School Year: **2023-24**

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	James Foster Elementary School
Address	22500 Pamplico Drive Saugus, CA 91350
County-District-School (CDS) Code	19649986107924
Principal	Jayme Rutter
District Name	Saugus Union School District
SPSA Revision Date	May 31, 20223
Schoolsite Council (SSC) Approval Date	June 6, 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

It is the mission of James Foster Elementary School, in partnership with the community, to develop socially responsible students who have the skills, attitudes, and knowledge to function successfully in a rapidly changing and culturally diverse world. Our students benefit from a student--centered institution guided by a skilled staff in a stimulating and safe environment.

Academic excellence and social growth are promoted through a rich and challenging learning environment. A simple philosophy drives the momentum of James Foster: "SOAR, Safety First; Own your Actions, Accept Others; Ready to Learn!" It is the force behind all decisions, discussions and resource allocations.

School Profile

James Foster Elementary School has an enrollment of 495 students. The percentage of students who are socioeconomically disadvantaged is 25.7%. EL students make up 4.6% of the student population and the percentage of Foster Youth is 0.4%. James Foster Elementary has 19 teachers, 1 administrator, and 17 support staff members who work together to provide high levels of learning for all students. In addition, James Foster has an active PTA membership, and parents play a vital role in enhancing learning experiences here on campus. James Foster has been recognized four times as a "California Distinguished School" and "Gold Ribbon School." Last year, we received the PBIS Silver award for our work in PBIS implementation. James Foster Elementary School strives to be a 21st century learning institution where a common viable curriculum is enriched with state of the art technology resources and lessons. Each grade level will participate in coding programs and activities starting in the 2023-2024 school year as we strive to produce life-long learners who are problem solvers and critical thinkers. Together with our educational partners, our goal is to provide a high quality education for all students.

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 Single Plan for Student Achievement. Parents, teacher, support staff, and administration met and reviewed the SPSA goals and gave input at School Site Council, PTA, and ELAC 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	31	85	77
Grade 1	46	53	65
Grade 2	53	64	54
Grade3	52	73	77
Grade 4	32	73	76
Grade 5	58	52	79
Grade 6	54	95	59
Total Enrollment	326	495	487

Conclusions based on this data:

1. Over the last two years, our enrollment has stayed constant.

2. Due to COVID enrollment decreased in 20-21.

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	11	23	24	3.40%	4.6%	4.9%
Fluent English Proficient (FEP)	10	16	9	3.10%	3.2%	1.8%
Reclassified Fluent English Proficient (RFEP)	2			18.2%		

Conclusions based on this data:

1. The number of English Learners during the 2022-2023 School Year was about the same as it was during the 2021-2022 School Year.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Grade Level	Overall Participation for All Students											
	# 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	51	71		0	71		0	71		0.0	100.0	
Grade 4	36	73		0	73		0	73		0.0	100.0	
Grade 5	59	51		0	51		0	51		0.0	100.0	
Grade 6	58	96		0	95		0	95		0.0	99.0	
All Grades	204	291		0	290		0	290		0.0	99.7	

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

Grade Level	Overall Achievement for All Students														
	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		2446.			26.76			35.21			19.72			18.31	
Grade 4		2520.			42.47			32.88			15.07			9.59	
Grade 5		2520.			35.29			21.57			19.61			23.53	
Grade 6		2541.			26.32			27.37			26.32			20.00	
All Grades	N/A	N/A	N/A		32.07			29.66			20.69			17.59	

Grade Level	Reading Demonstrating understanding of literary and non-fictional texts								
	% 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		30.99			59.15			9.86	
Grade 4		35.62			64.38			0.00	
Grade 5		31.37			56.86			11.76	
Grade 6		30.53			53.68			15.79	
All Grades		32.07			58.28			9.66	

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		18.31			61.97			19.72	
Grade 4		21.92			67.12			10.96	
Grade 5		33.33			39.22			27.45	
Grade 6		17.89			51.58			30.53	
All Grades		21.72			55.86			22.41	

Listening Demonstrating effective communication skills								
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.86			81.69			8.45	
Grade 4		24.66			68.49			6.85	
Grade 5		21.57			64.71			13.73	
Grade 6		22.11			67.37			10.53	
All Grades		19.66			70.69			9.66	

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		19.72			69.01			11.27	
Grade 4		23.29			73.97			2.74	
Grade 5		21.57			60.78			17.65	
Grade 6		20.00			66.32			13.68	
All Grades		21.03			67.93			11.03	

Conclusions based on this data:

1. Overall in English Language Arts, about 60% of our students "Met or Exceeded Standard."

2. 22% of our students scored "Below Standard" in Writing.

3. 32% of our students scored "Above Standard" in Reading.

School and Student Performance Data

CAASPP Results
Mathematics (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	51	71		0	71		0	71		0.0	100.0	
Grade 4	36	73		0	73		0	73		0.0	100.0	
Grade 5	59	51		0	51		0	51		0.0	100.0	
Grade 6	58	96		0	95		0	95		0.0	99.0	
All Grades	204	291		0	290		0	290		0.0	99.7	

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

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		2426.			8.45			38.03			39.44			14.08	
Grade 4		2509.			31.51			32.88			27.40			8.22	
Grade 5		2509.			25.49			23.53			25.49			25.49	
Grade 6		2540.			23.16			25.26			32.63			18.95	
All Grades	N/A	N/A	N/A		22.07			30.00			31.72			16.21	

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		12.68			69.01			18.31	
Grade 4		49.32			43.84			6.85	
Grade 5		29.41			50.98			19.61	
Grade 6		28.42			48.42			23.16	
All Grades		30.00			52.76			17.24	

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		18.31			63.38			18.31	
Grade 4		27.40			54.79			17.81	
Grade 5		13.73			64.71			21.57	
Grade 6		16.84			62.11			21.05	
All Grades		19.31			61.03			19.66	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.08			73.24			12.68	
Grade 4		26.03			60.27			13.70	
Grade 5		15.69			64.71			19.61	
Grade 6		13.68			71.58			14.74	
All Grades		17.24			67.93			14.83	

Conclusions based on this data:

1. Overall in Mathematics, 52% of students "Met or Exceeded Standard."

2. 30% of students scored "Above Standard" on Mathematical Concepts and Procedures.

3. Almost 70% of students scored "At or Near Standard" in the area of Communicating Reasoning.

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	*	*		*	*		*	*		*	5	
1	*	*		*	*		*	*		*	5	
2	*	*		*	*		*	*		*	4	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		5	4	
All Grades										14	25	

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	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	36.00		71.43	28.00		14.29	24.00		0.00	12.00		14	25	

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	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	57.14	56.00		42.86	20.00		0.00	8.00		0.00	16.00		14	25	

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	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	14.29	20.00		35.71	48.00		42.86	20.00		7.14	12.00		14	25	

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	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	35.71	52.00		64.29	36.00		0.00	12.00		14	25	

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	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	42.86	48.00		57.14	32.00		0.00	20.00		14	25	

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	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	14.29	20.00		64.29	64.00		21.43	16.00		14	25	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	*		*	*		*	*		*	*	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	*	*		*	*		*	*		*	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	21.43	28.00		78.57	52.00		0.00	20.00		14	25	

Conclusions based on this data:

1. The number of EL students has increased.

2. In 2021-2022, 36% of EL students scored a "4" on the ELPAC Summative.

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**
495	**25.7**	**4.6**	**0.4**
Total Number of Students enrolled in James Foster Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	23	4.6
Foster Youth	2	0.4
Homeless	8	1.6
Socioeconomically Disadvantaged	127	25.7
Students with Disabilities	66	13.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	3.2
American Indian		
Asian	9	1.8
Filipino	21	4.2
Hispanic	163	32.9
Two or More Races	34	6.9
Pacific Islander		
White	247	49.9

Conclusions based on this data:

1. We have a high number of socioeconomically disadvantaged students and students will disabilities.

2. 5% of the student population are English Learners.

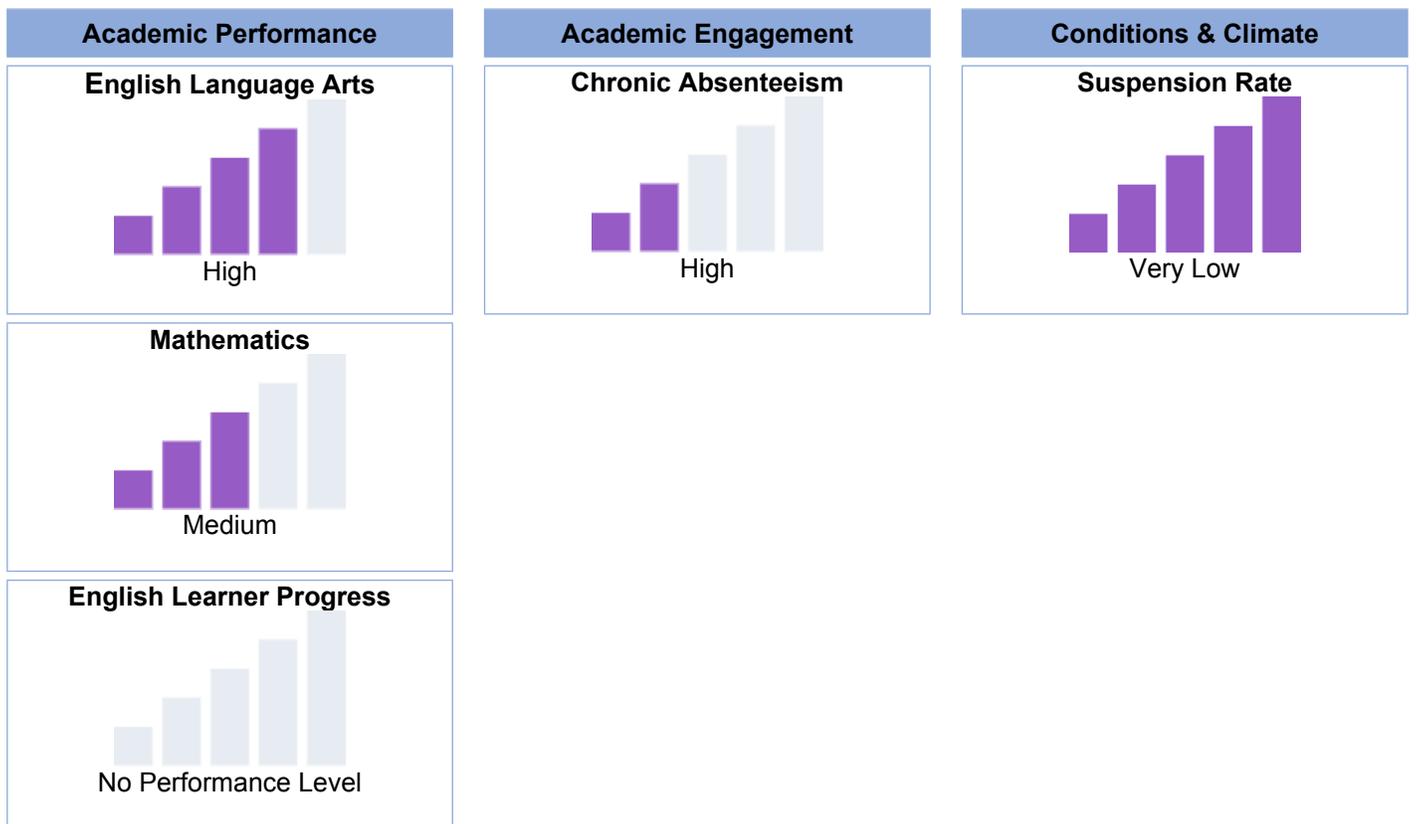# School and Student Performance Data

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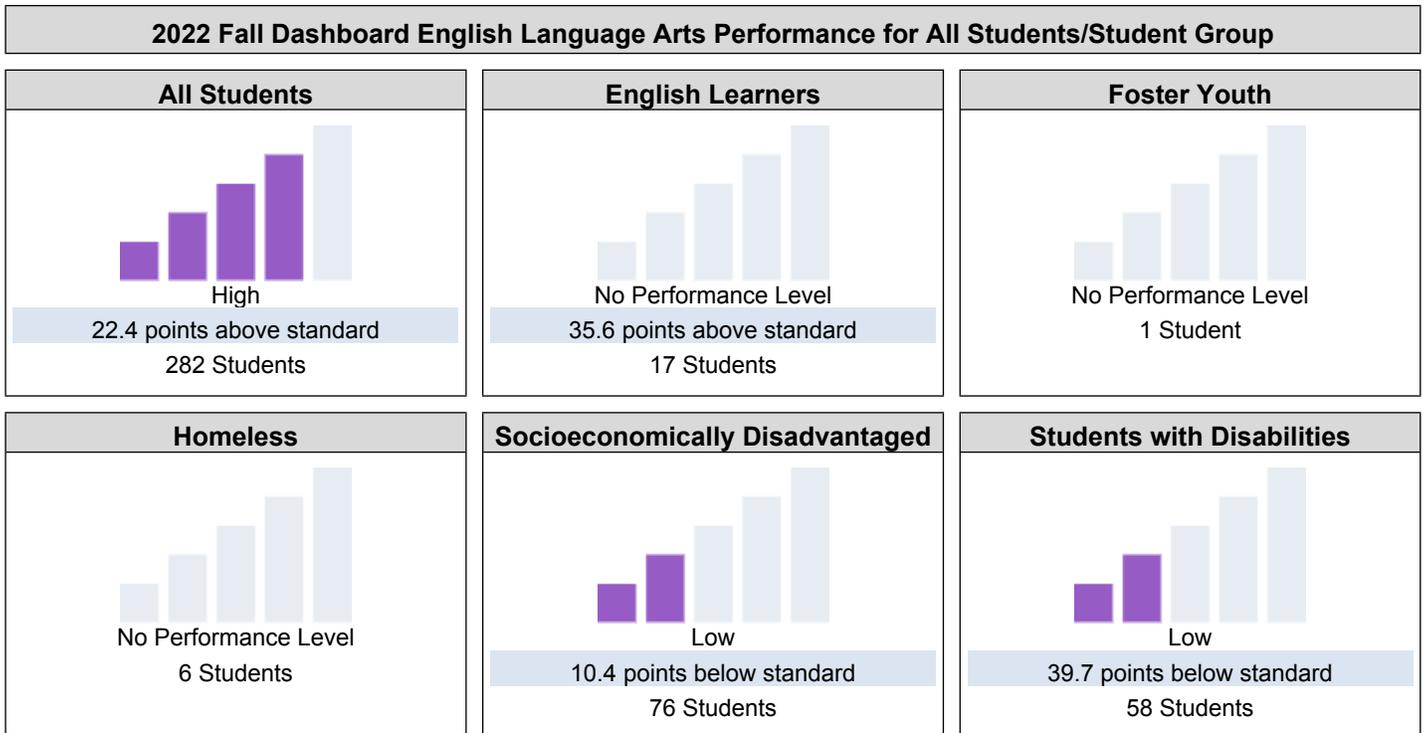
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
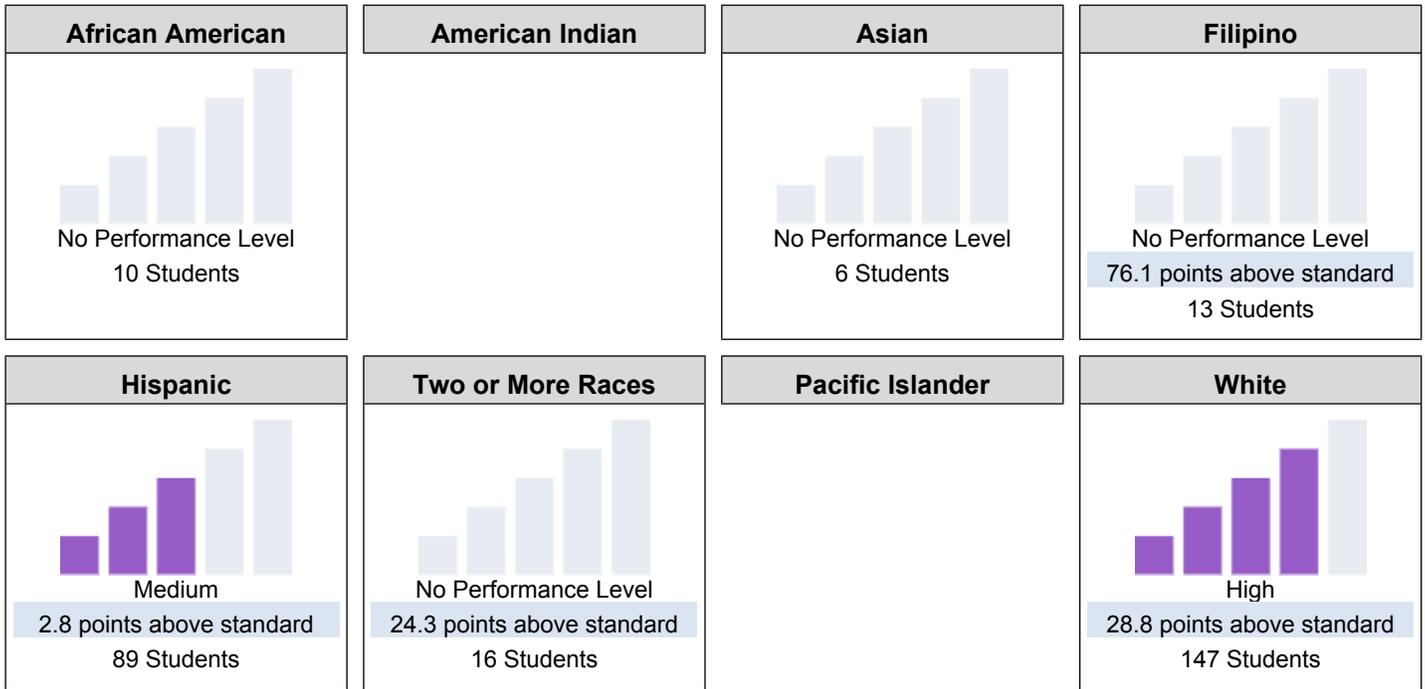
Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

2022 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. Chronic Absenteeism remained high during the 2021-2022 School Year.

2. James Foster's overall Math Academic Performance on the CA Dashboard is Medium.

3. James Foster's overall ELA Academic Performance on the CA Dashboard is High.

School and Student Performance Data

Academic Performance
English Language Arts
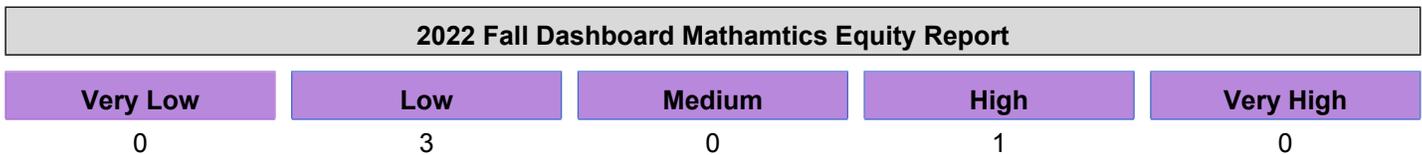
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. 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.
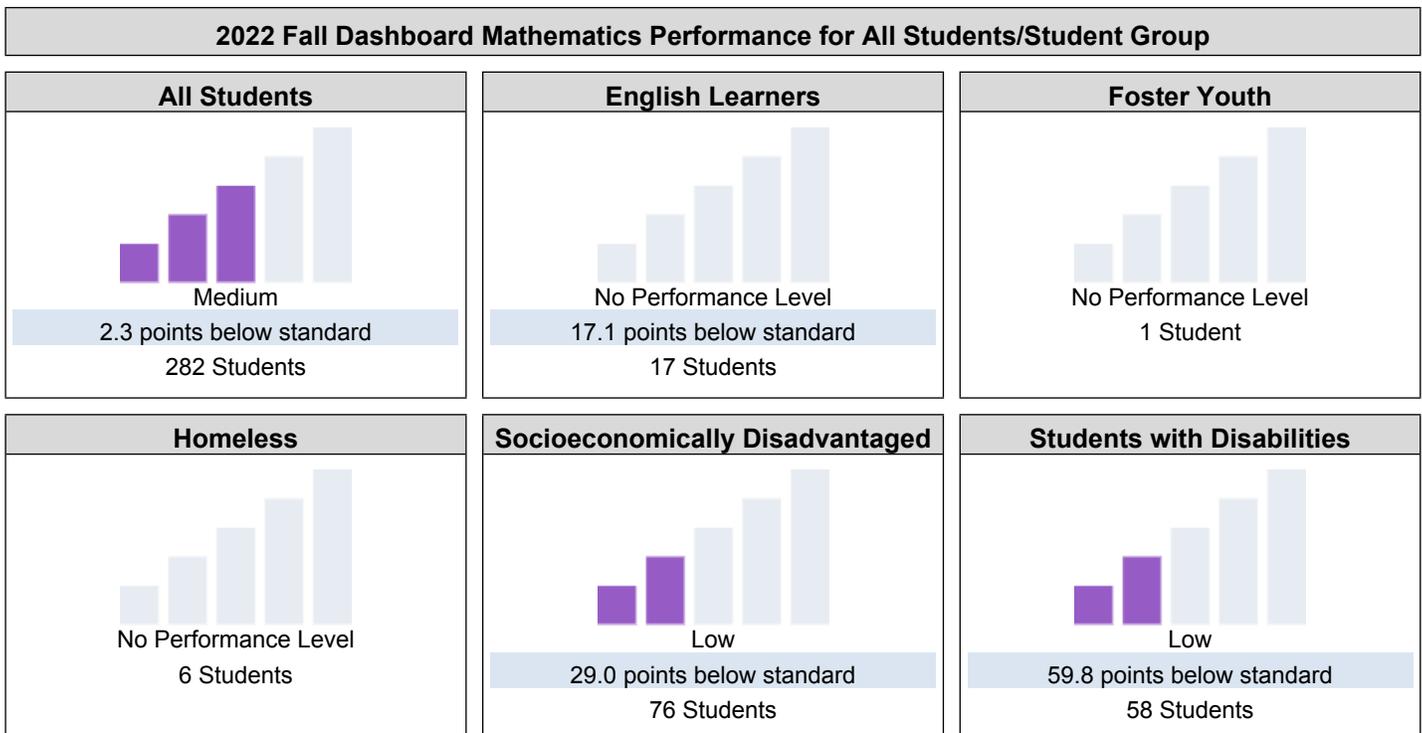
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
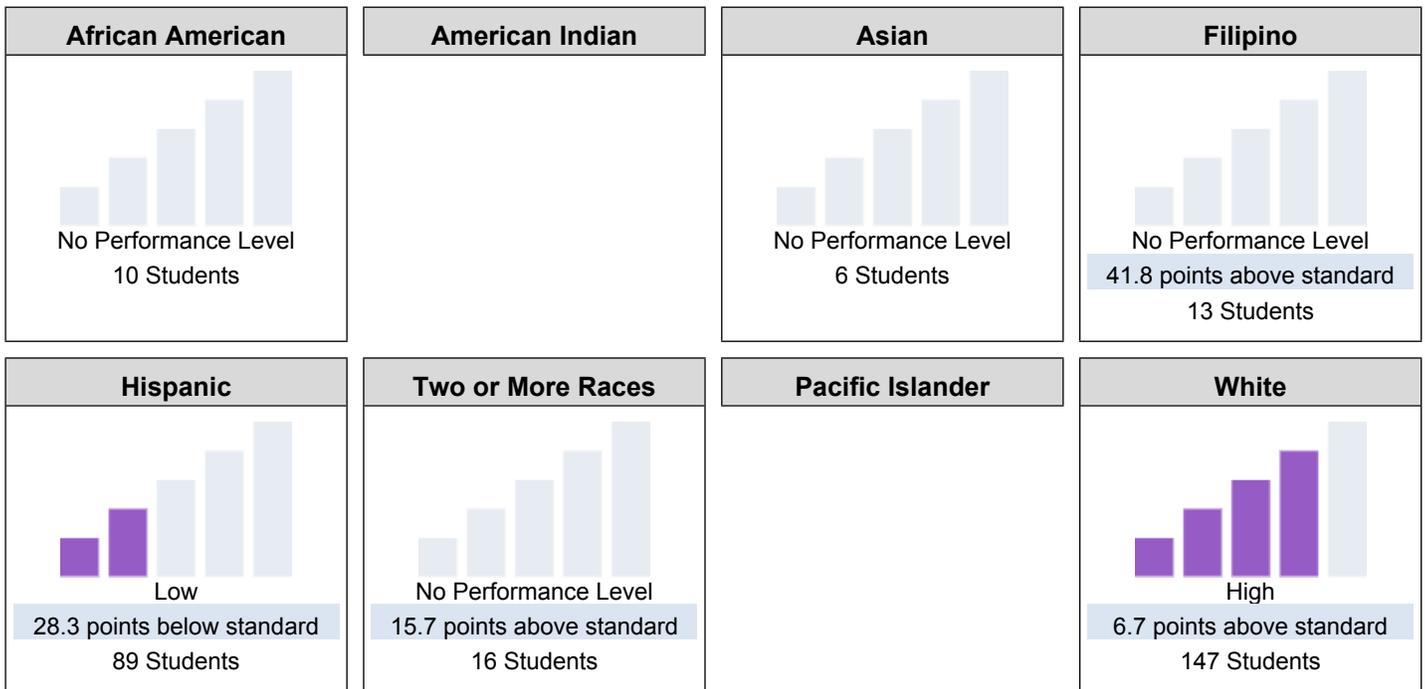

Very Low | Low | Medium | High | Very High

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	2	1	1	0

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

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

All Students	English Learners	Foster Youth
High	No Performance Level	No Performance Level
22.4 points above standard	35.6 points above standard	1 Student
282 Students	17 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Low	Low
6 Students	10.4 points below standard	39.7 points below standard
	76 Students	58 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

No Performance Level

10 Students

American Indian

Asian

No Performance Level

6 Students

Filipino

No Performance Level

76.1 points above standard

13 Students

Hispanic

Medium

2.8 points above standard

89 Students

Two or More Races

No Performance Level

24.3 points above standard

16 Students

Pacific Islander

White

High

28.8 points above standard

147 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

9 Students

English Only

20.6 points above standard

259 Students

Conclusions based on this data:

1. Students with disabilities scored 39.7 points below standard in English Language Arts.

2. Hispanic students score 2.8 points above standard.

**3.** Socioeconomically disadvantaged students scored 10.4 points below standard.

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	3	0	1	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**
Medium 2.3 points below standard 282 Students	No Performance Level 17.1 points below standard 17 Students	No Performance Level 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Level 6 Students	Low 29.0 points below standard 76 Students	Low 59.8 points below standard 58 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American
No Performance Level
10 Students

American Indian

Asian
No Performance Level
6 Students

Filipino
41.8 points above standard
13 Students

Hispanic
Low
28.3 points below standard
89 Students

Two or More Races
No Performance Level
15.7 points above standard
16 Students

Pacific Islander

White
High
6.7 points above standard
147 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
9 Students

English Only
2.3 points below standard
259 Students

Conclusions based on this data:

1. Overall, all students scored 2.3 points below standard in Mathematics.

2. Hispanic students scored 28.3 points below standard in Mathematics.

3. Students with disabilities scored 59.8 points below standard in Mathematics.

School and Student Performance Data

Academic Performance
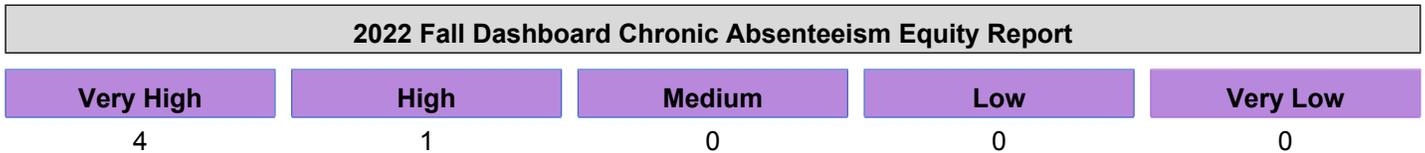## English Learner Progress

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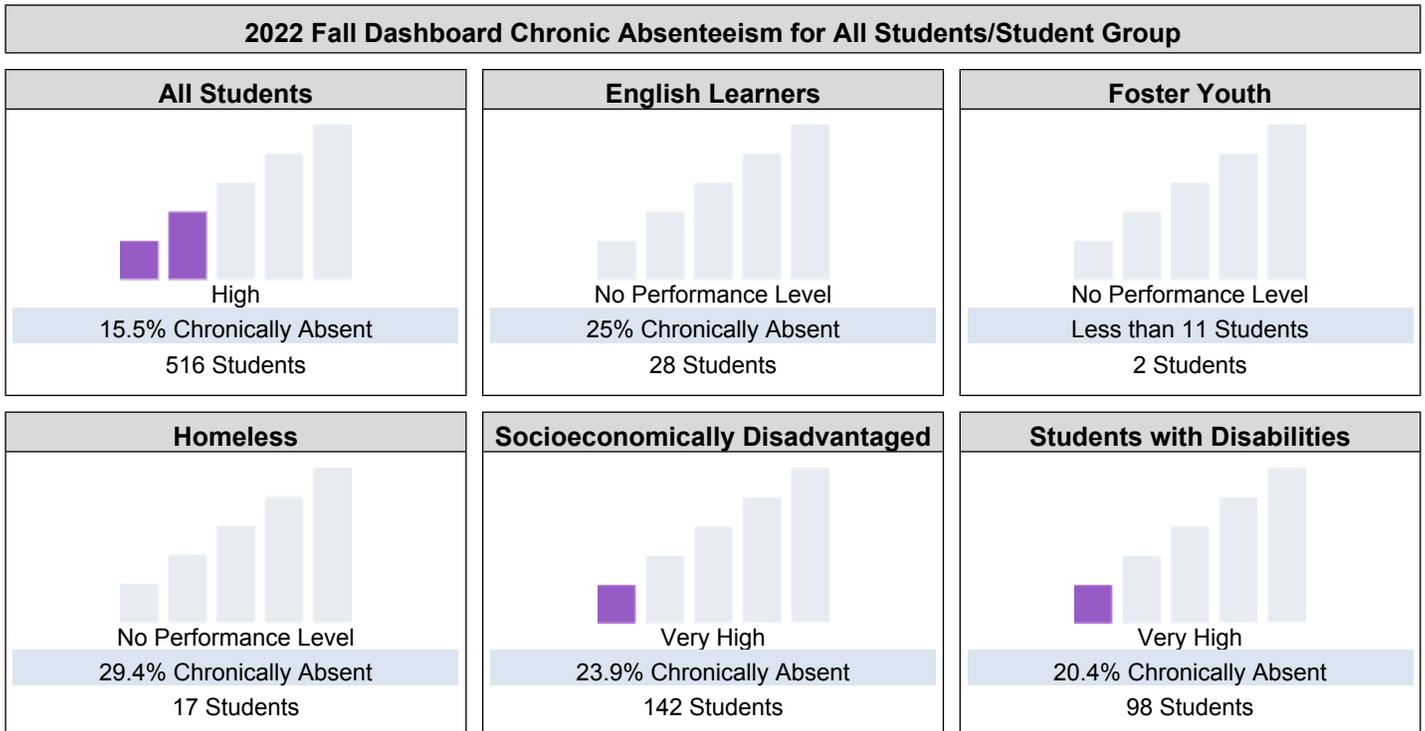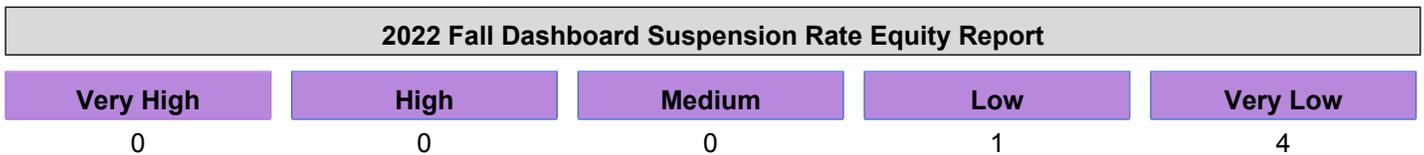
This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Level
77.8 making progress towards English language proficiency
Number of EL Students: 18 Students
Performance Level: No Performance Level
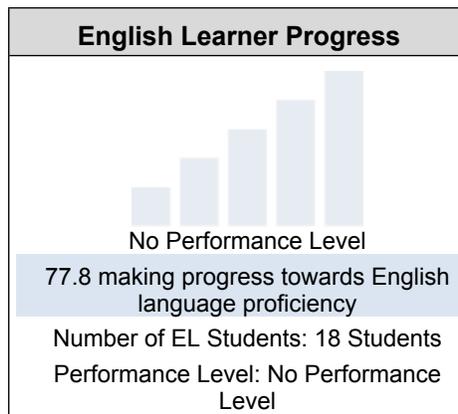
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
0.0%	22.2%	0.0%	77.8%

Conclusions based on this data:

1. 77.8% of students are making progress towards 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.
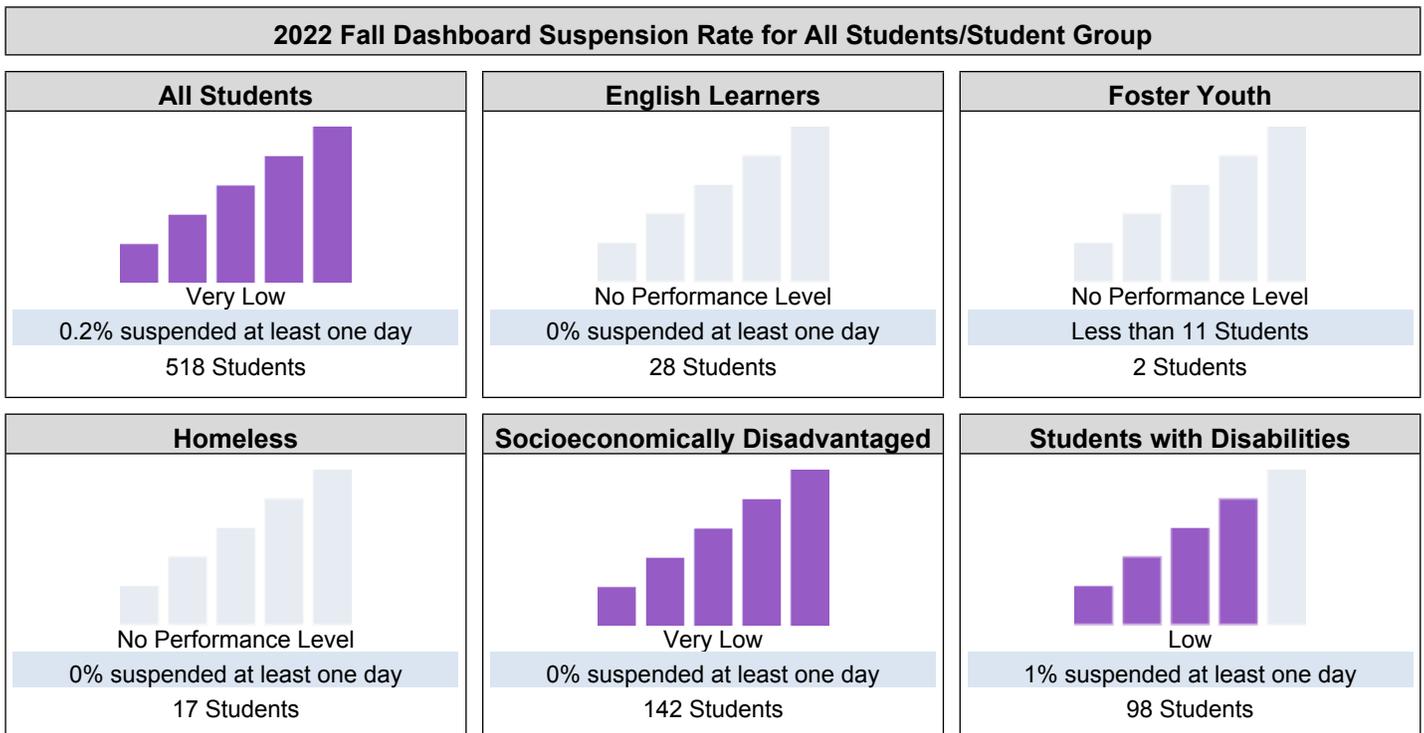
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).
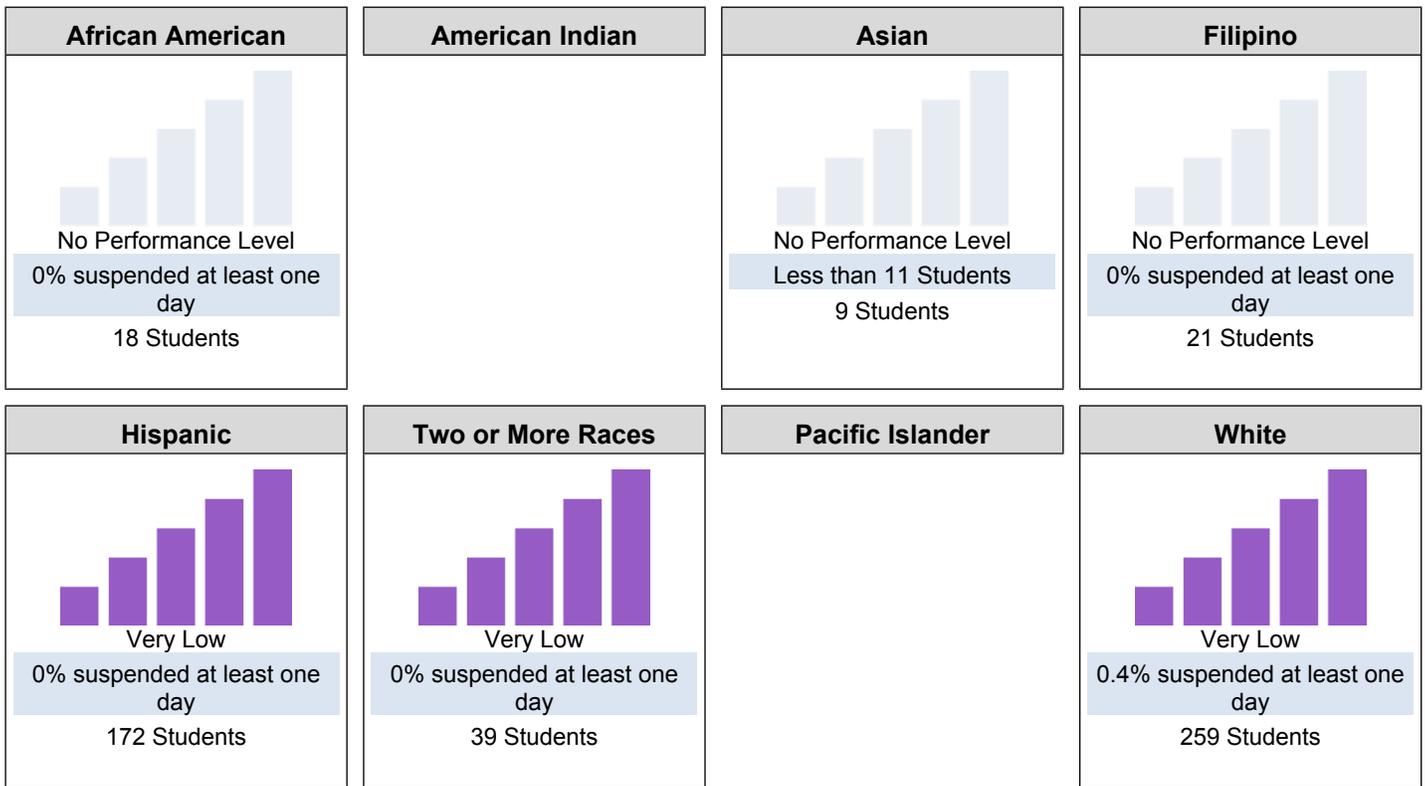
Very High	High	Medium	Low	Very Low
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report

Very High	High	Medium	Low	Very Low
4	1	0	0	0

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
High	No Performance Level	No Performance Level
15.5% Chronically Absent	25% Chronically Absent	Less than 11 Students
516 Students	28 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very High	Very High
29.4% Chronically Absent	23.9% Chronically Absent	20.4% Chronically Absent
17 Students	142 Students	98 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
11.8% Chronically Absent		Less than 11 Students	14.3% Chronically Absent
17 Students		9 Students	21 Students

Hispanic	Two or More Races	Pacific Islander	White
Very High	Very High		High
20.5% Chronically Absent	20.5% Chronically Absent		12.4% Chronically Absent
171 Students	39 Students		259 Students

Conclusions based on this data:

1. 15.5% of the student population was chronically absent during the 2021-2022 school year.

2. For students who are two or more races, the chronic absenteeism rate was high at 20.5%.

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	1	4

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	No Performance Level
0.2% suspended at least one day	0% suspended at least one day	Less than 11 Students
518 Students	28 Students	2 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Level	Very Low	Low
0% suspended at least one day	0% suspended at least one day	1% suspended at least one day
17 Students	142 Students	98 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

No Performance Level

0% suspended at least one day

18 Students

American Indian

Asian

No Performance Level

Less than 11 Students

9 Students

Filipino

No Performance Level

0% suspended at least one day

21 Students

Hispanic

Very Low

0% suspended at least one day

172 Students

Two or More Races

Very Low

0% suspended at least one day

39 Students

Pacific Islander

White

Very Low

0.4% suspended at least one day

259 Students

Conclusions based on this data:

1. Overall, the suspension rate is low at 0.2% of the student population.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Student Engagement and Wellness

Goal Statement

Improve Chronic Absenteeism
By June 2024, the chronic absenteeism percentage of ALL students will decrease by 5%. The following student groups will decrease by 10%:
i. Hispanic Students
ii. Two or More Races
ii. Socioeconomically Disadvantaged
iv. Students with Disabilities

LCAP Goal

Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school. (Increase Meaningful and Purposeful Student and Parent Engagement)

Basis for this Goal

Based on the Comprehensive Needs Assessment,
On the CA Dashboard for 2022:
Chronic Absenteeism:
Hispanic students - Very High - 20.5%
Two or more races - Very High - 20.5%
Socioeconomically disadvantaged - Very High - 23.9%
Students with disabilities - Very High - 20.4%

Our indicators in the student group of Two or Mores Races also identified us as a ATSI School for the 2022-2023 School Year.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 Chronic Absence Report California Dashboard	15.5% Overall Chronic Absenteeism	June 2024, the student chronic absenteeism rate will decrease by 5%.
2022-2023 Chronic Absence Report California Dashboard for Hispanic Students	20.5%	By June 2024, the percentage of hispanic students who are chronically absent will decrease by 10%.
2022-2023 Chronic Absence Report California Dashboard for Student who are Two or More Races	20.5%	By June 2024, the percentage of students who are two or more races who are chronically absent will decrease by 10%.
2022-2023 Chronic Absence Report	23.9%	By June 2024, the percentage of socioeconomically disadvantaged

Metric/Indicator	Baseline	Expected Outcome
California Dashboard for Socioeconomically Disadvantaged Students		students who are chronically absent will decrease by 10%.
2022-2023 Chronic Absence Report California Dashboard for Students with Disabilities	20.4%	By June 2024, the percentage of students with disabilities who are chronically absent will decrease by 10%.
LCAP Student Survey Question 2: My school uses Social Emotional Learning (SEL) activities to help me feel good about myself and help me to learn more. Percentage of Students who Strongly Agree/Agree	69.66%	By June 2024, the percentage of students who "Strongly Agree/Agree" will increase by 10%.
LCAP Student Survey Question 14: I regularly look forward to coming to school.	88.5%	By June 2024, the percentage of students who "Strongly Agree/Agree" will increase by 5%.

Planned Strategies/Activities

Strategy/Activity 1

Implement an Attendance Improvement Program to increase student engagement and participation in school.

Students to be Served by this Strategy/Activity

All students

Timeline

Entire 2023-2024 School Year in grades TK-6.

Person(s) Responsible

Administrator, Social Worker, Support Personnel

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Incentive, awards, attendance plans/challenges will be developed to support student attendance.

Strategy/Activity 2

Full implementation of PBIS, including Check In/Check Outs, to support positive behavior, chronic absenteeism and school connectedness and staff professional development.
PBIS team will create individual attendance/action plans for specific students who are considered chronically absent.
Smart Goal meetings with students who are chronically absent where goals will be mutually developed with student

SST meetings with parents of students who are chronically absent to offer attendance support and intervention

Students to be Served by this Strategy/Activity

All students

Timeline

Entire 2023-2024 School Year in Grades TK-6

Person(s) Responsible

Administration, Teachers, Office Staff, Campus Supervisors, PBIS Coach, School Counselor and School Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Sub cost or extra duty pay to hold student and parent engagement meetings.

Strategy/Activity 3

Implement a school-wide CODING program to increase student engagement

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administrator, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	5000
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Coding programs, supplies, and devices used to enhance our program.

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Equity, 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 their school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Diversity and Understanding- 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 when learning in school.

Basis for this Goal

Based on the Comprehensive Needs Assessment conducted, the following were true:
- Only 85.72% of staff "strongly agreed or agreed" that our students see their family's culture represented in the school and the academic content taught.
- Only 51.75% of students "strongly agreed or agreed" that they see their family's culture represented in the school and the things they learn.
- Only 68.53% of parents "strongly agreed or agreed that their child sees their family's culture represented in the school and the academic content taught.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2023 LCAP Staff Survey Question 12: Our students see their family's culture represented in the school and the academic content taught.	85.72% "Strongly Agree or Agree"	By June 2024, we will increase the combined percentage that "Strongly Agree/Agree" by 5%.
2023 LCAP Student Survey Question 12: I see my family's culture represented in the school and the things I learn.	51.75% "Strongly Agree or Agree"	By June 2024, we will increase the combined percentage that "Strongly Agree/Agree" by 5%.
2023 LCAP Parent Survey Question 11: My child sees their family's culture represented in the school and the academic content taught.	68.53% "Strongly Agree or Agree"	By June 2024, we will increase the combined percentage that "Strongly Agree/Agree" by 5%.

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

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Teachers, Administrators, TOSAs

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 2

Organize multicultural events throughout the year highlighting cultural observances, traditions, and celebrations.

Students to be Served by this Strategy/Activity

All Students and Families

Timeline

2023-2024 School Year

Person(s) Responsible

Administrator, Parents, Students, Leadership Team

Proposed Expenditures for this Strategy/Activity

Strategy/Activity 3

Work with parent liaison to conduct outreach to ELL, foster, economically disadvantaged and homeless students.

Students to be Served by this Strategy/Activity

ELL, Foster, Socioeconomically Disadvantaged, and Homeless Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administrator, Parent Liaison, Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	200
Source	LCFF - Supplemental

Budget Reference	4000-4999: Books And Supplies
Description	Supplies and materials needed to conduct meetings and workshops.

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learner Achievement

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 Learners academic achievement and their appropriate acquisition of English.

Basis for this Goal

According to our Comprehensive Needs Assesment, 43% of students who are English learners are at or above grade level on iReady in the area of English Language Arts. This level of proficiency is essential for them to meet the reclassification skill crieria and develop their English skills.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic - English Language Arts	43% of English learner students are at or above grade level.	By June 2024, 53% of EL students will show improvement in their English Language Development as measured by the iReady diagnostic assessment.
English Learner Progress Indicator (ELPI) - CAASPP	77.8% of English learner showed progress towards proficiency.	By June 2024, 88% of English learners showed progress towards proficiency as measured by the ELPI.

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 prioritize daily small group instruction for English learners.

Students to be Served by this Strategy/Activity

All students identified as English Language Learners

Timeline

2023-2024 School Year

Person(s) Responsible

Administrator, Classified, and Certificated Staff

Proposed Expenditures for this Strategy/Activity

Amount	6000
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 4

Subject

Close the Achievement Gap

Goal Statement

By June 2024, all students meeting and exceeding standards will increase by at least 5% in both English Language Arts and Mathematics as measured by the i-Ready diagnostic. Number of students in specified groups below who are meeting or exceeding standards will increase by at least 10% as measured by the iReady diagnostic .
i. Students with Disabilities
ii. Socioeconomically Disadvantaged Students
iii.Two or More Races
iv. English learners

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, Social Science.

Basis for this Goal

After conducting the Comprehensive Needs Assessment, this goal was based on the following information:

On the CA Dashboard for 2022 CAASPP Results:
ELA - Socioeconomically disadvantaged students scored in the low range - 10.4 below standard
  • Students with disabilities scored in the low range - 39.7 below standard
Math - Socioeconomically disadvantaged students scored in the low range - 29 below standard
  • Students with disabilities scored in the low range - 59.8 below standard
Our ELA performance was high overall with 22.4 points above standard.
Our Math performance was medium overall with 2.3 points above standard.

On iReady Diagnostic 2 overall achievement:
Reading
40% of students scored in the mid or above grade level
26% early on grade level
23% one grade level below
7% two or more grade levels
4% three or more grade levels
Math
20% of students scored in the mid or above grade level
28% early on grade level
43% one grade level below
5% two or more grade levels
3% three or more grade levels

Student group proficiency in ELA Comparison:
Homeless - Diagnostic 2: 66% proficient; Diagnostic 1: 44%
African American - Diagnostic 2: 50% proficient; Diagnostic 1: 40%
Two or More Races - Diagnostic 2: 75% proficient; Diagnostic 1: 50%
Socioeconomically Disadvantaged - Diagnostic 2: 58% proficient; Diagnostic 1: 35%
Student with Disabilities - Diagnostic 2: 66% proficient; Diagnostic 1: 44%
Student group proficiency in Math:

Homeless - Diagnostic 2: 48% proficient; Diagnostic 1: 26%
African American - Diagnostic 2: 33% proficient; Diagnostic 1: 11%
Two or More Races - Diagnostic 2: 57% proficient; Diagnostic 1: 39%
Socioeconomically Disadvantaged - Diagnostic 2: 41% proficient; Diagnostic 1: 17%
Student with Disabilities - Diagnostic 2: 48% proficient; Diagnostic 1: 26%

Because of the data above, a goal targeting iReady diagnostic was created to allow us to monitor progress.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
2022-2023 iReady Diagnostic - ELA	ELA - 66% of students meeting or exceeding	By June 2024, 71% of students meeting or exceeding
2022-2023 iReady Diagnostic - Math	Math - 48% of students meeting or exceeding	By June 2024, 53% of students meeting or exceeding.
2022-2023 iReady Diagnostic - Students with Disabilities	ELA - 67% of students meeting or exceeding Math - 49% of students meeting or exceeding	By June 204, ELA - 77% of students meeting or exceeding Math - 59% of students meeting or exceeding
2022-2023 iReady Diagnostic - Socioeconomically Disadvantaged Students	ELA - 62% of students meeting or exceeding Math - 47% of students meeting or exceeding	ELA - 72% of students meeting or exceeding Math - 57% of students meeting or exceeding
2022-2023 iReady Diagnostic - Students who are Two or More Races	ELA - 75% of students meeting or exceeding Math - 54% of students meeting or exceeding	ELA - 85% of students meeting or exceeding Math - 64% of students meeting or exceeding
2022-2023 iReady Diagnostic - English Learners	ELA - 43% of students meeting or exceeding Math - 28% of students meeting or exceeding	ELA - 53% of students meeting or exceeding Math - 38% of students meeting or exceeding
ELA CAASPP	Overall performance in ELA was 22.4 points above standard.	By June 2024, there will be an increase in overall ELA performance to 32 points above standard on the CAASPP.
Math CAASPP	Overall performance in Math was 2.4 points above standard.	By June 2024, there will be an increase in overall Math performance to 20 points above standard on the CAASPP.

Planned Strategies/Activities

Strategy/Activity 1

Deepen PLC implementation and practices by providing:

- Additional collaboration time for grade levels
- Paraeducators to support intervention and core instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Administrator, Classified, and Certificated Staff Members

Proposed Expenditures for this Strategy/Activity

Amount	6019
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	A paraeducator will assist teachers in implementing tier 1 and 2 interventions.

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Parental Engagement & Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) 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

As measured by our Comprehensive Needs Assessment, only 76.22% of parents felt that school promotes Educational Partners in decisions that impact the programs offered at the school.

Do I need an explanation about the importance of parental engagement and/or the district LCAP Survey Data plan?

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Survey - Question 15: My child's school promotes stakeholders in decisions that impact the programs offered at the school.	Strongly Agree/Agree = 76.22%	Strongly Agree % Agree = 80%
LCAP Survey - Question 1: My child's school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.	Strongly Agree % Agree = 85.62%	Strongly Agree % Agree = 90%
LCAP Survey - Question 4: My child's school provides regular systematic intervention support to close learning gaps of individual students and increase their academic success.	Strongly Agree % Agree = 83.22%	trongly Agree % Agree = 88%

Planned Strategies/Activities

Strategy/Activity 1

Increase opportunities for parent engagement by providing workshops, parent education classes, events, and educational partner meetings.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

Administration
Certificated Staff
Classified Staff
Social Worker
Parent Community

Proposed Expenditures for this Strategy/Activity

Amount	300
Source	LCFF - Supplemental
Budget Reference	0001-0999: Unrestricted: Locally Defined
Description	Light Meal - ELAC/SSC/Parent Engagement Nights/Coffee with the Principal Meetings

Amount	200
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Extra Duty for Classified Personnel to Hold Parent Events

Amount	500
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty for Certificated Personnel to Hold Parent Events

Amount	350
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Materials and supplies necessary to put on workshop, parent education workshops, and family nights.

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

Increase student engagement and connectedness to learning at school.
Increase the number of students who respond agree and strongly agree to the LCAP Student Survey statement, "I regularly look forward to coming to school." from 77.24% to at least 85%

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 Chronic Absence Report California Dashboard	June 2023, we will decrease our current student chronic absenteeism rate of 14.11% back to 5.7% as measured by the California Dashboard	The chronic absenteeism rate is 9.09%.
2022-2023 LCAP Student Survey ("I regularly look forward to coming to school.")	By June 2023, we will increase student engagement to at least 85% or higher as measured by the end of the year attendance rates and the end of the year LCAP survey	88.5% of students said they "look forward to attending school each day" as measured by the LCAP student survey.

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Use ParentSquare features and data to help support two-way (back and forth)communications with parents (polls, surveys,etc)	ParentSquare was used consistently throughout the year to support two-way communications with parents.	Parent Square is the communication system that will be used to send attendance messages, polls and surveys. None Specified District Funded	Parent Square is the communication system that will be used to send attendance messages, polls and surveys. None Specified District Funded
Full implementation of PBIS to support positive behavior, chronic absenteeism and school connectedness and staff professional development. PBIS team will create individual attendance/action plans for specific students who are considered chronically absent. Smart Goal meetings with students who are chronically absent where goals will be mutually developed with student	PBIS team meet regularly to implement student supports and create action plans to improve school practices.	Sub cost or extra duty pay to hold student and parent engagement meetings. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000	Sub cost or extra duty pay to hold student and parent engagement meetings. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1000

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
SST meetings with parents of students who are chronically absent to offer attendance support and intervention			
Students earn SOAR slips when implementing positive behavior strategies, and use the slips to buy rewards at the SOAR store	Students were able to redeem SOAR slips for rewards and prizes.	Printing cost for PBIS tickets and PBIS Incentives 4000-4999: Books And Supplies Site Formula Funds 1000	Printing cost for PBIS tickets and PBIS Incentives/Materials 4000-4999: Books And Supplies LCFF - Supplemental 1000
Continue use SST Online to document SART meetings, interventions, and re-engagement plans	SST online was used to document parent meetings.	SST Coordinator will manage system and coordinate meetings. The SST Coordinator may use up to 20 hours of extra duty extra pay 1000-1999: Certificated Personnel Salaries District Funded 640.00	SST Coordinator will manage system and coordinate meetings. The SST Coordinator may use up to 20 hours of extra duty extra pay 1000-1999: Certificated Personnel Salaries District Funded 640.00

Analysis

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

All actions related to this strategy were implemented. ParentSquare was used, our PBIS program was implemented, the SOAR store was utilized, and meetings were held and documented in SSTonline.

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

The strategies/activities were effective as measured by our decrease in the chronic absenteeism rate and an increase in the percentage on the LCAP Student Survey of students who look forward to coming to school.

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

There were no material differences.

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.

Changes were made to this goal to specifically target chronic absenteeism. Our metrics/indicators/expected outcomes were designed to address student group chronic absenteeism. Strategies/activities continued to focus on the implementation of our PBIS program and attendance supports for students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Create grade level content for our District Calendar of Celebrations and Observances

Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2023 LCAP Survey	June 2023, we will decrease by at least 2% the number of students and parents who disagreed with the following statement, "I see my family's culture represented in the school and things I learn." on the LCAP survey.	We saw an increase of 12% on the student survey and 2% on the parent survey.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Create grade level content for our District Calendar of Celebrations and Observances	Grade level content was created to align with the District Calendar of Celebrations and Observances by the district TOSAs and Library Media Specialists.	Working in grade level teams, teachers will find and create grade specific content for the District Calendar of Celebrations and Observances	
Hold at least two focus groups with my leadership team and parents of color and a student focus group with my leadership team to get input from stakeholders about what we can do as a school so that their family's culture is represented in the school and the things they learn.	Input was gathered during Coffee with the Principal meetings, Site Council meetings, and PTA meetings. Student focus groups were conducted during Student Council meetings.	Reach out to families of color and hold meetings with students and parents to understand what is needed to bring more equity and diversity to our school	
Work with parent liaison to conduct outreach to ELL, foster, economically	Parent liaisons supported the school site with outreach.	Call parents, attend meetings, conduct home	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
disadvantaged and homeless students		visits with the goal of engaging students	

Analysis

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

Using the grade level content created by district personnel was very successful. Participation in focus groups was a challenge despite assistance from the parent liaison.

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

Strategies/activities were not as effectiveness as hoped evidenced by the increase in students and parents disagreeing that their culture is represented in the school.

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

There were no material differences.

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

This goal was changed to reflect the percentage of educational partners who feel their family's culture is represented in their school. The outcomes/metrics were changed to include all educational partners (staff, students, parents) on the LCAP survey. An additional strategy/activity of hosting multicultural events periodically throughout the school year in conjunction with our PTA and Site Council was added this year.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

At least 90% of our English Learners will move at least one proficiency level on their overall ELPAC Summative score Monitor i-Ready engagement and increase the use of this research-based proven intervention

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
ELPAC Summative	By June 2023, 90% of EL students will show improvement in their English Language Development as measured by growth in their overall proficiency score in the Summative ELPAC assessment.	77.8% showed progress towards proficiency.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Administer the Initial and Summative ELPAC assessment	Administered the Initial and Summative ELPAC Assessment	Teachers will be paid additional duty/extra pay to administer the ELPAC assessment or a substitute will be provided to the class so the teacher can administer the ELPAC 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500	Teachers will be paid additional duty/extra pay to administer the ELPAC assessment or a substitute will be provided to the class so the teacher can administer the ELPAC 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 500
Reclassify EL Students	Reclassified EL Students	Instructional Assistants will be used in classrooms, so that teachers can give 30 minutes of designated language instruction to EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18398	Instructional Assistants will be used in classrooms, so that teachers can give 30 minutes of designated language instruction to EL students 2000-2999: Classified Personnel Salaries LCFF - Supplemental 18398
Hold individual goal setting meetings with Long Term English Learners	Held individual goal setting meeting with Long Term English Learners.		

Analysis

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

Using our teachers to administer the ELPAC assessments was very valuable. Having instructional assistants to support in the classroom so that teachers are able to effectively deliver desginated ELD instruction was successful. The meetings held with LTELs were valuable as well.

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

The above strategies were effectives in making progress towards this goal.

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

There were no material differences.

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

This goal was changed to address English Learner students proficiency level on the iReady diagnostic assessments. The strategies/activities will stay the same. The metric/indicator was changed to the iReady Diagnostic scores of students.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Monitor iReady engagement and increase the use of this research-based proven intervention. To close the achievement gap we will decrease the number of students scoring below two or more grade levels iReady Reading and iReady Math.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
2022-2023 iReady Diagnostic #3 - ELA	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Reading Diagnostic Assessment, and a decrease of 10% of students one grade level below.	Two or more grade levels below decreased by 1% One grade level below increased by 1%
2022-2023 iReady Diagnostic #3 - Math	By June 2023 a decrease of at least 5% of our students will be below two or more grade levels on the iReady Math Diagnostic Assessment, and a decrease of 10% of students one grade level below.	Two or more grade levels below increased by 7% One grade level below decreased by 3%

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
In order to increase student achievement in English Language Arts and Mathematics, and increase our reclassification rate, we are going to provide tiered response to intervention to targeted students. Teachers will meet together frequently to review student assessment data and plan targeted virtual tutoring (RTI) . Educational decisions about the intensity and duration of interventions are based on individual students response to instruction.	Tiered intervention was provided by teachers in person.	Teachers will be provided subs or extra duty/extra pay to plan intervention 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500	Teachers used their Collaborative Instructional Planning and Staff Meeting time to plan intervention. 1000-1999: Certificated Personnel Salaries Site Formula Funds 1500
	The Intervention TOSA provided targeted	Intervention aides will assist with Response to	Intervention aides will assist with Response to

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Intervention TOSA and Intervention Instructional Assistants will provide Response to Intervention for high needs students. Instructional Assistants will support the classroom while the teacher provides targeted intervention based on iReady diagnostic and common formative assessments.	intervention to 67% of the student population.	Intervention and Systematic ELD 2000-2999: Classified Personnel Salaries Site Formula Funds 4000	Intervention and Systematic ELD 2000-2999: Classified Personnel Salaries Site Formula Funds 4000
Continue/Monitor/IEP Goals and Objectives for alignment to CA Standards	IEP goals and objectives were monitored and met.	SPED Team will meet monthly to discuss SPED students' progress and attendance.	SPED Team will meet monthly to discuss SPED students' progress and attendance.
Teachers require appropriate materials in order to teach successfully and implement interventions.	Teachers were provided the necessary supplies to implement intervention.	4000-4999: Books And Supplies Site Formula Funds 1940	4000-4999: Books And Supplies LCFF - Supplemental 1940
Provide Professional Development in i-Ready	Professional development in iReady and Next Gen were provided for the teachers.	Teachers will be paid additional duty/extra pay to attend professional development 1000-1999: Certificated Personnel Salaries District Funded	Professional development was provided during embedded staff meeting time throughout the school week. 1000-1999: Certificated Personnel Salaries District Funded

Analysis

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

Although, we did not meet the expected goal, the intervention program provided by the Intervention TOSA serviced a considerable portion of the student body. Teachers were able to plan and provide targeted intervention to students, but next year the consistency of intervention programs will need to improve. Monitoring the goals and objectives of IEPs was successful along with the materials and professional development that was provided to teachers.

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

Providing tiered intervention inside the classroom based on assessment data was relatively effective, but improvement is needed in this area. The Intervention TOSAs program was effective in addressing the assessed needs of students.

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

There were no material differences.

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

This goal was changed to specifically target the needs of student groups and focus on the Professional Learning Community practices and procedures that have shown success. Outcomes/metrics are much more specific and the strategies/activities are centered around PLC staff development.

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

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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	21,569.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	20,569	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF - Base	1,000.00
LCFF - Supplemental	20,569.00

Expenditures by Budget Reference

Budget Reference	Amount
0001-0999: Unrestricted: Locally Defined	2,300.00
1000-1999: Certificated Personnel Salaries	1,500.00
2000-2999: Classified Personnel Salaries	12,219.00
4000-4999: Books And Supplies	5,550.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF - Base	1,000.00
0001-0999: Unrestricted: Locally Defined	LCFF - Supplemental	2,300.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	500.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	12,219.00
4000-4999: Books And Supplies	LCFF - Supplemental	5,550.00

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
Jayme Rutter	Principal
Sherry Cardenas	Parent or Community Member
Anna Dorfman	Parent or Community Member
Lance Payne	Parent or Community Member
Hilary Schulz	Parent or Community Member
Jennifer Horwitz	Classroom Teacher Parent or Community Member
Vicki Kubasak	Classroom Teacher
Stephanie Galbreath	Classroom Teacher
Mary Beck	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
	Other: Site Council provides oversight for English Language Learners and GATE.

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 6-06-23.

Attested:

	Principal, Jayme Rutter on 6/7/2023
	SSC Chairperson, Anna Dorfman on 6/7/2023

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: James Foster Elementary   **SCHOOL YEAR: 2023-2024**

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

The school involves our School Site Council, Parent Teacher Association (PTA), Leadership Team, Site Instructional Leadership Team, Positive Behavior Interventions and Support (PBIS) Team, English Language Advisory Council (ELAC), and staff (both certificated and classified) in the planning process and annual review and update of the SPSA. Data from iReady; staff, student, and parent connectedness surveys; intervention, attendance, etc. are shared with staff and families and other educational partners on a regular basis.

Regular meetings are held with our educational partners to discuss student progress and review current student data in order to inform our school plan and ensure our students are making academic and social/emotional growth.

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

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- *i*Ready Assessment Diagnostic Data (beginning of the year, middle of the year, end of year)
- California Dashboard 2022
- Suspension Rate
- California Assessment of Student Performance and Progress (CAASPP) for English Language Arts (ELA) & Math
- English Learner (EL) information from ELLevation
- California Science Test (CST)
- Intervention assessments (including NextGen shared assessments)

- Interim Assessment Block (IAB) Data
- NextGen Assessments
- Common Formative Assessments
- Attendance Data
- English Language Proficiency Assessment of California (ELPAC) Data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) Data
- Local Control Accountability Plan (LCAP) Parent, Staff, and Student Connectedness Survey 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 high overall (15.5% of our students were chronically absent). Many of our subgroups have over a 20% chronic absenteeism rate, which is very high. As of 4/11/23, our chronic absenteeism rate is 11.94%.
- ELA - Socioeconomically disadvantaged students scored in the low range - 10.4 below standard
  - -Students with disabilities scored in the low range - 39.7 below standard
- Math - Socioeconomically disadvantaged students scored in the low range - 29 below standard
  - -Students with disabilities scored in the low range - 59.8 below standard
- Our ELA performance was high overall with 22.4 points above standard.
- Our Math performance was medium overall with 2.3 points above standard.

Student Groups:
On the CA Dashboard for 2022:
- **Chronic Absenteeism:**

- ○ Hispanic students - Very High - 20.5%
- ○ Two or more races - Very High - 20.5%
- ○ Socioeconomically disadvantaged - Very High - 23.9%
- ○ Students with disabilities - Very High - 20.4%
- **ELA Performance**
  - ○ Students with disabilities and socioeconomically disadvantaged students performed in the low range.
- **Math Performance**
  - ○ Students with disabilities and socioeconomically disadvantaged students performed in the low range.

On iReady Diagnostic 2:
- Reading
  - ○ 40% of students scored in the mid or above grade level
  - ○ 26% early on grade level
  - ○ 23% one grade level below
  - ○ 7% two or more grade levels
  - ○ 4% three or more grade levels
- Math
  - ○ 20% of students scored in the mid or above grade level
  - ○ 28% early on grade level
  - ○ 43% one grade level below
  - ○ 5% two or more grade levels
  - ○ 3% three or more grade levels
- Student group proficiency in ELA:
  - ○ Homeless - Diagnostic 2: 66% proficient; Diagnostic 1: 44%
  - ○ African American - Diagnostic 2: 50% proficient; Diagnostic 1: 40%
  - ○ Two or More Races - Diagnostic 2: 75% proficient; Diagnostic 1: 50%
  - ○ Socioeconomically Disadvantaged - Diagnostic 2: 58% proficient; Diagnostic 1: 35%
  - ○ Student with Disabilities - Diagnostic 2: 66% proficient; Diagnostic 1: 44%
  - ○ EL students: Diagnostic 2: 43% proficient; Diagnostic 1: 42%
- Student group proficiency in Math:
  - ○ Homeless - Diagnostic 2: 48% proficient; Diagnostic 1: 26%
  - ○ African American - Diagnostic 2: 33% proficient; Diagnostic 1: 11%
  - ○ Two or More Races - Diagnostic 2: 57% proficient; Diagnostic 1: 39%

- ○ Socioeconomically Disadvantaged - Diagnostic 2: 41% proficient; Diagnostic 1: 17%
- ○ Student with Disabilities - Diagnostic 2: 48% proficient; Diagnostic 1: 26%
- ○ English Learners - Diagnostic 2: 28% proficient; Diagnostic 1: 10%

LCAP SURVEY DATA:

Parent
- 76.22% Strongly Agree or Agree on Question 15 (My child's school promotes stakeholders in decisions that impact the programs offered at the school).
- 68.53% Strongly Agree or Agree on Question 11 (My child sees our family's culture represented in the school and the academic content taught).

Student
- 66.5% Strongly Agree or Agree on Question 16 (My school asks parents, employees, and students to help in decisions made at the school).
- 88.56% Strongly Agree or Agree on Question 13 (My school is welcoming to all people from the community regardless of differences and respects/values those differences).
- 51.75% Strongly Agree or Agree on Question 12 (I see my family's culture represented in the school and the things I learn).

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 language arts.
- 77.8% of our English Learner Progress are making progress towards English proficiency

COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

Challenges:

- Our chronic absenteeism for the 2022-2023 was very high with our subgroups Students with Disabilities, Socioeconomically Disadvantaged Students, and Two or More Races (over 20%).
- Our performance in math was in the medium range. Specifically for our hispanic students, students with disabilities, and socioeconomically disadvantaged performed far below standard
- Our English only group for mathematics performed 2.3 points below standard.
- Only 36% of our English Learners scored proficient on the ELPAC Summative during the 21-22 School Year.

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.

Improving attendance for Two or More Races

Improve academic achievement in both Math and ELA for Students with Disabilities

Improve academic achievement in both Math and ELA for Socioeconomically Disadvantaged Students

Improve the percentage of students who look forward to attending school each day.

Improve the percentage of students who agree that their school is a happy place.

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.

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.

Lack of incentives and monitoring of daily attendance for Two or More Races
Lack of exposure to the core curriculum and appropriate scaffolding for Students with Disabilities
Lack of exposure to the core curriculum and appropriate scaffolding for Socioeconomically Disadvantaged Students
Lack of engaging activities that students find relevant, exciting, and make school a happy place
Lack of interactive, hands-on activities that enhance classroom lessons
Lack of planning time to organize engaging, effective lessons that help students feel success and master the concepts being taught
Increase adult support on the playground
Increase support with intervention