

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sandra Tovar Medeiros Elementary School	50757390108175	May 9, 2024	June 4, 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 Sandra Tovar Medeiros Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assisted Schools

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 Sandra Tovar Medeiros Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Additional Targeted Support and Improvement
- Title I Targeted Assisted Schools

Sandra Tovar Medeiros Elementary meets the ESSA requirements in alignment with: Leadership Team, School Site Council, English Language Advisory Committee, Grade Level PLC Teams, Safety Team, Stanislaus County Office of Education, and Solution Tree Consultants.

Educational Partner Involvement

How, when, and with whom did Sandra Tovar Medeiros Elementary School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Timeline

Date	Who	Activity
August 2023	All Parents	Annual Title I Parent Meeting
August -May	PBIS team	Monthly Meeting
February 2024	Staff	Presented CAASPP data-discussed well each grade level did good and area for improvement
March 2024	Staff	Presented 2023 Fall Dashboard Data and brainstormed high quality instructional practices to support underperforming subgroups-SPED and EL students
April 2024	Leadership	Gathered input from Leadership regarding School Plan goals and grade level needs
May 2024	SSC/ELAC	Gave Input and online approval of School Plan for Student Achievement for 2024-2025

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.

Red: English Learner Progress Indicator

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: ELs, Suspension: SWD, Asian, Math: ELs, Chronic Absenteeism: Two or more races

Other Needs

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

Overall SBAC Met/Exceeded for ELA and Mathematics: ELA-52.25% Met/Exceeded, Math- 38.67% Met/Exceeded

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.92%	0.8%	6	7	6
African American	2.5%	3.40%	2.93%	20	26	22
Asian	10.4%	8.77%	9.59%	83	67	72
Filipino	0.1%	%	0%	1		0
Hispanic/Latino	39.3%	43.06%	44.47%	315	329	334
Pacific Islander	0.4%	0.39%	0.4%	3	3	3
White	41.4%	37.57%	35.42%	332	287	266
Multiple/No Response	2.7%	3.66%	4.26%	22	28	32
Total Enrollment				802	764	751

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	119	103	152
Grade 1	117	91	92
Grade 2	108	109	89
Grade3	114	116	94
Grade 4	90	112	114
Grade 5	139	99	107
Grade 6	115	134	99
Grade 7			4
Total Enrollment	802	764	751

Conclusions based on this data:

1. Our two largest subgroups for the 2022-2023 school year are White and Hispanic.
2. Overall enrollment has declined from the 2021-2022 school year to 2022-2023 by 51 students.
3. Our Asian population for the 2022-2023 school year is 9.59%, which is our third highest subgroup.

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)	134	127	141	16.70%	16.6%	18.8%
Fluent English Proficient (FEP)	42	35	28	5.20%	4.6%	3.7%
Reclassified Fluent English Proficient (RFEP)	10	11	18	7.5%	9.6%	2.40%

Conclusions based on this data:

1. English Learners continue to make up around 18.8% of our student population for the 2022-2023 school year.
2. The total percent of Fluent English Proficient students is 3.7% of our student population for 2022-2023.
3. We had 18 students reclassified for the 2022-2023.

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	112	114	99	105	111	93	105	110	93	93.8	97.4	93.9
Grade 4	89	110	112	85	109	108	85	109	108	95.5	99.1	96.4
Grade 5	135	99	107	127	99	104	126	99	104	94.1	100.0	97.2
Grade 6	110	133	99	107	128	95	107	128	95	97.3	96.2	96.0
All Grades	446	456	417	424	447	400	423	446	400	95.1	98.0	95.9

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	2399.	2418.	2422.	20.00	23.64	21.51	16.19	24.55	30.11	26.67	20.91	22.58	37.14	30.91	25.81
Grade 4	2463.	2451.	2463.	22.35	21.10	24.07	24.71	23.85	22.22	23.53	17.43	20.37	29.41	37.61	33.33
Grade 5	2489.	2505.	2517.	19.84	25.25	28.85	23.02	32.32	32.69	26.98	19.19	10.58	30.16	23.23	27.88
Grade 6	2516.	2511.	2537.	17.76	13.28	18.95	29.91	31.25	30.53	25.23	28.91	33.68	27.10	26.56	16.84
All Grades	N/A	N/A	N/A	19.86	20.40	23.50	23.40	28.03	28.75	25.77	21.97	21.50	30.97	29.60	26.25

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	17.14	16.36	19.35	58.10	60.91	64.52	24.76	22.73	16.13
Grade 4	22.35	11.93	22.22	61.18	68.81	62.04	16.47	19.27	15.74
Grade 5	12.70	24.24	18.27	71.43	60.61	67.31	15.87	15.15	14.42
Grade 6	17.76	14.84	20.00	57.01	58.59	58.95	25.23	26.56	21.05
All Grades	17.02	16.59	20.00	62.41	62.11	63.25	20.57	21.30	16.75

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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	14.29	20.00	10.75	43.81	49.09	64.52	41.90	30.91	24.73
Grade 4	13.10	14.68	9.26	65.48	54.13	64.81	21.43	31.19	25.93
Grade 5	21.43	17.17	26.92	46.03	62.63	55.77	32.54	20.20	17.31
Grade 6	17.76	12.50	21.05	51.40	60.16	54.74	30.84	27.34	24.21
All Grades	17.06	15.92	17.00	50.71	56.50	60.00	32.23	27.58	23.00

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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	8.57	10.91	11.83	66.67	70.91	74.19	24.76	18.18	13.98
Grade 4	9.41	11.01	12.04	78.82	65.14	71.30	11.76	23.85	16.67
Grade 5	11.11	12.12	15.38	75.40	72.73	69.23	13.49	15.15	15.38
Grade 6	10.28	11.72	13.68	70.09	78.13	73.68	19.63	10.16	12.63
All Grades	9.93	11.43	13.25	72.58	71.97	72.00	17.49	16.59	14.75

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	14.29	18.18	16.13	60.95	62.73	73.12	24.76	19.09	10.75
Grade 4	18.82	13.76	12.96	67.06	67.89	73.15	14.12	18.35	13.89
Grade 5	11.90	23.23	21.15	69.05	62.63	64.42	19.05	14.14	14.42
Grade 6	21.50	12.50	17.89	56.07	67.97	64.21	22.43	19.53	17.89
All Grades	16.31	16.59	17.00	63.36	65.47	68.75	20.33	17.94	14.25

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Conclusions based on this data:

1. In 2022-2023, the percentage of third grade students who met or exceeded the overall standards in ELA was 48.19%.
2. In 2022-2023, the percentage of fourth grade students who met or exceeded the overall standards in ELA was 46.29%.
3. In 2022-2023, the percentage of fifth grade students who met or exceeded the overall standards in ELA was 61.54%.

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.

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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	112	113	99	105	110	94	105	109	94	93.8	97.3	94.9
Grade 4	89	110	112	85	109	109	85	109	109	95.5	99.1	97.3
Grade 5	136	99	107	128	99	105	128	99	105	94.1	100.0	98.1
Grade 6	110	133	99	105	126	98	105	126	98	95.5	94.7	99.0
All Grades	447	455	417	423	444	406	423	443	406	94.6	97.6	97.4

* 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	2395.	2422.	2418.	14.29	17.43	7.45	21.90	29.36	35.11	21.90	22.94	29.79	41.90	30.28	27.66
Grade 4	2451.	2452.	2463.	11.76	17.43	16.51	25.88	16.51	25.69	35.29	33.94	26.61	27.06	32.11	31.19
Grade 5	2460.	2482.	2486.	8.59	21.21	21.90	12.50	12.12	8.57	39.06	27.27	32.38	39.84	39.39	37.14
Grade 6	2498.	2511.	2525.	9.52	17.46	23.47	23.81	23.02	16.33	31.43	23.81	27.55	35.24	35.71	32.65
All Grades	N/A	N/A	N/A	10.87	18.28	17.49	20.33	20.54	21.18	32.15	26.86	29.06	36.64	34.31	32.27

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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	14.29	25.69	17.02	41.90	47.71	53.19	43.81	26.61	29.79
Grade 4	12.94	22.02	22.94	61.18	42.20	39.45	25.88	35.78	37.61
Grade 5	8.59	21.21	20.00	42.97	43.43	48.57	48.44	35.35	31.43
Grade 6	8.57	23.02	23.47	51.43	41.27	47.96	40.00	35.71	28.57
All Grades	10.87	23.02	20.94	48.46	43.57	47.04	40.66	33.41	32.02

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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	23.81	15.60	17.02	37.14	54.13	57.45	39.05	30.28	25.53
Grade 4	14.12	14.68	17.43	57.65	47.71	49.54	28.24	37.61	33.03
Grade 5	9.38	13.13	13.33	55.47	56.57	55.24	35.16	30.30	31.43
Grade 6	6.67	12.70	12.24	65.71	53.97	61.22	27.62	33.33	26.53
All Grades	13.24	14.00	15.02	53.90	53.05	55.67	32.86	32.96	29.31

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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	18.10	20.18	9.57	57.14	55.96	76.60	24.76	23.85	13.83
Grade 4	12.94	13.76	17.43	68.24	57.80	56.88	18.82	28.44	25.69
Grade 5	8.59	14.14	10.48	56.25	56.57	57.14	35.16	29.29	32.38
Grade 6	10.48	11.90	12.24	68.57	65.08	56.12	20.95	23.02	31.63
All Grades	12.29	14.90	12.56	61.94	59.14	61.33	25.77	25.96	26.11

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Conclusions based on this data:

1. In 2022-2023, the percentage of third grade students who met or exceeded the overall standards in math was 42.56%.
2. In 2022-2023, the percentage of fourth grade students who met or exceeded the overall standards in math was 42.20%.
3. In 2022-2023, the percentage of fifth grade students who met or exceeded the overall standards in math was 30.47%.

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	*	1401.8	1364.7	*	1407.5	1371.8	*	1388.6	1348.1	7	12	36
1	*	1409.8	1388.5	*	1417.4	1383.6	*	1401.9	1392.9	6	20	19
2	*	*	1418.1	*	*	1404.8	*	*	1430.8	8	10	19
3	1486.8	1510.7	*	1476.5	1519.6	*	1496.7	1501.5	*	22	18	8
4	1500.8	1503.3	1480.6	1496.0	1502.6	1468.2	1505.2	1503.4	1492.6	13	23	20
5	1542.2	1517.4	1495.8	1529.3	1513.2	1478.5	1554.4	1521.1	1512.8	21	16	20
6	1526.3	1535.6	1489.7	1508.6	1536.4	1483.3	1543.3	1534.4	1495.7	16	19	19
All Grades										93	118	141

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	16.67	2.78	*	25.00	13.89	*	33.33	44.44	*	25.00	38.89	*	12	36
1	*	5.26	0.00	*	21.05	5.26	*	26.32	47.37	*	47.37	47.37	*	19	19
2	*	*	0.00	*	*	31.58	*	*	36.84	*	*	31.58	*	*	19
3	9.09	22.22	*	45.45	27.78	*	22.73	33.33	*	22.73	16.67	*	22	18	*
4	15.38	21.74	0.00	38.46	39.13	35.00	30.77	26.09	55.00	15.38	13.04	10.00	13	23	20
5	38.10	12.50	10.00	28.57	43.75	25.00	14.29	25.00	40.00	19.05	18.75	25.00	21	16	20
6	31.25	26.32	15.79	25.00	42.11	21.05	25.00	26.32	21.05	18.75	5.26	42.11	16	19	19
All Grades	19.78	17.09	4.26	36.26	33.33	20.57	23.08	29.06	41.13	20.88	20.51	34.04	91	117	141

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	0.00	*	41.67	19.44	*	25.00	41.67	*	25.00	38.89	*	12	36
1	*	5.26	0.00	*	31.58	5.26	*	21.05	36.84	*	42.11	57.89	*	19	19
2	*	*	0.00	*	*	31.58	*	*	36.84	*	*	31.58	*	*	19
3	13.64	27.78	*	45.45	50.00	*	18.18	16.67	*	22.73	5.56	*	22	18	*
4	23.08	26.09	0.00	53.85	52.17	40.00	15.38	17.39	50.00	7.69	4.35	10.00	13	23	20
5	42.86	25.00	10.00	33.33	56.25	30.00	9.52	12.50	40.00	14.29	6.25	20.00	21	16	20
6	25.00	57.89	31.58	43.75	31.58	15.79	12.50	10.53	26.32	18.75	0.00	26.32	16	19	19
All Grades	21.98	24.79	5.67	40.66	43.59	24.11	19.78	18.80	38.30	17.58	12.82	31.91	91	117	141

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	*	8.33	2.78	*	8.33	8.33	*	58.33	44.44	*	25.00	44.44	*	12	36
1	*	5.26	5.26	*	21.05	0.00	*	21.05	47.37	*	52.63	47.37	*	19	19
2	*	*	0.00	*	*	26.32	*	*	31.58	*	*	42.11	*	*	19
3	9.09	16.67	*	13.64	27.78	*	50.00	22.22	*	27.27	33.33	*	22	18	*
4	15.38	4.35	0.00	0.00	30.43	25.00	61.54	39.13	35.00	23.08	26.09	40.00	13	23	20
5	23.81	12.50	15.00	23.81	25.00	10.00	33.33	37.50	35.00	19.05	25.00	40.00	21	16	20
6	31.25	5.26	5.26	25.00	31.58	10.53	18.75	42.11	31.58	25.00	21.05	52.63	16	19	19
All Grades	17.58	7.69	4.26	18.68	27.35	12.06	39.56	35.04	37.59	24.18	29.91	46.10	91	117	141

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	25.00	8.33	*	58.33	52.78	*	16.67	38.89	*	12	36
1	*	26.32	10.53	*	47.37	47.37	*	26.32	42.11	*	19	19
2	*	*	10.53	*	*	57.89	*	*	31.58	*	*	19
3	18.18	38.89	*	77.27	50.00	*	4.55	11.11	*	22	18	*
4	30.77	47.83	25.00	61.54	43.48	70.00	7.69	8.70	5.00	13	23	20
5	42.86	25.00	30.00	52.38	68.75	60.00	4.76	6.25	10.00	21	16	20
6	18.75	21.05	15.79	56.25	73.68	47.37	25.00	5.26	36.84	16	19	19
All Grades	28.09	29.91	14.89	60.67	58.12	56.03	11.24	11.97	29.08	89	117	141

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	0.00	*	58.33	44.44	*	33.33	55.56	*	12	36
1	*	0.00	0.00	*	42.11	36.84	*	57.89	63.16	*	19	19
2	*	*	0.00	*	*	63.16	*	*	36.84	*	*	19
3	22.73	55.56	*	45.45	38.89	*	31.82	5.56	*	22	18	*
4	30.77	39.13	0.00	61.54	47.83	75.00	7.69	13.04	25.00	13	23	20
5	55.00	31.25	15.00	15.00	50.00	30.00	30.00	18.75	55.00	20	16	20
6	42.86	63.16	31.58	50.00	36.84	42.11	7.14	0.00	26.32	14	19	19
All Grades	30.68	33.33	6.38	44.32	47.01	48.23	25.00	19.66	45.39	88	117	141

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	8.33	5.56	*	66.67	58.33	*	25.00	36.11	*	12	36
1	*	15.79	5.26	*	10.53	26.32	*	73.68	68.42	*	19	19
2	*	*	0.00	*	*	42.11	*	*	57.89	*	*	19
3	9.09	16.67	*	54.55	44.44	*	36.36	38.89	*	22	18	*
4	15.38	4.35	0.00	46.15	56.52	55.00	38.46	39.13	45.00	13	23	20
5	38.10	18.75	15.00	42.86	50.00	45.00	19.05	31.25	40.00	21	16	20
6	37.50	10.53	5.26	25.00	52.63	21.05	37.50	36.84	73.68	16	19	19
All Grades	19.78	11.11	4.96	48.35	49.57	41.84	31.87	39.32	53.19	91	117	141

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	*	16.67	11.11	*	41.67	44.44	*	41.67	44.44	*	12	36
1	*	0.00	5.26	*	57.89	52.63	*	42.11	42.11	*	19	19
2	*	*	15.79	*	*	47.37	*	*	36.84	*	*	19
3	18.18	22.22	*	59.09	61.11	*	22.73	16.67	*	22	18	*
4	7.69	8.70	20.00	69.23	73.91	50.00	23.08	17.39	30.00	13	23	20
5	19.05	25.00	15.00	61.90	43.75	60.00	19.05	31.25	25.00	21	16	20
6	25.00	15.79	15.79	56.25	73.68	52.63	18.75	10.53	31.58	16	19	19
All Grades	16.67	13.68	12.77	63.33	60.68	49.65	20.00	25.64	37.59	90	117	141

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Conclusions based on this data:

1. The total number of students who participated in ELPAC for 2022-2023 was 141.
2. 53.19% of all students in 2022-2023 school year were in the Beginning range in the Reading Domain.
3. 12.77% of all students in the 2022-2023 were in the Well Developed range in the Writing Domain.

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
751	53.1	18.8	0.5
Total Number of Students enrolled in Sandra Tovar Medeiros Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	141	18.8
Foster Youth	4	0.5
Homeless	6	0.8
Socioeconomically Disadvantaged	399	53.1
Students with Disabilities	137	18.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	22	2.9
American Indian	6	0.8
Asian	72	9.6
Hispanic	334	44.5
Two or More Races	32	4.3
Pacific Islander	3	0.4
White	266	35.4

Conclusions based on this data:

- 2022-2023 data showed that 53.1% of our school population are considered socioeconomically disadvantaged.

2. Foster youth make up 0.5% of our student population for the 2022-2023 school year.
3. The largest student group at Sandra Tovar Medeiros Elementary for the 2022-2023 school year is Hispanic, comprising 44.5% of school population or nearly 334 students.

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The Suspension Rate for all students for the 2023 Fall Dashboard data is in the green, meaning we are doing well in this indicator.
2. English Language Arts is in the green on the 2023 Fall Dashboard data which indicates that we are doing well in this indicator.

3. English Learner Progress is in the red on the Fall 2023 Dashboard data which indicates that we have much improvement in this indicator.

School and Student Performance Data

Academic Performance English Language Arts

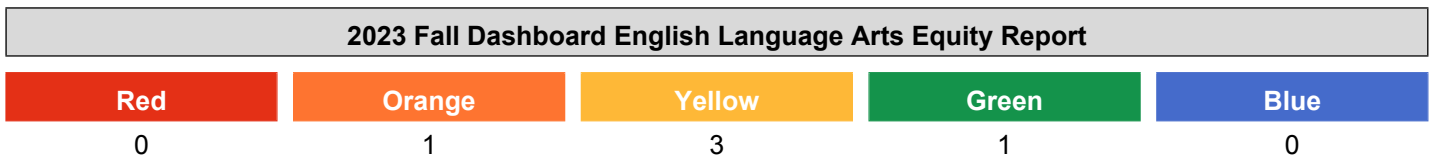
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This section provides number of student groups in each level.



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
 Green	 Orange	Less than 11 Students
0.8 points above standard	39.1 points below standard	2 Students
Increased +9.4 points	Decreased -9.7 points	
380 Students	73 Students	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students	 Yellow	 Yellow
2 Students	14 points below standard	63.6 points below standard
	Increased +14.4 points	Increased +12.2 points
	235 Students	67 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
41.8 points below standard 12 Students	Less than 11 Students 5 Students	21.7 points above standard Increased Significantly +15.7 points 21 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 21.2 points below standard Increased +9 points 167 Students	0.6 points below standard Increased Significantly +19.4 points 14 Students	Less than 11 Students 2 Students	 Green 23.3 points above standard Increased +8 points 152 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
70.6 points below standard Decreased -10.6 points 57 Students	72.9 points above standard Increased Significantly +23.7 points 16 Students	7.4 points above standard Increased +12.3 points 291 Students

Conclusions based on this data:

1. The performance of all of our students on the Fall 2023 Dashboard data show ELA is in the green and we our 0.8 above standard in this indicator.
2. Current English Learners on the Fall 2023 Dashboard data show they are 39.1 points below the standard.
3. Our Asian subgroup on the Fall 2023 Dashboard data show that these students were 21.7 points above standard.

School and Student Performance Data

Academic Performance Mathematics

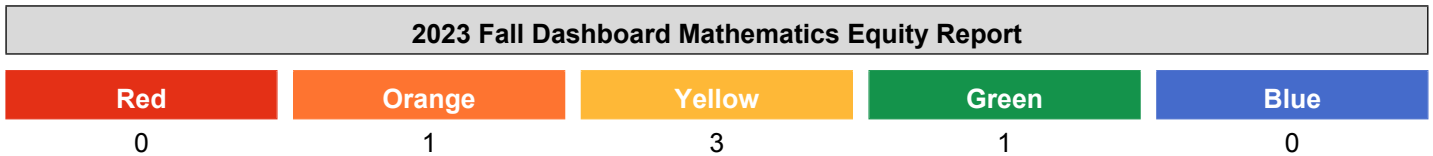
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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






This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Green 23.2 points below standard Increased +5.2 points 381 Students	<p>English Learners</p>  Orange 65.1 points below standard Decreased Significantly -25.3 points 73 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 41.2 points below standard Increased Significantly +16.2 points 235 Students	<p>Students with Disabilities</p>  Yellow 87.2 points below standard Increased +6.9 points 68 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>108.3 points below standard</p> <p>12 Students</p>	<p>Less than 11 Students</p> <p>5 Students</p>	<p>4.3 points below standard</p> <p>Maintained -2.6 points</p> <p>22 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>42.9 points below standard</p> <p>Increased +9.5 points</p> <p>167 Students</p>	<p>33.5 points below standard</p> <p>Decreased -12.6 points</p> <p>14 Students</p>	<p>Less than 11 Students</p> <p>2 Students</p>	<p></p> <p>Green</p> <p>1.8 points above standard</p> <p>Increased +5.2 points</p> <p>152 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>95.8 points below standard</p> <p>Decreased Significantly -32.3 points</p> <p>57 Students</p>	<p>43.9 points above standard</p> <p>Increased Significantly +23.1 points</p> <p>16 Students</p>	<p>15.6 points below standard</p> <p>Increased +10.9 points</p> <p>292 Students</p>

Conclusions based on this data:

1. The performance of all of our students on the Fall 2023 Dashboard data show that Math is in green and increased from last year but all students are still 23.2 points below standard.
2. Reclassified English Learners on the Fall 2023 Dashboard data is 43.9 points above standard.
3. Students with Disabilities on the Fall 2023 Dashboard data is yellow and students are 87.2 points below standard.

School and Student Performance Data

Academic Performance English Learner Progress

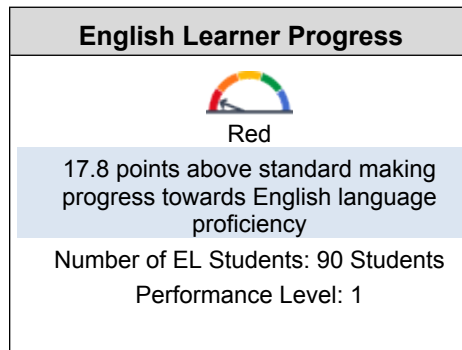
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
36	38	2	14

Conclusions based on this data:

1. English Learners on the Fall 2023 Dashboard data is in the red indicator and students are 17.8 points above standard.
2. 14% of our English Learners on the Fall 2023 Dashboard data have progressed at least one ELPI level.
3. 36% of our English Learners on the Fall 2023 Dashboard data showed they have decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

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

Very Low Low Medium High Very High
Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High High Medium Low Very Low

This section 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 College/Career Report for All Students/Student Group

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

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

Conclusions based on this data:

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

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.

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








This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 25.6% Chronically Absent Declined Significantly -12.2 797 Students	 Yellow 22.4% Chronically Absent Declined Significantly -19.1 152 Students	Less than 11 Students 5 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 5 Students	 Yellow 31.5% Chronically Absent Declined Significantly -17.7 485 Students	 Yellow 39.7% Chronically Absent Declined Significantly -6.4 174 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>61.5% Chronically Absent</p> <p>Declined -5.1</p> <p>26 Students</p>	<p>Less than 11 Students</p> <p>7 Students</p>	<p> Yellow</p> <p>15.6% Chronically Absent</p> <p>Declined -14.4</p> <p>77 Students</p>	<p> No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p> Yellow</p> <p>34.1% Chronically Absent</p> <p>Declined Significantly -11.5</p> <p>352 Students</p>	<p> Orange</p> <p>20.4% Chronically Absent</p> <p>Declined -10.8</p> <p>49 Students</p>	<p>Less than 11 Students</p> <p>3 Students</p>	<p> Yellow</p> <p>15.5% Chronically Absent</p> <p>Declined Significantly -13.4</p> <p>283 Students</p>

Conclusions based on this data:

1. The students with disabilities student group at Sandra Tovar Medeiros Elementary on the Fall 2023 Dashboard data is yellow on the indicator with 39.7% considered chronically absent.
2. 15.6% of the Asian student group on the Fall 2023 Dashboard data is considered chronically absent and is yellow on the indicator.
3. All students on the Fall 2023 Dashboard data show they are in the yellow on the indicator with 25.6% chronically absent.

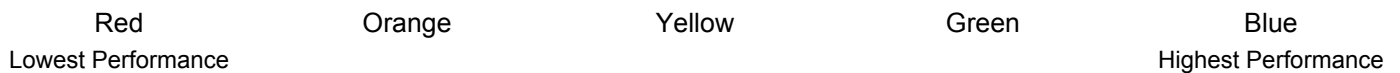
School and Student Performance Data

Academic Engagement Graduation Rate

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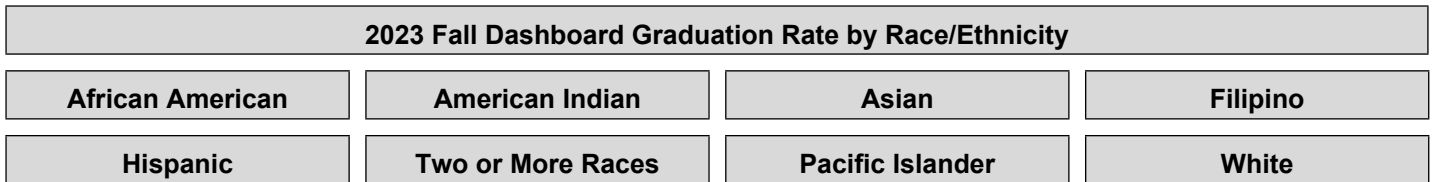
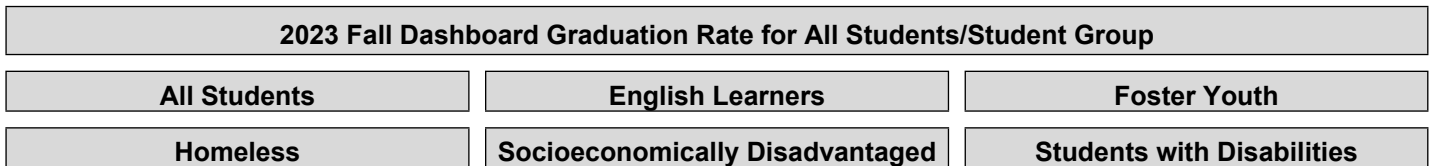
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This section provides number of student groups in each level.



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

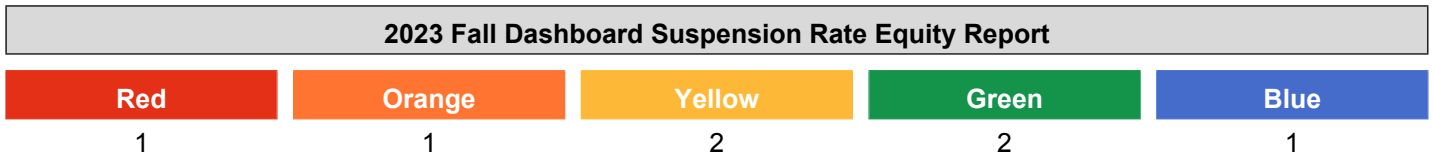
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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												
<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Green</td> </tr> <tr> <td style="background-color: #e6f2ff;">2.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.1 817 Students</td> </tr> </tbody> </table>	All Students	 Green	2.6% suspended at least one day	Declined Significantly -1.1 817 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr> <td style="background-color: #e6f2ff;">0.6% suspended at least one day</td> </tr> <tr> <td>Declined Significantly -1.6 157 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0.6% suspended at least one day	Declined Significantly -1.6 157 Students	<table border="1" style="width: 100%;"> <thead> <tr> <th style="background-color: #cccccc;">Foster Youth</th> </tr> </thead> <tbody> <tr> <td>Less than 11 Students 6 Students</td> </tr> </tbody> </table>	Foster Youth	Less than 11 Students 6 Students
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2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
<p>6.7% suspended at least one day</p> <p>Increased 3.2 30 Students</p>	<p>Less than 11 Students 7 Students</p>	<p align="center"> Orange</p> <p>1.2% suspended at least one day</p> <p>Increased 1.2 82 Students</p>	<p align="center"> No Performance Color</p> <p>0 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p align="center"> Green</p> <p>1.7% suspended at least one day</p> <p>Declined Significantly -1.9 360 Students</p>	<p align="center"> Yellow</p> <p>2% suspended at least one day</p> <p>Maintained 0 49 Students</p>	<p>Less than 11 Students 3 Students</p>	<p align="center"> Yellow</p> <p>3.8% suspended at least one day</p> <p>Declined -0.7 286 Students</p>

Conclusions based on this data:

1. Students with disabilities show the greatest area of concern with being in the red on the indicator with 6.8% students suspended at least one day on the Fall 2023 Dashboard.
2. Hispanic is in the green indicator with 1.7% of students suspended at least one day on the Fall 2023 Dashboard.
3. English Learners is in the blue indicator with 0.6% of students suspended at least one day on the Fall 2023 Dashboard.

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
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	2022-2023 Data 52.25% of students met or exceeded standards	Decrease to 5 points below standard
SBAC Math	2022-2023 Data 38.67% of students met or exceeded standards	Decrease to 5 points below standard
California Science Test	2022-2023 Data 35.23% of students met or exceeded standards	Increase by 5%
i-Ready Reading Diagnostic	2023-2024 Reading Diagnostic #1 data to Diagnostic #3 data showed growth . Tier 1 from 27% to 53%, Tier II from 39% to 28%, Tier III from 20% to 18%.	Increase growth by 5% for TIER 1 on the reading diagnostic
i-Ready Math Diagnostic	2023-2024 Math Diagnostic #1 data to Diagnostic #3 data showed growth . Tier 1 from 10% to 43%, Tier II from 49% to 41%, Tier III from 41% to 16%.	Increase growth by 5% for TIER 1 on the math diagnostic
Dashboard ELA Indicator	2023 Fall Dashboard ELA 0.8 points above standard in the green indicator	Decrease to 5 points below standard
Dashboard Math Indicator	2023 Fall Dashboard Math 23.2 points below standard in green indicator	Decrease to 5 points below standard
English Learner Progress Indicator	2023 Fall Dashboard 17.8% EL students making progress	Increase to 55% of students making progress

EL Reclassification	RFEP Rate for 2023-2024 3 students were reclassified	Increase RFEP Rate by 5 students in 2024-2025
Chronic Absenteeism Indicator	2023 Fall Dashboard Chronic Absenteeism 25.6% of Students were Chronically Absent	Decrease Chronic Absenteeism by 10%
Attendance Rates	As of 5/1/2024, current AERIES attendance shows that 82.4% of students have good attendance.	As of 5/1/2025, increase attendance by 5%.
Care and Counseling Referrals	141 Referrals	Decrease referrals by 20
Summative ELPAC	Overall, 4.26% scored an overall Level 4 on the ELPAC.	Increase the number by 5% of EL students who score at a Level 4 on the ELPAC.
November 2023 (CHKS) Healthy Kids Survey	The 2023-2024 survey found that 58% of 64 5th grade students were surveyed felt: 77% felt connectedness to the school, 73% think there are caring adults at our school. 71% of students feel safe at school. 20% of 5th graders shared they have frequent sadness. 35% said they have been hit or pushed, 48% said they have been called bad names or Target of Mean Jokes.	Increase the number of students who feel a "high" level of connectedness and who feel safe at school, and the percentage of caring adults.

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 mitigate learning loss.	All Students	39,125.00 ESS Materials and Supplies 27,427.00 Title I Materials and Supplies Supplemental hands on materials to enhance learning 22,610.00 General Education Materials and Supplies 1,000.00 General Education Duplicating 2,000.00 General Education Non-Capitalized Equipment 500-4999 Copy Machines 0.00 District Funded Early Reading Literacy & Math Intervention Teachers 1,500.00

			ESS Classified Support Para support for After school intervention in ELA , Math, and ELs
1.2	Identify obstacles towards reclassification for English learners and provide support to help them achieve reclassification.	English Learners	5,000.00 General Education Materials and Supplies 10,315.00 Title I Materials and Supplies
1.3	Data entry will occur to accurately and continuously track progress and needs.	All Students	10,000.00 General Education Clerical Data Entry Extra hours 5,000.00 ESS Clerical Data Entry Extra hours
1.4	Promote positive character development through ongoing school-wide activities, including monthly Kindness activities, Character Trait recognition, Toolbox education, No Bully & Positive Behavior Intervention Supports (PBIS) implementation.	All Students	3,596.00 General Education
1.5	Utilize the school-based counselor & TUSD C.A.R.E. program to provide tiered social-emotional support to students.	All Students	0.00 District Funded
1.6	Promote college & career readiness and 21st century skill development in the classroom.	All Students	7,000.00 General Education Materials and Supplies
1.7			
1.8	Site Intervention team will work with grade level PLCs to monitor students in need of intervention, predominantly Tier 3 intervention. The Intervention Team will meet with specific grade levels every seven weeks for the purpose of identifying students with targeted needs and devising a plan of intervention strategies and goals to support those needs. Site intervention team will meet with administration to review individual progress on intervention plans and devise an action plan if additional support is warranted.	All Students with emphasis on students with disabilities	5,000.00 ESS Substitutes 10,000.00 Title I 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.

All actions were implemented during the 2023-2024 school year to achieve the articulated goal. Site intervention team was effective for students who are not showing growth in TIER III intervention groups. All MTSS supports were implemented to identify students needing academic, attendance, and social emotional support. STEAM Day activities went as planned. We had an outstanding College and Career Day. EL Newcomers and students worked with a Grant funded EL Paraprofessional and a site funded EL para-educator.

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

The strategies and activities for Goal 1 for 2023-2024 were mostly implemented as intended. We placed a heavy emphasis on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. In response, efforts were focused on providing effective embedded interventions target time during the school day, including implementing our school Intervention Team. Data from the i-Ready reading diagnostic showed growth from the beginning of the year: Tier 1 from 27% to 53%, Tier II from 39% to 28%, Tier III from 20% to 18%. Data from the i-Ready math diagnostic showed growth from the beginning of the year: Tier 1 from 10% to 43%, Tier II from 49% to 41%, Tier III from 41% to 16%. We also made progress with implementing PBIS school-wide and ongoing Toolbox instruction for staff and students. We also made progress with implementing PBIS school-wide receiving the Bronze Award. SBAC and Dashboard data were reassuring that our efforts were having a positive impact on students. There was growth on students who met or exceeded standards in both ELA and Math. Dashboard data showed that our EL students making progress decreased so this is an area of need for us for the 2024-2025 school year.

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.

Given the success of our action steps and strategies for 2023-2024, we do not intend to substantially alter our goals or outcomes. We will, instead, continue implementing MTSS supports ie. math intervention teacher, reading teachers, and Newcomer support to identified students for the 2024-2025 school year. We will continue to use a schoolwide master schedule so that all students receive core academics and are not pulled out during core time. We will continue to use i-Ready as a diagnosis for math and reading. We will not have an EL para educator next year due to less funds in Title I. We will also not have STEAM theme days any longer.

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 (Dashboard)	2023 Fall Dashboard all students were in the green indicator with 2.6% suspended at least one day. Student groups: 6.7% African American, less than 11 students American Indian, 1.2% Asian, 1.7% Hispanic, 2% two or more races, less than 11 students Pacific Islander, 3.8% White.	Decrease suspension rate by 1.0%.
Expulsion Rate	As of 5/1/24, the Medeiros expulsion rate was 0%.	On 5/1/2025, maintain a 0% expulsion rate.
Discipline Data	As of 5/1/24, 42 major and 155 minor discipline entries were made on our schoolwide google PBIS form.	By 5/1/25, reduce the number of major and minor discipline occurrences.

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	Review established practices, events, and activities in order to ensure equity and inclusion for all students.	All Students	3,000.00 General Education Professional Development

2.2	Expand school and classroom library collections to include more books that celebrate diversity and support inclusion of all humans.	All Students	10,000.00 General Education Materials and Supplies Teacher Read Aloud books on equity and diversity
2.3	Use PBIS, No Bully, and Toolbox schoolwide and other means of correction to promote equitable discipline practices.	All Students	8,000.00 General Education Incentives for students using PBIS and Toolbox
2.4	Provide study trips opportunities to enhance learning experiences for all students.	All Students	5,380.00 Study Trips LCAP Goal 3/Action 11

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.

All actions were implemented during the 2023-2024 school year to achieve the articulated goal. Our PBIS team met periodically this school year on Wednesdays. We bought equity and diversity books for teacher classrooms and the library. We bought PBIS incentives and posters to go around the school. We spent more funds on our incentives for following PBIS than anticipated. We applied for a Grant for 5,000.00 for PBIS incentives but haven't found out if we got the funds. If so, we will use next school year. Each grade level was able to have at least on study trip this year.

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

The strategies and activities for Goal 2 for 2023-2024 were mostly implemented as intended. We continued to have a heavy emphasis on supporting students with gaps in their learning, along with providing greater social-emotional support so students could access the curriculum. In response, efforts were focused on providing effective embedded interventions during the school day, including implementing our school Intervention Team. We had our reading and math intervention teachers working with students that were two grades or more below. Data showed that students increased in their math and reading and student that didn't we held and SST to support them. We also made progress with implementing PBIS school-wide and ongoing Toolbox instruction for staff and students. SBAC and Dashboard data showed that we have a few subgroups that are not successful, and we need to monitor those students. PBIS data SWIS referrals showed that 69% of incidents happened in the classroom, 18% on the playground, 4% in the hallways. The data for reasons of the referral's showed defiance was 21%, Disruption was 14% and disrespect was 13%. Referral by the day of the week was Monday 24%, Thursday 23%, and Tuesday 21%. We will use these SWIS data to support behaviors for next school year.

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.

Given the success of our action steps and strategies for 2023-2024, we do not intend to substantially alter our goals or outcomes for the 2024-2025 school year. We will, instead, focus on maintaining social-emotional and behavior supports to support our students. PBIS will continue to have monthly meeting and share at staff meeting. We have applied to receive the silver medal for next school year given the work the PBIS team has completed. We will have an all-staff training at the beginning of the school year on trauma informed practices. The district will continue to provide one study trip per grade level.

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 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	Instructional materials provided to 100% of students in compliance with Williams Act
Educational Rounds	Site administration visiting on average one classroom per day	Site administration visiting two classrooms on average per day, utilizing data to guide PLC discussions
Access to professional development	2 PD days available to all staff; 24 different trainings available focused on core content, technology, interventions, and social/emotional learning, and multiple District sponsored PD.	3 full PD days for all staff; 30 different trainings available focused on core content, technology, interventions, and social/emotional learning, and encourage staff to participate in the multiple District sponsored PD opportunities.
Physical Fitness	Fifth graders take the PFT scored the following on the Healthy Fitness Zone: 93.46% Aerobic Capacity, 95.33% Abdominal Strength and Endurance, 95.33% Trunk Extensor and Strength and Flexibility, 93.46% Upper Body Strength and Endurance, 95.33% Flexibility	Ensure 100% participation rate and achievement goal setting.
Dashboard ELA Indicator	2023 Fall Dashboard ELA 0.8 points above standard in the green indicator	Decrease to 5 points below standard

Dashboard Math Indicator	2023 Fall Dashboard Math 23.2 points below standard in green indicator	Decrease to 5 points below standard
English Learner Indicator	2023 Fall Dashboard 17.8% EL students making progress	Increase to 50% of students making progress
SBAC ELA	2022-2023 Data 52.25% of students met or exceeded standards	Decrease to 5 points below standard
SBAC Math	2022-2023 Data 38.67% of students met or exceeded standards	Decrease to 5 points below standard
California Science Test	2022-2023 Data 35.23% of students met or exceeded standards	Increase by 5%
Summative ELPAC	Overall 4.26% scored an overall Level 4 on the ELPAC.	Increase the number by 5% of EL students who score at a Level 4 on the ELPAC.

Strategies/Activities

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

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Grade level collaboration with emphasis on the 4 tenets of a PLC in order to support student achievement. The work of Grade Level PLCs includes: identifying essential standards; developing Common Formative Assessments; analyzing data from CFA's and district benchmarks to guide instruction and to plan for designated intervention/extension time for students needing additional support. Focus and targeted Tier 2 interventions will be accomplished through the work of the PLC. Data analysis will include subgroups and ELA claims.	All Students	20,000.00 General Education Materials and Supplies 7,917.00 Site Collaboration Collaboration
3.4	Provide opportunities for staff to participate in teacher lead and /or professional learning conferences/workshops aligned to site and district goals that support classroom instruction and social emotional learning as a means to improve overall student achievement.	All Students	1,000.00 General Education
3.5	Special Education teachers will have extra time to test students for their IEP goals and annual meetings.	Special Education Students	9,273.00 SPED-LCAP Goal 3/Action 26

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.

All actions were implemented during the 2022-2023 school year to achieve the articulated goal. Teachers met in PLCs weekly but did not utilize extra collaboration days. Collaboration funds were not used. Our SPED staff used the SPED funds to test their students.

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

This year 2023-2024 we again ensured all students were provided with access to the district-adopted curriculum: K-5 ELA: Wonders, 6 ELA: Springboard, K-6 Math: Eureka Math. Additionally, site administration visited, on average, at least one classroom per day to monitor the instruction on campus. Educational rounds were conducted as a means to collect data, which showed that students were overwhelmingly engaged and supported in the classroom. Fall 2023 Dashboard ELA data showed that our school was 0.8 points above standard in the green indicator. Fall 2023 Dashboard Math data showed that our school was 23.2 points below standard in green indicator. 2022-2023 SBAC ELA data showed that 52.25% of students met or exceeded standards. 2022-2023 SBAC math data showed 38.67% of students met or exceeded standards.

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.

Given the success of our 2023-2024 action steps and strategies, we do not intend to substantially change our goals or outcomes for 2024-2025 school year. Teachers will continue to use district adopted curriculum and focus on essential standards. This year all students used personalized i-Ready instruction which is an online digital program to support students in math and ELA. We will continue to use this next school year to progress monitor students in reading and math.

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 & sign-in sheets documenting parent participation at our site and District-level committees ELAC & SSC	2023-2024 meeting minutes from parent involvement activities indicate that efforts are made to involve parents but turn out is inconsistent. Some parents did zoom for IEP, SST, and 504 meeting regularly.	Increase or maintain opportunities for parent participation in all meetings: ELAC: 100% SSC:100% (2024-2025 meeting minutes)
Social Media Engagement	Number of followers on social media: Facebook:897 Instagram:746 Twitter:171	Number of followers on social media increase by 5% each year: Facebook: 950 Instagram: 800 Twitter: 190
Parent communications from site	Dissemination of monthly communications from site.	Dissemination of monthly communications from site.
Family Events: Literacy Night, College and Career, Carnival, Talent Show	In 2023-2024, we had 95% of our parents participate in parent conferences and many of our parents participated in our Family Nights, award ceremonies, and extracurricular activities.	Increase participation by 10% through community outreach from our community liaisons, social media, and flyers.
PIQE SEL parent class	We had eight parents attend our PIQE class.	Increase the number of parent participation for the 2024-2025 school year.
Number of Community Liaison referrals and home visits.	We had 306 parent referrals and 7 home visits this school year.	Decrease the number of home visits and increase the number of referrals 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
4.1	Increase opportunities for parent participation in the school community.	All Students	2,721.00 Title I - Parental Involvement Materials and Supplies Parent workshops 8,000.00 General Education Materials and Supplies 1,000.00 General Education Postage
4.3	Support effective communication between school and home, including interpreting for English Learner families to facilitate student achievement ie. use our school website, social media, newsletter, flyers, ParentSquare school messenger, Peach Jar, and Aeries Family link to increase parent communication.	All Students	500.00 General Education Postage
4.4	Continue having a Community Liaison to help facilitate parent involvement on campus and improve communication with all stakeholders.	All Students	29,704.00 Title I Community Liaison

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.

All actions were implemented during the 2023-2024 school year to achieve the articulated goal Engagement of parents was a priority for this school year. The community liaison provided vital information to all our EL families in regard to SSC/ELAC/PTA/ DELAC meetings as evidenced by agendas, sign-in sheets, minutes. She attended parent workshops at the district office. She did personal phone calls and invited parents to parent workshops. She completed seven home visits and help 306 parent referrals.

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

The strategies and activities for Goal 4 for 2023-2024 were mostly implemented as intended. Parent volunteers and their participation in the learning process have been an important part of our school community since its founding. We have over 200 parents who volunteer weekly in classes. Our parent night always has good attendance. This year we had many families participate in a parent-teacher conferences in person and attend parent nights. We had our first ever PIQE class on SEL for parents. Our community liaison called and invited every single EL parent to attend PIQE. Feedback from parents was that attendance was low because this class started late in the year and the first class took place during our February break. We had eight parents attend the classes for the 12 weeks. PTA was able to hold many of its usual activities and in turn fundraiser dollars that were donated back to our school. We hope that next year we will continue to see increased participation from 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.

Given the success of our action steps and strategies for 2023-2024, we do not intend to substantially alter our goals or outcomes. We will, instead, focus on maintaining this high level of parent collaboration and parent satisfaction with our school services for the 2024-2025 school year. We will also continue to have virtual meetings if suggested by parents. 80% of our 5th graders surveyed responded that parents are involved in their schooling most and all the time. We will continue to have a community liaison which has helped tremendously with parent involvement. Our community liaison will provide workshops at varying times so that more parents can attend. We will send out a survey at the beginning of the year to get preferred times parents can attend. We will have the PIQE class again and make sure that we don't start the class during breaks. We will continue to have the community liaison attend parent meetings (SSC/ELAC/PTA, DELAC) and provide information to parents.

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 & annual site inspections	100% completion of monthly & annual site inspections.	100% completion of monthly & annual site inspections.
Discipline Data	As of 5/1/24, 42 major and 155 minor discipline entries were made on our schoolwide google PBIS form.	By 5/1/25, reduce the number of major and minor discipline occurrences.
November 2023 (CHKS) Healthy Kids Survey	The 2023-2024 survey found that 58% of 64 5th grade students were surveyed felt: 77% felt connectedness to the school, 73% think there are caring adults at our school. 71% of students feel safe at school. 20% of 5th graders shared they have frequent sadness. 35% said they have been hit or pushed, 48% said they have been called bad names or Target of Mean Jokes.	Increase the number of students who feel a "high" level of connectedness and who feel safe at school, and the percentage of caring adults.
Monthly practice drills and safety meetings	Monthly drills and safety team meetings were held each month in the 2023-2024 school year.	100% participation of students and staff in monthly drills and safety team meetings.

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 health tech coverage during the entire school day along with campus supervision during events outside of school day to ensure a safe and secure campus.	All Students	9,644.00 Safety LCAP Goal 2/Action 7 Additional Hours for Campus Supervisors District Funded 9,334.00 General Education Classified Support Health Tech Extra Support
5.2	Continue regular safety meetings, training, and review of facilities & procedures to ensure it reflects a safe and secure environment. Support implementation of programs such as PBIS, Toolbox, No Bully, and Digital Citizenship.	All Students	5,380.00 Mandated Costs Incentives for PBIS and Toolbox 3,000.00 General Education Incentives for PBIS and Toolbox

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.

All actions were implemented during the 2023-2024 school year to achieve the articulated goal. Having monthly safety and PBIS team meetings were effective. Our school counselor helped with Toolbox lessons. Our PBIS team had monthly meetings to promote PBIS practices schoolwide. Last year we didn't implement SWIS until the end of the year and this is the first year to use SWIS all year.

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

This year, 2023-2024, we experienced an increase in the amount and severity of behavior issues on campus. Staff quickly noted this year that students, predominantly in the primary grades, lacked some of the social skills that students typically possess. As a result, an emphasis was placed on teaching students behavioral expectations through the PBIS lens. Our SWIS data showed a huge increase for minor behaviors. As of 5/1/24, the data showed that we had 42 major, and 155 minor discipline entries were made on our schoolwide google PBIS form. The PBIS Team met regularly throughout the year and implemented strategies that would help students make choices that were safe, respectful, and responsible. Administrators and campus supervisors gave out PBIS cards for the student store as incentives. At each staff meeting the PBIS team shared the data. Data showed that the cafeteria was an area of need for PBIS. The team created an incentive board to earn stars and the class that had the most got a treat at the end of the month.

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.

Given the success of our 2023-2024 action steps and strategies, we do not intend to substantially change our goal or outcomes for the 2024-2025 school year. We will continue to have our new eight-hour campus supervisor check gates and make sure classroom doors always remain locked. Teachers will also continue to have ten minutes of Social Emotional Learning lessons daily. Given the healthy kids survey this year found that 58% of 64 5th grade students were surveyed felt: 77% felt connectedness to the school, 73% think there are caring adults at our school. 71% of students feel safe at school. 20% of 5th graders shared they have frequent sadness. 35% said they have been hit or pushed, 48% said they have been called bad names or Target of Mean Jokes. For 2024-2025 school year we will focus, using PBIS, to increase the number of students who feel a "high" level of connectedness and who feel safe at school, and the percentage of caring adults.

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	\$70,367.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$283,426.00
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	\$77,446.00

Subtotal of additional federal funds included for this school: \$77,446.00

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 (\$)
District Funded	\$0.00
ESS	\$50,625.00
General Education	\$115,040.00
Mandated Costs	\$5,380.00
Safety LCAP Goal 2/Action 7	\$9,644.00
Site Collaboration	\$7,917.00
SPED-LCAP Goal 3/Action 26	\$9,273.00
Study Trips LCAP Goal 3/Action 11	\$5,380.00
Title I - Parental Involvement	\$2,721.00

Subtotal of state or local funds included for this school: \$205,980.00

Total of federal, state, and/or local funds for this school: \$283,426.00

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
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Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
ESS	50,625.00
General Education	115,040.00
Mandated Costs	5,380.00
Safety LCAP Goal 2/Action 7	9,644.00
Site Collaboration	7,917.00
SPED-LCAP Goal 3/Action 26	9,273.00
Study Trips LCAP Goal 3/Action 11	5,380.00
Title I	77,446.00
Title I - Parental Involvement	2,721.00

Expenditures by Budget Reference

Budget Reference	Amount
	13,380.00
Additional Hours for Campus Supervisors	9,644.00
Classified Support	10,834.00
Clerical Data Entry	15,000.00
Community Liaison	29,704.00
Duplicating	1,000.00
Materials and Supplies	152,198.00
Non-Capitalized Equipment 500-4999	2,000.00
Postage	1,500.00
Professional Development	3,000.00
Substitutes	15,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
Classified Support	ESS	1,500.00
Clerical Data Entry	ESS	5,000.00
Materials and Supplies	ESS	39,125.00
Substitutes	ESS	5,000.00
	General Education	15,596.00
Classified Support	General Education	9,334.00
Clerical Data Entry	General Education	10,000.00
Duplicating	General Education	1,000.00
Materials and Supplies	General Education	72,610.00
Non-Capitalized Equipment 500-4999	General Education	2,000.00
Postage	General Education	1,500.00
Professional Development	General Education	3,000.00
	Mandated Costs	5,380.00
Additional Hours for Campus Supervisors	Safety LCAP Goal 2/Action 7	9,644.00
	Site Collaboration	7,917.00
	SPED-LCAP Goal 3/Action 26	9,273.00
	Study Trips LCAP Goal 3/Action 11	5,380.00
Community Liaison	Title I	29,704.00
Materials and Supplies	Title I	37,742.00
Substitutes	Title I	10,000.00
Materials and Supplies	Title I - Parental Involvement	2,721.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	149,573.00
Goal 2	26,380.00
Goal 3	38,190.00

Goal 4

41,925.00

Goal 5

27,358.00

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
Anna Ellerson	Principal
Holly Doucette	Classroom Teacher
Kim Robison	Classroom Teacher
Maria Rodrigues	Parent or Community Member
Amy Herd	Other School Staff
Soseh Geer	Parent or Community Member
Mary Agassi	Parent or Community Member
Amy Veitch	Parent or Community Member
Alexis Reyes	Parent or Community Member
Wendy Thomas	Classroom Teacher

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/9/2024.

Attested:



Principal, Anna Ellerson on 5/13/2024



SSC Chairperson, Kim Robison on 5/13/2024