lieu of staff meetings. There were many staff who participated in district professional development opportunities. Additional funds the the site's Associated Student Body account were used in support of this 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 Community Liaison will be used further in conjunction with the district's Parent Resource center to support families. Continuing to work towards ensure that staff builds strong relationships with those students in most need of behavioral support and effective parent to school relationships will be a focus area beginning with the first day of school. Increased routine communication with all involved members, family and site/district staff, will need to be consistent, productive, and mutual. Utilizing the new behavior tracking system for staff, student behaviors, both minor and major, will be better monitored to determine trends, locations, and causes to these unwanted actions.

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.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Curriculum & Instruction: Provide guaranteed & viable learning from highly qualified teachers who use adopted materials & effective instructional practices to implement standards.

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.

Our District and school vision and fundamental belief is that all students can learn and grow academically with school-wide and classroom supports.

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
Appropriate assignment of staff	100% of staff are appropriately assigned in compliance with Williams Act.	100% of staff appropriately assigned in compliance with Williams Act.
Student access to instructional materials	Instructional materials provided to 100% of students in compliance with Williams Act.	100% of students will have access to needed instructional materials.
Access to professional development (PD)	In 2022-2023 and 2023-2024, PD days were available to all staff during the school day and voluntarily after the work day.	Continue providing required and voluntary PD opportunities in support of the goals in this plan.
Educational Rounds	Site administration visiting on average one classroom per day (145 for 2023-24).	Site administration visiting one classroom on average per day specific to Educational Rounds and utilizing data to guide PLC discussions.
Physical Fitness	Percent of students in Grade 5 in the Healthy Fitness Zone: Aerobic Capacity = 98.88% Abdominal Strength and Endurance = 97.48% Trunk Extensor Strength = 97.48% Upper Body Strength = 97.48% Flexibility = 92.44%	Participation rate will maintain at acceptable levels.

ELA Dashboard Indicator	The 2022-2023 Dashboard indicated that overall all students scored 34.9 points below standard.	Increase by 5 points to 29.9 points below standard.
Math Dashboard Indicator	The 2022-2023 Dashboard indicated that overall all students scored 47.6 points below standard.	Increase by 5 points to 36.4 points below standard.
SBAC ELA	In 2022-2023, 39.2% of 3rd-6th graders met or exceeded standards in the area of overall achievement.	Increase by 5% the number of students meeting or exceeding standard.
SBAC Math	In 2022-2023, 34.8% of 3rd-6th graders met or exceeded standards in the area of overall achievement.	Increase by 5% the number of students meeting or exceeding standard.
California Science Test	In 2022-2023, 28.8% of 5th graders met or exceeded standard.	Increase met/exceeded by at least 5% each year.
Summative ELAPC	In 2023, 4% of students were at Level 4.	Increase number of students at Level 4 by 5%.

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	Teachers will deliver instruction using best practices as identified through professional development, collaboration through the Professional Learning Community with essential standards and district adopted curriculum at its core, and strategies to address the need for interventions in ELA and Math.	All Students	20,490 General Education Materials and Supplies Supporting goal with needed student supplies matching best teaching practices 20,858 ESS Materials and Supplies Supporting goal with needed student supplies matching best teaching practices 11,844 Title I Materials and Supplies Supporting goal with needed student supplies matching best teaching practices 5,000 General Education Service Contracts and Professional Services 4,000 General Education Duplicating 1,503 Site Collaboration Substitutes Substitutes and extra duty compensation 7,000 General Education Equipment Contracts

3.2	ELD teacher and Paraprofessional support utilizing best practices in small group (push-in and pull-out).	Newcomers and Long-term English Learners	10,367 ESS Classified Support ESL Paraprofessional District Funded Certificated Salaries ELD Teacher 14,162 Title I Classified Support E.S.L. Paraprofessional
3.3	Special Education Case Managers and Paraprofessionals will be provided with collaborative time with their teams, professional development, materials, and substitutes for necessary meetings and targeted work.	Students With Disabilities	7,761 LCAP SPED support Substitutes

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.

PLC time revolved mostly around the math essential standards and the 4 PLC Questions which are listed next. What do we want our students to know (essential standards)? How do we know when they have learned it (common formative assessments)? What do we do if they do not learn it (intervention)? What do we do when they do learn it (enrichment)? Grade level site collaboration time during the instructional day was not consistent aside from PBIS due to substitute availability and the need to minimize lost instructional time. Required district professional development for most grade levels in science did take place and voluntary training for primary teachers for reading strategies did take place for many staff members. Supports for newcomer students and those not making annual growth in the English language were consistently implemented throughout the year. Communication and tracking of this progress increased this school year. Special education teachers had release time during the instructional day for IEP's, and additional collaboration time was offered outside of the school day.

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

Providing in-class small group intervention, although increased during the 2023-2024 school year, is still an area that is not fully implemented across 4th - 6th grade classrooms (50% of classes routinely incorporated small group reading intervention into their day). One grade level shared students during designated ELD and one grade level shared students during a math intervention block. Designated E.L.D. instruction with a focus on speaking and listening is another area for growth for the subsequent school year, however, professional development by the E.L.D. teacher did occur on two occasions during staff meetings which included sharing of best strategies and activities and the use of the Ellevation website to track progress. This informal professional development also occurred during grade level PLC time.

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.

Utilizing the new iReady platform to gauge student acquisition of targeted skills will be key in determining intervention needs in ELA and Math. Monitoring the use of this resource and the passage rate of the lessons will be an area for teachers and administration to improve. Each grade level will utilize collaboration and planning to ensure that Tier 2 intervention take place in the classroom for both reading and math at all grade levels. Designated ELD time will be scheduled in as part of the day for 30 minutes with a focus on listening and speaking or other areas determined to be an area of most need based on recent state assessment data. All staff collaboration will have at its core the 4 PLC

Questions with support from site administration. More work will be needed to remain data focused while using common formative assessments to guide instruction, intervention, and enrichment.

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.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Parent Engagement: Expand opportunities to increase parent & family involvement to support District initiatives.

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.

Research has demonstrated that the higher the level of parent and community involvement and engagement, the higher the level of student success.

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
Agendas and sign-in sheets documenting parent participation in site and district committees	Meeting agendas for SSC, ELAC, and PIQE indicate that the required and optional parent involvements opportunities took place with required members mostly present at all SSC meetings and a consistent presence of several parents at all ELAC meetings. PTA increased participation in the 2nd half of the year. SSC: 3 meetings, average 7 participants each meeting ELAC: 3 meetings, average 6 participants each meeting PIQE: 8 meetings, average 11 participants each session	Increase parent participation by maximizing communication of events using all platforms and promoting parent involvement opportunities based on student and parent need.
Social media engagement	Number of followers on social media: Facebook: 547 Instagram: 526	Continue increasing presences online with additional posts of student activities and reminders about upcoming school events.
Community Liaison Information	The community liaisons supported as follows: Attendance calls - 196 Parent contacts (email, text, app) - 90 Home visits - 9	Address parent and students needs consistently and provide timely responses with clear direction, support, and communication in preferred language to the extent possible.

	SART meetings - 6 Referrals for further support - 14	
Parent communications from site	Dissemination of communications including translations from the site.	Maintain and increase parent communication from the site in the form of consistent usage of the Parent Square messaging tool.

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	Events promoting parent involvement during and after school hours will continue. These will include: SSC, ELAC, Back to School Night, Open House, parent volunteers, and parent trainings (PIQE). Increased presence on social media will also be a strategy to increase parent involvement and communication in addition to improving the quality of the school's website. Additional clerical hours needed to promote, track, and enter needed student and parent information into Aeries system.	All Students	3,398 Title I - Parental Involvement Materials and Supplies Parent Involvement - workshops, classroom supplies/materials 2,903 Clerical-LCAP Goal 3/Action 10/C Clerical Data Entry 40,032 ESS Community Liaison 51,312 Title I Community Liaison 2,000 General Education Postage Parent communications

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.

Parents had many opportunities to become involved with the school community during the 2023-24 school year. As of May 2024, Earl had 94 approved parent volunteers that have participated on campus in a variety of ways. Parent participation in the PIQE program was strong in the first session, but then participation reduced in the subsequent sessions. Social media presence was stronger than in years past with an increased number of posts that showcased current and upcoming events. The increase of hours for the Community Liaison positions increased the efficiency and effectiveness of communication with families regarding a variety of topics such as attendance, behavioral support, available community resources, and scheduling meetings to discuss these areas. A CSUS class was held on campus one day a week and those adult learners also provided some reading instruction to 2nd graders.

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

All expenditures and activities related to parent involvement on campus were fully implemented, however not with the desired amount of participants for PIQE. This course began in person, however due to low numbers, the program was rebooted online. Participation has averaged 10 parents per weekly session. Parents did volunteer consistently for field trips, one-day events, and in our kindergarten. We had many college students requiring hours for their program participate on campus through volunteering and observations.

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.

Providing meaningful opportunities for the classroom and parents to engage with one another will be a priority especially utilizing the Parent Square application. Grade levels will collaborate prior to the Back to School Night to establish consistent routines and then share out those expectations and opportunities to families. Site staff, such as the ELD teacher, Counselor, Clinician, Reading Intervention Teacher, and Math Intervention teacher will work to prepare resources for families and communicate those via online or print communication or on-site trainings. Progress report and report card comments will include recommendations on how students can be supported both at home and school. The PTA will continue working with administration on creating events that involve the whole school community to promote involvement and strengthen the home to school connection.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

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

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Safety & Security: Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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.

Uphold policies, procedures, & maintain facilities that reflect a safe, secure environment.

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
Monthly and annual site inspections	Met district expectations and requirements.	Continue meeting district expectations and requirements.
Safety Committee Meetings	Review Comprehensive School Safety Plan (CSSP).	Consistently meet or communicate monthly to receive and review safety concerns and make adjustments to the CSSP.
California Healthy Kids Survey	In 2023-2024, 85% of 5th graders surveyed indicated they felt safe at school.	Increase by 5% but strive for 100% feeling safe at school.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	Ensure bell-to-bell campus supervisor coverage during the school day and adequate coverage before school, lunches, and after school.	All Students	9,408 LCAP Security Security Additional hours for needed coverage to meet goal.
5.2	Continue regular safety meetings, trainings, and review of facilities & procedures to ensure it reflects a safe and secure environment and respond accordingly when needs arise.	All Students	1,000 LCAP Security Classified Support Provide compensation for attendance of these outside of work hours.

			1,000 General Education Materials and Supplies
			10,434 General Education Classified Support Health Tech salary and extra hours (50% in this goal and 50% in goal 1)
			1,000 General Education Classified Support Extra hours for Health Tech reporting

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.

For the 2023-24 school year there was a campus supervisor who provided full day coverage to the site, monitored the perimeter of the school, and ensured the closed door policy. As needed, additional campus supervisor hours were paid to increase the adult presence during lunch recesses. The Health Tech and Nurse worked in collaboration with site staff to address issues that were in need of attention because of their contribution to student incidents. Administration worked with the custodial staff and the maintenance department to address areas on campus in need of attention. Proactive work orders were created to address potential areas of concern.

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

The intended implementation of the strategies were to ensure that the facility reflected a safe and secure environment. These resulted in reminders to all staff about locking gates throughout the year and consistent reminders to staff about keeping doors closed and locked. These occurred at staff meetings and via email correspondence. Communication to both students and staff about saying something if they see something concerning was also consistent during this school year. A larger presence than expected with the site's Morning Show also focused on student safety by encouraging the school's P.B.I.S. motto of: Self-control, Engagement, Effort, and Kindness (S.E.E.K.).

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.

This goal will focus on consistent data monitoring of tracking the percentages of closed doors and gates. Routine communication to staff about closed doors and gates, fire drills, and lockdown protocols will occur monthly and as needed. Physical spaces in need of repair will be efficiently reported to the appropriate site staff and/or district personnel including those addressed by the Fire Marshal and maintenance walks.

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	\$96,695.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$351,850.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation (\$)
Title I	\$99,480.00

Subtotal of additional federal funds included for this school: \$99,480.00

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

State or Local Programs	Allocation (\$)
Clerical-LCAP Goal 3/Action 10/C	\$2,903.00
ESS	\$83,625.00
General Education	\$124,160.00
LCAP Security	\$10,408.00
LCAP SPED support	\$7,761.00
Mandated Costs	\$5,806.00
Site Collaboration	\$8,503.00
Study Trips LCAP Goal 3/Action 11	\$5,806.00
Title I - Parental Involvement	\$3,398.00

Subtotal of state or local funds included for this school: \$252,370.00

Total of federal, state, and/or local funds for this school: \$351,850.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
----------------	--------	---------

Expenditures by Funding Source

Funding Source	Amount
Clerical-LCAP Goal 3/Action 10/C	2,903.00
ESS	83,625.00
General Education	124,160.00
LCAP Security	10,408.00
LCAP SPED support	7,761.00
Mandated Costs	5,806.00
Site Collaboration	8,503.00
Study Trips LCAP Goal 3/Action 11	5,806.00
Title I	99,480.00
Title I - Parental Involvement	3,398.00

Expenditures by Budget Reference

Budget Reference	Amount
Classified Support	78,351.00
Clerical Data Entry	2,903.00
Community Liaison	91,344.00
Duplicating	4,000.00
Equipment Contracts	7,000.00
Materials and Supplies	88,123.00
Postage	2,000.00
Security	9,408.00
Service Contracts and Professional Services	5,000.00
Student Study Trips	5,806.00
Substitutes	52,915.00
Technology	5,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
Clerical Data Entry	Clerical-LCAP Goal 3/Action 10/C	2,903.00
Classified Support	ESS	20,735.00
Community Liaison	ESS	40,032.00
Materials and Supplies	ESS	22,858.00
Classified Support	General Education	28,292.00
Duplicating	General Education	4,000.00
Equipment Contracts	General Education	7,000.00
Materials and Supplies	General Education	36,217.00
Postage	General Education	2,000.00
Service Contracts and Professional Services	General Education	5,000.00
Substitutes	General Education	36,651.00
Technology	General Education	5,000.00
Classified Support	LCAP Security	1,000.00
Security	LCAP Security	9,408.00
Substitutes	LCAP SPED support	7,761.00
Materials and Supplies	Mandated Costs	5,806.00
Substitutes	Site Collaboration	8,503.00
Student Study Trips	Study Trips LCAP Goal 3/Action 11	5,806.00
Classified Support	Title I	28,324.00
Community Liaison	Title I	51,312.00
Materials and Supplies	Title I	19,844.00
Materials and Supplies	Title I - Parental Involvement	3,398.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	118,378.00
Goal 2	8,000.00

Goal 3	102,985.00
Goal 4	99,645.00
Goal 5	22,842.00

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
Paulo Pimentel	Principal
Christina Johnston	Classroom Teacher
Brooke Machado	Classroom Teacher
Jennifer Bagnani	Classroom Teacher
Marty Wilkinson	Other School Staff
Kelley Coelho	Parent or Community Member
Dawn Giotta	Parent or Community Member
Stephanie Ortega	Parent or Community Member
Odisho Shabdin	Parent or Community Member
Evelyn John	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

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 05-14-2024.

Attested:



Principal, Paulo Pimentel on 05-14-24



SSC Chairperson, Marty Wilkinson on 05-14-24