School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

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

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

School Name	Charles Helmers Elementary School
Address	27300 North Grandview Dr. Valencia, CA 91354
County-District-School (CDS) Code	19649986106876
Principal	Michelle Velikorodnyy
District Name	Saugus Union School District
SPSA Revision Date	May 17, 2023
Schoolsite Council (SSC) Approval Date	May 25, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Charles Helmers' staff collaborates to create a safe, inclusive environment where all children are valued, respected and are provided rigorous instruction to become lifelong learners. In order to achieve our mission we will: Collaborate with all members of the Helmers' community for the success of every child, develop and implement a variety of effective strategies that include all children, value and utilize the expertise of others, and engage in meaningful staff development to enhance our professional skills.

School Profile

Charles Helmers Elementary School was established in October 1990 in a beautiful community called Northbridge located in the Santa Clarita Valley. Currently, enrollment is 460 students in grades TK-6. Helmers has 23 teachers, 1 administrator, and 50 support staff who work together to provide high levels of learning for all students. In addition, Helmers has an active PTA membership, and parents play an integral role in supporting students and staff. Furthermore, Helmers has been recognized as a California Gold Ribbon School (2016), a California Distinguished School 6 times (1993, 2000, 2004, 2008, 2014, and 2023) as well as a National Blue Ribbon School in 2005. In 2021, Helmers earned the PBIS Silver Award to recognize successful implementation of Positive Behavioral Interventions and Supports. In 2022, Helmers earned the PBIS Gold Award. At Helmers, teachers collaborate to provide a common viable curriculum for all students' personal and academic success. Students are engaged in standards-based lessons and activities designed to stimulate critical thinking, creativity, communication and collaboration. Our goals are aligned to the actions set forth in our Single Plan for Student Achievement and monitored by our administration and School Site Council.

Educational Partner Involvement

How, when, and with whom did the 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

Teachers, support staff, and administration collaborated during staff meetings to give input for goals and actions related to the School Plan for Student Achievement.
Parents, teachers, support staff, and administration met and reviewed the SPSA goals and gave input at ELAC and School Site Council meetings.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	20-21	**21-22**	**22-23**
Kindergarten	69	53	95
Grade 1	40	64	55
Grade 2	36	51	64
Grade3	58	58	58
Grade 4	47	75	51
Grade 5	66	50	71
Grade 6	45	85	58
Total Enrollment	361	436	452

Conclusions based on this data:

1. Helmers' student enrollment is slowly increasing.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

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	20	19	18	5.50%	4.4%	4.0%
Fluent English Proficient (FEP)	17	32	40	4.70%	7.3%	8.8%
Reclassified Fluent English Proficient (RFEP)	5			25.0%		

Conclusions based on this data:

1. Helmers' EL student enrollment has decreased.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

	Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	54	60		0	60		0	60		0.0	100.0	
Grade 4	43	73		0	71		0	71		0.0	97.3	
Grade 5	69	49		0	48		0	48		0.0	98.0	
Grade 6	45	84		0	83		0	83		0.0	98.8	
All Grades	211	266		0	262		0	262		0.0	98.5	

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

	Overall Achievement for All Students											
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	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		2481.			56.67			23.33			8.33			11.67	
Grade 4		2536.			57.75			21.13			11.27			9.86	
Grade 5		2554.			45.83			22.92			14.58			16.67	
Grade 6		2553.			31.33			33.73			21.69			13.25	
All Grades	N/A	N/A	N/A		46.95			25.95			14.50			12.60	

	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		43.33			45.00			11.67	
Grade 4		38.03			54.93			7.04	
Grade 5		39.58			52.08			8.33	
Grade 6		31.33			54.22			14.46	
All Grades		37.40			51.91			10.69	

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		36.67			46.67			16.67	
Grade 4		39.44			52.11			8.45	
Grade 5		27.08			54.17			18.75	
Grade 6		26.51			50.60			22.89	
All Grades		32.44			50.76			16.79	

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		25.00			63.33			11.67	
Grade 4		23.94			66.20			9.86	
Grade 5		20.83			72.92			6.25	
Grade 6		19.28			69.88			10.84	
All Grades		22.14			67.94			9.92	

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		36.67			55.00			8.33	
Grade 4		38.03			52.11			9.86	
Grade 5		45.83			43.75			10.42	
Grade 6		26.51			68.67			4.82	
All Grades		35.50			56.49			8.02	

Conclusions based on this data:

1. Student participation in testing has increased.

2. Students above standard have decreased.

3. Students below standard have decreased.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled 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
Grade 3	54	60		0	60		0	60		0.0	100.0	
Grade 4	43	73		0	72		0	71		0.0	98.6	
Grade 5	69	49		0	48		0	48		0.0	98.0	
Grade 6	45	84		0	83		0	83		0.0	98.8	
All Grades	211	266		0	263		0	262		0.0	98.9	

* 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			% Standard Met			% Standard Nearly			% Standard Not		
	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		2477.			40.00			36.67			15.00			8.33	
Grade 4		2512.			42.25			22.54			23.94			11.27	
Grade 5		2554.			41.67			20.83			18.75			18.75	
Grade 6		2545.			26.51			22.89			26.51			24.10	
All Grades	N/A	N/A	N/A		36.64			25.57			21.76			16.03	

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		51.67			38.33			10.00	
Grade 4		53.52			30.99			15.49	
Grade 5		45.83			33.33			20.83	
Grade 6		26.51			59.04			14.46	
All Grades		43.13			41.98			14.89	

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		43.33			50.00			6.67	
Grade 4		38.03			45.07			16.90	
Grade 5		35.42			45.83			18.75	
Grade 6		22.89			59.04			18.07	
All Grades		33.97			50.76			15.27	

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		36.67			55.00			8.33	
Grade 4		30.99			60.56			8.45	
Grade 5		37.50			41.67			20.83	
Grade 6		21.69			53.01			25.30	
All Grades		30.53			53.44			16.03	

Conclusions based on this data:

1. The number of students participating in testing has increased.

2. The number of students below standard has decreased.

School and Student Performance Data

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	*	*		*	*		*	*		6	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		4	*	
4	*	*		*	*		*	*		*	5	
All Grades										16	17	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	31.25	52.94		37.50	17.65		18.75	17.65		12.50	11.76		16	17	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	50.00	58.82		18.75	17.65		18.75	11.76		12.50	11.76		16	17	

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	*	*		*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
All Grades	25.00	29.41		25.00	35.29		31.25	23.53		18.75	11.76		16	17	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	37.50	70.59		50.00	17.65		12.50	11.76		16	17	

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	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	56.25	52.94		25.00	29.41		18.75	17.65		16	17	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	25.00	23.53		50.00	70.59		25.00	5.88		16	17	

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
All Grades	31.25	35.29		50.00	52.94		18.75	11.76		16	17	

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Conclusions based on this data:

1. The number of EL students has decreased.

2. Half of the students tested at level 4 in 21-22.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
436	**22.5**	**4.4**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Charles Helmers 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.	

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	19	4.4
Foster Youth		
Homeless	1	0.2
Socioeconomically Disadvantaged	98	22.5
Students with Disabilities	78	17.9

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	9	2.1
American Indian	1	0.2
Asian	33	7.6
Filipino	21	4.8
Hispanic	121	27.8
Two or More Races	28	6.4
Pacific Islander	1	0.2
White	222	50.9

Conclusions based on this data:

1. 22.5% of the total enrollment is socioeconomically disadvantaged.

2. English learners comprise 4.4% of the total enrollment.

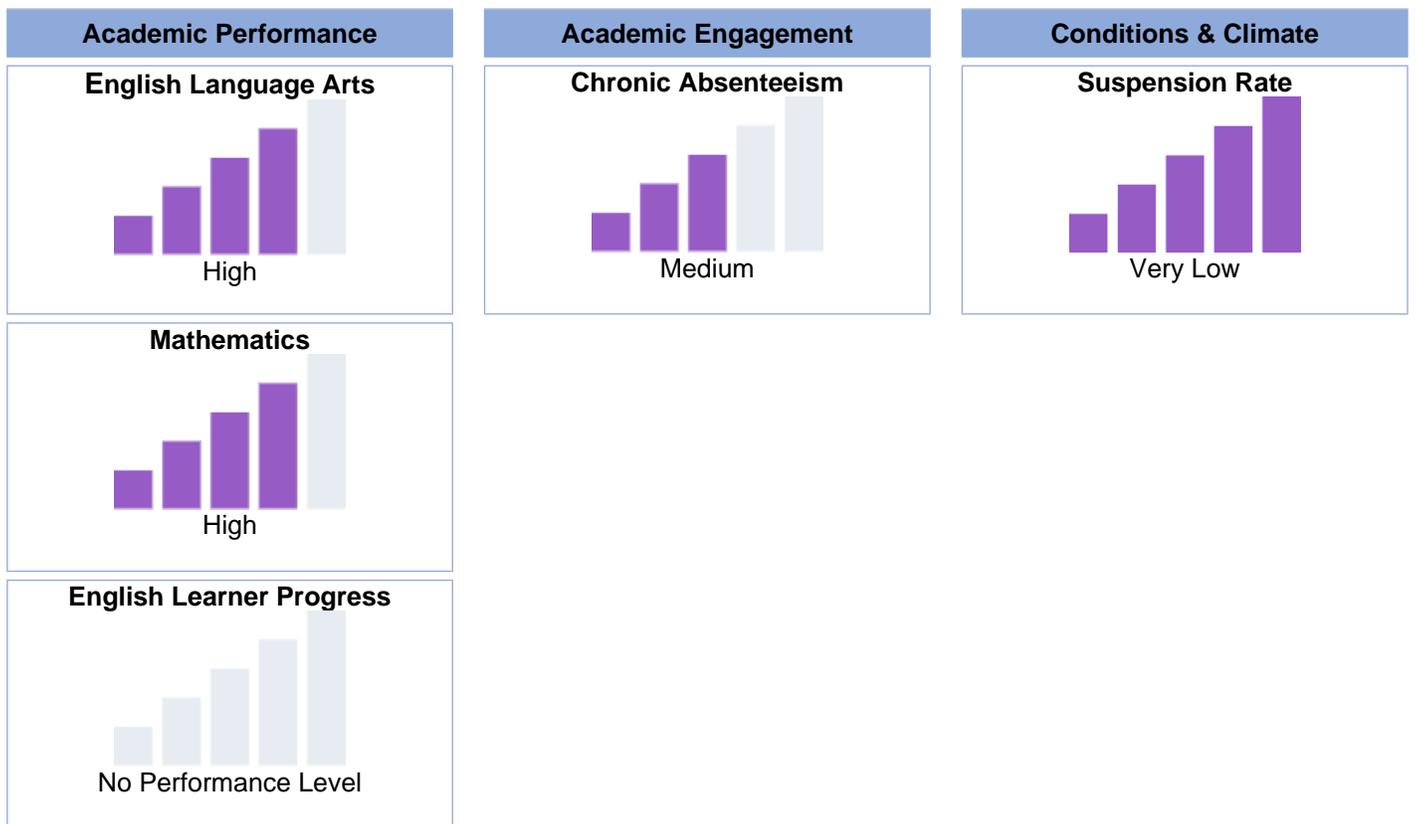# School and Student Performance Data

Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts High	**Chronic Absenteeism** Medium	**Suspension Rate** Very Low
Mathematics High		
English Learner Progress No Performance Level		

Conclusions based on this data:

1. Helmers' overall ELA Academic Performance on the CA Dashboard remains High.

2. Helmers' overall Math Academic Performance on the CA Dashboard is High.

3. Helmers' overall Chronic Absenteeism on the CA Dashboard is medium this year.
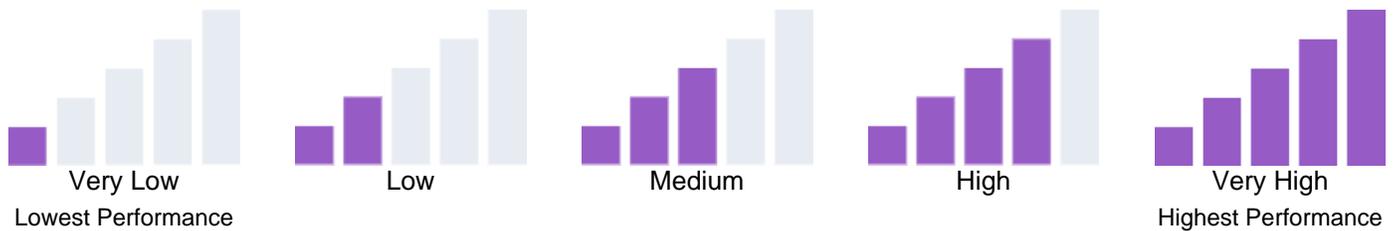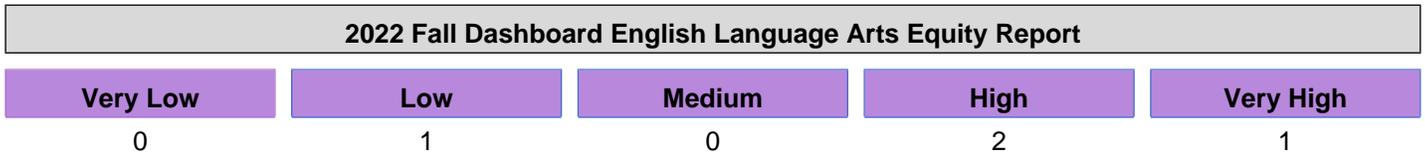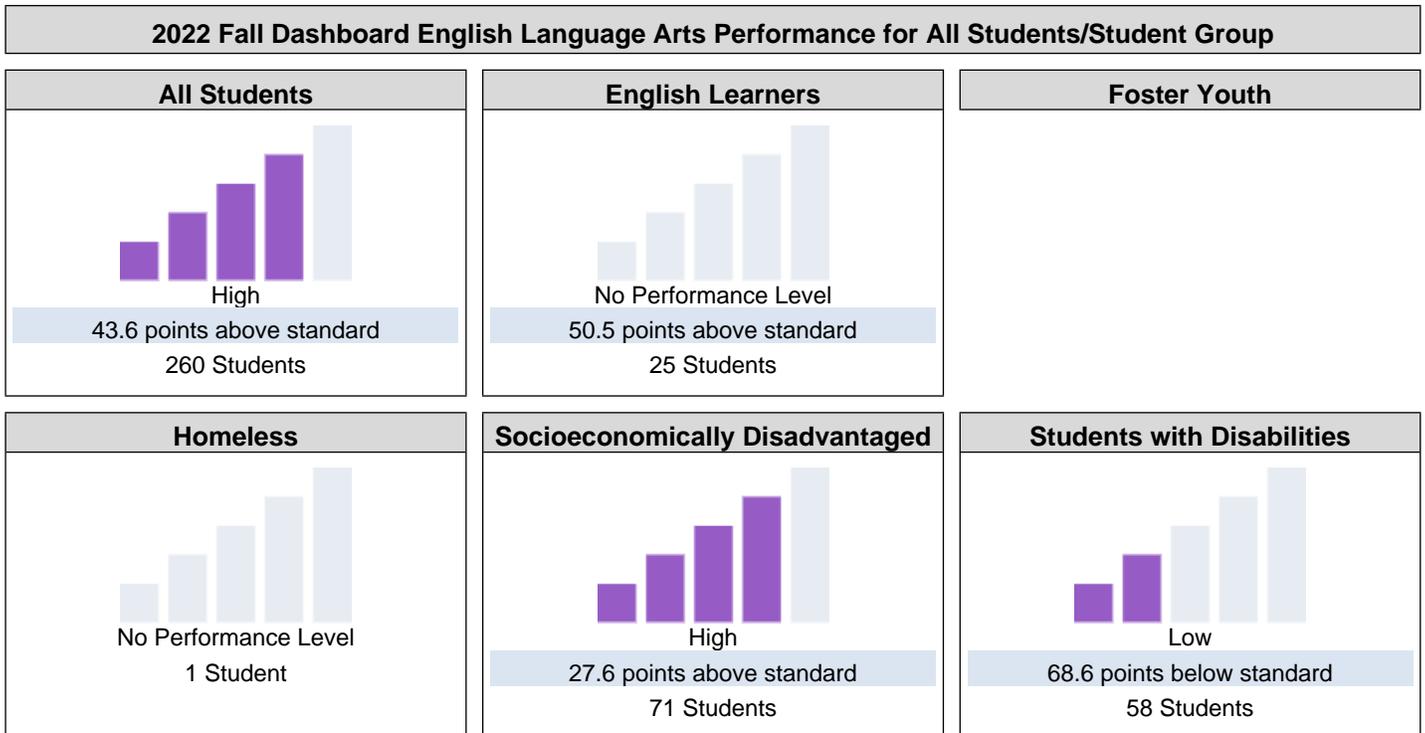
School and Student Performance Data

Academic Performance
English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
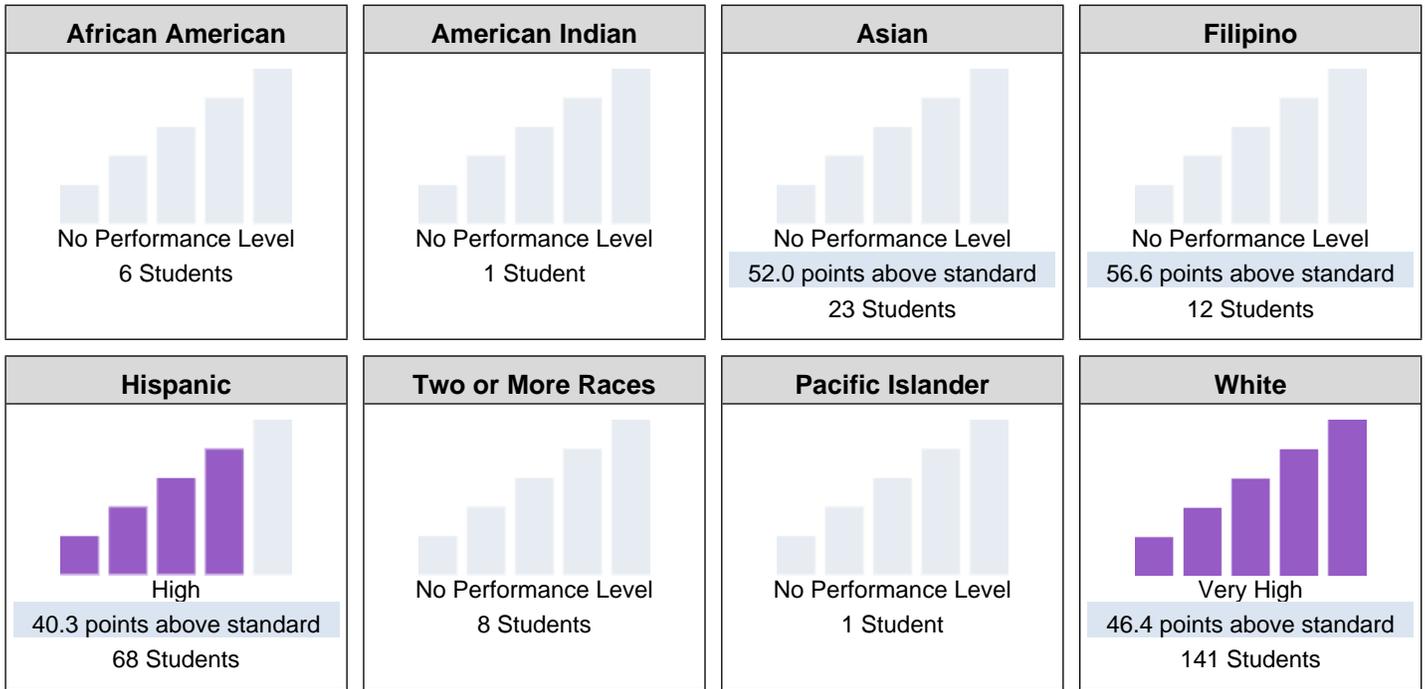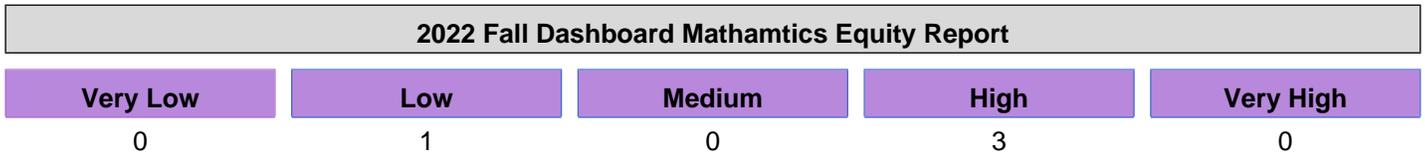

| Very Low | Low | Medium | High | Very High |

Lowest Performance   Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard English Language Arts Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	2	1

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.

2022 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
High	No Performance Level	
43.6 points above standard	50.5 points above standard	
260 Students	25 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	High	Low
1 Student	27.6 points above standard	68.6 points below standard
	71 Students	58 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

6 Students

American Indian

No Performance Level

1 Student

Asian

No Performance Level

52.0 points above standard

23 Students

Filipino

No Performance Level

56.6 points above standard

12 Students

Hispanic

High

40.3 points above standard

68 Students

Two or More Races

No Performance Level

8 Students

Pacific Islander

No Performance Level

1 Student

White

Very High

46.4 points above standard

141 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.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

8 Students

Reclassified English Learners

66.8 points above standard

17 Students

English Only

42.6 points above standard

229 Students

Conclusions based on this data:

1. Students with Disabilities declined on academic performance in English Language Arts.

2. Socioeconomically Disadvantaged Students showed an increase in academic performance in English Language Arts.

3. Overall Helmers' student academic performance scored high in English Language Arts.

School and Student Performance Data

Academic Performance
Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

| Very Low | Low | Medium | High | Very High |

Lowest Performance

Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Mathamtics Equity Report				
Very Low	**Low**	**Medium**	**High**	**Very High**
0	1	0	3	0

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

2022 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
High	No Performance Level	
16.8 points above standard	27.8 points above standard	
260 Students	25 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Low
	5.9 points above standard	73.1 points below standard
1 Student	71 Students	58 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

No Performance Level
6 Students

American Indian

No Performance Level
1 Student

Asian

No Performance Level
33.8 points above standard
23 Students

Filipino

No Performance Level
24.7 points above standard
12 Students

Hispanic

High
9.9 points above standard
68 Students

Two or More Races

No Performance Level
8 Students

Pacific Islander

No Performance Level
1 Student

White

High
18.8 points above standard
141 Students

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

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

8 Students

Reclassified English Learners

39.5 points above standard
17 Students

English Only

15.4 points above standard
229 Students

Conclusions based on this data:

1. Helmers' mathematics academic performance level was high overall.

2. The Socioeconomically Disadvantaged group increased on its mathematical academic performance.

3. Students with disabiliites needs the most growth.

School and Student Performance Data

Academic Performance
English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

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

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
80.0 making progress towards English language proficiency
Number of EL Students: 15 Students
Performance Level: No Performance Level
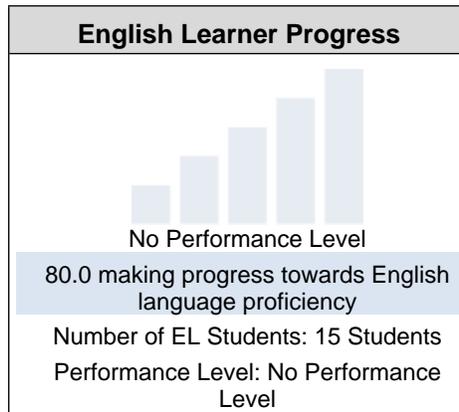
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
13.3%	6.7%	0.0%	80.0%

Conclusions based on this data:

1. 80% of students made progress toward English language proficiency.

School and Student Performance Data

Academic Performance
College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:
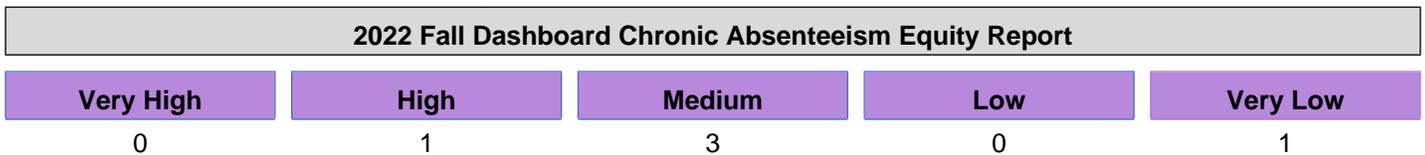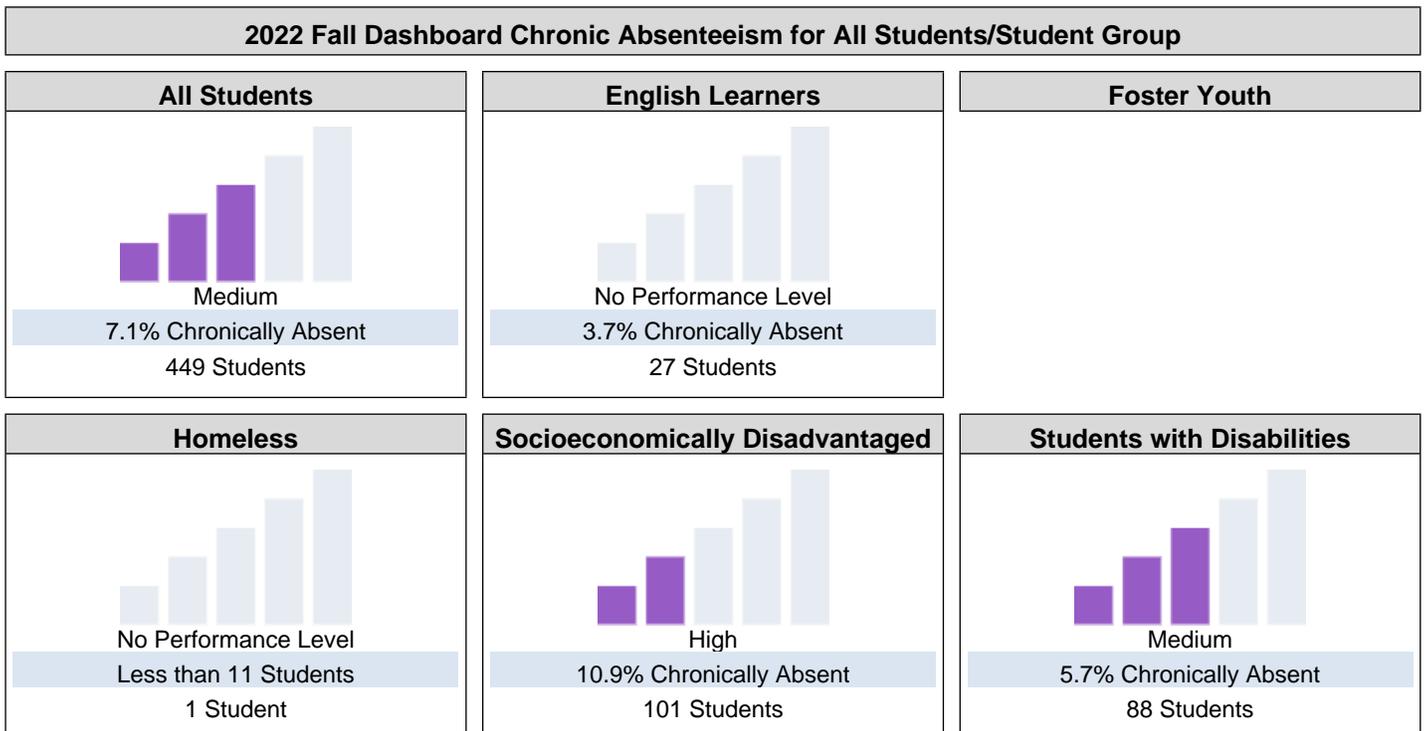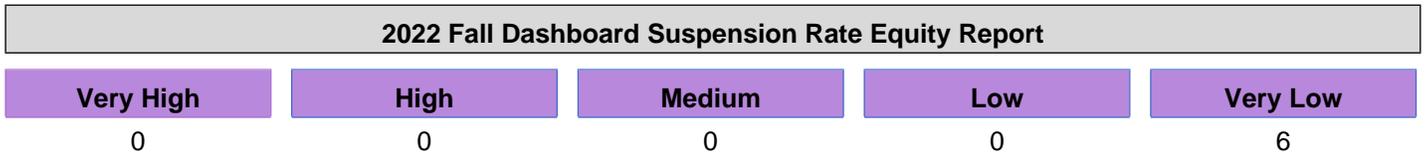
1.

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.
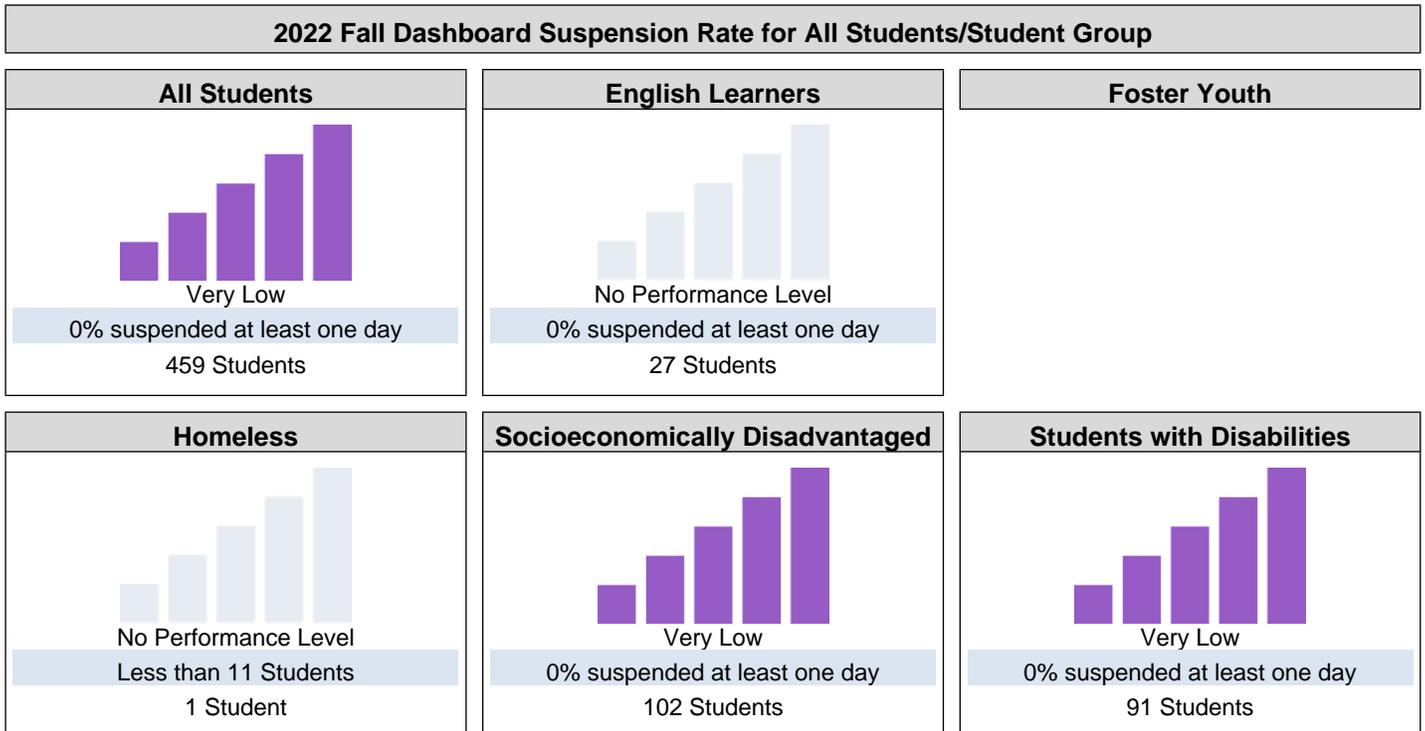
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
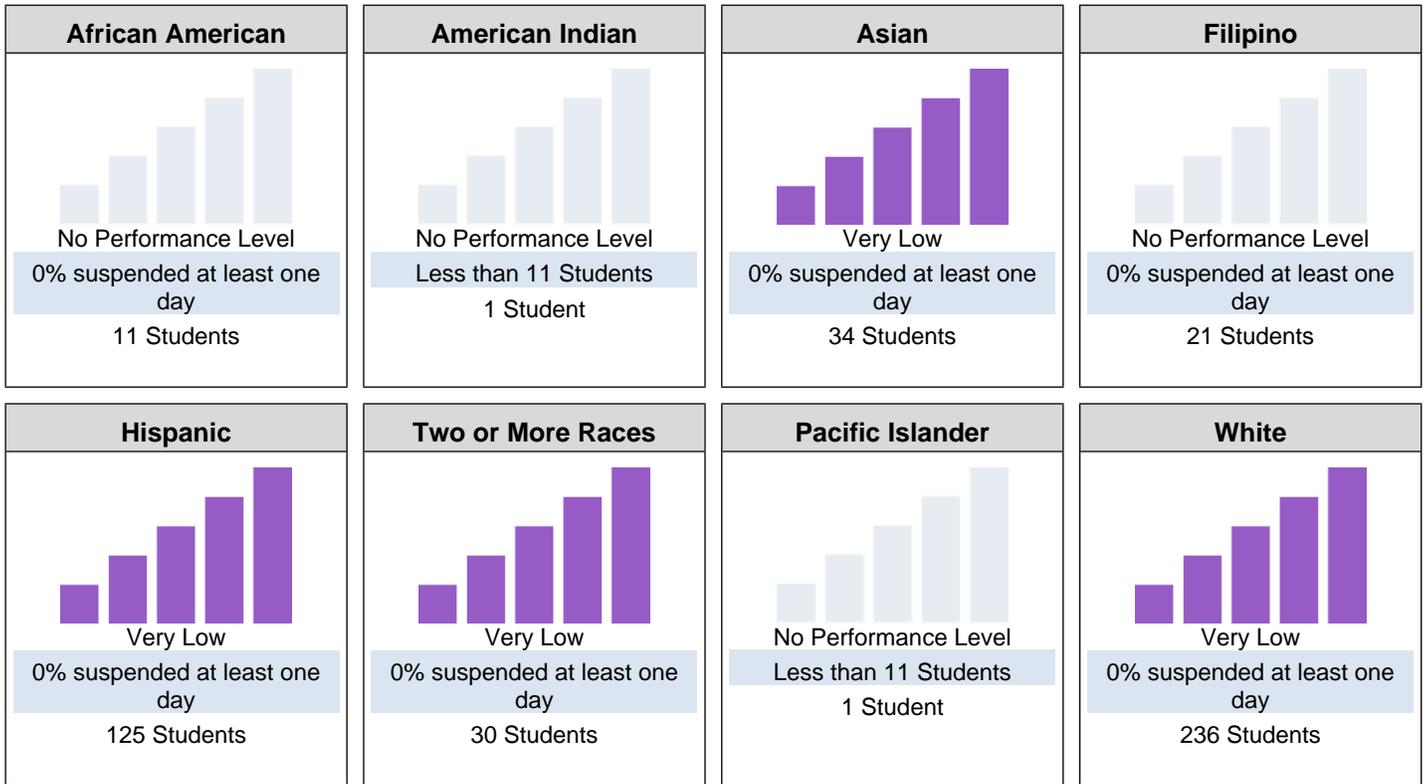
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**
0	1	3	0	1

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Medium	No Performance Level	
7.1% Chronically Absent	3.7% Chronically Absent	
449 Students	27 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level	High	Medium
Less than 11 Students	10.9% Chronically Absent	5.7% Chronically Absent
1 Student	101 Students	88 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American
No Performance Level

9.1% Chronically Absent

11 Students

American Indian
No Performance Level

Less than 11 Students

1 Student

Asian
Very Low

0% Chronically Absent

34 Students

Filipino
No Performance Level

0% Chronically Absent

21 Students

Hispanic
Medium

6.5% Chronically Absent

123 Students

Two or More Races
No Performance Level

6.9% Chronically Absent

29 Students

Pacific Islander
No Performance Level

Less than 11 Students

1 Student

White
Medium

9.2% Chronically Absent

229 Students

Conclusions based on this data:

1. Overall Chronic Absenteeism at Helmers is medium this year.

2. Socioeconomically Disadvantaged Students need to improve their Chronic Absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Graduation Rate Equity Report

Very Low	Low	Medium	High	Very High

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

2022 Fall Dashboard Graduation Rate for All Students/Student Group

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

2022 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate
Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the Dashboard Communications Toolkit.

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
0	0	0	0	6

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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	No Performance Level	
0% suspended at least one day	0% suspended at least one day	
459 Students	27 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Very Low
Less than 11 Students	0% suspended at least one day	0% suspended at least one day
1 Student	102 Students	91 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

0% suspended at least one day

11 Students

American Indian

No Performance Level

Less than 11 Students

1 Student

Asian

Very Low

0% suspended at least one day

34 Students

Filipino

No Performance Level

0% suspended at least one day

21 Students

Hispanic

Very Low

0% suspended at least one day

125 Students

Two or More Races

Very Low

0% suspended at least one day

30 Students

Pacific Islander

No Performance Level

Less than 11 Students

1 Student

White

Very Low

0% suspended at least one day

236 Students

Conclusions based on this data:

1. Helmers' Suspension Rate was 0%.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

Decrease chronic absenteeism by 2.25%. Decrease chronic absenteeism for socioeconomically disadvantaged students by 4%.

LCAP Goal

LCAP GOAL: Student Engagement and Wellness - Create school environments that are responsive to student Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Basis for this Goal

According to our site needs assessment, 7.1% of students were chronically absent in 2022-2023 school year. Our students in the socioecomically disadvantaged sub group reported a high chronic absenteeism with 10.9%. According to our LCAP student survey, 58% of students in grades 4-6 look forward to coming to school.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
chronic absenteeism	7.1% of students were chonically absent.	4.85% of students will be chronically absent.
LCAP Connectedness Student Survey (grades 4-6)	58% of students look forward to coming to school.	70% of students will look forward to coming to school.
chronic absenteeism	10.9% of socioeconomically disadvantaged students were chronically absent.	6.9% of socioeconomically students will be chronically absent.

Planned Strategies/Activities

Strategy/Activity 1

Goal setting for the school, class, and individual students will occur to help students improve attendance. Improved attendance and regular attendance will be rewarded.

Students to be Served by this Strategy/Activity

All Students in Grades TK-6

Timeline

23-24 School Year

Person(s) Responsible

Administration, Classified, and Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	attendance incentives for improved and consistent attendance

Strategy/Activity 2

PBIS meetings will be held each month and student attendance and behavior will be monitored. Student Service students will help reward students.

Students to be Served by this Strategy/Activity

K-6 students

Timeline

2022-2023

Person(s) Responsible

PBIS Team, Student Service, admin

Proposed Expenditures for this Strategy/Activity

Amount	1,500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	materials for PBIS

Amount	1,200
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	teacher participation in PBIS meetings

Amount	1,000
Source	LCFF - Supplemental

Budget Reference	2000-2999: Classified Personnel Salaries
Description	classified staff participation in PBIS meetings

Strategy/Activity 3

Provide activities at school during lunch time each month to help build student connections (games, art, STEM, etc.).

Students to be Served by this Strategy/Activity

TK-6 grade students

Timeline

23-24 School Year

Person(s) Responsible

Classified staff, Admin

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	materials for the monthly activities

Strategy/Activity 4

All Staff meetings and campus supervisor meetings are held 5 times a year to staff in training for SEL, PBIS, and behavior strategies.

Students to be Served by this Strategy/Activity

TK-6

Timeline

23-24 school year

Person(s) Responsible

Classified, certificated, admin

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	extra duty pay for meetings

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

English Learner Academic Needs

Goal Statement

By June 2024, the percentage of English learner students scoring proficient in Reading will increase by 10% as measured by the iReady diagnostic.

LCAP Goal

Provide instructional opportunities necessary to ensure English Learner academic achievement and their appropriate acquisition of English.

Basis for this Goal

According to our needs assessment survey, 39% of students who are English learners are at or above grade level on iReady. This is a necessary skill and criteria they need in order to meet reclassification status.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady ELA	39% of English learner students are at or above grade level	49% of English learner students will be at or above grade level

Planned Strategies/Activities

Strategy/Activity 1

Teachers provide designated ELD during the school day with support staff to work with English Only students while the teachers prioritizes daily small group instruction for English learners.

Students to be Served by this Strategy/Activity

ELD students in grades TK-6

Timeline

23-24 School Year

Person(s) Responsible

Administration, Classified, and Certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	
	7,000

Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A paraeducator supports the class during Designated ELD instruction so the teacher can work with English Learner students during small group instruction.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Close the Achievement Gap

Goal Statement

Increase the percentage of students who meet standard on CAASPP in ELA by 3% by 2024.
Increase the percentage of students who meet standard on CAASPP in Math by 5% by 2024
Increase the percentage of students who are at grade level or above on iReady to 74% in ELA by 2024.
Increase the percentage of students with an IEP who are at grade level or above on iReady to 51% in ELA by 2024.
Increase the percentage of students who are at grade level or above on iReady to 65% in Math by 2024.
Increase the percentage of students with an IEP who are at grade level or above on iReady to 40% in Math by 2024.

LCAP Goal

Implement instructional programs and services that allow all students to achieve while closing the achievement gap in the core academic areas: English Language Arts (ELA), Mathematics, Science, and Social Science.

Basis for this Goal

Based on the comprehensive needs assessment it was discovered that students with an IEP scored below students without an IEP.

According to iReady, 71% of students are at grade level or above in language arts.
According to iReady 41% of students with an IEP are at grade level or above in English Language Arts.
According to i-Ready, 58% of students are at grade level or above in mathematics.
According to i-Ready, 30% of students with an IEP are at grade level or above in math.

72.90% of students met standard on CAASPP in ELA.
62.21% of students met standard on CAASPP in Math.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
i-Ready ELA	71% of students scored at or above grade level.	74% of students will score at or above grade level in ELA.
i-Ready Math	58% of students scored at or above grade level.	65% of students will score at or above grade level in math.
ELA CAASPP	72.90% of students met standard on CAASPP in ELA.	75% of students will meet standard on CAASPP in ELA.

Metric/Indicator	Baseline	Expected Outcome
Math CAASPP	62.21% of students met standards on CAASPP in Math.	67% of students will meet standards on CAASPP in math.
i-Ready ELA	41% of students with an IEP scored at or above grade level.	51% of students with an IEP will score at or above grade level in ELA.
i-Ready Math	30% of students with an IEP scored at or above grade level.	40% of students will score at or above grade level in math.

Planned Strategies/Activities

Strategy/Activity 2

To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students and students with IEPs. Our Professional Learning Teams consist of general education and special education teachers who examine student learning for all students (both general and special education) to ensure every student is making progress in meeting/exceeding grade level standards.

Students to be Served by this Strategy/Activity

All students

Timeline

2023-2024 school year

Person(s) Responsible

Administration, teachers

Proposed Expenditures for this Strategy/Activity

Amount	7,000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Two guest teachers rove every Wednesday for PLT collaboration time for grades 3-6 during the school day.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Diversity and Inclusion

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world. and respect those differences and include all perspectives when learning in school.

Basis for this Goal

The data from LCAP Connectedness Survey Question 11: Students see their family's culture represented in the school and in the academic content taught indicates that only 62.83% of parents strongly agree or disagree, 72.73% of staff strongly agree or agree, and 47.70% of student strongly agree or disagree.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	62.83% of parents strongly agree or agree	67.83% of parents will strongly agree or agree
LCAP Staff Survey	72.73% of staff strongly agree or agree	77.73% of staff will strongly agree or agree
LCAP Student Survey	47.70% of students strongly agree or agree	53.70% of students will strongly agree or disagree

Planned Strategies/Activities

Strategy/Activity 1

Utilize TOSA prepared lessons and materials highlighting cultural celebrations and observances.

Students to be Served by this Strategy/Activity

TK-6

Timeline

2023-2024 School Year

Person(s) Responsible

Admin, Certificated Staff

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Promote the activities and lessons highlighting cultural observances and celebrations in parent communication from the classroom and the site.

Students to be Served by this Strategy/Activity

TK-6

Timeline

23-24 School Year

Person(s) Responsible

Teachers, Admin

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Parental Engagement and Core Services

Goal Statement

By June 2024, the percentage of parents who feel that our school promotes all Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

LCAP Survey question: We had only 66% of parents indicate that they agree or strongly agree with the statement that, "Our school promotes all Educational Partners in decisions that impact programs offered at our school."

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Parent Survey	66% say strongly agree or agree	71% say strongly agree or agree
LCAP Parent Survey Completion	201 of 360 families completed the survey (56%)	61% of families complete the survey

Planned Strategies/Activities

Strategy/Activity 1

Parent Engagement Workshops

Students to be Served by this Strategy/Activity

Parents of all students

Timeline

23-24 school year

Person(s) Responsible

teachers, classified staff, admin

Proposed Expenditures for this Strategy/Activity

Amount	
	2,000

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	extra duty pay for teachers preparing and presenting the workshops

Amount	400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	pay for classified staff to provide childcare

Amount	500
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	snacks and drinks for parent workshops to increase engagement at workshops

Goals, Strategies, & Proposed Expenditures

Goal 6

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 7

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 8

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 9

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 10

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 11

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 12

Subject

Goal Statement

LCAP Goal

Basis for this Goal

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome

Planned Strategies/Activities

Strategy/Activity 1

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Decrease chronic absenteeism by 2.25%.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
chronic absenteeism	5%	7.1%

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Student and parent meetings will be held with administration regarding attendance at the beginning of the school year to set a SMART goal for improved attendance in the 22-23 school year.	Meetings were held and goals were set.		
Improved attendance and regular attendance will be rewarded.	Improved attendance and regular attendance was rewarded.		
Teachers, counselor, psych, PBIS Team, and administrator will hold student check-ins with students identified as chronically absent each week/month.	Check ins were provided with students and families each month.	incentives for positive attendance 4000-4999: Books And Supplies LCFF - Supplemental 500	incentives for positive attendance 4000-4999: Books And Supplies LCFF - Supplemental 600
Provide activities at school during lunch time to help build student connections (games, art, lunch bunch, etc.).	Art, STEM, and games were provided during lunch four times.	extra duty pay for classified staff to plan and lead the lunch groups 2000-2999: Classified Personnel	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries LCFF - Supplemental 500	
		Materials for the lunch groups. 4000-4999: Books And Supplies LCFF - Supplemental 100	materials for lunch activities 4000-4999: Books And Supplies LCFF - Supplemental 1,000
PBIS team will meet each month to discuss students, data, and ways to support student attendance and behavior.	PBIS team met each month to discuss students, data, and ways to support student attendance and behavior.	extra duty pay for PBIS Team meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,600	extra duty pay for PBIS team meetings 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,600
PBIS Store will provide incentives to students who display positive behaviors.	PBIS Store will provide incentives to students who display positive behaviors.	PBIS Store on HE and HE at NP campuses. 4000-4999: Books And Supplies LCFF - Supplemental 2,000	PBIS store on HE and HE at NP campuses 4000-4999: Books And Supplies LCFF - Supplemental 2,000

Analysis

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

Chronic Absenteeism: All actions related to this strategy were implemented. Meetings were held with families, incentives and rewards were provided for students, and novel activities were provided during lunch.
PBIS Meetings and PBIS Store: All actions related to this strategy were implemented. Meetings were held and incentives and rewards were provided for students.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The meetings, incentives, and strategies proved to be effective. Throughout the school year our chronic absenteeism decreased to 5.24%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent $900 more in materials for the special activities provided during lunch recess. The cost increase was because we held the activities on both of our campuses and the materials cost more than anticipated.

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.

No changes will made to this goal. We will continue with outcomes, metrics, and strategies.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

At least 80% of English learners will increase at least one proficiency level on Summative ELPAC.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	17 out of 22 students will increase at least one proficiency level on the Summative ELPAC.	80% of English learners will increase at least one proficiency level on Summative ELPAC.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Afterschool Book Clubs/Language Support for ELs students in Grade TK-6.	We did not have any afterschool clubs for EL students.	Classified staff to lead clubs after school. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 500	0
		books for the book club 4000-4999: Books And Supplies LCFF - Supplemental 400	0
Aide support for the class while teachers teach a small group of ELD students in the ELA/ELD standards.	We had a paraeducator support the class while teachers taught a small group of ELD students in the ELA/ELD standards	instructional aide to support class 2000-2999: Classified Personnel Salaries LCFF - Supplemental 5,000	paraeducator to support class 2000-2999: Classified Personnel Salaries LCFF - Supplemental 7,000
Meet with LTELs monthly to review SMART goals and progress toward skills needed to reclassify	Met with LTELs monthly to review SMART goals and progress toward skills needed to reclassify.		

Analysis

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

We did not have an after school club for EL students. We did have a paraeducator support our classes while the teacher taught ELD.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Our i-Ready data indicates that the small group instruction provided for the ELD students has been beneficial. Their beginning of the year data showed 8% of EL students at grade level or above on ELA i-Ready. The middle of the year data showed 39% of EL students at grade level or above on ELA i-Ready.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not spend the money on the after school club because we did not have the staff to provide it. The paraeducator cost was greater than anticipated.

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

We will adjust this goal for the coming year to target EL learning during the school day with the classroom teacher. We will increase the spending for the paraeducator to support the classroom with small group or whole group instruction while the credentialed teacher teaches the ELD group.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

Increase the percentage of students who meet standard on CAASPP by 4% by 2023.
Increase the percentage of students who are at grade level in iReady to 70% by 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
i-Ready ELA 67% at or above grade level	70% at or above grade level	77% at or above grade level on iReady
i-Ready math 60% at or above grade level	70% at or above grade level	71% at or above grade level on iReady
ELA CAASPP no data		72.9% met standard in ELA on CAASPP
Math CAASPP no data		62.21% met standard in Math on CAASPP

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Tier 2 Intervention provided by classroom teachers in small groups.	Tier 2 intervention was provided by classroom teachers in small groups.		
To better address the assessed needs of our unduplicated students (EL, low-income, and foster youth) we will continue Professional Learning Communities (PLCs) to engage in the cycle of continuous improvement needed to target the academic and social emotional needs of our UDP students and to better address the language needs of our EL students. This includes professional development and curriculum development.	We did not do this after the school day was over.	extra duty pay for planning time for the promise standards in PLCs 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000	1000-1999: Certificated Personnel Salaries LCFF - Supplemental 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide parent workshops to provide strategies and support in student learning.	We did not provide parent workshops.	extra duty pay for teachers providing the workshops 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	0
Provide structured planning time during the school day for teachers to continue learning cycle planning for providing intervention and extension for students.	Provided structured planning time during the school day for teachers to continue learning cycle planning for providing intervention and extension for students.	funding for supplemental classes to allow teacher planning 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000	substitutes were provided for teachers to work in Professional Learning Teams during the school day. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 7,000

Analysis

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

Our Professional Learning Teams met each week from January-May to implement Tier 2 intervention, to analyze data, and to ensure a common and viable curriculum for every student. Teachers did not meet outside of the school day. Teachers did not provide parent workshops in the evening.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The Professional Learning Team work was successful. Students at or above grade level in both math and ELA increased by 10 percentage points.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent 4,000 more on hiring substitutes during the school day for teachers to meet in professional learning teams.

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

We will continue to utlize guest teachers to provide the Professional Learning Team time for teachers. We will also have parent education nights next year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase student achievement by 4% for socioeconomically disadvantaged population as measured by state and district assessments to ensure high levels of learning for all students.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
CAASPP ELA	increase by four percent	increased by 27.6 points on ELA on CAASPP
CAASPP Math	increase by four percent	increased by 5.9 points on math on CAASPP
iReady math 28% at or above grade level	increase by 10%	53% of socioeconomically disadvantaged students are at or above grade level in math on iReady
iReady ELA 56% at or above grade level	increase by 10%	69% of socioeconomically disadvantaged students are at or above grade level in ELA on iReady

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Special Education Teachers and General Education Teachers collaborate in PLCs together.	Special Education Teachers and General Education Teachers collaborate in PLCs together.		
Teachers plan in learning cycles in PLCs.	Teachers plan in learning cycles in PLCs.	extra duty pay for PLC planning time 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,000	0

Analysis

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

Teachers did plan together in Professional Learning Teams but it did not happen after school. Substitutes were hired during the school day instead.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

53% of socioeconomically disadvantaged students are at or above grade level in math on iReady. 69% of socioeconomically disadvantaged students are at or above grade level in ELA on iReady.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We did not spend the money on the extra duty pay but instead hired guest teachers during the school day. It was indicated on goal three.

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

We will continue to use the guest teachers during the school day to support the PLT work. Special education teachers and general education teachers will work to provide all students access, support, and instruction at high levels with appropriate scaffolds.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 6

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 7

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 7

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 8

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 8

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 9

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 9

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 10

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 10

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 11

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 11

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 12

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes

Strategies/Activities for Goal 12

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures

Analysis

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

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

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.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	24,600.00

Allocations by Funding Source

Funding Source	Amount	Balance
Per Pupil		
LCFF - Supplemental	17,000	-7,600.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Supplemental	24,600.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	10,200.00
2000-2999: Classified Personnel Salaries	10,400.00
4000-4999: Books And Supplies	4,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	10,200.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	10,400.00
4000-4999: Books And Supplies	LCFF - Supplemental	4,000.00

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
Michelle Velikorodnyy	Principal
Carolyn Veis	Parent or Community Member
Mimi Sheenan	Parent or Community Member
Scott Davis	Parent or Community Member
Breanne Luce	Parent or Community Member
Nate Pair	Parent or Community Member
Suzanne Dunn	Classroom Teacher
Janice Elam	Classroom Teacher
Jamie Wilhelm	Classroom Teacher
Carol Seneri	Other School Staff

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 5/25/22.

Attested:

	Principal, Michelle Velikorodnyy on 5/25/23
	SSC Chairperson, Carolyn Veis on 5/25/23

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.
Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school's budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year's approved SPSA. Minor typographical errors may be corrected.
Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.
Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:
- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
   a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
   b. use effective methods and instructional strategies based on scientifically based research that
      i. strengthen the core academic program in the school;
      ii. provide an enriched and accelerated curriculum;
      iii. increase the amount and quality of learning time;
      iv. include strategies for meeting the educational needs of historically underserved populations;
      v. help provide an enriched and accelerated curriculum; and
      vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
   c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
      i. strategies to improve students' skills outside the academic subject areas;
      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
   a. strategies to attract highly qualified teachers;
   b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
   c. the devotion of sufficient resources to effectively carry out professional development activities; and
   d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
   a. Ensure that those students' difficulties are identified on a timely basis; and
   b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: Charles Helmers Elementary
SCHOOL YEAR: 2023

EDUCATIONAL PARTNERS
Describe who and how educational partners were involved in the comprehensive needs assessment process.   Several opportunities were provided to our educational partners for meaningful input and review of the School Plan for Student Achievement. Certificated and Classified staff members were given specific opportunities to discuss and give input on the School Plan for Student Achievement at staff meetings on 2/7/23, 2/21/23 and 4/11/23. Staff members, School Site Council, English Language Advisory Council, Positive Behavior Intervention and Support Team Members, Leadership Team, Guiding Coalition Team, and our Parent Teacher Organization have been reviewing school data since the beginning of the year to analyze school and student needs to inform the School Plan for Student Achievement. There have been monthly Coffee with the Principal meetings with parents since August and school data is shared with parents during those meetings to give updates and gather feedback. An annual survey was sent out to all parents to give feedback on our Local Control and Accountability Plan. The data and goals for the 23-24 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 21-22 California Dashboard, 21-22 English Learner data, 21-22 and 22-23 Attendance data, 21-22 and 22-23 Chronic Absenteeism data, 21-22 and 22-23 Suspension data, 21-22 and 22-23 LCAP Survey Data, School Wide Information System data on office referrals, 22-23 Tiered Fidelity Inventory, 21-22 and 22-23 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.   School Site Council 4/13/23   English Language Advisory Council 5/18/23   Staff 4/18/23   *The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]*

DATA SOURCES
21-22 California Dashboard   21-22 English Learner data   21-22 and 22-23 Attendance data   21-22 and 22-23 Chronic Absenteeism data   21-22 and 22-23 Suspension data   21-22 and 22-23 LCAP Survey Data   School Wide Information System (SWIS) data on office referrals   22-23 Tiered Fidelity Inventory

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

21-22 and 22-23 i-Ready Diagnostic 1 and 2

Professional Learning Community Intervention data

California Assessment of Student Performance and Progress (CAASPP) data

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

Schoolwide:

On the CA Dashboard for 2022:
- Our chronic absenteeism was medium overall (7.1% of our students were chronically absent). Our socioeconomically disadvantaged subgroup has a high chronic absenteeism with 10.9%. As of 3/20/23, our chronic absenteeism rate is 6.72%.
- Our ELA performance was high overall at 43.6 points above standard.
- Our Math performance was high overall at 16.8 points above standard.

Student Groups:

On the CA Dashboard for 2022:
- **Chronic Absenteeism:**
  - Socioeconomically disadvantaged: High: 10.9%
  - White: Medium: 9.2%
  - Students with disabilities: Medium: 5.7%

ELA Performance
  - Students with disabilities performed in the low range. They were 68.6 points below standard.
- **Math Performance**
  - Students with disabilities performed in the low range. They were 73.1 points below standard.

On iReady Diagnostic 2:
- Reading Overall
  - 73% of students at or above grade level
  - 19% one grade level below
  - 5% two grade levels below

- - 4% three or more grade levels below

- Math
  - 59% of students at or above grade level
  - 33% one grade level below
  - 3% two grade levels below
  - 4% three or more grade levels below

On iReady Diagnostic 2:
- Reading EL Students
  - 39% of students at or above grade level
  - 33% one grade level below
  - 11% two grade levels below
  - 17% three or more grade levels below
- Math EL Students
  - 22% of students at or above grade level
  - 39% one grade level below
  - 22% two grade levels below
  - 17% three or more grade levels below

On iReady Diagnostic 2:
- Reading Socioeconomically Disadvantaged Students
  - 69% of students at or above grade level
  - 25% one grade level below
  - 2% two grade levels below
  - 3% three or more grade levels below
- Math Socioeconomically Disadvantaged Students
  - 51% of students at or above grade level
  - 42% one grade level below
  - 4% two grade levels below
  - 2% three or more grade levels below

On iReady Diagnostic 2:
- Reading Students with Disabilities

- ○ 41% of students at or above grade level
- ○ 33% one grade level below
- ○ 9% two grade levels below
- ○ 18% three or more grade levels below
- ● Math Students with Disabilities
  - ○ 30% of students at or above grade level
  - ○ 46% one grade level below
  - ○ 6% two grade levels below
  - ○ 18% three or more grade levels below

LCAP Survey Data

Staff Survey results show 85% or higher strongly agree or agree on 13/15 questions.

Parent Survey results indicate 85% strongly agree or agree that their child's school is a positive, inclusive place.

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.

Successes:

- ● Our students overall are performing well in English language arts.
- ● 80% of our English Learners are making progress towards English proficiency
- ● Our Reclassified English Learners are scoring above grade level standard.
- ● 93% of our 4-6 graders understand HOWL and how to meet schoolwide expectations.

Challenges:

- ● Our chronic absenteeism was high for our Socioeconomically Disadvantaged Students.
- ● Our students with disabilities scored low in math and English Language Arts.
- ● Math needs more growth for all student groups.
- ● Only 58% of students in grades 4-6 strongly agree or agree that they look forward to attending school each day.

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

Math continues to be an area that increased achievement is needed for all students.

Students with disabilities need improvement in academic achievement in both math and ELA.

Students in grades 4-6 need to want to come to school.

Chronic absenteeism needs improvement for socioeconomically disadvantaged families.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

Math instruction needs to continue to grow in having students apply their learning. The math curriculum often addresses the standard at a level 1 DOK so supplemental instruction and application needs to be provided. Further use of iReady, Next Gen, performance tasks, and instruction in the mathematical practices will help increase student progress in math.

Special education and general education teachers need to continue to collaborate to ensure all students are learning the promise standards.

Students with IEPs need to be provided access to Tier 1, Tier 2, and Tier 3 instruction with fidelity and data should be used to determine what to do when the interventions are not working.

Students have experienced challenges with other students' behaviors at school. Work to find out why students do not want to come to school needs to be discovered.

Work to find out why socioeconomically disadvantaged families have high chronic absenteeism.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.